Established in 1993, the Washington College Faculty Enhancement Fund supports the continuing development of faculty in the areas of scholarship and teaching innovation.
FACULTY ENHANCEMENT FUND REPORT: 2011-2012
WASHINGTON COLLEGE

PROGRAM HISTORY

Established in 1993 from an initial grant from the Christian A. Johnson Endeavor Foundation, the Washington College Faculty Enhancement Fund provides support for faculty scholarship and innovative teaching initiatives. The fund receives contributions from the Kenan Trust and Christian A. Johnson Endowments. In 2011, the Fund was augmented by the Hodson Trust Faculty Development Endowment, which was established to defray the cost of research expenses, research travel and costs associated with scholarly publications. The Faculty Enhancement Fund also supports research reassign time for faculty, as well as stipends to cover expenses related to the development of innovative curricula.

Funding is competitive. Proposals are reviewed by the Faculty Service and Scholarship Committee, the Dean and Provost of the College and the President.

SUMMARY OF OUTCOMES FROM 2011-2012 FUNDING PERIOD

Faculty Enhancement Funds were awarded to support a wide range of innovative research and teaching initiatives. Funds were used to develop multiple new undergraduate courses, support participation in numerous international conferences and symposia, permit travel to libraries, archives, research centers and laboratories, facilitate the publication of scholarly works and manuscripts, develop new student exchange programs, and purchase instruments, scholarly texts, research supplies, software and scientific equipment. These activities enhance Washington College faculty, inform and enrich faculty teaching and contribute to a lively intellectual atmosphere on campus.

Over the 2011-2012 funding period, these awards have supported the preparation and or publication of eight books, thirteen research papers, eighteen conference presentations and invited lectures, and two book chapters.

PEER REVIEWED PUBLICATIONS 2011-2012


FACULTY ENHANCEMENT FUND PROJECT SUMMARIES

IN HUMANITIES

DR. CRISTINA CASADO PRESA
Assistant Professor of Spanish

In Spring 2011 I was awarded a Faculty enhancement grant for research. The funds I received allowed me to travel to Madrid in order to explore the archives at the National Library and the Center for Theatrical Documentation and also gave me the chance to gather materials at Zugarramurdi, a small village in Northern Spain famous for its witchcraft practice and the Inquisition trials that sent many of these practitioners to exile, prison, and death.

I am an Assistant Professor of Spanish in the Modern Languages department and the research lines I developed during that summer dealt with two of my areas of specialization: witchcraft in literature and contemporary theater from Spain.

These lines of inquiry are already present in my doctoral thesis, where one of my chapters dealt with witches and Spanish Theater. Since then, the figure of the witch has become of utmost importance in my research. Before I went to Zugarramurdi I was invited to present Maite Carranza’s “The War of Witches” trilogy at the North Eastern Modern Language Association (NeMLA) conference in 2011, which encouraged me to continue studying the topic. My research during Summer 2011 in Spain allowed me to expand my knowledge on the topic and has proven to be very productive. I was invited as a guest speaker at Rider University in October 2011, where I gave a talk on the figure of the witch in Contemporary Spanish Literature. Witchcraft was also the main theme in the last article I have completed: “La bruja como paradigma de poder femenino en dos dramas españoles contemporáneos”, which will be published in the upcoming number of Revista Monografica/ Monographic review. Finally, my teaching has benefited from my research, too, as witchcraft was one of the themes of my GRW course: “Witches, Ghosts and Vampires: Reflections on strangeness and otherness,” offered in fall 2011.

I am really thankful for the opportunity I was given in Summer 2011. I was able to raise my professional profile, publishing with a prestigious journal and presenting in front of a wide audience. Also, it was a pleasure to design and teach a course in which I could share the results of my research to students and benefit from their thoughts on the topic.

DR. THOMAS J. COUSINEAU
Professor of English

In 1997, I received $280 for the purchase of a photograph for the cover of my book on Samuel Beckett’s novels. In nearly every year since then, I have received funding related to a variety of projects, the most generous of which, awarded in 2011, was in the amount of $5,000 for expenses related to the publication of my most recent book, An Unwritten Novel: Fernando Pessoa’s The Book of Disquiet (publication date: Spring 2013). Additional grants that I have been awarded over the intervening years, which have totaled approximately $15,000, were used to fund the research and lectures that led to
the publication of three other books: *Three-Part Inventions: The Novels of Thomas Bernhard, Ritual Unbound: Reading Sacrifice in Modernist Fiction,* and *After the Final No: Samuel Beckett’s Trilogy of Novels.* I also received funding that allowed me to attend organizational meetings in Paris related to my serving as co-chair of the “Présence de Samuel Beckett” conference at Cerisy-la-Salle in the summer of 2005 and to Roussillon, where I am the American representative of the “Maison Samuel-Beckett.” Each of the many grants that I have received has both contributed to my teaching in the field of literary modernism and – with the exception of my service to the Samuel Beckett association – led to scholarly publication. I am now embarking on a project called “The Daedalus Complex,” which is an outgrowth of the work that I have been doing for the past several years on the topic of scapegoating. Along with giving invited lectures related to this project at the Universities of Bucharest, Warsaw, and Helsinki during the winter of 2013, I plan, during the same time, to work at the Bibliothèque Nationale de France, which houses the archives of René Girard, whose theories of scapegoating are central to my project. Once again, I will be appealing to my colleagues on the Service and Scholarship Committee to grant me the funding that will make these activities possible.

**DR. ELENA DEANDA**
Assistant Professor of Spanish

In the Spring of 2011 I was awarded a FEF for the development of a class that has not been taught in Washington College for more than 15 years: Spanish for Business. I was able to buy material for my class and for my BUS-HPS majors’ research in order to revamp the class, and facilitate their senior capstone experiences’ reading material. This class enhanced the curricular relationship between different departments (BUS/HPS) and gave HPS majors the opportunity to see Spanish as a strategic asset in the working field. As the result of this class, a HPS/BUS major will work with me on a thesis that addresses the need of considering the Hispanic factor in social media marketing campaigns.

In the Fall of 2011, I was able to use my FEF award to travel to Mexico and continue my archival research on Mexico’s inquisitorial archives. I investigated the life of a friar who was the first one to condemn and propose the banning of a folksong in Mexico in 1766. I argue that this particular friar was reacting to his own fear of being prosecuted when he was condemning a folksong since the song portrayed the sexual deviance of the clergy and he was, soon after, condemned for soliciting sex in the confessionary. As a result of this research, I finished a book chapter that will be published in 2013 (“Revisiting the Myth of the Black Male Rapist: The Ties that Bond Pardos and Inquisitors in Colonial Mexico” Afro-Mexico Monographic Volume, forthcoming). I also presented my findings in the Faculty Lunch Forum in the spring of 2012 (“Tracking Chuchumbe’s Friar”) and by proxy at the International Congress of the Latin American Studies Association in San Francisco 2012 (“The Poetics of Censorship: Inquisitors, Bodies, and Discourse in Colonial Mexico”).

**DR. JEHANNE DUBROW**
Assistant Professor of English

The $1000 faculty enhancement grant that I received in 2011-12 was used to pay for my attendance of the West Chester Poetry Conference (June 2012). The West Chester Poetry Conference focuses on formal and narrative verse and is the largest annual poetry conference in the United States. My commitment to and participation in the West Chester Poetry Conference has increased my reputation in the field of formalist poetry and has led to numerous professional opportunities (i.e. paid poetry readings, publications in literary
journals, and the cultivation of important literary contacts). Now that I am also the Director of the Rose O’Neill Literary House, my continued relationship with West Chester has created opportunities to network with other program directors, to identify potential donors, and to establish connections with writers who might make for appropriate speakers in the Literary House’s annual series or Summer Poetry Salon.

DR. NICOLE GREWLING
Assistant Professor of German

I am in the process of writing an article on Germany’s precolonial fantasies in the writings of nineteenth century German author Friedrich Gerstäcker. This article will be an expansion of parts of my dissertation, which investigated (pre) colonial fantasies in fiction about North America. I explore representations of Native Americans, arguing the need to understand them in the context of German colonial fantasies and imperialist thinking. I investigate them in connection with categories such as social status and gender, to expose hidden colonial desires that find expression in the portrayal of these ethnicities, thus allowing the German national Self to insert itself into the colonial discourse and portray itself as a positive image. Drawing on Homi Bhabha’s concept of colonial mimicry, I explore the interplay of Gerstäckers’ cosmopolitan perspective and exploitative colonial discourse in his works, which allow for an uncharacteristically nuanced image of different ethnicities and German colonial aspirations. The idea of the article was to focus on three short stories and the project also required me to examine other texts by Gerstäcker to contextualize them. They are available in 19th century collections of Gerstäcker’s oeuvre, which are difficult to obtain in the US since they are scattered across different institutions and, due to their fragile condition, not available through Interlibrary Loan. However, thanks to the Faculty Enhancement Grant I received this summer, I was able to travel to the Internationale Jugendbibliothek and the Bayerische Staatsbibliothek in Munich, which together hold these collections. I conducted preliminary research there in June and July, screening and excerpting relevant texts. During this process, I adjusted the list of texts I will be examining and was then able to plan the outline for my article and begin writing. The Faculty Enhancement Grant allowed me to make progress towards the realization of this project.

DR. JAMES P. MARTIN
Associate Professor of German Studies

In my case, I have been fortunate to use Faculty Enhancement Funds to successfully serve multiple purposes. In the past few years I have visited both of our German-language exchange programs in Mainz and Tübingen resulting in the negotiation of better financial terms for our study abroad students and enhanced connections with programs in American Studies, Business, and Behavioral Neuroscience. On the research side, I have been able to visit archives, gather materials at university libraries, and attend post-doctoral summer seminars resulting in publications on a wide variety of topics concerning media and German studies: mistaken multi-cultural identities in the films of Turkish-German director Fatih Akin, the role of photography in the literary works of Austrian author Gerhard Roth and German author W.G. Sebald, the depiction of race in a 19th century novella by Heinrich von Kleist, and the function of polar landscapes in works by Austrian author Christoph Ransmayr and German author W. G. Sebald. My current research conducted with the aid of Faculty Enhancement Funds also informs my teaching. I am investigating depictions of
European identity versus national identities, such as German, in recent film and literature that directly impact my courses on World Cinema, Jewish-German Images, European Film, and future Media Studies courses that I hope to develop. Faculty Enhancement Funds have been crucial to my ability to function as a teacher/scholar within a liberal arts college and to maintain my linguistic and cultural fluency as a professor of German Studies.

**DR. KATHERINE MAYNARD**  
Associate Professor of French

This past July, I used a FEF to travel to France for a two-week period during which time I pursued three projects:

1. The completion of an article “Remarque en Toy Telle Merque: Etienne Jodelle’s Parisian Inscriptions and Epitaphs in the French Wars of Religion.” I spent several days in the French National Library doing some fact checking for an article that considers the various inscriptions and epitaphs written by the French poet Etienne Jodelle (1532-1573) during the French Wars of Religion. Jodelle sought to make Paris a readable royal, Catholic space through his inscriptions, particularly those he composed for the Croix de Gastines, a pro-Catholic monument erected in the center of Paris in 1569 to commemorate the execution of a family of Protestants. In order to complete the article, I consulted sixteenth-century Parisian tour guides in the rare books collection at the Bibliothèque nationale de France (aka the BNF). The tour guides focus on navigating a visitor to Paris from monument to monument; one even contains some of the inscriptions that Jodelle had written that do not appear elsewhere in print. These guides gave me the material I needed to build an argument about the role of monumentality in Paris and how Jodelle took part in this process. I was also able to look at a rare manuscript that recorded three polemic poems attributed to Jodelle in this time period that were posted in key spots on the city streets. Finally, the library possesses dozens of sixteenth-century poetic collections called “Tombeaux,” collections of epitaphs in print to honor lost friends and colleagues. These print versions of epitaphs written by Jodelle’s contemporaries gave me material with which to contrast Jodelle’s choice to write epitaphs for stone monuments instead of paper ones. Thanks to the progress I was able to make at the French National Library, I submitted this article to a peer-reviewed journal in early August, and it was recently accepted for publication. In addition, the article has been accepted in an abbreviated form for a presentation at the annual conference of the Renaissance Society of America in March 2013.

2. The updating of a bibliography for the third chapter of my monograph project. The third chapter of my monograph, Edge of Empire, considers how the Protestant poet Agrippa d’Aubigné deconstructs the classical Virgilian epic in a way that highlights the impossibility of a coherent epic narrative in a time of war. The last time I worked with d’Aubigné’s epic in any detail was in 2005, and the first step in preparing this chapter is to update the bibliography. I used my time at the BNF to compile that list and to access some of the more obscure yet important sources that I will need to finish the chapter. I have continued work on the chapter this summer, and I hope that I’ll have a complete draft by the end of the year.

3. The preparation of a unit on contemporary issues in French cuisine for my FRS 301 course. Over the summer, I revamped FRS 301, a composition course for advanced students, to focus on the central theme of food in France. This theme appeals to me in part because it offers numerous opportunities to integrate culture into this (sometimes dry!) grammar and writing class. The role of food is a point of cultural comparison that extends far beyond what French and Americans actually find on their plates. French food is inseparable from French identity; it encompasses the French relationship to land, the French respect for mealtime (and the personal and familial connections that surround it), and,
of course, French national pride. In addition, our in-class conversations about food in France offer an excellent opportunity for students to do some hands-on exploration of the Chestertown community and the role of local food. (In the context of our discussions of the meaning of terroir, the course includes visits to a local farm, a local bakery, the downtown Farmers' market, and a cheese-making session, as well as several opportunities for students to prepare and share French specialties together.)

One of the major writing assignments of the course will focus on the polemics of the crisis of obesity that has found its way across the Atlantic to France. While in France this year, I studied the ways in which one French department (an administrative territory somewhere between a state and a county), the Seine-Saint-Denis, is addressing the issues of child and adolescent obesity. I met with Isabelle Gacon in the “Bureau de la restauration et de l’éducation au goût” (the Office of Food Service and the Education of Taste) in the Departmental General Council to talk about initiatives that are being put into place in the 127 middle schools that she oversees. I also spent a day at the Collège Lenain de Tillemont in Montreuil, a suburb of Paris, to observe how one particularly innovative chef, Yves Milesi, has transformed the middle school lunch program there. Chef Milesi invited me to meet with a group of students, faculty, parents, medical experts and dieticians to discuss the efforts being made to offer fresh, local, and healthy meals to a diverse population of students. I also attended a session where this group created the school lunch menu for the month of September. I will share these experiences with my students through photos, films, and other documents I gathered while in France. In addition, Chef Milesi conducted a Skype interview with my students this October as they were working on their assignment.

As always, I am deeply grateful for the support I receive from the College to pursue these various research projects. This time in France has been instrumental in my scholarship and teaching for many years, as is evidenced, I believe, by the projects I was able to complete this year.

**DR. JONATHAN MCCOLLUM**

Assistant Professor of Music

In the Fall 2010, I requested faculty enhancement funds in the amount of $1500.00 to help support travel and research at the Armenian Library and Museum of America and the libraries of Tufts University and Harvard University in Boston, Medford, and Cambridge, Massachusetts. I spent approximately one week (March 14-20, 2011) utilizing the various libraries’ illuminated and non-illuminated Armenian manuscripts (Bibles, Liturgical Books, and Hymnals). I currently have two books under contract and two articles under review that benefited from this research.

In the Spring 2011, I requested faculty enhancement funds in the amount of $2000.00 for the purchase of a professional Japanese shakuhachi. This has...
been purchased and has been extremely useful in my current performance and teaching of Japanese traditional aesthetics, particularly in the Department of Music’s world music courses.

In the fall 2011, the committee generously gave me $1500.00 for study of shakuhachi. Understanding this is a progressive goal, in the spring 2012, the committee generously gave me another $1500.00 for continued study. As a musician, my creative output remains an integral aspect of my scholarship (and my tenure file) and I have found performing to be a rewarding pathway for musical knowledge. I spend a great deal of time honing my skills as a performer and artist through hours of daily practice and concentration. Not all Ph.D. music historians and ethnomusicologists maintain their performance skills. In music performance, public performances, recitals, etc. are equivalent to peer-reviewed publications. Putting oneself on stage to be publicly judged is something that I do not take lightly. Also, when I perform, I do so as a representative of Washington College, something else that I do not take lightly. Therefore, as a lifetime learner, I began studying with a Grand Master of shakuhachi in Cleveland, Michael Chikuzen Gould. He has since moved to Wyoming. I not only take weekly lessons through skype, but do intensive studies at his home (three times in the past 1.5 years). As a result of my study, I shared my knowledge with the Washington College community by performing a lecture/performance recital at the end of the Spring 2012 semester in Hotchkiss, which was open to the entire college campus. It was very successful and well attended. I am currently scheduled to guest lecture on similar topics in other classes at Washington College, specifically the anthropology and art departments. In addition, this past spring 2012, I performed shakuhachi with the Washington Toho Koto Ensemble, a professional ensemble, performing sankyoku (koto, shakuhachi, and shamisen). As part of the Kinko-Ryu Dokyoku, I am humbled to fall under an impressive lineage, beginning with Watazumido Shuso and Yokoyama Katsuya, on to Yoshinobu Taniguchi, and finally, my teacher Michael Chikuzen Gould. Because Sensei Chikuzen is a Dai Shihan, he has the authority to bestow teaching licenses upon me. Each license is attained after rigorous playing exams that are recorded and analyzed for acceptance. Having reached Okuden (Inner Transmission level), I am currently working toward my Jun Shihan (Associate Teacher), where upon completion, a performance name will be bestowed upon me. There are very few people outside of Japan who have made it to this level of performance. I have made significant strides as a performer on shakuhachi and have quickly come to the top of my sensei’s studio.

DR. SEAN R. MEEHAN
Associate Professor of English

In Spring 2012 I was granted a Faculty Enhancement award to conduct and organize research for a book project I am currently proposing: to edit a collection of essays on Approaches to Teaching the Works of Ralph Waldo Emerson for the series published by the MLA. The grant reimbursed my travel and lodging expenses for a short trip (in July 2012) to Concord, MA and Harvard University to pursue library research on Emerson as well as work with my proposed co-editor, Professor Mark Long of Keene State College, to develop our book proposal. This proposal passed the initial round of approval at MLA. At the conclusion of the research trip, I submitted a full book proposal (round 2 of the process) that is currently under review at MLA; I have also begun to contact scholars who are potential contributors to the volume. The Emerson scholars I have shared the proposal with are excited to see this project underway.

In Fall 2011 I received one of the newer Faculty Enhancement awards that targets course revision/development. I proposed to revise my Introduction to Nonfiction course, changing the focus from autobiography to a course on the essay. With the materials portion of the grant, I bought approximately 20 books, both primary and secondary texts in the area of the essay and the teaching of
nonfiction. I began to work my way through these texts in the spring of 2012 and continued reading into the summer. This aspect of the grant was tremendous—affording me the money and the motivation to read ahead and explore new texts. I think all faculty should have the opportunity to do this periodically. In the second part of this project, following my reading, I have focused my revision of the course syllabus around a different approach to each of the major writing projects in the course. The pedagogical principle of this revision is backward design: I began with the kinds of writing experiences I want students to have and then built the larger syllabus around those. I also indicated on the proposal that I would be very willing to participate in a CTL forum of some sort that focused on course revision and development, share what I have done with this project. If possible with my departmental scheduling, I plan to teach this revised course in Spring 2013.

In Spring 2011 I was granted a Faculty Enhancement award to conduct research on Thoreau in Concord, MA and Harvard University in July 2011. I was in the area to attend and present at the Thoreau conference in July 2011. The grant allowed me to extend my stay several days to research Thoreau materials at the Concord Free Public Library and at Houghton Library, Harvard University.

Outcome: This research allowed me to finalize an article manuscript, "Ecology and Imagination: Emerson, Thoreau, and the Nature of Metonymy," which I submitted for publication to the journal Criticism. That article was subsequently accepted for publication and will be published in 2013.

DR. KATHRYN M. MONCRIEF
Professor of English

In the spring of 2011 I received Faculty Enhancement Funds to support publication of my book, Performing Pedagogy in Early Modern England: Gender, Instruction, and Performance (Ashgate 2011). This included payment permission/license fees for the cover image (A Girl Writing c. 1520), which is owned by the National Gallery in London, and fees for a professional indexer.

A recent review of the book in Renaissance Quarterly notes: "We are constantly told that gender was constructed and performed in the early modern period, but most critics never get their hands dirty by showing us how it was done, step by step. This volume is an exception because it explores how the English were schooled in gender performance all their lives, and how maleness and femaleness were scripted, rehearsed, memorized, and sometimes debated as part of formal, humanist-oriented education on the one hand and theater on the other. As the editors maintain in their excellent overview chapter, the 'stage is also a key pedagogical site' (4) where actors and writers represented and subverted conventions about teaching, authority, and gender. Schoolboys (and a few girls) were taught rhetoric and literature by reading and performing plays, and playwrights used didactic popular literature and scenes of teaching in cobb lling together plays in many forums, from professional theaters to closet drama…. All in all this volume is a valuable new resource for those studying the ubiquitous gendered trope of teaching on the early modern stage, in all sorts of texts on education and gender ideology, and in the lived experiences of Englishmen and Englishwomen."

I also received funds to travel to Stratford-Upon-Avon to conduct performance research on Shakespeare’s Hamlet at the Shakespeare Centre Library at Shakespeare Birthplace Trust. This archive focuses on the history of Shakespeare’s plays in performance in Stratford (at the Royal Shakespeare Company) and collects materials on the performance of Shakespeare’s plays from the early modern period to the present (including acting editions of plays, prompt books, design notes, director’s notes, and recordings of performances). During this visit to the Shakespeare Centre Library, I worked in the archives on Hamlet productions from 1989-present (the 2010, 2008, 2004, 2001, 1997, 1993, and 1989 productions). Using this research, I wrote and presented a paper and staging
workshop, “‘Remembrances of yours that I have longed long to redeliver’: Properties and Performance in Shakespeare’s Hamlet 3.1” at the 2011 Blackfriars Conference at the American Shakespeare Theatre in Staunton, Virginia.

This Hamlet research also contributed to my preparation for and teaching of a new course, “Hamlet and its Afterlife,” in the fall of 2011. The title of the course acknowledges both the play’s obsession with the afterlife and the afterlife, in the four centuries since its composition, of the play itself. It examined both the play and many of its adaptations and appropriations in an effort to understand its continuing popularity and cultural significance.

I am currently working, with my co-author (Dr. Kathryn McPherson, Utah Valley University), on a third edited collection, Shakespeare Embodied: Page, Stage, and Classroom in Shakespeare and his Contemporaries. This essay collection follows our two previous books, Performing Maternity in Early Modern England (Ashgate 2007) and Performing Pedagogy in Early Modern England: Gender, Instruction and Performance (Ashgate 2011). For this third volume, in addition to an international call for papers, we solicited and selected the best papers from the potent blend of performance, textual studies, historical analysis, and pedagogical strategies presented at the 2011 Blackfriars Conference to elucidate the intersections of dramatic production, performance, and pedagogy. It contains 23 essays from both nationally known and emerging scholars of Shakespeare in performance and draws from both literary and theatrical approaches. It is structured as a conversation among scholars, theatre practitioners, and teachers in order to create a text valuable to researchers, artists, and teachers at both the collegiate and secondary levels.

I received Faculty Enhancement Funds in the fall of 2011 to travel to Utah in February of 2011 to work with my co-author in order to finalize the structure of the book and select of the essays for inclusion from among those submitted by potential contributors. The structure and table of contents have finalized, essays have been selected for inclusion, and selected essays have been returned to contributors for final revisions for Shakespeare Embodied: Page, Stage, and Classroom. This book is
now under contract with Fairleigh Dickinson University Press and is scheduled for publication in the late spring of 2013. It will appear as part of their newly initiated “Shakespeare and the Stage” series. In Spring 2012 I received funds to complete performance research on Hamlet at the Shakespeare Centre Library at Shakespeare Birthplace Trust in Stratford-upon-Avon and the National Theatre archives in London.

At the Shakespeare Center Library, I examined materials in the archives on Hamlet productions from the 1950’s through the 1980’s. At the National Theatre (my first visit to this archive), I examined materials related to every production of Hamlet they have staged, from the opening of their theatre on the South Bank to the present. An article (which has grown from the conference paper described above), “Remembrances of yours”: Properties, Performance, and Memory in Hamlet 3.1” which will be published as an individual chapter in Shakespeare Embodied: Page, Stage, and Classroom which is scheduled for publication by Fairleigh Dickinson University Press in the spring of 2013.

DR. PAMELA PEARS  
Associate Professor of French

I have been fortunate enough to receive faculty enhancement funds five different times throughout my career at Washington College. In each case these funds have directly led to conference presentations or publications. Two grants I received in 2004 allowed me to complete work on my book, Remnants of Empire in Algeria and Vietnam: Women, Words, and War. In both 2007 and 2010 I was granted awards that helped me to launch my current book project. In 2007 I ordered approximately $500 worth of books so I could have the latest editions of various paperbacks with their most recent covers. This led to an invited presentation at the University of Maryland, where I spoke at The Maghreb at the Crossroads conference. That year I also published an article based on that work in an edited collection, Judging a Book by Its Cover (Hampshire, England: Ashgate, 2007).

Then, in 2010 I used faculty enhancement funds ($1419) to return to the Louvre where I was able to study in person some of the works of art that appear on the covers of Assia Djebar’s books. This led to my organization of a panel on text and image in North Africa as part of the 20th and 21st centuries French and Francophone conference in Long Beach, California, in March 2012. On that panel I presented my work on Djebar and Delacroix. With the feedback I got there, I continued working on the article, which has been accepted for publication in a 2013 edition of Contemporary French and Francophone Studies: Sites.

Most recently I was granted one of the newly developed grants for Research Reassigned Time (Fall 2012 semester). In addition to providing me with a reduced teaching load, the grant also provided me with funding ($2000) to return to Paris. In October 2012 I spent 10 days in Paris, visiting the Louvre again and finalizing my notes on the Delacroix paintings I’m using in both the article I will publish in

Eugène Delacroix, Femmes d’Alger dans leur appartement (1834). The painting is the basis of a book by author Assia Djebar, the subject of Prof. Pears’s ongoing research on paratexts.
spring 2013 with Sites, and some additional works, which will augment my book chapter on Djebar and Delacroix. I also had the opportunity to visit the Institut du Monde Arabe and its newly renovated museum, which focuses on a thematic approach of the Arab World and its connections with France. The IMA also has the only library in France that focuses on the cultural links between the Arab world and France. Having access to their resources was the highlight of my research trip.

Thanks to this most recent grant I have been able to make progress on my book project and am poised to complete it in the next two years.

DR. SHAWN STEIN
Assistant Professor of Spanish

In the summer of 2011, I received Faculty Enhancement funds to conduct archival research at the Biblioteca Nacional de la República in Buenos Aires, Argentina and the Biblioteca Nacional in Montevideo, Uruguay for my project on representations of gender and identity in Latin American football (soccer) fiction. To date, the outcomes of this project include the following: the discovery of works of football fiction that my students are reading this semester for my new course Satire in Latin America, the publication of “La ficción futbolera echa raíz en Ecuador: Una entrevista con José Hidalgo Pallares” in the peer-reviewed journal Argus-a, and a presentation of my findings at the meeting of the Latin American Studies Association in San Francisco in May 2012.

IN NATURAL SCIENCES AND MATHEMATICS

DR. REBECCA JAYNE
Assistant Professor of Mathematics

I applied for and was selected as a Project NExT (New Experiences in Teaching) fellow and received Faculty Enhancement Funds and Dean’s Travel Funds to cover my travel expenses to program events. Project NExT is a professional development program of the Mathematical Association of America (MAA) for recent mathematics Ph.D.’s in faculty positions. The program addresses teaching, service, and scholarship through workshops, panel discussions, and networking that takes place at three separate MAA conferences: MAA MathFest in August 2012, MAA-AMS Joint Mathematics Meetings in January 2013, and MAA MathFest in August 2013. Though I have only attended one workshop so far, I have already gained a lot from the program. For example, I designed my Real Analysis class this semester to include daily student presentations, a topic discussed in seminars I attended at the workshop. I also will be assigned a mentor who is a math faculty member at a school in the region.
Over the past two years I was generously awarded two faculty enhancement grants to support my research and teaching activities at Washington College.

In 2011, funds were awarded to purchase laboratory supplies and consumables to support an ongoing investigation of the elemental composition of lunar soil analogues, including Hawaiian basalt samples and a National Institute of Standards and Technology plagioclase Standard Reference Material. The goal of this work is to develop techniques for analyzing the compositions of lunar plagioclase separates in order to test the idea that lunar grains of different ages record apparent changes in the solar wind composition.

This research is conducted at Washington College using the NSF-funded inductively couple plasma mass spectrometer (ICPMS), which is capable of detecting trace metals present at the parts per billion level. Funds were used to purchase mineral and bulk rock samples, as well as reagents and laboratory consumables. Techniques for chemically processing these samples were developed and preliminary mass spec analysis were conducted in the summer of 2012. This work is ongoing.

In 2012, funds were awarded to defray the personal travel expenses associated with offering a non-credit bearing field course in the Southern Cascades for a small group of Washington College students (three to four students). The goals of the project included creating a new field learning opportunity for Earth Science students in a small course setting, and developing strategies for overcoming logistical challenges associated with offering a future credit-bearing course in Southern Cascade volcanism.

The southern Cascade region is among the most geologically dynamic places on the North American continent. The Cascades themselves are a series of volcanic mountains generated by subduction. But volcanism is complicated by the presence of north-south trending faults generated by continental rifting east of the Cascades—the so-called Basin and Range Province, which spans Utah, Nevada and eastern Oregon. The off-shore subduction boundary that generates the Cascades is linked to a major continental transform fault to the southwest, the San Andreas, which is primarily responsible for heightened seismic activity along the coast of Southern California.

The trip was taken in August, 2012 and was combined with travel to Western Idaho to conduct field observations of the Columbia Basalt Province. Earth science students joined a second group of students and staff from the Washington College GIS laboratory who were conducting geospatial mapping and geochemical monitoring at the ranch of College Board Member Daryl Swanstrom.
In the spring of 2011, I received a $1900 Faculty Enhancement grant which I used to support a series of ongoing investigations into the behavior and ecology of aquatic turtles.

Aquatic turtles leave the water and take to land when nesting, or when seeking out new aquatic habitats. Though overland movements are central to the biology of aquatic turtles, relatively few studies have been devoted to nature, patterns, and mechanisms of such movements, in part because their fleeting nature makes them difficult to document.

Together with 4 Washington College students – Tyler Brice ’13, Emily Broomell ’12, Brendyn Meisinger ’13, and Hannah O’Malley ’12 – I have been investigating the terrestrial movements of Eastern Painted turtles (Chrysemys picta picta) as they leave an ephemeral water source in search of new aquatic habitats. My students as I used miniature radio transmitters to monitor the timing, duration, location, and direction or focal animals and their movements. Our primary research site is Chesapeake Farms (Kent Co, MD), a 3300-acre wildlife management property where certain ponds are drained each summer as part of a waterfowl management regime. This enables us to investigate how turtles naturally seek out new aquatic habitats when their home habitats become desiccated or destroyed.

When taken together, these results indicate that turtles seem to rely on habitat familiarity – as opposed to sensory information – to direct successful overland movements, demonstrate the importance of habitat familiarity to directing turtle movements overland, and call into question the suitability of translocation as a conservation method for aquatic turtles.
Since 2011, support from the Faculty Enhancement Fund has helped support research that has directly resulted in 7 scholarly presentations at professional meetings, and in 3 forthcoming manuscripts.

**Presentations** (*- presenter; † - undergraduate coauthor)


Krochmal, A.R*. Overland Movements and Habitat-Seeking Behavior of Eastern Painted Turtles (*Chrysemys picta picta*) in Response to Habitat Perturbations. 12th annual meeting of the Northeast Partners in Amphibian and Reptile Conservation (NE PARC), Millersville, MD (August 17-18 2011).


**Publications** (*- presenter; † - undergraduate coauthor)


In the summer of 2012 I was awarded Faculty Enhancement Funds to undertake a project entitled “Measuring Valve Gape Using Strain Gauges Attached to Bivalves in an Experiment With Oysters (*Crassostrea virginica*) and Induced Hypoxia and Acidification.” It is known that bivalves close their shells and thus don’t feed when they encounter pollution but it is not clear how low oxygen levels and acidification affect gape and thus feeding. I examined the valve gape behavior of oysters in response to low oxygen stress and acidification stress. I measured valve gape over a 7-week summer experiment, weekly, at the Smithsonian Environmental Research Center (SERC). This work was carried out in collaboration with Senior Scientist Dr. Denise Breitburg (Smithsonian Environmental Research Center, Edgewater, Maryland). She provided the experimental systems and I brought in my valve gape system. I established this contact with SERC last year with two weeks of trial data in which we worked out the methods. This summer, I performed a full scale study. Funding by the Faculty Enhancement Grant was critical for this work.

All measurements associated with this project were completed (June to August, 2012) initial data analyses have been completed. Treatments examined were cyclical oxygen (fluctuating between supersaturated conditions and 0.5 mg L$^{-1}$), cyclical pH + cyclical oxygen, and cyclical pH + mildly cyclical hypoxia (minimum DO = 1.5 mg L$^{-1}$), control pH and dissolved oxygen. Oysters close their shells for a significantly longer time when they are subjected to cyclical 0.5 mg L$^{-1}$ oxygen stress than oysters subjected to cyclical 1.5 mg L$^{-1}$ oxygen stress or and oysters not subjected to low oxygen stress (control). pH did not affect valve gape. The gape results relate well to feeding studies that were carried out in parallel.

Outcomes of this work are as follows. Firstly, this study provided critical data for a paper on the valve gape method to be submitted to the Journal of Shellfish Research. I will be the first author of that paper highlighting this new valve gape measuring method. Secondly, the data will also be used for a second paper where measurements of filtration rates and valve gape under varying pH and dissolved oxygen conditions will be compared. Graduate student Virginia Clark will be the first author of the paper and I will be a co-author. In addition, I presented this work at the Atlantic Estuarine Research Society conference:


In the 2011, I was awarded Faculty Enhancement Funds to undertake a project entitled “The effect of bottom shear stress and the hard clam Mercenaria mercenaria on sediment destabilization with consequences for Ecosystem studies.” Hard clams in interaction with high bottom shear stress destabilize the sediments and thus bring suspended solids into the water column. Sediments reduce water clarity, bring nutrients into the water column and affect the plankton and oxygen dynamics in ecosystems. In the work for this study I focused on the ecosystem component of the study.

I submitted a paper associated with this project to the journal Marine Ecology Progress Series and the paper was accepted for publication November 30, 2012. The manuscript is available upon request.

The following are outcomes of Faculty Enhancement Funds that were received in 2011 and 2012.

In the spring of 2011, funds were received to purchase of a new desktop computer and Canvas software. This computer was essential for my research lab in order to connect three new pieces of equipment. This equipment and software was used to complete the experiments for the project examining the cytotoxic effects of co-exposure to nickel chloride and cobalt chloride. The software was used to compile the figures. A manuscript was written and accepted during my junior leave and the data was collected entirely by Washington College students.

Publications which resulted from funding


Presentations which resulted from funding


In the Fall of 2011, funds were awarded to purchase software to investigate the effect of heavy metals on cell cycle. This software was used by multiple students during the 2011-2012 academic year to complete their senior research projects and during the summer 2012 for the beginning of a new research project in the lab. This software was used to collect and analyze data to write a collaborative paper with Brown University.

Publications which resulted from funding

Funds awarded in the spring of 2012 were used to create a novel human cell lines in our lab which were deficient in different DNA repair proteins. The purpose of creating these cell lines was to examine the role of DNA repair in removing various lesions produced by nickel, cadmium, and cobalt. During the summer of 2012 the cells were created, characterized, and tested for functionality. The cells will be used in multiple other projects including two senior research projects during the 2012-2013 academic year.

Presentations which resulted from funding

Donald, C., Comotto, J., Reynolds, M. Co-exposure to cadmium and nickel results in increased genotoxicity but not cytotoxicity. Family Fall Weekend, Washington College (2012).

Donald, C., Comotto, J., Reynolds, M. Co-exposure to cadmium and nickel results in increased genotoxicity but not cytotoxicity. Annual Society of Toxicology Meeting. San Antonio, TX (2013).

**Abstract submitted in September**

DR. JENNIFER ROWSELL
Assistant Professor of Biology

I was able to use faculty enhancement money to increase the production of both my research and teaching. I purchased a freezer, dissection tools and embryology atlases with my faculty enhancement funds. All of these items were utilized by my summer research student, Amanda Hall. We were able to prepare chicken embryos at various stages to visualize a specific protein, myosin7a, that is important for the development of the inner ear neurons. These neurons connect the cochlea (organ of hearing) and the vestibular organs (necessary for balance and motion detection) to the brain to relay information about the environmental cues being received by these organs within the ear. Thus, it is important to study the development of these neurons, since loss or damage can lead to deafness or vestibular disorders such as vertigo. During our 10 week research time Amanda was able to observe the expression pattern of myosin7a in chick embryos at embryonic stages 3, 4, 5, 6, 7, 9 and 11. The results indicate that myosin 7a is important for vestibular neuron and not cochlear neuron development. This work was presented at Fall Family Weekend this year.

These items that were purchased will also be used in my Developmental Biology Laboratory in the fall semester. These students will be able to experiment on live embryonic chickens and prepare tissue to investigate observe such events as heart development. One experiment they will attempt will be to manipulate live embryos so that they will develop two independent hearts. Without the new dissection tools purchased using faculty enhancement money this experiment would not have been possible.
IN SOCIAL SCIENCES

DR. ERIN ANDERSON
Assistant Professor of Sociology

In the fall of 2011, I requested and received $635 to purchase the qualitative data analysis software package MAXQDAplus. This program allows for the coding, mapping, and analysis of qualitative data in a number of formats.

I am currently working on an interview-based research project that examines the various influences that affect men’s decisions to utilize family-friendly workplace policies. I do not yet have interview data, but when I do this program will allow me to analyze transcripts of the interviews to identify important trends and issues to address for the publication of one or more research articles.

Although I have not used this software for data analysis, I have found it very helpful in reading and categorizing the literature and previous research on the topic. Therefore, I’ve not only improved my ability to analyze the data, but I am better able to prepare for data collection through the use of the MAXQDAplus program.

This program will also be useful for future research projects with the possibility of training one or more students to use it and have them assist with data analysis of transcribed interviews or other qualitative texts.

DR. BRIDGET A. BUNTE
Assistant Professor of Education

I used my faculty enhancement funds to travel to the Annual Meeting of the American Educational Research Association in Vancouver, British Columbia. At this conference, I presented with colleagues on a course that I had helped to develop at another institution prior to coming to Washington College. The feedback and networking that I achieved while at the conference has allowed me to make improvements and modifications to that course in order to offer it at Washington College in the fall of 2013. The goal of this course is to help students thoughtfully and reflectively explore and develop the knowledge, dispositions, and skills that are needed to effectively teach and assess the growing population of English Language Learners (ELLs) in our nation’s schools. The course I have developed, its students, and the experiences the students will have with ELLs through this course are inextricably linked to the line of research that I am currently pursuing. This project benefited my own research, presentation, and publication goals, as well as our students through contributing to the creation of a new course that will allow them to have meaningful interactions with children of the Eastern Shore’s growing immigrant population. I am still making modifications to the syllabus, but will be happy to make that available once it is final. The following publication is a result of this funding:

DR. MELISSA DECKMAN
Professor of Political Science

I am currently writing a book about women and the Tea Party in American politics. Money from the faculty enhancement fund allowed me to attend the Smart Girl Summit this past summer, which is the leading Tea Party organization for women, where I met with leading activists from across the country and secured commitments for interviews from these activists for my book. In fact, attending that conference inspired a blog piece I wrote for the Public Religion Research Institute, where I am an Affiliated Scholar (see http://publicreligion.org/2012/08/the-life-of-julia-vs-the-tea-party/). I also received money for a subscription to the Cook Political Report, which monitors congressional elections and is allowing me to identify Tea Party candidates to profile in my book. Lastly, I was awarded money to attend a computer training seminar in late August 2012 to learn advanced statistical techniques using SPSS, which is a statistical software frequently used by social scientists who do empirical research. Although I have used SPSS for years in my analyses of survey research, I learned a tremendous amount and have no doubt that I will apply these new techniques to my ongoing research on gender politics and religion and politics in the US. Moreover, I routinely bring my own research into the American politics classes and research methods courses I teach at Washington College.

DR. JENNIFER HOPPER
Assistant Professor of Political Science

In the spring of 2012, I received faculty enhancement funds that allowed me to attend the Vermont Law School Faculty Summer Scholars Program, which provides undergraduate faculty with the opportunity to attend an intensive two-week course focused on cutting-edge issues in Environmental Policy and Law. The purpose of the program is to help faculty members develop and enhance course offerings on this topic at their home institutions.

Last spring, I taught an upper level public policy-oriented Environmental Politics course that attracted a broad array of students with a background in environmental studies, political science, sociology, and even the hard sciences. I plan to offer the course on a regular basis in the future, and am scheduled to teach it in the spring of 2013. As environmental policy issues are constantly evolving and changing and because I did not have formal graduate level training in environmental law, this program was invaluable in helping enrich and update my current course. My professor had extensive experience as an attorney litigating environmental cases and he also served in government as the former mayor of Chapel Hill, North Carolina. I look forward to passing on the knowledge and examples he provided to my own students. Additionally, the law school itself is widely recognized as offering one of the top environmental law programs in the nation. I am also giving a series of lectures to our college’s Chesapeake Semester students during fall 2012, portions of which draw upon the work I did at Vermont Law School. Overall, participating in the program has allowed me to better promote student knowledge and interest in this area of politics and to help contribute to the study of environmental law and policy in our undergraduate institution as a whole.
In summer 2011 Faculty Enhancement Funds were used to conduct primary research on traditional medicinal plant use in Peru. I conducted qualitative and quantitative ethnographic field research for 10 days in this village, and documented the life history of the herbal healer and began to work with him on emic approaches to diagnosis of illness. My objective were to: (1) examine methods of diagnosing naturalistic and personalistic aspects of illness, (2) actually observe the ritual process of preparation for curing and for the gathering of plants, (3) witness healing ceremonies, almost always held throughout the night with the entire family gathered to support the process, (4) describe ritual and ceremonial approaches to curing, and (5) describe the plants used in traditional medicine.

This research served the dual purpose of advancing my primary academic research into ethnobotany and traditional ecological knowledge in Latin America, and providing new knowledge and material for teaching classes such as ANT 235 Cultures of Latin America, ANT 280 Traditional Ecological Knowledge, and the Chesapeake Semester. One major outcome was the development of an entirely new GRW course titled Shamans, Witchdoctors and Wild Plants which was taught in Spring 2012 again in Fall 2012. This GRW course would never have been developed if my interest in shamanic practices had not been supported by Faculty Enhancement. Ethnographic fieldwork with Peruvian herbal healers will provide primary data suitable for analysis and publication in academic journals that focus on traditional ecological knowledge, indigenous lifeways, ethnobiological knowledge and practice, and ethnography. In addition, new social networks developed during the course of this research should lead to enhanced opportunities to conduct further field research, and may lead to development of research and educational opportunities for students at Washington College.

The first year research and writing program (GRW) is one of the priorities of the college, and this research supported the development of a new course that will be taught twice in one year. Primary research and publication are two of the keys to the continued development of a faculty member. Continuing ethnobotanical research will keep my theoretical and practical knowledge current and fresh, and provide me with broader and deeper knowledge of the subjects in addition to enhancing my teaching through the use of primary examples. Publication is essential to maintaining academic credentials, and to enhancing both my own reputation as a researcher and the reputation and credentials of the institution. Finally, social, educational and research networks create new opportunities for student involvement in research and education. The proposed research will serve each of these functions.

In summer 2012 Faculty Enhancement Funds were awarded to facilitate the development of what is, for me, a new course titled Introduction to Linguistics. This course is specifically designed for students in the Departments of Anthropology and Modern Languages, although it will be open to anyone interested in language. ANT 200 Introduction to Linguistics was once a regular offering at Washington College. However, since the last qualified professor Joachim Scholz retired we have been unable to offer the course to our students. As a result, the course has been dropped from our requirements for graduation, and it has not been taught for two years. Given the addition of a part-time Teaching Fellow who will teach 3 courses a year in Anthropology, I decided to take the opportunity to develop and offer a new course in my own rotation. I am in the process of reviving and redesigning the course so that I can offer the course again for the first time in spring 2013, and then every two years after (spring 2015, spring 2017, etc.).
The immediate outcome is that a “new” course titled ANT 200 Introduction to Linguistics will be taught in Spring 2013. This course will be redesigned to reflect current trends in the field of linguistic study. The beginning of the course will examine (1) how human language is similar to and different from the communication systems of other animals and (2) the biological and cultural evidence for the origins of language. We will then examine the human brain and the anatomy of language development and use. In the second unit of the course, students will be taught the techniques for analyzing basic universal structures found in all languages including morphemes, phonemes and words, and they will learn how to analyze syntax, or the sentence patterns of language. We will also explore semantics, the study of the meaning of language. In the third unit of the course we will explore the mechanisms of language acquisition, bilingualism, and speech comprehension. Towards the end of the course we will explore the relationship between language and culture, and the power of language to mediate social beliefs and interactions.

Anthropology is traditionally a “four-field” discipline, especially at liberal arts colleges. This means that graduates with a degree in Anthropology are expected to have some knowledge of analysis of modern cultures, archaeological theory and techniques, the biology of the human species, and how to study, describe and understand language. Linguistics, in other words, is one of the central concepts in the field of anthropology. This “new” course will make our students more competitive on the market for jobs and graduate schools, and expose them to the entire set of four-field of anthropology here at Washington College. In addition, given very strong course enrollments in the past (the course was generally overenrolled every time it was offered), I believe we have the demand to make the course important and useful to a wide variety of students from other majors. I talked with Kitty Maynard, Chair of the Modern Languages Department, and she agreed.

DR. ANDREW OROS
Associate Professor of Political Science and International Studies

Faculty Enhancement Funds were provided in the form of a Curricular Innovation Award for POL 346: Japanese Politics and Foreign Policy. This award provided the incentive and seed money for me to apply for a much larger grant offered by the Japan Foundation to take undergraduate students to Japan as part of a course. I spent several weeks in Fall 2011 completely redesigning my course (POL 346) to link to a one-week spring break trip to Japan and creating an itinerary for the trip itself. The new course design uses a new textbook and concludes with a “portfolio” project that draws on student experience in Japan. I also designed the new course format to be adapted to work without a trip component. The materials award from the grant allowed me to purchase a number of new books related to the subject – parts of some of which were assigned to the class – and to pay for membership dues in the Association of Asian Studies to benefit from their curricular resources. Ultimately my application for the Japan Foundation grant was successful, and the College was awarded approximately $52,000 to support the trip; students contributed $350 to cover food and additional expenses not covered by the grant for a one-week trip to Japan including airfare. Students also joined with Prof. Narita and the Friends of Miller Library to collect donations for a library in the tsunami-affected area of Northern Japan, a region we visited on the trip. One goal of my grant application was to increase enrollment in the course, which was successful: 18 students enrolled with a waiting list, versus an average of 9 students the previous three times I offered the course. Another goal was the make the course more engaging to students, which also was successful based on oral feedback and the student course evaluations.

Further Writing, Presentations, and Web-Links Related to This Project:
* Washington College Magazine (Summer 2012) – two-page article on the trip
Dr. Oros, Prof. Narita and Washington College students meeting with a member of the Japanese Parliament.

- http://onlinedigeditions.com/publication/?i=115978

* “Washington College - Japan Trip 2012- Nihon Daisuke” – 5-minute You-Tube video:
  - http://www.youtube.com/watch?v=A3mY2OR_Uls
* Article from local Kent County News (March 8, 2012) on the project [photocopy available]
* Student presentation about the trip at “the Egg” in Hodson Hall (April 10, 2012) – about 40 students attended.
* Student presentation about the trip at the Stimson Center in Washington, DC (April 11, 2012):
* Lecture by Prof. Oros on “Tsunami Recovery One Year Out: Local Communities Still Struggling” at American University on March 24, 2012 as part of a panel on US-Japan relations introduced by the Japanese ambassador to the United States, Hon. Ichiro Fujisaki.
* In addition, Nihon Terebi (TV station) sent a camera crew that shadowed our group for the two days we were in Northern Japan. 20 minutes of the footage from this filming appeared on the “News Every” TV program on June 28, 2012 from 6:15pm. YouTube clips of the sections featuring Washington College students are available at:
  - http://www.youtube.com/watch?v=Rd7gYIIHA0

DR. JOSEPH PRUD’HOMME
Assistant Professor of Political Science

I am very fortunate to have been awarded two grants from the service and scholarship committee to assist my research. I was awarded support that enabled me to conduct research for a long-standing book project on religion in colonial Maryland at Sion College of Lambeth Palace in London, which houses the archives of the commissaries of the Bishop of London, who were the Episcopal agents in the North American colonies. This research resulted in a major published book chapter and is a core of an on-going manuscript project. I received a second grant to conduct research at the University of Cambridge in
the spring of 2011 through the Faraday Center for Science and Religion at St Edmund’s College, Cambridge and the University Library. I participated in an invited research workshop, which resulted in the development of a new line of ideas that I incorporated into a journal article that is currently under peer-review. I wish to extend to the Faculty Council my strongly held conviction that grants such as these are invaluable aides to the research process. I am deeply grateful to have received this support.

DR. RUTH SHOGE
Associate Professor, Director of Miller Library

The goal of this research project is to gather substantive information on West Indian women who migrated to Panama during the building of the Panama Canal, 1904-1915. A faculty enhancement grant of $3,000 allowed me uninterrupted time to research primary sources, archival documents, and museum artifacts, as well as conduct interviews on the topic.

During my sabbatical, Fall 2011, I traveled to Panama and was able to broaden my literature search at the University of Panama and the Society of Friends of the West Indian Museum (Panama City). I visited a number of other museums related to the building of the Canal, as well as interviewed and videotaped 11 women and 2 men who told stories that their parents and grandparents had passed down to them. There was remarkable corroboration between the stories they shared, which significantly validated the West Indian experience and perspective on life during the building of the Panama Canal. As I traveled by road from the Pacific to the Atlantic – from Panama City to Colon - the remnants of the past were hauntingly familiar based on the stories I heard from my mother, grandmother and the many persons I met while in Panama. So too, was the commemorative ceremony held on Gatun Lake honoring the thousands of West Indians who had given their lives to the building of the Canal.

I devoted many hours going through the records of the Panama Canal Commission at the National Archives in College Park, Maryland. I am working on an article, “Caribbean Women in the building of the Panama Canal: Binary oppositions in the historical writings.” I am also working on a multimedia project, which will combine video footage of interviews with historical documents.

The study will make a significant contribution to the historical knowledge base of Caribbean women during the construction of the Panama Canal. When completed, it will be an important addition to research in Gender Studies and Black Studies at Washington College.

DR. ROBERT SIUDZINSKI
Assistant Professor of Education

To bolster the internationalization of Washington College’s teacher education through a more informed perspective on global education, Dr. Robert Siudzinski applied for faculty enhancement support during the spring semester of 2011. With approval from the Committee on Service and Scholarship, and with generous contributions provided through the Hodson Trust, Dr. Siudzinski received support for his invitation to participate in the Harvard Graduate School of Education’s (HGSE) Think Tank on Global Education in Cambridge, Massachusetts in May of 2011. His involvement in this outstanding program has enhanced Dr. Siudzinski’s course and fieldwork, as well as having a positive impact on his scholarly activity at Washington College.
Dr. Siudzinski’s courses on educational leadership, principles of teaching, and action research were made more robust with the inclusion of rich international examples of school leadership and curricular development that are built around 21st century skills. This directly influenced his teaching of EDU 215: International Teaching Experience, and his course development of EDU 303: Comparative Education (to be offered spring 2014), and EDU 498 Special Topics: Two Irelands – A Regional Experience: “Education” for Mutual Understanding.

Based in the Northern Ireland border city of Derry/Londonderry, this place-based learning course will construct a historical, socio-cultural, economic, political and educational description of Derry City and a region of Donegal as representatives of the two Irelands. A description of and participation in the educational systems on both sides to the national border will be complemented by community experiences involving the perspectives of selected social sciences, literature, and the Fine Arts.

*This course will be co-taught by Dr. Siudzinski and Dr. Sean O Connor in the summer of 2013.

Scholarly activities directly resulting from Siudzinski’s faculty enhancement award include presentations to international conference, the offering of international as well as campus workshops, and the expansion of the Education Department’s global teaching experience.

Conference Presentations:


International & Campus Workshops Facilitated:
Siudzinski, R.A., & L. Michelle Johnson (May – June 2012) Teacher Development Workshops (total of 4) – Arusha, Tanzania, East Africa hosted by the Oloirien Valley School, St. Thomas School (2 sessions), & Natema Primary School.

Teaching-Assistant Trainings.
At the request of Dr. Shad & Dr. Lampman, in the spring of 2011 Dr. Robert Siudzinski designed and offered six preparation sessions for International Studies (I.S.) students traveling to Tanzania during the summer of 2011. As the I.S. students would be volunteering to assist in the schools, these one-hour workshops provided the participants with introductory skills in behavior management, lesson planning, and situational adaptation to the substitute teaching demands of large classes in African schools. Additional training sessions were offered by Siudzinski to Dr. Shad’s international studies interns in the spring of 2012.
Continuing his coordination of the Education Department’s *Global Teaching Experience* (EDU 215), Dr. Siudzinski led another successful teaching expedition to Tanzania, East Africa (May – June, 2012). Seven Washington College students lived and student-taught at two school sites while Dr. Siudzinski and his Education Department colleague, Michelle Johnson, conducted three faculty development workshops for teachers in the schools around Arusha. To gain a global perspective on comparative education, seven school sites were visited by students and faculty during the tour. Two new WAC student placement partnerships were established with schools in the region.

In May of 2012, in recognition of his global education efforts, the Rotary Foundation of Rotary International named Robert A. Siudzinski a Paul Harris Fellow, “in appreciation of tangible and significant assistance given for the furtherance of better understanding and friendly relations among peoples of the world.”

**DR. RICK STRINER**  
Professor of History

My faculty enhancement grant provided funds to acquire high-res images of historical photographs from the collection of the Library of Congress. Many images in the LC collection are only digitized in low-res format due to funding limitations. The newly-created high-res images that my faculty enhancement grant paid for will be used in a book on architecture that I am co-authoring under contract with Johns Hopkins University Press. The subject matter is Art Deco architecture in Washington, D.C. and Baltimore. My co-author is historian Melissa Faye Blair and the book’s title is “Washington and Baltimore Deco: A Design Study of Neighboring Cities.” All of images that I acquired are from the Theodor Horydczak collection in the Prints and Photographs Division of the Library of Congress. Horydczak was one of the pre-eminent commercial photographers in Washington, D.C. during the early twentieth century.

**DR. HUI-JU TSAI**  
Assistant Professor of Business Management

In spring 2011, I was supported by the faculty enhancement funds to cover the cost of software (MATLAB) that I need to conduct my research projects. The research projects were adopted from my Ph.D. thesis, which investigates the topics of optimal consumption and portfolio decision for long-term investors with non-tradable labor income and of the optimal portfolio decisions in defined contribution pension plans. With the support, I was able to present the paper “Optimal Consumption and Portfolio Choices for Long-term Investors without Non-tradable Labor Income” in three national finance conferences in Spring 2012. These three conferences are held by National Business and Economics Society, Midwest Finance Association, and Southwestern Finance Association, respectively. Also, the same paper is accepted and scheduled to be presented in another conference held by Southern Finance Association in November 2012.

*This report was compiled by the 2012-13 Washington College Faculty Council in celebration of faculty scholarship at Washington College.*