UNH Representatives Go to Ghana

In February 2009, the first UNH team traveled to Ghana with the goal of establishing study abroad programs in that country. Funso Afolayan, Associate Professor of History and Acting Director of the Center for the Humanities, Claire Malarte-Feldman, Director of the Center for International Education, and Lisa MacFarlane, Vice Provost for Academic Affairs, met with faculty and administrators at the University of Ghana (UG) at Legon and the Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi to begin developing educational experiences for UNH students as well as to explore collaborative possibilities between UNH faculty and staff and those of the two African institutions. A $75,000 grant awarded to the Center for the Humanities by the US State Department funds this two-year process.

Presently, UNH has no study abroad program in Africa. The current initiative is designed to bridge that gap, according to Afolayan. “We are planning a study abroad program that will incorporate the richness of African history, culture, art, and dance with other disciplines,” he says. “Study abroad in Ghana will be a way to broaden the Africana and African American Studies interdisciplinary minor, potentially making it available to many more students throughout the university. With its fifty-four countries, vibrant peoples and groups, its continuing socio-political transformations, and considerable bio and cultural diversities, Africa is a continent of tremendous research and professional possibilities for our students as well as for our faculty. A well-established UNH study abroad program in Africa will significantly contribute towards advancing the goals of globalization and internationalization being envisioned in the current UNH Strategic Plan Initiatives.”

“Ghana is brimming with opportunities and hospitality. We received a warm and see Ghana on page 3
Kofi Anyidoho, Professor of English at the University of Ghana, visited the UNH campus from April 1 – April 3, 2009. Anyidoho’s three-day stay included an evening of poetry entitled A Harvest of Ancestral Voices. He read from his poetry collections Elegy for the Revolution (1978) and A Harvest of Our Dreams (1985). Anyidoho performed selections of work arising from his own family tradition of Ewe poets and oral artists.

During his time at UNH, Anyidoho also delivered a lecture discussing Literary Visions of a 21st Century Africa, spoke in classes, and read at a Black Family Weekend event.

“Professor Anyidoho’s visit brought a profound spirit of insight and creativity from Africa to the UNH campus,” said Cait Vaughan, the event organizer who also coordinates academic minors programs for the Center for the Humanities. “People were moved by the cadences of his voice and his striking images. They were really able to experience some of the power, pain, and beauty of Ghana through his art and his intellect.”

Anyidoho has won national and international awards including the Kruger Fellowship for Poetry of Social Vision, Valco Fund Literary Award, Langston Hughes Prize, BBC Arts and Africa Poetry Award and Ghana Book Award. He has also published extensively on literature and film in Ghana.

Made possible by a grant from the Class of 1954 Academic Enrichment Fund, with additional sponsorship from the Center for the Humanities and the Center for International Education, Anyidoho’s visit was part of a larger project to develop faculty ties with two universities in Ghana. For more information on this initiative, see the article on page 1 or go to www.unh.edu/humanities-center/

In addition to delivering a poetry reading and visiting classes, Kofi Anyidoho, poet and scholar from the University of Ghana, presented a lecture, Literary Visions of a 21st Century Africa, at UNH on April 3, 2009 as part of a three-day visit to campus sponsored by the Class of 1954 Academic Enrichment Fund, the Center for the Humanities, and the Center for International Education.

—Announcing—

UNH Center for the Humanities Grants and Fellowships

Upcoming Deadlines

NEH Summer Stipend
UNH Competition: August 3, 2009

Faculty Fellowships
November 5, 2009

Programs and Project Grants
Interdisciplinary Conference Grants
November 5, 2009
Saul O Sidore Lecture Series
Proposals for Academic Year 2010-2011
November 5, 2009
Discretionary Grants
Ongoing

For more information visit: www.unh.edu/humanities-center and click on Funding Opportunities or call Mary Jo Alibrio 862-4356.
Oral History Project for Immigrants and Refugees Underway

The UNH Center for the Humanities has secured three grants, to date, to begin implementing Our State, Our Stories, an oral history project documenting the experiences of immigrants and refugees in New Hampshire. The project seeks to create greater understanding about New Hampshire’s current immigrants and refugees, to generate dialog, and to connect their individual stories with the stories of the state’s previous immigrants.

Throughout the next year, teams will record extensive oral history interviews with adult immigrants and refugees from a variety of countries and backgrounds. Burt Feintuch, Director of the Center for the Humanities, is project director. Sara A. Withers, a Ph.D. candidate in anthropology from Brandeis University who has conducted ethnographic field work in Mexico, Sri Lanka and Boston, is project manager and chief interviewer. Additional team members will include cultural liaisons from immigrant and refugee communities and interpreters.

The oral history interviews will then become the basis of short documentaries produced by Nancy Beach and Brian Vawter of Atlantic Media, a video production company in Portsmouth, New Hampshire. The resulting documentary DVDs will be distributed to business, industry, education, government, and social service entities for use in cultural training in workplaces and in a wide variety of public humanities programming. In a second stage of the project, the interviews will be archived in the UNH Dimond Library and available to the public online. Immigrant and refugee community leaders from around the state helped the Center for the Humanities design the project.

Our State, Our Stories will also contribute to a comprehensive immigration initiative, Fences and Neighbors, sponsored by the New Hampshire Humanities Council. Transcripts of the oral history interviews may be used as the basis of community theater productions.

The New Hampshire Charitable Foundation, the New Hampshire Humanities Council, and the National Endowment for the Humanities have awarded a total of $65,000 in grants for the project.

Ghana

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enthusiastic welcome from the two universities we visited. Both are world class institutions with many years of proven experiences in collaborative international research and study abroad programs” adds Malarte-Feldman. “We hope to create programs, such as summer sessions in Africa, so that students in the sciences, engineering, nursing, and business, as well as liberal arts, can participate. And we have started working with UNH faculty members from several disciplines who already have interests in Africa and in Ghana, while encouraging others to start developing such interests. With our Ghanaian colleagues, we expect to create mutually beneficial research, practicum, and academic experiences for UNH students at UG and KNUST.”

The goal of the state department grant is to provide opportunities for students, including students with economic needs, to experience study-abroad in non-traditional locations. Exchange of students and faculty from UG and KNUST is also expected. The development of on-line mentoring and administrative capacity building is being explored, as well. Faculty interested in exploring possibilities for collaborative research opportunities in Ghana are encouraged to contact Professors Claire Malarte-Feldman (Claire.Malarte-Feldman@unh.edu) and/or Funso Afolayan (fsa@christa.unh.edu)

The second planning trip to Ghana will take place in September 2009. UNH hopes to send its first set of students to Ghana in 2010. For more information, please contact Cait Vaughan at the Center for the Humanities cait.vaughan@unh.edu.
Meet the 2009-2010 Center for the Humanities Faculty Fellows

Funded by the Center’s general endowment and the Ben and Selma Dorson Endowment in the Humanities, Faculty Research Fellowships provide a semester-long opportunity for junior and tenured faculty to pursue humanities research with no teaching obligations. Each year the Center for the Humanities awards up to two junior and three senior fellowships. Here are the 2009-2010 awardees.

Eliga Gould
History SENIOR FELLOW

“For Americans,” Eliga Gould states, “it has always been tempting to see the American Revolution as marking a break with both Britain and Europe — a moment unsullied by Old World decadence and tyranny and a refounding that freed the republic from the shackles of European colonialism. In terms of the democratic values that sustain America’s identity to this day, there is no denying the appeal of this conceit. It is, however, a conceit that happens to be misleading.”

His book, The World of the American Revolution, will explore the ways in which Americans continued to play the part of colonial settlers, practicing slavery, appropriating Indian land, and vying for supremacy with the Western Hemisphere’s other European powers, even as they claimed to be part of a new world order. “We cannot understand what was most transformative about the American Revolution without an appreciation of the manifold ways in which the quest for national independence forged new connections between the early American Republic and the wider world… The result, I hope, will be a timely and significant statement about how to move beyond the reflexive insularity that still characterizes much of the academic literature on the American Revolution.”

“There may also be a family dimension to my interest. Through my mother’s family, I am descended from Revolutionary War veterans, but my father’s family were Nova Scotians of French Acadian background who emigrated to New England during the 1880s and 1890s. I grew up hearing stories about what my maternal ancestors did. But what did the revolution mean to people like the Goulds, whose first tongue in 1776 was French, . . .and who probably only dimly understood what the quarrel between Britain and the colonies was about?”

Jaume Marti-Olivella
Languages, Literature, and Culture SENIOR FELLOW

Jaume Marti-Olivella describes his project on Catalan cinema as “especially significant to me, and I hope to an already large academic audience, because upon publication it would be the first such volume to appear in English. Since I am originally from Catalonia, my interest in Catalan cinema may be easily linked to my lifelong commitment to study and promote the culture of my country, which has traditionally been obscured or submerged by the most dominant culture in Spain, the one expressed in Castilian, the official language of the central administration.”

Marti-Olivella’s book will explore Catalan cinema’s rich history, urban comedy and documentary genres, the importance of literary adaptations in the Catalan cinematic idiom, and the international impact of Catalonia’s current, experimental, young directors. “I feel very optimistic about the outcome of my project because I am very aware that Catalan cinema has finally found its glocal location, that is to say, its local place in the Catalan cultural imaginary and its global outlook, characterized by the transnational performative quality of its most recent practitioners.”

Marti-Olivella’s project, which he describes as work in the field of cultural studies, “would also continue my research interest in the non-Castilian cultures in Spain and, especially, in the formulations of its micro-cinemas.” He hopes to eventually “write a larger piece placing Spain’s micro-cinemas in the European context and its critical dialogue with Hollywood.”
Stephen Trzaskoma will be working on a book about literary imitation and influence in Chariton's *Callirhoe*. "Callirhoe is one of the five surviving ancient Greek novels from the early centuries of our era, and it is generally acknowledged as the earliest, dating probably to the mid-1st century AD. First, my initial stages of research have shown that Chariton alludes more frequently to a broader range of classical literature than has been thought, and I am attempting to catalog as thoroughly as possible those allusions. Second, and more importantly, I want to analyze how those allusions not only shape a reader's immediate contextualization of individual moments in the narrative but also how they frame the overall aesthetic of what Chariton sets out to do."

“What’s exciting for me about this is the opportunity to apply traditional methods of textual and literary analysis but then turn the results of that investigation to questions of wider scope. I’m interested, of course, in how Chariton carefully constructs his novel to engage in a dialogue with the themes and language of traditional genres—tragedy, history, and rhetoric—but another question is how his ancient readers would have encountered the text and had their experiences shaped by that dialogue. The resulting book will shed light on the then-new genre of novelistic prose fiction, a genre that in modern times has come to occupy a position of almost total dominance among readers, and at the same time become part of a larger, ongoing reevaluation of Greek literature from the period of the Roman Empire.”

David Bachrach’s project “focuses on identifying the range of economic resources available to the kings of Germany during the tenth and early eleventh century, and...the means by which they administered these resources.” He hopes “to pull German history back into the main channel of scholarly research that recognizes the ongoing and fundamental influence of Roman culture and institutions on all of the post-Roman polities in the Western Empire.”

“I became interested in this topic as an outgrowth of my investigation of the military organization of early medieval Germany. From my previous research on the military organization of 13th century England, I was well-acquainted with the enormous number of documents that are required to make wars work. When I discovered that this area of research was neglected for medieval Germany I became interested in the military side of the question of administration. Then I realized that it would be necessary to understand how the government as a whole operated and the basis of royal power so that it would be possible to place military organization in its proper context.”

“If I am correct in my view that the German royal government maintained a vast array of economic assets under its direct control, and managed these resources using a sophisticated written administration, then I will have undermined several of the longest-standing scholarly models regarding the nature of government and power in the early Middle Ages.”

Meghan Howey’s project, *Creating Ritual, Constructing Monuments: Native American Regional Organization in the Northern Great Lakes, AD 1200-1600*, “explores the choices Anishinabek communities made within the cultural landscape of Late Prehistory (AD 1200-1600).” In her book manuscript she explores multiple lines of evidence to show how people erected monumental earthwork enclosures across the region to serve as powerful ceremonial centers for ritual and trade events between distant communities. She will also show how amidst these regional dynamics, intra-community ceremonial monuments, in the form of burial mounds, were erected at local resource zones to provide defined places for local ritual gatherings.

“Prior to my research, these constructions had always been viewed as disconnected sites, but my work shows they were part of an integrated cultural landscape, anchoring a dynamic regional organization before European contact. My work challenges views of pre-contact indigenous cultures as static and advances ongoing debates on social organizational variability in archaeology.”

Howey became interested in this project for two reasons. “One, I have long been interested in understanding how human communities can live, can create order in the world, without permanent, institutionalized hierarchy, and two, I found myself frustrated by the sense that America before the arrival of Columbus is, in many ways, a land time forgot...I feel systematic investigations of the archaeological record, which holds the material evidence of rich histories stretching back centuries before Columbus ever arrived in America, offer us the opportunity to remove the pre-contact world from its ‘savage slot.’”
The 2009 Black New England Conference sponsored by the Center for New England Culture will take place June 11 – 13, 2009 at the University of New Hampshire in Durham. This year’s conference, New England: Beyond Black and White, features Lorene Cary as keynote speaker.

Award-winning author, Lorene Cary is best known in literary circles for her book Black Ice, about her two years at St. Paul’s School, a formerly all-white, all-male elite prep school in New Hampshire. Currently, a Senior Lecturer in creative writing at the University of Pennsylvania, Cary is the founder of Art Sanctuary, a non-profit performance series that brings black artists to speak and perform at the Church of the Advocate in North Philadelphia. The keynote address and opening reception takes place on Friday, June 12, 2009 from 7:00 - 9:30 pm in the Memorial Union Building Theatre 1. It is free and open to the public.

On Thursday, June 11, from 7-9 pm in MUB Theatre 1, Delia Konzett, UNH Assistant Professor of English, will facilitate a screening and discussion of the film The Human Stain. On Friday, June 12, in UNH Holloway Commons, featured speakers will present papers on various topics. A lunch performance will be held from 1-1:30 pm, featuring Mwalim (Morgan James Peters), You’re An Indian? - the performance-lecture version of storyteller, poet, writer, and educator Mwalim’s award-winning one-man show, A Party at the Crossroads. On Saturday, June 13, the conference will continue in UNH Holloway Commons with a lunch performance featuring Gwendolyn Quezaire-Presutti as Sarah Harris, “a young woman of color, respectable, a teacher of religion and daughter of honorable parents.”

Moving beyond rigid racial identities, this year’s conference will explore the contemporary as well as historic interactions between Black and Indigenous communities, the presence of “passing” mixed race individuals, and the more recent immigrant experience, within a New England context. These complex interactions, connections, conflicts, experiences, and resistant efforts of Black, white, Indigenous, and multi-racial citizens will be explored through scholarly research, presentations on books, shared personal stories, and imagery.

The Black New England Conference is a 2-day conference that gathers scholars, teachers, researchers, community members and members of local organizations to share their work and insights on the Black experience past and present in New England. It is both an academic conference and a celebration of Black life and history in New England. This year’s conference is funded in part by grants from: The New Hampshire Humanities Council, The Center for the Humanities at UNH, Black Heritage Partnerships, the Commission on the Status of People of Color, and Queer Studies.

For complete conference information and registration visit: www.neculture.org/

MINORS UPDATE

by Cait Vaughan

It’s hard to believe the end of the academic year will soon be upon us!

This semester we rounded off our Hip Hop Series in the Africana & African American Studies minor with a public lecture, “The Hip Hop Generation, Media, and the 2008 Presidential Election,” with Hip-Hop historian, Professor Jeffrey Ogbar from the University of Connecticut. We will continue with another Minors event series beginning in fall 2008, so watch for details as the semester begins!

Some of our students in the Minors are very busy right now preparing for graduation, and I’d like to take this opportunity to thank and congratulate each of our graduating seniors. Over this past year, I have had the pleasure of meeting, planning, and discussing future academic and career plans with some amazing UNH students; it has been a pleasure to know each of them. I would like to also thank the professors in the Minors who encouraged students to complete a minor and made a powerful impact on their experiences at UNH. The Race, Culture & Power graduates include Meredith Gorman, Family Studies major and 2nd minor in Women’s Studies; Kayla King, Women’s Studies major; Dana Longobardi, Psychology major; Mallory Murrell, History major; and, Radar Onguetou, Political Science major and additional minors in International Affairs and French. American Studies graduates include Alyssa DeMarco, Psychology major with 2nd minor in Political Science; Brittany Gomes, Art Studio major; Laura Hedges, English Journalism major; and, Kathleen Zarbolias, English major. I would also like to congratulate senior Shannon Potts, who will enter her final
Exploration of Ethnic Studies Continues with Seminar Speakers

In early February the Center for the Humanities, the College of Liberal Arts, and the Provost’s Office sponsored a visit from Evelyn Hu-DeHart, the second in a series of events focusing on possibilities for the creation of Ethnic Studies at UNH. Hu-DeHart is currently a full professor in the Department of History at Brown University, as well as the Director of the Center for Race and Ethnicity. She spoke on the Asian diaspora in Latin America and the Caribbean and met with faculty in the Three Minors as well as administrators in the College of Liberal Arts to discuss methods for creating Ethnic Studies programs based on UNH’s available resources.

Hu-DeHart identified key challenges as well as important benefits to a successful Ethnic Studies academic model. Barriers include: retention of Ethnic Studies faculty given the challenges that accompany joint appointments; student and parent misconceptions about the range, applicability, and academic legitimacy of Ethnic Studies; career paths post-graduation; evaluative measures focusing on student accounting. The Center for Race & Ethnicity directed by Hu-DeHart offers one model of a “hybrid” program that addresses those issues. Professor Hu-DeHart advocates for an approach that is “global, transnational, and comparative.”

The Ethnic Studies seminar series ended on Monday, April 27, 2009, with visiting scholar Linda Delgado speaking on Ethnic Studies: A Contemporary Interdisciplinary Teaching Tool. Delgado is currently the Director of The Center for Ethnic Race Studies in New York, a progressive think tank that brings together scholars, educators, community advocates and other stakeholders to develop educational strategies and programs at all levels. She is also affiliated with the State University of New York at New Paltz in the School of Education. Professor Delgado chairs the NAES Publications Committee and is Editor of the Ethnic Reporter.

For more information about Ethnic Studies, or with questions, please contact Professor Monica Chiu, monica.chiu@unh.edu, 2-4728 or Cait Vaughan, cait.vaughan@unh.edu, 2-2179.

MINORS UPDATE

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year of the five-year Masters in English Teaching program in fall 2009, where she will complete a minor in Africana & African American Studies.

The Minors programs have experienced significant growth, in addition to an increase in campus interest and involvement overall. I have no doubt that we will continue to strengthen and better unify the programs in Africana & African American Studies, Race, Culture & Power, and American Studies in the 2009-2010 academic year. However, this requires the continued support and enthusiasm from all of the dedicated and talented staff and faculty members who contribute their creativity, time, word-of-mouth promotion, and teaching to the programs. With that said, I would like to ask for feedback from members of the UNH community about what is working, about what needs improvement, and for any creative input for future programs. All thoughts can be sent to Cait Vaughan at cait.vaughan@unh.edu, 2-2179, or just stop by my office in Huddleston 322 for a chat! Thank you in advance for your support of the Minors, and stay tuned for new programming and collaborations in the fall!
Blake Gumprecht Wins 2008 JB Jackson Prize

Blake Gumprecht, Associate Professor of Geography, won the J. B. Jackson Prize for 2008 for his latest book The American College Town. This marks the second time Gumprecht has won the prestigious award for geographers writing about the cultural landscape of the United States. He is the first writer to be so honored. His first book, The Los Angeles River: Its Life, Death, and Possible Rebirth, won the award in 1999.

In December 2008, the UNH American Studies Interdisciplinary Minor sponsored a reception and book signing for Gumprecht. Wilbur Zelinski (author of The Cultural Geography of the United States) describes The American College Town as “a keenly observed, richly documented, many-sided account… A truly brilliant achievement.” Gumprecht also appeared as a guest on New Hampshire Public Radio’s The Exchange with Laura Knoy in January 2009.

The following Center for the Humanities Faculty Fellows presented lectures this past semester:

Joshua Meyrowitz
Communication
Watching Us Being Watched: State, Corporate, and Citizen Surveillance

Lori Dobbins
Music
The Sound of War: Setting The Iliad to Music

Marion Girard-Dorsey
History
Healing and Fighting: Military Medicine in the Modern American Army

Saul O Sidore Memorial Lecture Series 2008-2009

These visiting scholars participated in the Saul O Sidore Memorial Lectures Series for 2008-2009, Can Schools Reduce Inequality? during spring semester. If you missed any of the Sidore lectures this year, you can view videos of the events at www.unh.edu/humanities-center/ under “Events and Programs.”

February 19, 2009
Achievement, Accountability, and No Child Left Behind
Gary Orfield
Professor of Education, Law, Political Science, and Urban Planning at the University of California, Los Angeles

March 25, 2009
A Panel on School Choice
Casey Cobb
Associate Professor of Education at the University of Connecticut and director of the Center for Education Policy Analysis at the Neag School of Education

AND

Michael Goldstein
founder of the MATCH Charter School in Boston and senior fellow at Education Sector, Washington, DC

April 21, 2009
Democracy, Equity, and Our Public Schools
Deborah Meier
Adjunct Professor at New York University’s Steinhardt School of Education and Director of New Ventures at Mission Hill School in Boston