

Humanities in 15 Minutes or Less
Application for NEH Public Humanities Project
Community Conversation

Ann M. Morgan
Trinity University
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Narrative

Abstract

Our project, *Humanities in 15 Minutes or Less*, focuses on the creation, development, and circulation of short web videos in which a collaborative group of humanities scholars introduce the public to topics of relevance for living in America today. For the initial project, we will focus on creating five scripts that are particular interest to our local public adult audience: three concentrating on humanities issues in Texas and two concentrating on topics of international concerns, specifically those regarding the peoples and cultures of the Muslim world. The focus of the grant will be on a public workshop bringing local humanities institutions, scholars, and the community together, as well as the dissemination of the videos to institution members, the community, and students. The videos are meant to encourage their audiences to appreciate the rich cultural heritage of their local environment and their own connections to the wider world.

Nature of the Request

Project Directors, Ann Morgan and Jennifer Ebbeler, are passionate educators working with Trinity University and the University of Texas at Austin, respectively. Together, with the support of our institutions, we are dedicated to creating new, collaborative content on the humanities that is both accessible and thought-provoking for our local community and a broader public audience.

We have designed our project, *Humanities in 15 Minutes or Less*, to be part of the Community Conversation section of Public Humanities Projects. The project consists of five short videos, each one fifteen minutes long, which will also include a solely audio version. The videos will be basic productions, consisting primarily of still graphics (photos, maps, illustrations) accompanied by voice overs from humanities scholars. The audio versions will include only the voice over of scholars. The duplicate production is to ensure ease of access and maximize use of material. The subject matter of the videos will be divided between local and international topics. Three of the videos will focus on topics of Texas heritage and history, highlighting the diverse populations that have inhabited the region of the past centuries and emphasizing how each of these cultures have left an imprint on our lives and landscapes. Two of the videos will be focused on the peoples and cultures of the Muslim world, in particular Turkey and Syria. These videos will contextualize the current strife facing these communities as part of a longer cultural history of the region. The hope of the videos is to highlight the similarities between regions that take great pride in their local histories, which have both been histories of cultural mixing and exchange.

The videos are anchored in the importance of cultural heritage and especially in the preservation of physical memories of that heritage. The examples drawn from Turkey and Syria will feature two countries undergoing threats to their cultural heritage from different sides. Syria facing major threats from war and ISIS's destruction in particular, while Turkey's monuments and spaces are under threat from urbanization and population expansion. Comparisons will be drawn between some of the major historic and cultural sites in the central Texas landscape and problems of preservation that they are currently facing, including the Texas missions, historic Texas cemeteries, and Historic homes in Austin and San Antonio, under threat from gentrification projects and urban renewal.

The development section of this media grant will be completed over the course of six months beginning in April 2017. Over the course of these months, the five topics will be finalized in consultation with local and international organizations, fifteen scholars will be selected to participate in the project, a public workshop will be held to bring community and scholars together, scripts will be written, and initial production and circulation will commence. The project and its progress will be presented by the directors at the National Humanities Conference in the fall of 2017.

Dr. Morgan and Dr. Ebbeler are uniquely qualified to lead this project because of our extensive contacts in humanities fields, our experience in creating online educational content, and, most importantly, our passionate belief in the importance of humanities education. In order to complete all aspects of this project, we are asking for a grant of \$56,591 to cover salaries, wages, honorariums, and conference organization and travel. Thank you for your time and consideration

Establishing Project Need

Humanities education is facing a crisis—one that effects college students, academics, and the public more broadly. Despite acknowledgement from university and political leaders as well as heads of fortune 500 companies that a humanities education is crucial not only for individual success in modern work force, but also in broader applications of solving global crises, funding, interest, and support for humanities programs is on the decline. Industry leaders recognize the need to reinvent our traditional approach to humanities education in order to address the challenges that such programs are facing. The project provides one possible solution to the dualistic crises facing humanities programs: decline in funding and public skepticism of the value of such programs. The project attempts to reimagine the role of humanities in modern society by bridging gaps between disciplines and communities, and reinvigorating student interest in the studies of history, art, philosophy and human culture more broadly. This needs analysis explains the crises that humanities programs are facing and then articulates why such programs are necessary and how industry leaders propose addressing the current challenges in general. In closing, a specific proposal applies the suggestions of current industry leaders in an attempt to solve some of the current obstacles facing humanities disciplines in higher education.

Challenges Facing Humanities

In a recent address to Cornell University, the Chair of the National Endowment for the Humanities, William D. Adams, discussed the intense pressure placed on humanities departments in today's academic climate (Bosworth 2016). A push for STEM programs and general public skepticism about the value of humanities education has resulted in lower course enrollments, as well as a shrinking of undergraduate majors and a decline in the number of teaching positions. Direct action threatening the survival of humanities programs has even been proposed by state governors, such as Rick Scott of Florida in 2012 and Matt Bevin of Kentucky this year, both of whom proposed cheaper tuition for students majoring engineering or sciences and more expensive tuition for those majoring in liberal arts or humanities ("nonstrategic disciplines" as Governor Scott deemed them). Cuts in funding and a general devaluation of humanities education is also occurring at the federal level. In 2013, Senator Tom Coburn of Oklahoma successfully proposed an amendment that limited the distribution of funds from the National Science Foundation to political science research projects. Internationally, cuts to humanities programs have been a part of political agendas in Britain, Australia, and India since 2007 (Delaney 2013).

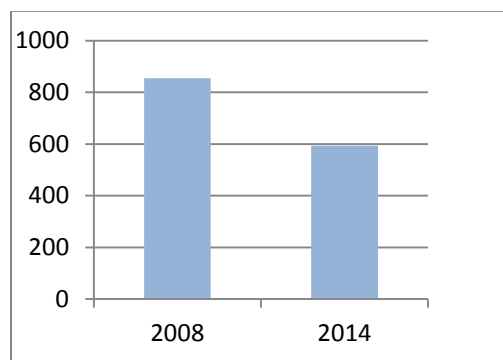


Table 1: Decline (in millions) of federal funding for the humanities

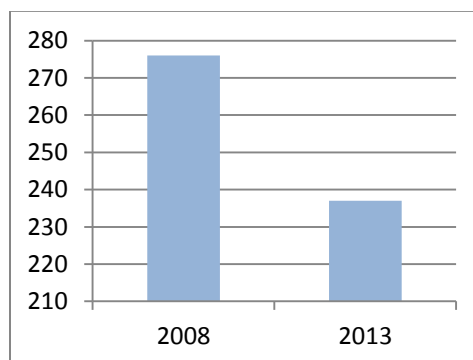


Table 1: Decline (in hundreds) of state funding for the humanities per capita

A 2014 assessment of the state of humanities published by the American Academy of Art & Sciences showed that in the United States, federal funding for programs that focus on the humanities has dropped from \$855 million in 2008 to \$594 million in 2014. This is combined with cuts in the funding of the National Endowment for the Humanities, as well as a decline in private support of charitable programs in general, and humanities programs in particular (AAAS 2014). Additionally, state-funding of humanities programs has dropped almost \$30 per capita between 2007 and 2013. This cut is alongside reduced funding for institutions of higher education in 46 states. The Academy noted that tuition has recently exceeded state funding for public institutions of higher learning.

Not only does this shift in spending habits in public and private sectors impact humanities programs, but it has also placed a greater financial burden on students and their families, which has resulted in a very public debate about the value of one's education. Legislators inexperienced with the benefits of a liberal arts education and college boards and administrators focused on short-term outcomes have begun to determine a college's affordability on the earning of graduates, usually right out of school (Hunter and Mohamed 2013). Such an approach, while argued from a point of pragmatism, fails to embrace the long-term benefits of a humanities education, nor does it account for the impacts of such decision-making in the learning environment itself: larger class sizes, fewer programs, online courses, and so on. This kind of thinking has resulted in the closing of graduate programs in the humanities at University of Pittsburgh (German, Classics, and Religious Studies), the proposed (but ultimately avoided) closure of numerous similar programs at SUNY Albany, and even the proposed closure of an entire college (Sweet Briar College in Virginia) (Hunter and Mohamed 2013). But as the Academy of Arts & Sciences points out in the 2013 report, *The Heart of the Matter*, humanities programs should not be criticized because their successes are not always visible, nor directly applicable to short-term employment; this is short-sighted. Marco Rubio was mistaken when in 2015 presidential campaign he quipped that America needs more welders than philosophers.

Importance of Humanities Programs

Numerous public figures, agencies, and organizations have spoken out regarding the incorrectness and misunderstanding that guides Senator Rubio's above statement. In their 2013 report, the Academy articulated a brilliant case for the role and importance of humanities education to cultivating a meaningful life, one rich in education and that fosters "an innovative and competitive society" with capable leadership. This report also stresses the ability of humanities education for building intercultural skills and human understanding in today's global village. Even in STEM fields, scholars and industry leaders stress the need for a grounding in liberal arts education in order to properly address and resolve the challenges facing our global community (Bostic 2016). On an individual level, a broad-based humanities education provides today's students with a solid foundation of knowledge and skills with which to navigate the modern work force, one in which they will probably find themselves needing range of skills as they move through various careers (Frank 2016). As William Adams said when he addressed the Cornell students, "The world is constantly presented with these challenges that can't be addressed – let alone solved – without the forms of knowledge and understanding that are fundamental to humanistic work, scholarship, teaching and learning" (Bosworth 2016). At a

most basic level, engagement with the humanities provides us, an educated citizenry, with the ability to think critically, to decipher fact from opinion, to analyze rhetoric, to contextualize circumstance, and to treat other cultures with compassion. All of these are skills and characteristics, which are becoming increasingly important as we interact in this globalized and ever-connected society. And so given the challenges facing the humanities—funding and public perception—but also its integral importance in American and global lives, how do we ensure that humanities program continue to thrive?

Solutions

Academics and humanities advocates agree that there are a variety of ways to reinvigorate humanities education in order to regain public interest and jumpstart both private and public funding. One of the main changes proposed is a step away from single-subject models of humanities education and a move toward more interdisciplinary approaches. While larger departments, such as English or History, can probably survive funding cuts, smaller programs are not able to do so equally as well. In order to avoid the closing of programs that are often focused on non-anglo experiences, these programs need to band together and offer shared courses and majors. At UC Berkeley, a Big Ideas program lists a course called *The Humanities*, which is a broad and interdisciplinary study of different ways that “human groups live as human beings” (Lombrozo 2015). The focus is on how different groups and cultures of people in different times, places, and circumstances have conceived of what it means to be human. Expanding on the idea of interdisciplinary studies, NEH’s Chair, Adams, emphasized the importance of working with STEM programs in particular. Establishing common ground between these disciplines emphasizes that college education should not be a question of *either science or the humanities*, but a reflection on the modern necessity and practicality of both. Adams also points out that re-engagement with the public is a necessary step. The negative picture of humanities education painted by political rhetoric can only be wiped clean through actively reaching out to the broader public and providing works that are accessible and meaningful to a general audience. The Academy’s 2013 report notes the important of wider reach as well, and specifically promotes the adoption of online instruction by humanities educators as a means of appealing to a wider audience.

Interdisciplinary
Projects

Humanities and
STEM collaboration

Meaningful and
accessible topics

The proposed project, *Humanities in 15 Minutes or Less*, is designed to specifically address the challenges facing humanities education by adopting the suggestions of experts in the field. The project consists of the creation of short (around 15 minute) video interviews and presentations (vodcasts) conducted by current scholars about topics of interest to students of the humanities. The project, as envisioned, is a collaborative effort combining the knowledge expertise of historians, archaeologists, philosophers, and more with the technical expertise of people in film, multimedia, and information technology; thus, the project takes an interdisciplinary approach to a topic in a humanities field and utilizes technological expertise in order to provide students (and viewers) with an optimal experience learning about the covered topic.

Humanities Content

While the nature of the project has almost limitless expansion opportunities, the initial proposal focuses on two crucial types of topics: first, presentations of global significance relating to cultural understanding. The project proposes the development of two presentations that concern the preservation of cultural heritage in Turkey and Syria. The goal of these presentations will be to introduce a public audience to an aspect of this country or region that negates the sense of otherness created by distance and perceived cultural differences. This sense of otherness is currently being exploited by political pundits and others in discussions about immigration, security, and openness—real issues effecting America and much of the rest of the world. If a strength of the humanities is to foster intercultural communication, these productions will directly address the shared humanity that we all take part in while highlighting the cultural contributions and uniqueness of these communities.

The second focus of the project is on local history. Three presentations will be conducted on some aspect of culture and history of the central Texas region. These projects are designed to encourage viewers to develop an appreciation for the history of their community and to invest in and appreciate their own surroundings more. Both sets of presentations will be written for a non-expert, general audience and will be designed to accompany a museum exhibition, a public speaker engagement, or even be adapted to coincide with an in-person visit. The goal here is to reinvigorate in the public an enthusiasm for analysis and investigation in all aspects of life.

Project Format

The project, *Humanities in 15 Minutes or Less*, is a development project whose ultimate goal is twofold. First, the project intends to address the shrinking resources for humanities programs by creating collaborative, interdisciplinary videos (vodcasts) and making these materials open source. Second, the project is designed to increase public interest and support of humanities education more broadly (thereby decreasing public skepticism with regards to its value).

A primary objective of this project is to expand public interest and support of the humanities. In order to achieve this goal, one step is to actively market these vodcasts to a wider audience by posting the videos online. The objective is to obtain tens of thousands of viewers over the course the year after production. This can be achieved through advertising the videos through various social media platforms, integrating the videos into online courses, and combining the videos with in-person public speaker series in the community, as well as museum exhibitions, fundraisers, and on-site tours. All of this will be developed and executed at a trial stage over the course of the next 12 months, with 6 months dedicated to production and six months dedicated to circulation. Two other related objectives of the overall project are to increase student engagement with current topics and discoveries in the field of humanities and to produce demonstrable examples of collaboration with faculty members between different disciplines. The vodcasts could initially be incorporated into lesson plans and course work during the 2017-2018 at Trinity, University of Texas, and other participating institutions. Additionally, by establishing teams of scholars for each vodcast, drawn from a range of humanities fields, who work with experts in media and technology, the project is able to establish regular growth in the collaborative teams involved.

Project Resources

Both Trinity university and the University of Texas at Austin, as first-class institutions of higher learning, offer a wealth of resources for the successful completion of this project. In addition to the rich collection of scholarship in print held the libraries, there are also the archival collections housed in the Harry Ransom Center at the University of Texas. Additionally, there are close working ties with the Lyndn B. Johnson Library and the Texas History Museum, both adjacent to UT's campus. Trinity University has close ties to the San Antonio Museum of Art and is right down the road from the Alamo, administered by the Daughters of the Texas Revolution. Trinity University also has a recording studio in its communication center, which can be used for audio recordings, while the University of Texas has a multimedia center for Liberal Arts Instructional Technology Services that can help create the videos for our web series.

Project History

This project developed out of collaborative work for an online course on Roman History in the summer 2013 between Prof. Jennifer Ebbeler and Ann Morgan, at the time a graduate student at the University of Texas. It was during our work on this course that we began to explore the incorporation of short videos and podcasts on specialized topics in order to supplement the basic historical introduction to the subject matter. Our initial projects on voting in Roman society, class divides, and the roles of women were written in collaboration with undergraduate students and focused on establishing links between the ancient and modern worlds. The student reception of these videos were incredibly high and even when we made the videos optional for the course, we found high viewership from students. The University of Texas at Austin has gone on to produce a series of podcasts organized through the History Department and in partnership with iTunes University. These podcasts are the individual and team productions of faculty and graduate students on specific topics from history. Our project combines certain aspects of both of these experimental projects and expands on them to produce more collaborative and interdisciplinary videos that are geared toward a public, adult audience, as opposed exclusively for students or other scholars. This project has been conceived in such a way to encourage the critical-thinking of its viewers and contribute to their better cultural and historical understandings.

Audience and Distribution

The designed audience for this project is the adult community in the greater Central Texas area, especially members of the community who are members of a local or national historical, cultural, or humanities society. The project will reach out to these community members in a multiplicity of ways, first and foremost, through frequent and friendly interactions with the local organizations. As mentioned in this proposal, such organizations include the Texas State Historical Association, Humanities Texas and the San Antonio Museum of Art (SAMA), as well as the local chapters of the Archaeological Institute of America. These organizations have active members, who will be invited to our community workshop at Trinity University. These members will also be invited to follow us on Social Media platforms of Twitter and Facebook. Additionally, the project director will create a project-dedicated website, where the completed videos and podcasts will be posted for public viewing.

The circulation and viewership of these programs does not end with this membership outreach, however. The project will also forge relationships with participating scholars and encourage the

integration of these videos and podcasts into classroom curricula. Additionally, the project will partner with these institutions for ongoing speaker series, such as those provided by the Archaeological Institute of America, museum exhibitions at the Blanton Art Museum and SAMA, and on-site tours of discussed spaces, such as the Alamo and historic houses. The podcast versions of our productions in particular would be an appropriate addition to historical audio tours.

Evaluation

The evaluation for the *Humanities in 15 Minutes or Less* project will have multiple stages and aspects of evaluation. For the development stage, the evaluation will primarily be qualitative and focused on the written scripts meeting the objectives and goals of the overall (produced) project, consisting of a series of face-to-face interviews and online surveys/questionnaires. The feedback will be requested from two primary groups of people: the participating organizations and the consulting scholars.

We look to the organizations to help us identify topics that are the most relevant and most appealing to their known audiences, as well as to suggest appropriate scholars in the process. And so, at each stage of the development project, we will meet with these organizations in person and through phone conversations in order to verify that we are creating scripts for topics that will maximize public interest and support in the humanities (the overall project goal). After the selection of topics our team will ask questions, such as do the topics selected for coverage resonate with your organization's members.

Organizations	Scholars
Are the topics selected to be relevant to your community?	Are these topics of current scholarly interest?
Do the topics address major issues that should be better known by your members?	Is the coverage of the topic interdisciplinary, thought-provoking, and innovative?
Do the topics selected address major issues that you believe are of concern or should be better known by your members?	Do you know of other scholars who should be brought onto this project?

Once scripts have been completed, our team will consult the organizations to ensure that the scripts address all issues deemed important and relevant by the organizations. This ongoing dialogue with participating organizations will help foster continuing partnerships and ensure that the material produced will be of interest to public audiences.

Once the development stage is completed, the production stage will include both qualitative and quantitative evaluative measures. Surveys and questionnaires will be provided for viewers at events, in courses, and in online forums. Comments will also be welcome through social media outlets and on a dedicated website.

Quantitative Measurements

- Number of online viewers

- Circulation on Social Media platforms
- Adoption by schools for classroom use

Success of the project can also be measured by added commercial interest in the project through online course requests and arrangements with travel organizations. The results of the project will be presented on the project website, circulated to participating institutions, and presented at major academic conferences for humanities education.

Organization Profile

Trinity University has been a leading liberal college in Texas since the 1860's and is itself located in a historic neighborhood of San Antonio. Trinity has an established history of reaching out to its local community as well as forming productive, collaborative relationships with other institutions. The School of Education has recently begun an outreach project to educate underserved local populations while training undergraduates for 21st century teachers. And maximizing international engagement among its students is included in Trinity's own strategic plan. This combined dedication to student engagement and public outreach qualify Trinity to undertake this complex project of community-building. The faculty at Trinity also provides a rich resource for participation and collaboration in the project, with research pursuits ranging from sustainable tourism in Latin America, Native American religion, Texas migration, and Islamophobia in post 9/11 America.

The University of Texas at Austin has been an institution dedicated to higher education and making a public impact since the 19th century. As the flagship public university of Texas, its awards and achievements are numerous. Most relevant for this project it should be noted the substantial resources that the university has dedicated to innovative teaching and interdisciplinary projects. This includes the creation of podcasts in conjunction on iTunes that focus on historical topics. The university also is home to numerous leading scholars and students whose expertise will prove vital in the successful completion of the project. Such scholars include a professor in Art History who has organized a group dedicated to the promotion of cultural heritage in Syria during the war and an ethnomusicologist who recently received a Fulbright grant to conduct research in Turkey.

Project Team, Humanities Scholars, and Consultants

Humanities in 15 Minutes or Less is the creative endeavor of two dedicated humanities educators working with the University of Texas at Austin and Trinity University, both well-established institutions of higher learning and innovative, community-oriented projects. While educational programming on humanities topics in central Texas and international concerns exist for public consumption, no current series has been designed for mass, online, and expedient consumption with a vision of fostering support for humanities program and thought-provoking, reflective conversations among a public audience. The unique backgrounds of the project directors in humanities education, community outreach, international contacts, and online content creation, together with the support of leading institutions of education innovation, make *Humanities in 15 Minutes or Less* exceedingly capable in achieving the proposed goals of increased public awareness and engagement.

Together, our project directors have over twenty years of experience working in higher education and creating educational content in the fields of the humanities. Additionally, both have spent the

past four years dedicated to becoming versed in the advantages and approaches of creating effective online educational materials. Both offer applied insight and an enthusiasm for new and innovative ways of learning and sharing content.

Dr. Ann Morgan, the project director, is beginning her post as a Visiting Assistant Professor at Trinity University. She received a PhD in Classics from the University of Texas at Austin and is currently pursuing an M.Ed in Educational Technology from the University of Arkansas. She has taught at large and small colleges in Texas, Virginia, and California, designing creative courses such as Sports and Identity in Ancient Rome & Modern America and the Literature & Arts of Women in Antiquity. Her enthusiasm for her course material and her consistent ability to present ancient history in a way that is accessible and relevant to her audience are traits regularly noted on student evaluations. She has taken this passion for sharing and educating into the community as well. In 2008, Dr. Morgan worked with an Austin art museum to redesign their Greek vase exhibit in order to better inform visitors. From 2010 to 2014, Dr. Morgan worked with an Austin rock band in the creation of a concept album for Thucydides' History of the Peloponnesian War; she gave the introductory lectures at their community performances. She also helped organize an interdisciplinary conference at University of Texas, bringing together international scholars and community leaders to discuss matters of Classics, ancient history, and religious studies. As a trained archaeologist, she has worked with international scholars on projects in Italy, Greece, Jordan, Israel, and Egypt. Dr. Morgan also spent a year as a Residential Fellow at the Research Center for Anatolian Civilizations in Istanbul, where she made numerous international connections that will be of use in the successful execution of this project.

Dr. Jennifer Ebbeler, the assistant project director, is an Associate Professor in the Classics Department at the University of Texas at Austin. For the past 13 years, she has taught courses in Latin literature, Roman culture, Religious studies, and Late Antique history. She is an active member of an interdisciplinary group on Late Antiquity and is a regular invited speaker and participant at national and international conferences. Dr. Ebbeler has published multiple books on the subject of Augustine and Late Antique history. More recently, however, Dr. Ebbeler has focused on the accessibility of educational content and the evolving landscape of online education. Working closely with the Liberal Arts Instructional Technology Services unit at the University of Texas and the Center for Teaching and Learning, Dr. Ebbeler piloted a large hybrid course on Ancient Rome. Over two years, she meticulously transitioned this course to an online, asynchronous platform, all while collecting relevant data on student performance and satisfaction.

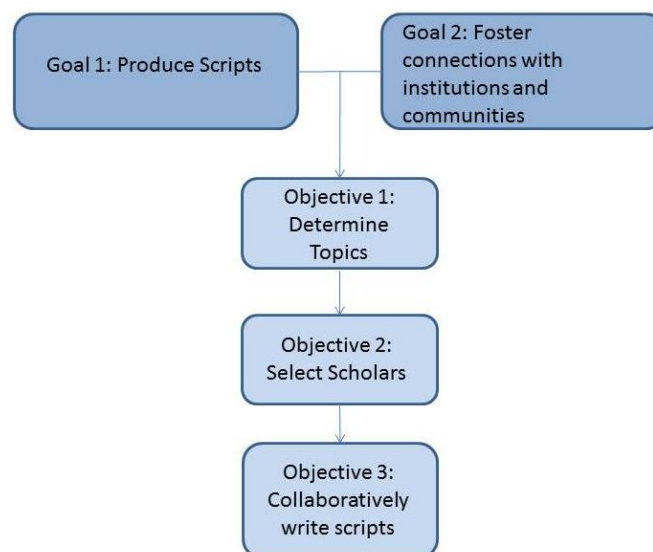
In closing, the experience, knowledge, contacts, and passion that both Dr. Morgan and Dr. Ebbeler bring to the project will ensure the production of creative and collaborative educational content directed toward public consumption. These intellectual and accessible efforts will be complemented by the skills and experience of a dedicated design team. And all such efforts will be further enhanced by the long-established track record of institutional support and academic resources that the University of Texas and Trinity University provides. This impressive combination of talent ensures not only the creation of thought-provoking, publically-relevant scripts, but also establishes the groundwork for successful production and future endeavors. These qualified directors are supported by the experienced and innovative team in Liberal Arts Instructional Technology Services at the University of Texas and the Instructional Technology

team at Trinity University. These teams of support staff and trained undergraduate students offer expertise in instructional design and development. It is with their help that the visual content of the videos will be maximized.

Other scholars at our respective universities and personal contacts have been contacted regarding their interest and possible participation, but have not yet confirmed such. Additionally, the list of scholars will develop as part of the fulfilment of the grant and working together with local institutions.

Work Plan

The goal of the overall project as is to create a downloadable web series of short videos (vodcasts) that (re)introduce the public and students alike to familiar and unfamiliar places and topics in order to reinvigorate a national interest in Humanities education, foster an appreciation for the necessity of Humanities in establishing cultural and community understanding, and critical analysis and investigation of rhetoric and the world around us. Before this overall goal and its subsidiary objectives can be fulfilled, however, it is necessary to produce the scripts for the project and establish the foundation of university, community, and international support that will allow the overall project objectives to be met successfully once the vodcasts are produced.



Objective 1: Determine Topics (Outreach)

The initial goal of the project is to engage the public in two distinct fields—the local community (in the initial phase, central Texas) and international cultures that are less well-known or even stigmatized in America today. The specific topics will be determined in conjunction with local and international organizations, whose membership will serve as our initial audience. In order to determine the topics covered, the project director will reach out to organizations, such as Humanities Texas, Texas State Historical Association, the local and national chapters of the Archaeological Institute of America, the American Schools of Oriental Research, and UNESCO World Heritage Fund, as well as other identified groups. This list is not intended to be exhaustive, but it illustrates some of the initial outreach that will be conducted.

The project directors will begin scheduling meetings with these organizations over the course of the first two weeks of the project. The goal of these meetings is not only to introduce ourselves and our idea to local and international organizations, but also the project directors will encourage the institutions to have active input on the topics, places, or subjects they think are most deserving or most in need of coverage. Our goal is to invigorate public interest in the humanities; in order to do so, our team must try to ensure that the vodcasts we are producing are on subject matter that will be of interest and relevance to a wide audience. Based on our discussions with the organizations, the topics could range from topical to historical to site specific. So for example, the Texas State Historical Association might encourage a vodcast on the missions of central Texas, while UNESCO might encourage a historical vodcast on the destruction of cultural heritage sites in time of warfare. The final step of this task is a collaborative meeting with the project directors, and IT and media teams to confirm and solidify our selected topics, brainstorming the final layout and approach. Overall, this task of determining the scope of topic coverage is proposed to take about two-three weeks. In terms of the broader goals of the overall project, this is also a key step in establishing contacts within the local and international community, which will be relied on later to disseminate information and increase media attention.

Objective 2: Select Scholars (Interdisciplinary)

A second task to producing scripts for the vodcasts is choosing the scholars who will participate in the production. Scholars will be solicited from a range of humanities disciplines, including history, archaeology, art, religious studies, philosophy, Chicano studies, middle eastern studies, literature, and any number of modern (or ancient) languages. There are four steps to take to identify and select the most-capable scholars for the project. These four steps can be conducted simultaneously. First, the project directors will reach out to relevant department chairs and listed faculty of their universities through phone, email, and in person. Another step is to ask the identified organizations from the previous step for recommendations of experts for this project. A third action is to reach out to the international community of scholars. One of the integral goals of the project is to bridge cultural and international boundaries and bring non-American cultures, peoples, and scholars to the awareness of an American audience. In order to do this, the team will rely on the international contacts of the project director during her time as a residential fellow at the Research Center for Anatolian Civilizations in Istanbul, Turkey (2011-2012), which involved collaboration with scholars from across Europe, Turkey, Israel, and Armenia. In addition to these contacts (and their recommendations), our team will also reach out to international programs and governmental organizations, such as the ministry of culture. A final part of this step is to send out a general request through the strategic utilization of social media, especially Twitter, which has an active collection of scholars conducting dynamic research that would be of interest to the public. A number of scholars have already been contacted with regards to the project and the directors are awaiting their interest and ability for participation.

Once our team has a list of recommended, the project directors will begin to systematically contact them through email, phone, and in person, introducing them to the project and gauging their willingness to participate. The project director will establish contact groups of the scholars, who will be participating in the same vodcast. This will serve as an important step in establishing comradery and collaboration in the script writing process. This step is projected to take approximately two weeks.

Objective 3: Script Writing (Critical-Thinking)

Once the topics have been determined and scholars selected, the scripts will be written. Based on the prescribed timeline, this process will begin about five to six weeks into the grant period. The process begins with a team meeting between the project directors and the media and IT teams about the specific topics, the list of scholars, and our general vision of how the team sees each vodcast progressing—interview style, any on-site filming, image enhancement, possible illustrations or cartoons. It is also around this time that the project directors will anticipate attending the meeting at the NEH.

Next, the project directors will organize a public meeting and workshop for the scholars and community. This workshop will consist of a 2 and a half day conference at Trinity University in San Antonio. Over the course of the weekend, participating scholars will engage in fruitful conversations about the project in general and have small collaborative break-out sessions with their topic group to plan and outline their scripts. Some sections of this workshop will be open to the public and scholars will be asked to present on their previous research as individuals and on panels. The participating organizations will be invited to attend (and participate), as will their members. Overall, this weekend workshop will serve as a relaxed environment for our humanities scholars to productively collaborate on their scripts, as well as an excellent opportunity to foster ties to the community and garner local and lasting support and interest in the project.

As a result of this session, scholars will be asked to submit a list of their possible needs—images, data collection, and background research. Over the course of the next month, the scholars will independently script out their parts in the vodcast, as assigned during the breakout sessions. Second, undergraduate students will be hired through department work study assignments and faculty selection to help conduct any necessary research requested by scholars; much of this work will most likely be finding high-quality, copyright free images of material or sites, but it could also be collaborating with IT to create graphics, maps, or cartoon illustrations. Students will be given about two months to work on their assignment. The scholars will have one month before drafts of their scripts will be uploaded to a community editing site, such as Google Docs.

After giving the scholars about two weeks to read their colleagues drafts, a second brainstorming session will be scheduled. At least one of the project directors will be present for these discussions, which will most likely happen over Skype or phone. Our team will take our notes and the drafts from the participants and over the course of another month produce scripts for each vodcast. As a last step, once the scripts have been completed, the project director can determine what permits might be needed for any on-site filming or photography and begin the process of acquiring the necessary permits. We will spend the last month conducting audio recordings of the scripts and creating the photo montages for the videos. Within six to seven months of initiation, we plan on having produced our five vodcasts and uploaded onto a project dedicated website and circulated through social media, participating organizations, and scholars.

Over the course of six months, this project will have successfully completed the goal of writing production-ready scripts for five vodcasts that are set to ignite public interest in the humanities, raise awareness of local community heritage and cross-cultural histories, and encourage

interdisciplinary collaboration in the study and presentation of materials. At every stage, the project directors will be in regular communication with our media and IT staff, as well as interested organizations and participating scholars, and assisting undergraduate students. We will spend a seventh month producing the scripts in collaboration with IT. The final few months of the project will be dedicated to circulation of the videos with organizations, scholars, and the general public, as well as the project directors presenting their results at the National Humanities Conference in November of 2017. Finally, in these last few months, the project directors in collaboration with the participating institutions will focus on securing future funding for additional videos, speakers, presentations, exhibitions, and continued workshops.

Project funding

Humanities in 15 Minutes or Less is a project designed for long-term and continuing development. We are establishing the foundation for an on-going web series that regularly continues to produce new content for public consumption through the cooperation of communities and scholars. Although the present grant requests funds for the development of five videos, the process of developing these scripts involves making connections with institutions, community leaders, and organizations that have the capability and incentive to contribute to our future progress, both in terms of finances and resources. Such entities include Humanities Texas, Texas State Historical Association, the national and local chapters of the Archaeological Institute of America, and the American Schools for Oriental Research.

Forging connections with these organizations, as well as other community leaders is considered an essential part of this initial stage to secure funding and participation for future development. A key job of the project director is to reach out and work with local and international organizations that will have a vested interest in the content. In collaboration with other institutions and scholars, we intend for this project to continue and grow over many years, eventually being paired with museum exhibitions, on-site tours, and integrated into classroom curricula.

In addition to discussing with these organizations relevant topics and recommended scholars, our team will also establish means for future involvement and funding possibilities. Moreover, an end result of this project is the presentation of our ideas and progress at the annual humanities conference. During this presentation and at the conference in general, we will solicit the participation of funding assistance from other academic institutions and attending humanities organizations. With the broader support of additional organizations, universities, and academics, we are able to secure future funding, build an engaged audience for circulation, and inspire others to contribute to the cause with their money, ideas, and intellect.

Project Walkthrough

The goal of our productions is to introduce the general public to a brief, yet thorough discussion of a specific humanities topic that encourages reflection, critical-analysis, and cultural awareness. Our project will produce both web videos and podcasts, but using the same scripts, which is suggestive of the fact that our videos will be very basic productions. That is to say, our videos will be simple photo montages of relevant images, maps, and illustrations, with the participating scholars in voice over. See the example video at <https://youtu.be/CXYv8I0TaEc> for an idea of the format. We have chosen a 15 minute format because more and more studies are showing that this is about the time that lessons and information maintain a general audience's

interest, so to speak. 15 minutes compliments are fast-paced, interconnected culture. Additionally, a 15 minute video is not an excessive use of data for viewing or downloading. But this is also why we are simultaneously creating a solely audio podcast version of our scripts, to maximize ease of access and consumption. The material itself will be presented for a general audience, but by experts in their fields. So the topics covered and the analysis provided will be the most up-to-date thinking on the material. Additionally, each topic will be presented in such a way that explicitly draws out comparisons to modern experiences. A major interest in the project is to encourage critical thinking among our audience and to emphasize the importance of a humanities perspective for appreciating and engaging in the world around us. These key objectives of the project will be close at hand as scholars compose their portions of the dialogue.

Public Program Agenda

The major event of this grant period is the public workshop that will bring together scholarly consultants, humanities organizations, and community members. The workshop will take place at Trinity University in San Antonio over a weekend in May 2017. As it currently planned, the workshop will begin by having the two project directors, the IT team, and the 15 humanities consultants come together for a Friday evening dinner. This dinner will serve as an opportunity for all of the participating scholars to get to know each other in an informal introductory setting, and thereby set the mood for an engaging, yet somewhat casual weekend of productive interactions.

Saturday will commence a day of panels and presentations open to the public. We will advertise for this day of talks by reaching out to the local humanities organizations our project has been working with from the beginning. We will also reach out to institutions of higher education, community colleges, local high schools, and other community organizations. Additionally, this workshop will be actively publicized on the project website and through social media.

In the morning on Saturday, events will commence with a welcome by project director, Ann Morgan, to introduce all attendees to the larger project at hand, the next steps in the process, and the ultimate circulation of the videos and podcasts. This speech is meant to set the tone for a productive day and interaction and public engagement. The purpose of this workshop is twofold. First, it is to introduce the public to our project and incite excitement for the upcoming production of the videos, as well as to seek public contributions and inquiry into the work we are doing. This is the focus of Saturday, when the scholars can present their current work and research interests to a public audience and engage in a conversation with the community and local humanities organizations—local and international scholars alike. The second goal of the workshop is to give the scholars the opportunity to collaborate in an in person, yet informal setting. This is the goal for Sunday.

On Saturday, after the opening remarks, the day will consist of three two-hour sessions, lunch, coffee, and a closing hour for questions and remarks. Each of the three panels will feature 5 of our scholarly consultants presenting 15 minute presentations on their research. This will allow for approximately 10 minutes of questions between papers. Each panel session will have a theme that is meant to unite scholars around a thematic focus, but include voices from a range of geographical places and chronological spaces. The first panel will be focused on alternate perspectives in dominant histories. This panel will feature presentations by scholars who

consider the perspective and histories of minority or oppressed people in different places and times, this might include Latino experiences in Texas or African or Native American, as well as fringe populations in Turkey and Syria.

The two afternoon panels will focus more directly on questions of cultural heritage, looking at the preservation of spaces and places in different forms of conflict. The first panel will consider the preservation of cultural heritage in times of war, conflict, and natural disasters. Scholars will be discussing instances of heritage and preservation from Texas (and the recent floods and fires in central Texas), Turkey, and Syria. The second panel will focus on the threats facing cultural heritage from modernization—increased tourism or, alternatively, urbanization and growth that threatens the continuation of places or memories. In Turkey sites like Ephesus are facing questions of preservation because of too many tourists, while others are being forced to reconstruct monuments in order to increase tourism, all in addition to the threats to spaces in and around Istanbul and other major Turkish cities from the drive of urbanization in the country. This parallels the stories of Texas monuments as well, such as the Alamo and the historic houses of downtown Austin. Saturday's panels will bring together scholars in unique combinations in order to highlight the connections between what are perceived differences. This day of panels will end with an hour long conversation, during which scholars, community members, and humanities organization reflect on the topics discussed today and offer ideas on how they can be presented to the public in effective ways.

The agenda for Sunday will focus on the consulting scholars for the project. After breakfast, we will organize a three hour breakout session in which scholars are brought together based on the topics they are collaboratively covering. During this time, they will be brainstorming creative ways to tell their story—the story of the shared topic. They will begin outlining their script, creating lists of images and illustrations needed, and working on possible venues for circulation and exhibition within the local community, their home institution, and the broader public. The project directors will circulate throughout these meetings offering advice, asking questions, and noting progress. After these sessions and a quick lunch accompanied by closing remarks from the project director that detail the next steps in the project, we will organize an optional trip to the Alamo and workshop departures.

Secondary Formats

Our project is designed to have multiple coordinating, secondary formats. In addition to producing the web videos and podcasts, and hosting the public workshop, our project will engage with the public in a multiplicity of ways. First, the project director will create and maintain an active project website on which the videos will be posted, as well as biographies of the consultants, a calendar of associated events, and a comments page for people to offer future topic ideas or inquire about creating their own contribution. The website will also include links to the participating organizations and opportunities for individuals to donate to them or to our future productions. We will also maintain a strong and active presence in the less formal settings of social media, in particular Twitter and Facebook.

Beyond digital platforms, the project will be active in community outreach to work with local institutions in order to integrate our videos and podcasts into other activities. For example, we will actively advertise and combine our videos with relevant in-person lectures. These lectures might take place at Trinity, University of Texas, or another institution of higher education, or

they could be an invited speaker from the Archaeological Institute of America, or other organization. Our project will also work in coordination with area museums to encourage the integration of the videos into exhibitions and the inclusion of the podcasts into audio guides of new collections. The museums in central Texas range in specificity from the Bob Bullock Texas History Museum and San Antonio Museum of Art, to the Mexic-Arte Museum and Elisabet Ney Museum in Austin and the Institute of Texan Cultures in San Antonio. There are also numerous others: the Harry Ransom Center, the Blanton Museum of Art, LBJ Library, the Witte Museum, the McNay Art Museum, to name a few. In addition to these museums, we will also work with historic places, such as the French Legation in Austin and the Alamo in San Antonio in order to make sure our work is known and included in their offerings.

Finally, we plan on reaching out to the local public radio platforms in both Austin and San Antonio to air our podcast versions. This includes the in-house radio stations at both Trinity and University of Texas, as well as the independent station KVRX (91.7 FM).

Resumes

Project Director: Ann M. Morgan

Academic Appointments:

2016-2017 Visiting Assistant Professor, Trinity University
2016 Lecturer, Art History Department, Mt. San Antonio College
2015-2016 Lecturer, Humanities Program, California State University, Dominguez Hills
2015 Lecturer, Department of Classics, University of Southern California
2014-2015 Visiting Assistant Professor, Department of Classics, College of William & Mary

Education:

2014 Ph.D., Classical Archaeology, University of Texas at Austin;
2008 M.A., Latin, University of Texas at Austin
2005 B.A., Latin and Classical Archaeology (summa cum laude), Indiana University, Bloomington

Honors and Awards:

2016 Affordable Learning Solutions Faculty Award
2015 Wren Society Teacher Award, College of William and Mary
2014 Foreign Language Teaching Award Nomination, University of Texas
2013 Professional Development Award, University of Texas
William J. Battle Semester Fellowship, University of Texas
Foreign Language Teaching Award Nomination, University of Texas
2011-2012 Junior Residential Fellow at the Research Center for Anatolian Civilizations, Koç University, Istanbul
2011-2012 Graduate Dean's Prestigious Fellowship Supplement, University of Texas
2011 Harry J. Leon Travel Fellowship, University of Texas
American Philological Association Outstanding Student Award
2010-2011 William J. Battle Award for Excellence in Latin Teaching
2010 Professional Development Award, University of Texas
Harry J. Leon Travel Fellowship, University of Texas

Scholarly Papers, Invited Lectures and Conferences:

2015 Invited Speaker, Austin College, "Competitions and Co-Founders in Roman Aphrodisias" (Feb, 2015)
2014 Presenter, Annual Meeting of the Archaeological Institute of America, Chicago: "Contested Foundation Myths and Elite Competition at Imperial Aphrodisias"
2013 Presenter, Annual Meeting of the Archaeological Institute of America, Seattle: "Family Matters: Visual and Epigraphic Representations of Family at Imperial Aphrodisias"
2012 Invited Lecturer for *City and Civilization* summer program for Northwestern University in Istanbul: "The Hellenistic and Roman City in Ancient Anatolia"
Presenter and Co-organizer, Research Center for Anatolian Civilization Mini-Symposium, Istanbul: "Promoting Pedigree: Elite Competition in the Ancestor Clauses from Aphrodisias"
2011 Presenter, Research Center for Anatolian Civilizations, Istanbul: "Myth, Manipulation, and Munificence: Elite Identity and Civic Memory in Roman Asia Minor"

Presenter, Annual Meeting of the Archaeological Institute of America, San Antonio: “The Archaic Temple in Roman Corinth: Civic Identity in the Capital of Achaia”
2010 Presenter, Annual Meeting of the American Schools of Oriental Research, Atlanta: “The Mythic Past and Local Tradition at Aphrodisias: An Interpretation of Three Relief Panels from the Sebasteion”

Archaeological Experience:

2014 Registrar, University of North Carolina, Chapel Hill/Williams College/Carthage College-Hovrat Omrit Excavation Project, Israel
2010 Area Supervisor and Total Station survey director, The George Washington University-Bir Madhkur Project, Jordan
2007-2009 Total Station Team Leader and Surveyor, University of Pennsylvania and Florida State University-Saronic Harbor Archaeological Research Project, Greece

Digital Humanities and Online Education

2015 Instructional Designer for Ancient Rome (University of Texas)
2014 Content contributor, Pleiades online database of ancient places
Development coordinator, Roman History Online, University of Texas
2013 Development coordinator, Roman History, University of Texas
2009 Contributor to the GeoDia online resources

Professional Service and Outreach:

2014-2015 Mentor for William and Mary’s Women’s Mentoring Program
Organized Public lecture at William & Mary on Isis and the Destruction of Cultural Heritage by Jennifer Gates-Foster, UNC-Chapel Hill
2013 Mentor, Intellectual Entrepreneurship Internship, University of Texas
2012 Co-organizer, “Constructing Spaces of Memory in Anatolian Civilizations,” mini-symposium, Research Center for Anatolian Civilizations, Istanbul
2011 Chair of William J. Battle Lecture Series with Susan Alcock, University of Texas at Austin, January 19-21, 2011
2010-2011 Graduate Student Representative, Faculty Hiring Committee, University of Texas
2010 Conference Coordinator, *Corinth in Contrast: Studies in Inequality*, University of Texas at Austin, September 30-October 3, 2010
2009-2011 Opening lecture for Rock Musical, *Athens v. Sparta*
2008 Collaborator with Blanton Museum of Art for exhibition and production of educational materials concerning the collection of Greek Vases
Participant and coordinator of department production of Aristophanes’ *Money*
Volunteer judge for Junior Classical League Area Competition
2007-2010 Committee Member, William J. Battle Lecture Series, University of Texas
2007-2008 Graduate Student Representative, University of Texas
Mentor for Intellectual Entrepreneurship Internship, University of Texas

Assistant Project Director: Jennifer V. Ebbeler

Professional Positions:

2009-present Associate Professor of Classics & History, University of Texas, Austin
2002-2009 Assistant Professor of Classics, University of Texas at Austin

2001-2002 APA/NEH Thesaurus Linguae Latinae (TLL) Fellow in Munich, Germany

Education:

1999-2001 University of Pennsylvania, PhD in Classical Studies
1996-1999 University of Pennsylvania, MA in Classical Studies
1994-1996 The Pennsylvania State University, MA in Comparative Literature
1991-1994 Brigham Young University, BA in Classics with University Honors and *summa cum laude*

Publications:

Books

2012 *Disciplining Christians: Correction and Community in Augustine's Letters* (Oxford Studies in Late Antiquity, ed. Ralph Mathisen)

Articles

"Augustine" in the *Encyclopedia of Ancient Greece and Rome*, ed. M. Gagarin (Oxford, forthcoming).
"Linus as a figure for Pastoral Poetics in Vergil's *Eclogues*" (forthcoming *Helios*).
"Letters" in *Oxford Handbook of Roman Studies*, eds. A. Barchiesi and W. Scheidel (forthcoming).
"Tradition, Innovation, and Epistolary *Mores* in Late Antiquity," in *Blackwell Companion to Late Antiquity*, ed. Philip Rousseau (2009), pp. 270-282.
(co-authored with Cristiana Sogno) "Religious Identity and the Politics of Patronage: Symmachus and Augustine," *Historia* 56.2 (2007): 230-242.
"Mixed Messages: Decoding Two Late Antique Correspondences," in *Ancient Letters*, eds. R. Morello and A. Morrison (Oxford University Press, 2007), pp. 301-323.
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"Caesar's Letters and the Ideology of Literary History," *Helios* 30.1 (2003): 3-19.
"Cicero" in the *Encyclopedia of Life Writing* (London: Fitzroy Dearborn Publishers, 2001).

Reviews

F.E. Consolino (ed), *Forme letterarie nella produzione Latina di IV-V secolo*, CR 57.1 (2007): 127-128.
Laurel Fulkerson. *The Ovidian Heroine as Author: Reading, Writing, and Community in the Heroides*, BMCR 2006.05.16.
Michael Trapp (ed.). *Greek and Latin Letters: An Anthology with a Translation*, CW 99.4 (2006): 461-462.
Paul Dräger, *D. Magnus Ausonius: Mosella, Bissula, Briefwechsel mit Paulinus Nolanus*, BMCR 2003.03.19.
Catherine Conybeare, *Paulinus Noster: Self and Symbols in the Letters of Paulinus of Nola*, BMCR 02.05.05.

Grants, Honors, and Awards

Fall 2008: Dean's Fellowship
Spring 2008: Liberal Arts Undergraduate Research Apprenticeship
2005-2006 Rachel and Ben Vaughan Faculty Fellowship in Classics
2005-2006 Faculty Research Assignment, UT Austin

2005-2006 Loeb Library Foundation Research Fellowship
2004-2005 UT Research Grant (\$5,000)
Fall 2004 Dean's Fellowship
Summer 2004 UT Faculty Fellow in Classics (\$1500 for travel/books)
2004; 2006 Macatee Travel Grant (\$1500)
2003 Summer Research Assignment Grant (2 month's salary)

Invited Lectures

2007 Washington University, St. Louis; University of Missouri, Columbia
Cicero, Augustine, and Epistolary Decorum in Classical and Late Antiquity
2007 University of California, Los Angeles
(Mis)readings: Augustine and Consentius on Textual Interpretation
2007 Princeton University; University of Southern California
The Honeyed Sword: Epistolary Strategies in Augustine's Correspondence
2006; 2009 Humanities 1600: Readings from Western Cultures, Trinity University
2005 Cornell University, Ithaca
Vale Domine Illustis: The Unfortunate Correspondence of Ausonius and Paulinus
2004 Fordham University, NYC
Augustine the Writer: From Doctrina to Scientia
2004 University of Michigan, Ann Arbor
Stemmata quid faciunt?: The Politics of Pedigree in Roman Culture
2002 Harvard University; Bryn Mawr College; UT Austin; Indiana University
Scribe Audacter: Managing Absence in Latin Epigraphy

Presentations, Papers, and Seminars (by invitation)

2009 Fordham University
Conducted guest graduate seminar on Augustine's *Confessions*
2009 Columbia University; Fordham University
Conducted guest seminars on Cicero's Letters
2006 International Jerome Conference, Cardiff
Jerome and the African Church
2006 International Medieval Congress, Leeds
Consentius's Apologia Socordiae

Professional Service

Referee for *American Journal of Philology*, *Journal of Early Christian Studies*
Member of Women's Classical Caucus Steering Committee (Chair 2006-2008)
Member of Thesaurus Linguae Latinae (TLL) Fellowship Committee (2008-2011)

Bibliography

Ali, C. (2013). Syrian heritage under threat. *Journal of Eastern Mediterranean Archaeology Heritage Studies*, 1(4), 351-366.

Almanza, S., Herrera, S., & Almanza, L. (2003). SMART growth, historic zoning, and gentrification of east Austin: continued relocation of native people from their homeland. *PODER, Austin*.

Baraldi, S. B, D. Shoup, and L. Zan. (2013). Understanding cultural heritage in Turkey: Institutional context and organisational issues. *International Journal of Heritage Studies*, 19(7), 728-748.

Barr, A. (1996). *Black Texans: A History of African Americans in Texas, 1528-1995*. University of Oklahoma Press.

Brodie, N. (2015). Syria and its regional neighbors: A case of cultural property protection policy failure? *International Journal of Cultural Property*, 22, 317-335.

Brodie, N., M. Kersel, C. Luke, and K. Walker Tubb, eds. (2006). *Archaeology, cultural heritage, and the antiquities trade*. University Press of Florida.

Buitrago, K. V. (2003). *Historic Preservation and Gentrification: A Potential Policy Link: An Empirical Analysis of East Austin, Texas* (Doctoral dissertation, University of Texas at Austin).
Carrigan, W. D. (2004). *The making of a lynching culture: Violence and vigilantism in Central Texas, 1836-1916* (pp. 149-154). Urbana: University of Illinois Press.

Çelik, Z. (2016). *About antiquities: Politics of archaeology in the Ottoman Empire*. University of Texas Press.

Chirikure, S. and G. Pwiti. (2008). Community involvement in archaeology and cultural heritage management. *Current Anthropology*, 49(3), 467-485.

Chusid, J. (2006). Preservation in the progressive city: Debating history and gentrification in Austin. *The Next American City*, 12, 23-27.

Cunliffe, E. (2013). No longer lost in the wilderness: Cultural property crimes in conflict. *Journal of Eastern Mediterranean Archaeology Heritage Studies*, 1(4), 343-347.

De León, A. (1997). *The Tejano Community, 1836-1900*. Southern Methodist University Press.

Eckert, E. (2007). *Stones on the prairie: Acculturation in Texas*. Slavica Publishing.

Flores, R. R. (1995). Private visions, public culture: the making of the Alamo. *Cultural Anthropology*, 10(1), 99-115.

Flores, R. R. (2010). *Remembering the Alamo: Memory, modernity, and the master symbol*. University of Texas Press.

Hernández, I. and N.E. Cantú. (2016). *Entre Guadalupe y Malinche. Tejanas in literature and art*. University of Texas Press.

Hodder, I. (2010). Cultural heritage rights: From ownership and descent to justice and well-being. *Anthropological Quarterly*, 83(4), 861-882.

Hoffman, B.T. (2006). *Art and Cultural heritage: Law, policy, and practice*. Cambridge University Press.

Icduygu, A. (2004). From nation-building to globalization: an account of the past and present in recent urban studies in Turkey. *International Journal of Urban and Regional Research*, 28(4), 941-947.

McComb, D. (2015). *The City in Texas. A History*. University of Texas Press.

Meskel, L. (2002). *Archaeology under fire: Nationalism, politics and heritage in the Eastern Mediterranean and Middle East*. Routledge.

Nackman, M. E. (1974). Anglo-American Migrants to the West: Men of Broken Fortunes? The Case of Texas, 1821-46. *The Western Historical Quarterly*, 5(4), 441-455.

Oliver, M. (1996). Historical preservation and identity: The Alamo and the production of a consumer landscape. *Antipode*, 28(1), 1-23.

Pilcher, J. M. (2008). Who Chased Out the “Chili Queens”? Gender, Race, and Urban Reform in San Antonio, Texas, 1880–1943. *Food and Foodways*, 16(3), 173-200.

Schechter, SR, and R. Bayley. (1997). Language socialization practices and cultural identity: Case studies of Mexican-descent families in California and Texas. *Tesol Quarterly*, 31(3), 513-541.

Silverman, H., ed. (2010). *Contested cultural heritage. Religion, nationalism, erasure, and exclusion in a Global World*. Springer Publishing.

Spennemann, D.H.R. (1999). Cultural heritage conservation during emergency management: luxury or necessity? *International Journal of Public Administration*, 22(5), 745-804.

Thompson, C.D. (2015). *Border odyssey. Travels along the U.S./Mexico divide*. University of Texas Press.

Timothy, D. J. (2011). *Cultural heritage and tourism*. Channel View Publications.

Wade, M. F., & Wade, D. E. (2010). *The Native Americans of the Texas Edwards Plateau, 1582-1799*. University of Texas Press.

Wangkeo, K. (2003). Monumental challenges: The lawfulness of destroying cultural heritage during peacetime. *Yale Journal of International Law*, 183-209.

Zamora, E. (2009). *Claiming rights and righting wrongs in Texas: Mexican workers and job politics during World War II* (No. 15). Texas A&M University Press.

Digital Media

<https://youtu.be/CXYv8I0TaEc>

At the above link, you will find a previous digital media production created by Project Directors Ann Morgan and Jennifer Ebbeler and the technical assistance of the Liberal Arts Instructional Technology Services team at the University of Texas in Austin. It was created as a promotional video in 2013 for an upcoming online Roman history course. The link and sample is provided in order to demonstrate the kind of videos for the web series we are planning on producing. They will be focused on copyright free image montages, maps, and custom-made illustrations. Scholars will narrate as voice over to supplement the images.