The Council of Independent Colleges (CIC) is an association of 768 nonprofit independent colleges and universities, state-based councils of independent colleges, and other higher education affiliates, that works to support college and university leadership, advance institutional excellence, and enhance public understanding of independent higher education’s contributions to society. CIC is the major national organization that focuses on services to leaders of independent colleges and universities and state-based councils. CIC offers conferences, seminars, publications, and other programs and services that help institutions improve educational quality, administrative and financial performance, student outcomes, and institutional visibility. CIC conducts the largest annual conferences of college and university presidents and of chief academic officers in the United States. Founded in 1956, CIC is headquartered at One Dupont Circle in Washington, DC. For more information, visit www.cic.edu.

ABOUT THE AUTHOR

Thomas Falkner is evaluator of faculty development programs for the Council of Independent Colleges and professor of classics at McDaniel College, where he teaches courses in literature, culture, and philosophy. Falkner has served as provost and dean of the faculty at McDaniel and earlier in several administrative positions at the College of Wooster. The author or editor of four books and numerous articles, his research focuses on Greek tragedy and the reception of the classics.
# CIC’s Faculty Seminars: Promoting Professional Growth

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FOREWORD

Since the early 2000s, the Council of Independent Colleges (CIC) has offered seminars for faculty members in a variety of fields including, most frequently, American history, classics, and art history. These core disciplines of the liberal arts are essential ingredients of general education, and the subjects of the seminars are staples in the curriculum of undergraduate education. Providing opportunities for professional development and intellectual enrichment for teachers in these fields remains an important service provided by CIC.

One series of seminars has persisted through CIC’s long collaboration with the Gilder Lehrman Institute of American History and with the generous support of the Andrew W. Mellon Foundation. Over the years, leading historians such as Joyce Appleby, Thomas Bender, Henry Binford, David Blight, Robert Dallek, David Brion Davis, James Horton, Ernest May, Carl Smith, and Richard White, have led seminars that are approximately a week long. Competition among nominations has been keen. Almost invariably, the participants express appreciation for the opportunity to work with a leading historian, to work with one another, to think in new ways about curriculum design and teaching, and to have the chance to rekindle the scholarly interests that often have been submerged under heavy teaching responsibilities since graduate school many years ago.

CIC recently asked Thomas Falkner, an experienced evaluator of CIC’s programs and the former provost of McDaniel College, to take an in-depth look at one seminar, “The Civil War in American Memory,” that took place at Yale University in June 2018 and was led by David Blight, Class of 1954 Professor of American History and director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale. Falkner’s report demonstrates that a relatively small amount of money can significantly strengthen faculty development and enhance teaching, especially when faculty members’ dedication both to their students and to their fields of expertise is unwavering.

Richard Ekman
President
Council of Independent Colleges

February 2019
Introduction and Background

Few faculty members have not had to explain, at one time or another, what they do with their summers. Although some outside the academic world assume that “summers off” is part of the job description (that the life of the college professor is “Nice Work,” as David Lodge titled his 1988 academic satire), faculty members know that nothing could be further from the truth. While the pace may slow a little, summer offers a critical opportunity to address responsibilities beyond the classroom. Faculty members must devote some time to course planning and preparation, but otherwise summers often provide the only stretch of time when faculty members can reengage with their disciplines and extend the boundaries of their professional knowledge.

This is especially true in small colleges and universities where teaching loads, advising, committee service, and administrative responsibilities leave little time during the academic year. Although faculty members are expected to demonstrate ongoing professional development, these institutions do not have the infrastructure, the financial resources, or the cultural environment to support specialized research. Because these smaller institutions are more student-centered than research universities, they often put a premium on scholarship that will directly benefit students by enhancing teaching, curriculum, and campus programming. Whereas a wealthy research university may require a teaching load of only two courses per semester, at much less affluent institutions the normal workload is often as much as four courses each semester. Also, money for research-related travel and sabbaticals is scarce.
These circumstances help illuminate the importance of the seminars and institutes that the Council of Independent Colleges (CIC) and other national organizations offer each summer. Usually a week to a month in length, these seminars often are held on the campuses of research universities and directed by nationally distinguished scholars. Topics are chosen to be of interest both to specialists and generalists, linking the seminars and their outcomes to the realities of teaching and course development. Because their goal is professional growth rather than publication per se, participants include both established scholars and those at earlier stages in their careers. The result is typically a group with a broad range of backgrounds and perspectives who share a keen interest in the topic and are eager to engage in collaborative study.

A seminar recently offered by CIC provides an opportunity to examine what participants and their institutions hope will come out of these seminars. In summer 2018, CIC and the Gilder Lehrman Institute of American History (GLI) co-sponsored a new seminar on “The Civil War in American Memory.” Held at Yale University June 10–15, the seminar was led by David Blight, Class of 1954 Professor of American History at Yale, who has often led seminars for CIC and the Gilder Lehrman Institute, frequently on “Slave Narratives.” In addition to discussion of theories of collective memory and secondary works on the Civil War, the seminar focused on three “anniversary moments” in Civil War history: 1911–1915, 1961–1965, and 2011–2015. An examination of the ways in which the Civil War has been commemorated in the past, and of the regional and cultural differences they reflect,
reveals how the Civil War continues to be a deeply divisive event in the American public consciousness. In this sense, as Blight has written, the Civil War is not over, and many of the issues that provoked it remain unresolved. This approach also provides a context to understand better the relationship between Civil War monuments and symbols and the tragic events of 2015 in Charleston, South Carolina, and 2017 in Charlottesville, Virginia.

CIC announced the seminar in fall 2017 and, as with other seminars offered by CIC, invited chief academic officers at member institutions to nominate faculty members for participation, rather than inviting direct applications. This practice ensures that participants have the support of their deans and have gone on record regarding post-seminar plans. It also allows deans to solicit expressions of interest from many faculty members and to encourage those who are especially well qualified to apply. The process requires deans to provide letters that discuss the value of the seminar to the nominee and the institution, and it requires nominees to write statements describing how the seminar will enhance their professional development in teaching, research, advising, and community service. The process seeks to identify those who will bring the most to the seminar and get the most out of it.

The application process yielded 58 nominations, for a 43 percent rate of selection. The geographical breadth of the nominee pool reflected the topic’s appeal and relevance: 54 institutions from 26 states (including two historically black colleges and universities
and three Hispanic-serving institutions). Applicants came from all regions, with those from the Midwest (22) and South (21) outnumbering those from the North (ten) and West (five). By state, Virginia led with six applicants; California, Illinois, and Texas followed with four each. The departmental homes of nominees, given the nature of the topic, were unsurprising: 45 of the applicants were from departments of history or “history and” a related field, four were from departments of English, and three were from humanities. Forty of the applicants (69 percent) were men, and 18 (31 percent) were women. By rank, there were 25 professors (43 percent), 18 associate professors (31 percent), and 15 assistant professors (26 percent). The larger number of professors nominated likely reflects their standing in their institutions and prior records of achievement.

In the end, the individuals who were selected constituted a group that was diverse and dynamic. Participants represented 16 states: from the North (five), South (eight), Midwest (eight), and West (four), including six professors (24 percent), eight associate professors (32 percent), and 11 assistant professors (44 percent). Fourteen were male (56 percent), and 11 were female (44 percent). By discipline, 18 were from history departments, with four from departments of English and one each from departments of the arts, humanities, and social sciences. The selection committee tended to favor assistant and associate professors and, in addition to the merits of individual nominees, sought to assemble a group for the seminar that was balanced by gender and geography.
Expected Outcomes

An examination of the 58 nomination packets—including deans’ letters of nomination, nominees’ self-statements, and CVs—provides considerable insight into the outcomes that nominees and their institutions anticipated from the seminar.

Teaching

What faculty members gain in seminars can have an impact on their teaching in multiple ways, giving them greater depth of knowledge in the seminar topic; familiarity with new source materials and online resources; and new forms of pedagogy, evaluation, and instructional methods. Eighty-eight percent of the deans noted that participation in the seminar would benefit the nominee’s teaching, and 90 percent of the nominees said the same in their statements.

Some differences occurred across ranks. In the deans’ letters, enrichment of teaching was highlighted for 76 percent of professors, 100 percent of associate professors, and 93 percent of assistant professors; in the nominees’ statements, teaching was indicated by 84 percent of professors, 100 percent of associate professors, and 87 percent of assistant professors. For senior professors at this stage in their careers dramatic changes in the classroom may be less expected or needed, whereas faculty members at the lower ranks may be facing, or recently have faced, a major evaluation in which quality of instruction is critical to success. This is reflected, for example, in the proposals of several assistant professors to enrich their courses by connecting with local history. One proposal from a college in the North will enhance a course on the “Civil War Era in History and Memory” with a capstone assignment in which students would “visit and conduct primary source research on Civil War monuments in downtown Boston”; another from the Midwest will have students use the library’s special collections to frame a President’s Day Lincoln lecture and exhibition on “historical memory of the war, Lincoln, and the unique position of Kansas as a proud ‘free state’ and the resulting impact on memory and race.”
Curriculum
Seminars enrich institutional curricula by promoting the development of new programs, courses, and modules; independent studies and supervised research; guest lectures; and other collaborations with faculty colleagues. Curricular development was important for both applicants and institutions, although less so than teaching: 34 percent of deans expected that the seminar would benefit the curriculum, and 52 percent of nominees indicated likewise. There were significant differences by rank. For full professors, 20 percent (five) of deans indicated this as a potential outcome, as did 44 percent (11) of the applicants. For associate professors, the data was similar: 22 percent (four) of deans and 44 percent (eight) of applicants referenced curricular growth. For assistant professors, the expectation of curricular development was much higher: 73 percent (11) of deans, and the same figure—73 percent (11)—for applicants. These differences reflect the fact that in smaller institutions, curriculum is very much a reflection of the individual faculty member responsible for that field. As new faculty members are hired, they are expected to update the curriculum in their field to reflect changes in the discipline and their own interests and specializations. Although curricular revision continues after tenure and promotion to associate professor, by the time faculty members have become professors the rate of change usually slows.

A Seminar for Faculty Members
THE VERBAL ART OF PLATO
JULY 24–30, 2017
THE CENTER FOR HELLENIC STUDIES
WASHINGTON, DC
Directed by
Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature, Harvard University, and
Kenneth Scott Morrell, Associate Professor of Greek and Roman Studies, Rhodes College

NOMINATION PROCESS
The chief academic officer of the nominee’s institution must nominate the faculty member who wishes to participate. Each institution may nominate more than one individual, and faculty members of all academic ranks are eligible to participate. The seminar is open to individuals who have participated in previous CIC/CHS seminars, but preference will be given to first-time participants. The nomination instructions and form are available at www.cic.edu/AncientGreece. Nominations should be submitted online and consist of the following:
1. Nomination letter from the chief academic officer;
2. Completed nomination form;
3. Nominee’s curriculum vitae; and
4. Nominee’s statement of reasons for wishing to participate in the seminar and of anticipated outcomes (no more than one page).

NOMINATION DEADLINE
Please submit the completed nomination online by Friday, February 10, 2017. The selection of participants will be announced Friday, March 17, 2017.

For questions about the seminar or the nomination process, visit www.cic.edu/AncientGreece or contact Stephen Gibson, CIC director of programs, at (202) 466-7230 or sgibson@cic.nche.edu.

The seminar will be held on the Center for Hellenic Studies’ campus in Washington, DC.
One assistant professor from the Midwest will use the seminar to provide “direction, relevance, and strategy” for a new course on “History, Memory, and Commemoration” that will become a foundational course in the minor. Another from the West proposes to design a course on the “Literature, Media, and Visual Culture of the U.S. Civil War and Reconstruction.” An associate professor in the South plans to use the seminar as a springboard for a new course he will teach titled, “The Man, the General, the Myth: Robert E. Lee and American Memory.”

Research
While criteria vary from institution to institution, all faculty members are expected to engage in research that contributes to their discipline: writing books and articles, giving papers at conferences, and winning grants and fellowships. As a group, the nominee pool was clearly “research-active” and included many nominees with significant scholarly records. Unsurprisingly, levels of achievement correlate with rank.

- Of the 25 professors, 18 (72 percent) had published a total of 50 books, seven of these in the previous five years; 19 (76 percent) had published articles, book chapters, or review articles in refereed journals; and 15 (60 percent) had received external support for professional development through grants and fellowships.

- Of the 18 associate professors, 10 (56 percent) had published a total of 17 books, seven of these in the previous five years; 17 (94 percent) had published articles, book chapters, or review articles in refereed journals; and 13 (72 percent) had received external support for professional development through grants and fellowships.

- Of the 15 assistant professors, three (20 percent) had published a total of five books, three of these in the previous five years; 14 (93 percent) had published articles, book chapters, or review articles in refereed journals; and eight (53 percent) had received external support for professor development through grants and fellowships.
These patterns were reflected in the nomination materials: 52 percent of deans indicated that the seminar would benefit the nominee’s research, and 43 percent of nominees indicated likewise. Professors indicated this connection more often (52 percent) than associate professors (39 percent), and these in turn more often than assistant professors (33 percent). Senior faculty members, more focused on their research and settled in their areas of specialization, found the seminar appealing in part because it was relevant to their research agendas. Associate and assistant professors may have found the seminar of interest more for its general value than for any immediate connection with their research.

Many of the nominees boasted impressive records of scholarly achievement with significant markers of distinction. One Southern professor’s biography of abolitionist Moncure Conway, published by Oxford University Press, was nominated for a Pulitzer Prize. A Civil War scholar from the Midwest had written 21 articles in major journals, scores of reviews, and two books published by the presses of Oxford and Cambridge that garnered four book awards. A professor from the West had two books published by university presses (a third in progress), 18 articles, dozens of reviews and shorter contributions, and had been supported by grants from the Lilly Endowment Inc. and Pew Charitable Trusts. An associate professor from the South, with three important books on the Civil War, had won several grants through the Andrew W. Mellon Foundation. Many of the nominees had taken advantage of previous nationally sponsored summer opportunities. The 58 nominees represent 19 participants in
the summer programs of seminars, institutes, and stipends offered by the National Endowment for the Humanities, and 16 participants in other seminars offered by CIC or the Gilder Lehrman Institute of American History.

By late summer, some faculty members already began following up on their seminar experience. One Midwest history professor, author of four books from university presses, is co-writing a book on African American filmmaker Kevin Wilmot that will relate forms of memory sharing to a counter-factual film history of the Civil War. A professor in the arts, whose work focuses on “the complicated political implications of the Confederate commemorative landscape,” will take sabbatical time to work on a book on art and politics in Virginia, 1900–1950.

**Community**

While seminars are clearly of value to faculty members and the programs they serve, the work they do can also enrich their communities. On campus, faculty learning is shared in lectures and presentations, in committees and on planning groups, and in various kinds of cultural programming. Outside the campus, faculty members contribute to local schools, museums, and civic organizations. The “public humanities” seeks to recognize the value of scholarship that connects with important issues in the larger community: diversity, traditions, and history; historic preservation, oral history, and archives; and material culture, public art, cultural heritage, and policy.
Sixty-six percent of the deans and 74 percent of the nominees indicated that the seminar would increase the faculty member’s value as a resource or expert on controversies related to the Civil War.

A seminar on “The Civil War in American Memory” is inherently rich in potential applications, and the seminar was envisioned with this end in mind. Nominees and their institutions placed strong emphasis on the impact that the seminar would have on the faculty member’s service to the campus and the local community: 66 percent of the deans and 74 percent of the nominees indicated that the seminar would increase the faculty member’s value as a resource or expert on controversies related to the Civil War. With the exception of teaching, this was the most frequently anticipated outcome from the seminar.

Indeed, statements by deans and nominees indicated that many nominees had already engaged these issues on their campuses and in their communities. Some had provided support, counsel, and comfort to students who felt distressed or threatened in the wake of the tragedies in Charleston and Charlottesville. Many discussed these issues in their classes: A history professor in the Midwest redesigned her fall 2017 first-year course on Freedom Summer in 1964 in real time, using the Charlottesville protests over Confederate monuments as a starting point. Others were active beyond the classroom. This was particularly striking in applications from the South, where a number of the applicants serve on committees and civic groups dealing with controversial Civil War memorials on their campuses and in their communities. Some were giving presentations about the history and significance of these symbols. One professor is “reaching out to community leaders, offering tours of local monuments, and giving public talks”; another organized a group “to host speakers and create an exhibit on the history of the Confederate flag.” Some are working with the media. One faculty member “spent roughly six weeks addressing media issues and public history projects directly related to the aftermath of the Charlottesville monument protests.” Clearly, many faculty members have a strong personal connection with issues related to the seminar.

Faculty summer seminars address multiple worthwhile goals. They give faculty members opportunities to engage in an intellectual discussion and scholarly collaboration that can be, as past participants have attested, not just exciting but even transformative. This experience is not available at their home institutions. In fact, the seminars provide a level of scholarly intensity and exhilaration that some participants
have not experienced since graduate school. The seminars promote growth in core areas of faculty responsibility—teaching, curricular development, research, and community service—that are important dimensions of the faculty evaluation process. The seminars also serve institutional priorities in ways that benefit, directly and indirectly, the students they serve. The directors and participants deserve our continuing support for the creativity, dedication, and effort that goes into them.
The Civil War in American Memory: Syllabus
June 10–15, 2018 • Yale University • New Haven, Connecticut

Seminar Leader
David W. Blight, Class of 1954 Professor of American History, Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University

Gilder Lehrman Center Staff
Michelle Zacks, Program Coordinator, Associate Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University

Seminar Coordinators
Stephen Gibson, Director of Programs, Council of Independent Colleges
Daniel Pecoraro, Education Program Coordinator, Gilder Lehrman Institute of American History

Introduction
This seminar designed for college-level instructors will assess the historical memory of the most divisive event in American history: the Civil War. Participants will read secondary works on Civil War memory, theoretical reading on the nature and significance of collective memory across time and cultures, and dive deeply into three anniversary moments in this history of the memories: the 50th (1911–1915); the 100th (1961–1965); and the recent 150th (2011–2015). The seminar also will tackle the recent and current crises and debates over monuments and symbols from the massacre in Charleston in 2015 to the recent protests and violence in Charlottesville and beyond. Readings will include works of history and primary documents. Above all, the seminar aims to provide a forum in which to comprehend and analyze why the slavery, Civil War, and Reconstruction epoch has been an unending dilemma in American historical consciousness.
Readings

• Robert Penn Warren, *Legacy of the Civil War*
• Robert Penn Warren, *Wilderness: A Tale of the Civil War*
• David W. Blight, *Race and Reunion: The Civil War in American Memory*
• Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War and Monument in Nineteenth Century America*

• A packet of short essays and journalism about historical memory and recent monument and memorial controversies

Schedule

**SUNDAY, JUNE 10**

3:00–5:00 p.m.  Registration

5:30–6:30 p.m.  Reception and Dinner

6:45–8:30 p.m.  Introductions to course, discussion of some short readings from the packet, especially Drew Gilpin Faust’s “Why We Love the Civil War”

**MONDAY, JUNE 11**

8:10–8:45 a.m.  Breakfast

9:00–10:30 a.m.  Lecture and Discussion: Why do the Civil War, Emancipation, and Reconstruction have a hold on the American historical imagination? (Blight)

10:45 a.m.–12:00 p.m.  Reading and Discussion:
  • Jon Lee Anderson, “Lorca’s Bones”
  • Michel Trouillot, from *Silencing the Past: Power and the Production of History*
  • Jeffrey Olick, “Collective Memory: The Two Cultures”
  • Friedrich Nietzsche, “The Use and Abuse of History”
  • Pierre Nora, “Between History and Memory: Les Lieux de Memoire”

12:50–1:30 p.m.  Lunch
MONDAY, JUNE 11 (cont’d)

1:45–3:00 p.m. Discussion of Robert Penn Warren’s *Legacy of the Civil War*

3:15–4:30 p.m. Tour of Grove Street Cemetery, Woolsey Hall Memorial, Amistad Memorial, and Connecticut Civil War Monument on Broadway Street

6:20–7:15 p.m. Dinner

7:30–9:30 p.m. Film screening of *Santa Fe Trail*

TUESDAY, JUNE 12

8:10–8:45 a.m. Breakfast

9:00–10:30 a.m. Lecture and Discussion: “Context: What happened to Reconstruction, and how was it a struggle over memory?” (Blight) Reading: Ta-Nehisi Coates, “Why Do So Few Blacks Study the Civil War?” *Atlantic*, December 2011

10:45 a.m.–12:15 p.m. Discussion of Prologue and Chapters 1–4 of *Race and Reunion*

12:50–1:30 p.m. Lunch

1:45–3:00 p.m. Discussion of Chapters 5–10 and Epilogue of *Race and Reunion* and Brian Jordan, “‘Living Monuments’: Union Veteran Amputees and the Embodied Memory of the Civil War”

3:15–5:00 p.m. Discussion of *Our Mothers’ Sons: Portrait Photography and Civil War Memory* Online Exhibit

6:20–7:15 p.m. Dinner

WEDNESDAY, JUNE 13

8:10–8:45 a.m. Breakfast

9:00–10:30 a.m. Lecture and Discussion: “How do monuments have meaning and why do they matter?” Some readings on recent controversies.
10:45 a.m.–12:30 p.m. Discussion of Kirk Savage’s *Standing Soldiers, Kneeling Slaves*

12:50–1:30 p.m. Lunch

1:45–3:30 p.m. Guest discussion with Nina Silber, Professor of History at Boston University and author of *This War Ain’t Over: Fighting the Civil War in New Deal America*

3:30–5:15 p.m. Break for reading, research, or exploring New Haven

5:15–6:15 p.m. Dinner

6:15–8:15 p.m. Bus field trip to African American Civil War Monument in East Haven, Connecticut, and to the Soldiers’ and Sailors’ Monument at the summit of East Rock Park in New Haven

**THURSDAY, JUNE 14**

8:10–8:45 a.m. Breakfast

9:00–10:30 a.m. Lecture and Discussion: “Civil War Cultural and Literary Memory and the Problem of Tragedy” (Blight)

10:45 a.m.–12:15 p.m. Discussion of Warren’s novel, *Wilderness*

12:50–1:30 p.m. Lunch

1:45–3:30 p.m. Follow-up discussion of *Wilderness*, monuments, and issues of Civil War and Emancipation memory in our own time. Why doesn’t the Civil War and its issues just go away? Participants may wish to raise many other works of fiction and poetry in this discussion.

5:30–7:00 p.m. Closing Dinner

**FRIDAY, JUNE 15**

8:10–9:00 a.m. Breakfast and Departures

*This seminar is made possible with the generous support of the Andrew W. Mellon Foundation.*
The Civil War in American Memory:
2018 Participants

June 10–15, 2018 • Yale University • New Haven, Connecticut

Terrie Aamodt
Professor of History and Philosophy
Walla Walla University (WA)

Kristin Anderson-Bricker
Professor of History
Loras College (IA)

Kyle Anthony
Assistant Professor of History
University of Saint Mary (KS)

Matt Barbee
Associate Professor of English
Siena Heights University (MI)

Gerald Butters
Professor of History
Aurora University (IL)

Mary Cain
Associate Professor of History
Agnes Scott College (GA)

Jennifer Cote
Associate Professor of History and Society
University of Saint Joseph (CT)

David Cox
Professor of History
Southern Virginia University

Kenya Davis-Hayes
Associate Professor of History
California Baptist University

Ian Delahanty
Assistant Professor of Social Sciences
Springfield College (MA)

John d’Entremont
Professor of History
Randolph College (VA)

Brandon Downing
Assistant Professor of History, Philosophy, and Religion
Marietta College (OH)

Dan Fountain
Associate Professor of History, Political Science, and International Studies
Meredith College (NC)
Theodore Francis  
Assistant Professor of History  
Huston-Tillotson University (TX)

Kelly Franklin  
Assistant Professor of English  
Hillsdale College (MI)

Darin Lenz  
Associate Professor of History  
Fresno Pacific University (CA)

Kya Mangrum  
Assistant Professor of English  
Westmont College (CA)

Benjamin Montoya  
Assistant Professor of History  
Schreiner University (TX)

Barton Myers  
Associate Professor of History  
Washington and Lee University (VA)

Jeffrey O’Leary  
Assistant Professor of History  
Mitchell College (CT)

Marcy Sacks  
Professor of History  
Albion College (MI)

Evie Terrono  
Professor of Art History  
Randolph-Macon College (VA)

David Thomson  
Assistant Professor of History  
Sacred Heart University (CT)

Belinda Wheeler  
Associate Professor of English  
Claflin University (SC)

Corinne Wohlford  
Associate Vice President for Academic Affairs and Assistant Professor of American History and Culture  
Fontbonne University (MO)
CIC has been fortunate to have received generous support for its seminars in American history from the Gilder Lehrman Institute of American History and the Andrew W. Mellon Foundation; for its seminars in classics from the Center for Hellenic Studies, the Gladys Krieble Delmas Foundation, and the Andrew W. Mellon Foundation; for its seminars in art history from the Samuel H. Kress Foundation; for its seminars on Islam and Middle Eastern Culture, from the Council of American Overseas Research Centers and the U.S. Department of State; and for its seminars in interfaith understanding from the Henry Luce Foundation.

Islam and Middle Eastern Culture

Teaching about Islam and Middle Eastern Culture

**Pierre Bikai**, Director, American Center of Oriental Research
January 3–24, 2004
American Center of Oriental Research, Amman, Jordan

Teaching about Islam and Middle Eastern Culture

**Pierre Bikai**, Director, American Center of Oriental Research
American Center of Oriental Research, Amman, Jordan

Teaching about Islam and Middle Eastern Culture

**Barbara Porter**, Director, American Center of Oriental Research
January 3–19, 2010
American Center of Oriental Research, Amman, Jordan

American History

The Slavery Debates: Problems in Slavery Studies Today

**David Brion Davis**, Sterling Professor of American History Emeritus and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
June 2–7, 2002
Columbia University, New York, New York

Political History of the Early Republic: New Challenges, Old Strength

**Joyce Appleby**, Professor of History Emerita, University of California, Los Angeles
June 22–27, 2003
Columbia University, New York, New York

Slavery: Scholarship and Public History

**David W. Blight**, Professor of History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
Interpreting the History of Recent and Controversial Events

Ernest R. May, Charles Warren Professor of American History, Harvard University
June 21–23, 2005
Harvard University, Cambridge, Massachusetts

Slavery: Scholarship and Public History

David W. Blight, Class of 1954 Professor of American History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
June 7–10, 2009
Yale University, New Haven, Connecticut

The Civil War in Global Context

Thomas Bender, Professor of History and Director, International Center for Advanced Studies, New York University
June 24–30, 2007
New York University, New York, New York

Slave Narratives

David W. Blight, Class of 1954 Professor of American History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
June 15–18, 2008
Yale University, New Haven, Connecticut

Slave Narratives

David W. Blight, Class of 1954 Professor of American History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
June 13–16, 2010
Yale University, New Haven, Connecticut

Slave Narratives

David W. Blight, Class of 1954 Professor of American History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
June 12–15, 2011
Yale University, New Haven, Connecticut
Slave Narratives

David W. Blight, Class of 1954 Professor of American History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
June 19–24, 2016
Yale University, New Haven, Connecticut

The Gilded Age

Richard White, Margaret Byrne Professor of American History, Stanford University
July 14–19, 2013
Stanford University, Stanford, California

The Creation of the Modern American City: Chicago from 1830 to 1910

Henry Binford, Associate Professor of History and Urban Affairs, Northwestern University
Carl Smith, Franklyn Bliss Snyder Professor of English and American Studies and Professor of History, Northwestern University
June 16–20, 2014
The Newberry Library, Chicago, Illinois

Slave Narratives

David W. Blight, Class of 1954 Professor of American History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
June 10–13, 2012
Yale University, New Haven, Connecticut

The Gilded Age

Richard White, Margaret Byrne Professor of American History, Stanford University
July 14–19, 2013
Stanford University, Stanford, California

The Creation of the Modern American City: Chicago from 1830 to 1910

Henry Binford, Associate Professor of History and Urban Affairs, Northwestern University
Carl Smith, Franklyn Bliss Snyder Professor of English and American Studies and Professor of History, Northwestern University
June 16–20, 2014
The Newberry Library, Chicago, Illinois

Slave Narratives

David W. Blight, Class of 1954 Professor of American History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
June 10–13, 2012
Yale University, New Haven, Connecticut

The 20th Century Presidency

Robert Dallek, Professor of History Emeritus, University of California, Los Angeles
June 23–27, 2017
Stanford University’s Anne T. and Robert M. Bass Center, Washington, DC

The Civil War in American Memory

David W. Blight, Class of 1954 Professor of American History and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
June 20–24, 2018
Yale University, New Haven, Connecticut

Ancient Greece in the Modern College Classroom

Homer across the Curriculum: The Iliad

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor and Chair of Greek and Roman Studies, Rhodes College
July 10–14, 2006
Harvard University’s Center for Hellenic Studies, Washington, DC
Homer across the Curriculum: 
The Odyssey

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor and Chair of Greek and Roman Studies, Rhodes College
July 9–13, 2007
Harvard University’s Center for Hellenic Studies, Washington, DC

Homer and Hesiod

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor and Chair of Greek and Roman Studies, Rhodes College
July 14–18, 2008
Harvard University’s Center for Hellenic Studies, Washington, DC

Herodotus’ Histories as Literature

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor and Chair of Greek and Roman Studies, Rhodes College
August 7–11, 2010
Harvard University’s Center for Hellenic Studies, Washington, DC

Lyric Poetry

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor and Chair of Greek and Roman Studies, Rhodes College
August 9–13, 2011
Harvard University’s Center for Hellenic Studies, Washington, DC

Song Culture of Athenian Drama

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor and Chair of Greek and Roman Studies, Rhodes College
July 23–29, 2012
Harvard University’s Center for Hellenic Studies, Washington, DC
The Iliad

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor and Chair of Greek and Roman Studies, Rhodes College
July 23–27, 2013
Harvard University’s Center for Hellenic Studies, Washington, DC

Histories of Herodotus

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor of Greek and Roman Studies, Rhodes College
Harvard University’s Center for Hellenic Studies, Washington, DC

The Odyssey

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor and Chair of Greek and Roman Studies, Rhodes College
July 22–26, 2014
Harvard University’s Center for Hellenic Studies, Washington, DC

The Verbal Art of Plato

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor of Greek and Roman Studies, Rhodes College
July 24–30, 2017
Harvard University’s Center for Hellenic Studies, Washington, DC

Song Culture of Athenian Drama

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor of Greek and Roman Studies, Rhodes College
July 20–26, 2015
Harvard University’s Center for Hellenic Studies, Washington, DC

Traveling with Pausanias through Greece

Gregory Nagy, Francis Jones Professor of Classical Greek Literature and Professor of Comparative Literature and Director, Center for Hellenic Studies, Harvard University
Kenneth Scott Morrell, Associate Professor of Greek and Roman Studies, Rhodes College
June 17–25, 2018
Harvard University’s Center for Hellenic Studies in Greece, Nafplio, Greece
Interfaith Understanding

Teaching Interfaith Understanding

**Catherine Cornille**, Professor of Comparative Theology and Chair, Department of Theology, Boston College

**Diana Eck**, Professor of Comparative Religion and Indian Studies and Frederic Wertham Professor of Law and Psychiatry in Society, Harvard University

June 15–19, 2014
Lesley University, Cambridge, Massachusetts

Teaching Interfaith Understanding

**Eboo Patel**, Founder and President, Interfaith Youth Core

**Laurie Patton**, President, Middlebury College

August 3–7, 2014
DePaul University, Chicago, Illinois

Teaching Interfaith Understanding

**Eboo Patel**, Founder and President, Interfaith Youth Core

**Laurie Patton**, President, Middlebury College

July 31–August 6, 2016
DePaul University, Chicago, Illinois

Teaching Interfaith Understanding

**Eboo Patel**, Founder and President, Interfaith Youth Core

**Laurie Patton**, President, Middlebury College

June 18–22, 2017
DePaul University, Chicago, Illinois

Teaching Interfaith Understanding

**Eboo Patel**, Founder and President, Interfaith Youth Core

**Laurie Patton**, President, Middlebury College

June 17–21, 2018
DePaul University, Chicago, Illinois
European Art in Context

Artistic Workshop Practices in Late Medieval and Renaissance Italy

**Jeannine A. O’Grody**, Chief Curator and Curator of European Art, Birmingham Museum of Art

**Timothy B. Smith**, Associate Professor of Art History, Birmingham-Southern College

July 26–20, 2010
Birmingham Museum of Art, Birmingham, Alabama

Living with Art in Renaissance and Baroque Europe (c. 1300–1700)

**Gary M. Radke**, Dean’s Professor of Humanities, Syracuse University and Consulting Curator of Italian Art, High Museum of Art

June 19–24, 2011
High Museum of Art, Atlanta, Georgia

Making and Meaning in Medieval, Renaissance, and Baroque Europe (c.1300–1625)

**Andrea Derstine**, Curator of Collections and Curator of European and American Art, Allen Memorial Art Museum

**Erik Inglis**, Associate Professor of Art, Oberlin College

June 17–22, 2012
Oberlin College’s Allen Memorial Art Museum, Oberlin, Ohio

Dutch Art, Patrons, Markets

**Catherine Scallen**, Chair of the Department of Art History, Case Western Reserve University

June 23–28, 2013
High Museum of Art, Atlanta, Georgia

The Uses of Antiquity

**Rebecca Zorach**, Professor of Art History and the College, University of Chicago

July 13–18, 2014
University of Chicago’s Smart Museum of Art, Chicago, Illinois

The Art of Storytelling in French Painting and Sculpture 1600–1850

**Dawson Carr**, Janet and Richard Geary Curator of European Art, Portland Art Museum

July 20–24, 2015
Portland Art Museum, Portland, Oregon

Sight and Sound in Renaissance and Baroque Europe (c. 1300–1700)

**Amanda Eubanks Winkler**, Associate Professor of Music History and Cultures, Syracuse University

**Gary M. Radke**, Emeritus Professor of Art History, Syracuse University

June 20–24, 2016
High Museum of Art, Atlanta Georgia

Landscape and Identity in Britain and the United States (1770–1914)

**Tim Barringer**, Paul Mellon Professor of the History of Art, Yale University

July 24–28, 2017
Yale Center for British Art, New Haven, Connecticut