



NH Humanities Collaborative

SPRING SYMPOSIUM

APRIL 19, 2024

1-3 p.m.

Manchester Community College

*In partnership with UNH's College of Liberal Arts
& Global, Racial, and Social Inequity Lab, and the
Community College System of New Hampshire*

memory

MEMORIALS &

welcome

Introduction

Prof. Colleen Rose Jennings
*English, Humanities, and Languages. Manchester Community College
NH Collaborative Humanities Fellow*

Opening Remarks

Dr. Brian Bicknell
President, Manchester Community College

Dr. Michele Dillon
Dean, College of Liberal Arts. University of New Hampshire

Student Presentations

University of New Hampshire (UNH); NHTI –Concord’s Community College (NHTI); Manchester Community College (MCC); River Valley Community College (RVCC); Nashua Community College (NCC); Great Bay Community College (GBCC)

“Bystander 9/11” Performance

Dramatic Flair
Directors: Professors Laura Bilodeau and Kimberly Kulesza
Manchester Community College

Labyrinths as Memorials

Reflective walk in a large-scale labyrinth
Meditation Room, 2nd floor

Closing Remarks

Dr. Leslie Barber
*Community College System of New Hampshire
Project Manager, NH Collaborative Humanities*

Dr. Paul Robertson
*Classics, Humanities, and Italian Studies, University of New Hampshire
Project Manager, NH Collaborative Humanities*

presentations

Literature and the Creation of Cultural Memory

This presentation explores how selection and de-selection of the past determines who we think we are today.

Faculty Lead: Alan Lindsay, NHTI

Students: Sophia Budathoki, Isabella Nagle, Chloe Rattee

International Memorials and Imagined Communities

Projects explore memorials from across the world including the Peace Memorial in Hiroshima, the Mussolini Obelique in Rome, and the Women of World War II in London. Each group examines the narratives surrounding the monuments, and how they define history, identity, power, and the human experience.

Faculty Lead: Alynna Lyon, UNH

Students: Dylan Collins, Noah Eckert, Zoe Flynn, Peter Daugherty-Miller, Owen Quantick, Berkley Reitz, Dante Scarlotto, Abigail Smart, Matt Wosky

Transnational and Multidirectional Memorials: From New Hampshire to Italy

This presentation explores the layers of memory in Seacoast N.H. and how African American, Indigenous, and Italian American communities have sought to construct their own histories and memories within the local memorial landscape—through Portsmouth’s Black Heritage Trail, the North End Italian American memorial, and Indigenous material history. After completing a module that introduces questions of memory and memorialization at the local level, students apply their knowledge to the contexts of their respective courses—anti-mafia commemorative practices and the afterlives of fascist/colonial violence in contemporary Italy.

Faculty Leads: Amy Boylan and Claudia Sbuttoni, UNH

Students: Clarke Hawley, Natalia DeVincent, Collin Gier, Keegan O’Keefe, Camryn Cyr, Giavanna Bertini, Camryn Copp, Meagan Gaffney, Izabell Allaire, Kaden McQuilkin

Exploring Family, Finding Ourselves

Students memorialize a family member through the "compressed" genre of micro-memoir. By examining a specific life memory and its impact on the writer, students find the essence of their loved one and themselves.

Faculty Lead: Anne DeCiccio, NCC

Students: Joy Morris, Maxwell Pettus, Adrian Tkaczyk, Trevor Young

How Writing About Our Memories Influences Our Perspectives of the Past

Students discover how writing about memories leads to freedom, healing, hurt, or future plans for authors of narratives. After analyzing their own narratives, students reflect on the perspectives they've gained while writing and how these perspectives may be different from those they had prior to writing their narrative essays.

Faculty Leads: Anne Healy and Carole Davis, NCC

Students: Crystal Balderas, Ethan Bolger-Young, Amanda Dancause, Carlos Alberto DaSilva, Olivia Dachaine, Charlotte Hullinger, Carolyn Jancsy, Philip Mexcur, Olivia Wood, Alayna Zucchi, Camille Broadhurst, Alexandre Costa, Ashlee Nadler, Brodie Robuccio, Briana Santana, John Sillerico, Andrew Totaro

Memory and Memorialization of Incel Ideology

Recent instances of gender-based violence have brought attention to incels, a loosely connected group of men online who self-identify by their inability to find sexual partners. These groups often memorialize individuals who perpetrate extreme violence against women in positive if ironic ways. Leveraging methods from psychology and linguistics, this project studies how individuals become socialized into these dangerous mindsets. Our first study investigates individual risk factors for adopting this mindset; the second considers the content shared in online incel forums and how users engage with inflammatory rhetoric to memorialize/mythologize incel perpetrators of mass violence. Our findings will be incorporated into journal publications.

Faculty Lead: April Bailey, UNH

Student: Nicholas McPherson

Collective Memory and Slave Narratives: A Collection of Digital Exhibits

A society's understanding of its history plays a major developmental role in its collective memory, and literature is a primary mode of historical documentation and access. In RVCC's American Literature course, students read and respond to slave narratives as cultural and historical documents by creating a digital exhibit of historical artifacts relevant to "Incidents in the Life of a Slave Girl," by Harriet Jacobs (writing as Linda Brent). Each exhibit features 10 student-selected artifacts from collections such as "Slave Narratives from the Federal Writers Project" and beyond.

Faculty Lead: Cara Chanoine, RVCC

Students: Madison Bonneville; Irina Donato; Mars Duplin; Cam Ferland; Darren Harlow; Sky Hunter; Ash Garrow; Alan Nadeau; Hannah Pickering; Konner Sheehan; Taylor Williams

Decoding Childhood Memories: Lifelong Influence

Childhood's formative years are defined birth through age 8. During this time, children experience millions of big and small moments; only a few become memories that stay with us. What makes a core memory? Which experiences make such an impact that they stay with us in the long term? How accurately do we remember these moments, and what impact do they have on our development over time?

Faculty Lead: Carrie Marshall, MCC

Students: Lindsay Ciechon, Evelyn Doherty, Kate Duhaime, Amanda Gilbert, Molly Hoppert, Zoie Love, Riley McNamara, Sarah Mullins, Taylor Trisciani

How Does the Language We Speak Affect Our Memories?

Can the language you speak affect how you remember important real-world events such as witnessing an accident or a crime? Students in a Psychology of Language course read an experimental study on how English and Spanish speakers remember events differently because of the language they speak. They reflect on the possible real-world implications of this. Capstone students replicate this study, conduct their own experiments, and present the design and results of these experiments.

Faculty Lead: Casey Roark, UNH

Students: Lindsay Ciechon, Evelyn Doherty, Kate Duhaime, Amanda Gilbert, Molly Hoppert, Zoie Love, Riley McNamara, Sarah Mullins, Taylor Trisciani

Memory in Myth

Mythology connects the past with the present and future. As beings who revisit the distant past through myth, we are handed down memories and connect the modern day with the ancient. Tying this idea to a Mythology as Literature course, students chose a myth and created a piece of art that represents how they connect to that myth. Each piece tells a story of its creator and how myths transcend time and space to speak to us today.

Faculty Lead: Deb Jarvis, MCC

Echoes and Resonances: Exploring Memory Through Literature

Students in an Introduction to Literary Analysis course blend a memory with a passage from the course reading that generated it. Students consider not just what in a particular text resonates with them, but how and why. Students projects explore the intersection of literature and personal memory to invite reflection on the transformative power of literature and writing.

Faculty Lead: Diana Hebert, MCC

Writing Ancient Women: A Visual Archive

Women writers such as Sappho and Sulpicia are part of a visual course archive. Students created art pieces inspired by contemporary artists such as Barbara Kruger, Jenny Holzer, and the Dada art movement,

Faculty Lead: Elke Nash, UNH

'We Are Destroyed Just Like Them': Collective Memory and 20th Century Middle East

This presentation explores how collective memory impacts and influences Middle Eastern history and relations through examples chosen by students.

Faculty Lead: Jordan A. Fansler, GBCC

Students: Liam McLaughlin, Lexie McNew

The Mechanics of Notetaking and Short-Term Memory Retention

This brief experiment tests the effects of different forms of notetaking on memory retention and introduces the relationship of memory retention and methods of information consumption.

Faculty Lead: Jordan A. Fansler, GBCC

Students: Donovan Apatang, Dylan Trach

Technological Approaches to Memory

This presentation explores the ways memory and technology can intersect and the potential impacts and consequences thereof.

Faculty Lead: Jordan A. Fansler, GBCC

Student: Donovan Apatang

The Walkabout Gallery

Students wrote short personal narratives about their encounter with the concept of various societal inequalities, reflecting how these experiences have changed their worldviews and life values. The final product, inspired by the essays, include visuals such as slides, posters, videos, and crafts.

Faculty Leads: Katayoun Hashemin and Krista Jackman, UNH

Students: Angelina Meyer, Peyton Seigars, Addie Smith

Labyrinths as Memorials

Participants are invited to walk a large-scale labyrinth, with a project focus on well-being, reflection, memory, and community.

Faculty Leads: Kate Hamilton and Eric Worthen

Students: Advanced Manufacturing program students

How Society Remembers

In the *Science of Dreams*, Rosaline Cartwright wrote, “Memory is never a precise duplicate of the original ... it is a continuing act of creation.” When we work to remember, we’re using our imagination to reconstruct our lives. Throughout history, we’ve memorialized people’s lives as well as personal and/or public events; in some cases, monuments honor moments of great achievement, while in other cases, monuments pay homage to deep sacrifice. Students explore: What other reasons are there to memorialize, and what roles do memory and memorialization play in the construction of the human experience?

Faculty Leads: Krista Jackman, UNH, and Kimberly Kulesza, MCC

Students: Anna Kual; Bryanna Bergevin, Tyler Carlson, Addison Ingerson, Anna Kual, Caitlyn MacPhee, Jq Santiago, Trey Sovie (MCC); Mikaela Hart, Nieve Boulter, Wyatt Duval (UNH)

Health Psychology of Flashbulb Memories

The flashbulb memory project examines the concept of individual memories and collective memories that are so powerful they are easily recalled in specific detail and often evoke the same emotions felt at the time of the actual event. The memories are not limited to the actual event but also the circumstances surrounding it: sights, sounds, smells, other people involved, etc. These types of memories are sometimes referred to as “Now Prints!” Through the use of narratives, pictures, graphs, and photographs, the project explains flashbulb memories, how they are formed, where they are stored in the brain, and their potential impact on physical and mental health. The interrelationship between memories and emotion, as well as stress and trauma, are also included. Pertinent psychological theories are applied.

Faculty Lead: Laura Bilodeau, MCC

Students: Vivi Kane, Hiep Ha, Halle Paul, Trevor Carty, Tyler Roche, Mia Royer Perez, Taylor Burwen

“Bystander 9/11”: A Theater Piece Concerning the Events of Sept. 11, 2002

This is a dramatic presentation of the events of 9/11 as they unfolded in New York City.

Faculty Leads: Laura Bilodeau and Kim Kulesza, MCC

Students: Vivi Kane, Kerri-Ann Durand, Jarod Lamy, Elijah Swanson, Camille Stdon

Evoking/Provoking Memories: Typographic Poster

Design and Creation of 'Take-Aways' as Methods for Memorialization

The act of memorializing a place, person, event, or idea is often rendered through language, typography, and design. This appears in officially sanctioned government monuments, historical markers, published books, and even the humble postcard, which has been used for hundreds of years to memorialize places we have been or wish to go. Typography and design have been used through time and throughout the world to declare, describe, perform, express, capture, and create memories. Students explore the roles of power, authority, and authenticity in creating visual messages connected to memory and memorial. Each student created a poster design and "take-away" for attendees.

Faculty Lead: Liese Zahabi, UNH

Students: Amanda Armano, Katie Clayton, Emily Dallaire, Emma Donoghue, Lily Dube, Maeve Flusser, Shannon Gormley, Arianna Hargreaves, Jaden Hubbard-Lemay, Brianna Kyes, Cam Lanza, Margaret McGregor, Shelby Romansik, Wolf Samson, Zach Steere, Suchana Subedi, Megan Thibeault, Victoria Weeman

Scattered Global Memories

Students from an Intermediate Spanish (UNH) and two intermediate ESOL classes (NCC) participate in this presentation. UNH students gathered personal information from NCC students based on their home country memories and researched to support these memories for presentations in Spanish; NCC students wrote about these memories and present them in English. Presentations include two-word cloud posters, one English/one Spanish, and PPT presentations on a display screen. Other presentations may be in the form of recipes, music, dance, craft, or realia, based on individual student preference.

Faculty Leads: Mauricio Pulecio, UNH, and Elizabeth Barry, NCC

Students: UNH: Eleanor Cowan, Genevieve Emerson, Ella Berg, Hayden Anderson, Addy Young, Caitlyn Intermill, Adrianna Morse, Peter Daugherty-Miller, Emily Mezick, Genevieve Emerson, Ella Berg, Hayden Anderson, Addy Young, Caitlyn Intermill, Adrianna Morse, Peter Daugherty-Miller, Eleanor Cowan, Pheobe Allyn, Sedona Blair, Allison Butterfield, Hugo Cavallero, Alyssa Crotty, Luke Fagerson, Delaney Flynn, Cadyn Golisano, Garrett Hodge, Olivia Ketler, Noemi Martinez; NCC: Nyota Tabiwa, Project Intern: Mercedes Montesinos, Project Intern: Ana Victoria Reyes, Ana Puello, Teresa Finamore, Charline Kashindi, Yohanna Dilone, Hilary Bare, Viviana Alegria, Leydy Franco, Aixa Medrano, Lesby Pozos, Maritza Quintero, Gama Everett Canales, Annie Pham, Sheila Vasquez, Tanya Atamanchuk, Alexa Beltran Tolentino, Yaira Velazquez, Yamely Almonte, Maha Alkhayatt

Editing into Memory

Wikipedia is an important site for the digital construction and maintenance of public memory. Its inclusions and exclusions shape our remembrance of the past. Digital Rhetoric students edited entries so as to better amplify

the voices and contributions of those from historically underrepresented groups, with the aim of advancing the causes of racial and social equity. Specifically, they edited underdeveloped entries from underrepresented groups who are important to the history of communication studies (e.g. orators, activists, journalists, PR agents, scholars, etc.).

Faculty Lead: Michelle Gibbons, UNH

Difference, Identity, and Power Monuments

Faculty Leads: Nicole Ruane and Ann Zimo, UNH

Student: Kathleen Hanson

Ancient Mythology: Memorializing the Greco-Roman Past in the Present

Ancient mythology explores how the myths of ancient Greece and Rome persist in the present day through memorialization in public monuments. A selection of students in an introductory-level Classics course present their studies of monuments present in major American cities today that recall ancient Greco-Roman myths. These presentations focus on how ancient stories continue to be remembered through their memorialization in public spaces, often located in town squares, centers of government, and main thoroughfares. A key exploration is which social values these modern monuments are trying to depict, and how these monuments tie these social values to real or aspirational modern ones.

Faculty Lead: Paul Robertson, UNH

Memory Accuracy and Openness to Revision

Memory's accuracy and vulnerability to created memories are explored using recent research findings.

Faculty Lead: David Rondeau, NCC

Images of Women: Memory, Memorials, and Counternarratives

Students examine images of women in literature, using counter-narrative and counter-memory as tools to expand understanding of memory and memorials.

Faculty Lead: Paula DelBonis-Platt, NHTI

Students: Lizzie Fontaine, Madison Johnson, Qamar Mahamed, Ainsley Rennie, Cait Ryan, Stephanie Stillman, and Esther Wrobel

Memory and Critical Thinking for Academic Planning

Students examine how memory and memories are created and changed and how memories may be used to assist students in academic success. The theme includes whole-class, small-group, and individual work, culminating in final presentations on using memory as a tool for academic success especially with critical thinking.

Faculty Leads: Rita MacAuslan, Katie Hamilton, Kristen Lindsay, MCC

Students: All of Friday FYE Spring first 8-week class, and 2 members of Tuesday class

Memory and Memorials Through Visual Portrait

Experience the power of interconnected expressions with this unique blend of painting, photography, and diverse mediums. Students craft intimate portraits, sharing personal narratives and connections like memorials. Explore the depth diversity adds to our lives through visual stories of human experiences, showcasing backgrounds, relationships, and the rich tapestry of connections, visually conveying connection and diversity.

Faculty Leads: Shannon Riley-Martin and Monica Cote, MCC

Students: Giovanni Benedictis, Justin Marchinuk, Dan Mossey, Julia Schmidt, Blair Shewan, Ethan Strauss, Nate Thompson, Miranda Thornton, Melissa Burgher, Eden Grandmont, Eve Miller, Jason Pepen, Katie Ronzio, Eva Sanford, Cora Shaklee, Amy Strong, Isaac Allan, Connor Coyle, Brody Daugirda, Myka Devore, Jared Lavoie, C.J. Miller, Owen Mitchell-Jenna, Mara Weston, Max Austin, Nathan Browne, Grace Dykstra, Sam Loucraft, Joana Pena, Max Pettus, Emalee Ruiz, Gabriel Turner, Skyler Boudreau, Erik Chase, Connor Chrusciel, Mason Dame, Emma Davison, Gunnar Farkas, Lauren Flippo, Craig Freni, Grace Laplante, Macy Madison, Michael Mullen, Claire Neely, Jordan Sargent, Ashlyn Tuton, Raymond Villalon, Sean Wade, Esther Wrobel

Rule Britannia | Memorials Around the World | A Scrapbook for Early America | Monumental Importance | Historical Eulogies

Five History classes and a Geography class look at the changing meaning of memorials in the U.S. and around the world.

Faculty Leads: Stephanie Roper and Virginia Egan, NCC

Students: Giovanni Benedictis, Justin Marchinuk, Dan Mossey, Julia Schmidt, Blair Shewan, Ethan Strauss, Nate Thompson, Miranda Thornton, Melissa Burgher, Eden Grandmont, Eve Miller, Jason Pepen, Katie Ronzio, Eva Sanford, Cora Shaklee, Amy Strong, Isaac Allan, Connor Coyle, Brody Daugirda, Myka Devore, Jared Lavoie, C.J. Miller, Owen Mitchell-Jenna, Mara Weston, Max Austin, Nathan Browne, Grace Dykstra, Sam Loucraft, Joana Pena, Max Pettus, Emalee Ruiz, Gabriel Turner, Skyler Boudreau, Erik Chase, Connor Chrusciel, Mason Dame, Emma Davison, Gunnar Farkas, Lauren Flippo, Craig Freni, Grace Laplante, Macy Madison, Michael Mullen, Claire Neely, Jordan Sargent, Ashlyn Tuton, Raymond Villalon, Sean Wade, Esther Wrobel

Sociological Perspectives on Memory and Memorials

A Sociology class look at the changing meaning of memorials in the U.S. and around the world.

Faculty Lead: Virginia Egan, NCC

Students: Slater Arnold, Damian Carlson, Erica Carreau, Breana Girard, Kayla Lin, Afuswa Nangonga, Jim Ogorchock, Nick Panzini, Dimple Reczko, Xavier Rodriguez

Impact on the Family Unit When A Matriarch or Patriarch Loses Their Memory

Students utilize the nursing process to identify and assist the family unit as they deal with the memory loss of a senior family member.

Faculty Lead: Danielle Hatch, MCC

Students: Matt Ross, Natatsha Martinez, Teddy Dourais, Stephanie Pelletier, Ashley Sandler

Humanities in the Community: Landscapes Storymap

This presentation is an ongoing collaboration of students from the community colleges in New Hampshire to highlight interesting and important people, places, and landscapes across the state.

Faculty Leads: Haylee-Lynn Parr and Stephanie Roper, NCC

Funded by a multi-year grant from the Andrew W. Mellon Foundation. The New Hampshire Humanities Collaborative (NHHC) is a close collaboration between New Hampshire's higher education system of 7 comprehensive community colleges and the College of Liberal Arts at the University of New Hampshire, the state's flagship public and research-intensive university. NHHC's overarching goal is to "enable students to pursue richer academic experiences and more rewarding professional and civic lives, empowering them to be effective participants in addressing the grand challenges of today and tomorrow."

UNH College of Liberal Arts (COLA); UNH Global Racial and Social Inequality Lab (GRSIL); Great Bay Community College, Portsmouth (GBCC); Lakes Region Community College (LRCC); Manchester Community College (MCC); NHTI—Concord's Community College (NHTI); Nashua Community College (NCC); River Valley Community College (RVCC); White Mountain Community College (WMCC); UNH Durham

Additional Gratitude for:

Manchester Community College's Information Technology and Maintenance departments, Special Events of New England, Tidewater Catering, Edward "Wick" Hoffman for Dramatic Flair set design, Accounts Payable (MCC) and Sponsored Programs (UNH).



For more information on future events and opportunities, go to:
<http://cola.unh.edu/global-racial-social-inequality-lab/about-grsil>