

## Excellence in Undergraduate Education (EUE) Proposal

Project ID# (leave blank)

26-1

Project Title

Community Pathways: Digitally Uniting SIUE Students and Local History

Project

Campus Box

3966

School College

CAS

Course or Program

HIST 400

Project Co-Director	ID	Department	Email
	426316	History	

Student Impact:

30 per academic year

Priority Rating (If Submitting Multiple Proposals):

Project Budget

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
\$3500	\$1500								\$5000

Cost-Sharing

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total

Prior EUE Support

Project Director	Project Number	Award Amount	Project Dates
	#19-01	\$600	FY 2019

Applicable 2024-2025 Priorities (check all your proposal fits, if any):

- ☐ Course redesign project that uses inclusive, student-centered pedagogies to address equity gaps, improve student learning outcomes, & enhance retention
- ☐ Project involves courses that have high number of sections, a high ratio of D/F/W grades, or key required courses with high enrollments and opportunities to improve equitable student success
- ☒ Development or revision of IS courses with alignment to a specific Changemakers Pathway, integration of high-impact teaching practices, and either collaborative learning or community-engaged learning component.

**Community Pathways**  
**Digitally Uniting SIUE Students and Local History**

[REDACTED]  
Department of History  
[REDACTED]

Project Summary

For almost ten years, *Madison Historical: The Online Encyclopedia and Digital Archive of Madison County, Illinois* (MH) has been a hub for history of the region. The site partners with over 25 area archives and museums,<sup>1</sup> contains 1582 digitized artifacts<sup>2</sup> (including over 200 oral histories),<sup>3</sup> and 102 peer-reviewed encyclopedia articles<sup>4</sup> by students and community residents on topics ranging from the nineteenth-century African-American Pin Oak community outside of Edwardsville,<sup>5</sup> the Venice Riots of 1969,<sup>6</sup> and the effects of the 1918 influenza pandemic in Alton.<sup>7</sup>

*Madison Historical* staff, all SIUE students, have trained local middle and high school students the skills of digital archiving and processing oral histories<sup>8</sup> and the site has been featured on St. Louis Public Radio.<sup>9</sup> The site contains digitized items from our region of both local<sup>10</sup> and national significance.<sup>11</sup> *Madison Historical's* digital artifacts are cataloged by the Digital Public Library of America.<sup>12</sup>

Between 2016 and 2020, *Madison Historical* was funded by a grant from the Regional Office of Education, which supported student staff members and faculty editors. Since 2020, the site

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<sup>1</sup> *Madison Historical*, [Partners](#).

<sup>2</sup> *Madison Historical*, [Artifacts](#).

<sup>3</sup> *Madison Historical* [Oral Histories](#).

<sup>4</sup> *Madison Historical* [Encyclopedia Articles](#).

<sup>5</sup> *Madison Historical*, ["Pin Oak Colony."](#)

<sup>6</sup> *Madison Historical*, ["Venice Riot, 1969."](#)

<sup>7</sup> *Madison Historical*, ["The 1918 Influenza Pandemia in Alton."](#)

<sup>8</sup> Riverbender, ["SIUE Madison Historical Researchers visit Collinsville Middle School,"](#) November 9, 2018.

<sup>9</sup> St. Louis Public Radio, ["Local history buffs rejoice: Madison County Launches Online Historical Archive,"](#) March 18, 2017.

<sup>10</sup> Riverbender, ["Granite City High School Memories Made Public Thanks to Madison Historical Collaboration,"](#) September 28, 2018.

<sup>11</sup> Riverbender, ["Print treasures find digital life: Madison Historical shares Edwardsville native's letters from Franklin D. Roosevelt,"](#) February 20, 2018,

<sup>12</sup> Digital Public Library of America, ["Madison Historical."](#)

has undertaken focused projects as finances allow, including the digitization of 100 oral histories from SIUE's 50<sup>th</sup> anniversary retrospective,<sup>13</sup> and an oral history project conducted by students of Madison High School with local residents.<sup>14</sup> However, the advent of SIUE's "Pathways" initiative offers an opportunity to bring *Madison Historical* into the university's curriculum, reimagining the website as part of the new interdisciplinary (IS) model that incorporates High Impact Practices and fulfills the IS attribute. This curricular incorporation of *Madison Historical* will train general education students in the new Changemakers Pathways in the skills of public and digital humanities and connect them to the community's local history.

This proposal seeks financial support to build a course curriculum around *Madison Historical* and funds to hire a technical developer for a discrete period to assure that the site is running smoothly during its first year of operation as the center of this new course's curriculum.

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<sup>13</sup> *Madison Historical*, ["50<sup>th</sup> Anniversary of SIUE Oral History Collection."](#)

<sup>14</sup> *Madison Historical*, ["Madison CUSD #12 Oral Histories Project."](#)

## Narrative

The project will begin with curricular planning starting in Summer 2025, with syllabus development ongoing in Fall 2025 and Spring 2026. We imagine piloting the course as a “Special Topics” class, IS 399, in Fall 2026. Working with Benjamin Ostermeier,<sup>15</sup> who was the web developer on *Madison Historical* from its inception, we will also repair broken links and update the search capacities on the site in light of recent ITS updates to the SIUE server.

The bulk of our time in Summer 2025, Fall 2026, and Spring 2026, will be devoted to building a curriculum around *Madison Historical*. Ideally, this will be a course that many faculty members in the Department of History can teach. The department already has a strong foundation for this kind of course, with [REDACTED] our public historian, and [REDACTED], our museum studies specialist. Additionally, many of our faculty have been active in community outreach history projects, including [REDACTED]. Ideally, this *Madison Historical*-centered course could be taught by many of our faculty members, thereby making it a course broadly shared across the department.

The course will be structured in the following fashion: first, working to develop the course in summer and fall 2025 and capitalizing on [REDACTED] and [REDACTED] experience co-teaching “Community Engaged Digital History” (HIST 471), the opening unit of the course will introduce students to researching and writing historical encyclopedia articles, digitizing artifacts, conducting oral histories, and generating metadata. This unit will be adapted from HIST 471 for a general education undergraduate audience and assign readings in the theories and practices of basic encyclopedia-article research, oral histories, digital archiving, and metadata generation, while also providing low-stakes opportunities to practice each. The introductory portion of the course will likely take the first five weeks of the semester.

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<sup>15</sup> <https://benostermeier.com>

Next, in Spring 2026, we will continue curricular development by creating a second, longer unit where students become the “staff” of *Madison Historical* and, in teams, identify subjects for a set of encyclopedia articles to be researched, artifacts to be digitized, and oral histories to be conducted. These teams of five or six students would likely generate these items (articles, artifacts, oral histories) on a focused topic. For example, a team could undertake a project on the West Schwarz Street Community, a Black neighborhood of Edwardsville whose origins lie in the early 20<sup>th</sup> century, and conduct oral histories of former residents, digitize newspaper articles from the time period, and generate an encyclopedia article on the community that encompasses its social, political, economic, and cultural history. In this way, the course will fulfill both the interdisciplinary attribute of SIUE’s general education plan and the “Pathways” curricular reform.

Regarding the new Changemakers curriculum, the *Madison Historical* course could fit under a number of its Pathways, including **Healthy Communities**, which encourages “strong connections [that] form networks that inspire change by collaborating with and serving diverse communities,” **Design and Create for Change**, where students “deliver, produce, and implement impactful solutions while harnessing creativity and innovation,” and **Technoethics**, which explores “the ethical dimensions of technology, including artificial intelligence, and its impact on society, culture, and the future.” Ultimately, the work of these teams will be published on *Madison Historical*’s website, and their work will be used as a reference for future students who take the class, as well as a resource for the community as a digital hub for local history.

An essential part of this project will be a dedicated technical developer. Since the course will be dependent upon the *Madison Historical* website, we need to have on hand an expert in web development who can troubleshoot issues on the site while the course is in its inception and during its pilot year (Fall 2026). Therefore, this proposal asks for funding for a tech developer at the rate of \$30 per hour for up to 50 hours. Ben Ostermeier, who built *Madison Historical* and developed the site from its inception, has agreed to serve in this capacity during the course’s planning stages and during its first year of operation.

Ultimately, we hope to pilot this course in Fall 2026 as a “Special Topics” course (IS 399) and, if successful, submit a form 90A in Curricunet in Fall 2026 or Spring 2027 for this new course with the IS and Changemakers’ attribute. The class, then, would become a regularly offered HIST/IS/Changemakers course in time for the IS-phase of the Changemakers’ rollout, which is currently planned for Fall of 2027. The plan is to teach it annually thereafter, with commitment from the History Department to annually offer both “Community Engaged Digital History” (HIST 471), which [REDACTED] and [REDACTED] have taught for years, and the new *Madison Historical* interdisciplinary (IS) Pathways course in the Fall semesters. We already have garnered a great deal of interest in many history faculty to teach the course (see supporting memo from Chair of History). Within the Pathways, the course has the potential to incorporate many HIPs into Changemakers, History, and IS curricula.

### Evaluation Plan

We will evaluate the impact and success of this course through the following assessment instruments:

1. **Student Success:** We will assess student success in two ways:
  - a. Community Engaged Digital History (HIST 471) already has rubrics for its main assignments (encyclopedia articles, oral histories, digital artifacts, metadata) that will be adapted to this new course by refining the success criteria to an undergraduate, general-education audience. In HIST 471, we have the ability to review this data annually for weaknesses in particular categories of each assignment. These modified rubrics will allow longitudinal analyses of student success in the Pathways *Madison Historical* course.
  - b. Student work will be published on *Madison Historical* only after vetting by the editors ([REDACTED]) to maintain the site’s standards. We seek to publish over

75% of student-generated encyclopedia articles, oral histories, and digitized artifacts.

Additionally, all encyclopedia articles are peer reviewed by a single-blind process.

2. **Community Impact:** Our gauge of community impact of the course will be two-fold.

a. *Madison Historical* uses Google Analytics to track use data. This information will allow us to determine the extent to which student work has been utilized by the community at large, and therefore gauge outreach to the community.

b. We have a user feedback system that is posted on every page of *Madison Historical*. We've found that community users are quite active in vetting MH publications and posts. These community members will help us maintain the integrity and accuracy of student contributions to the site.

3. **Student Impact:** We hope to offer the Pathways *Madison Historical* course once per academic year, thereby offering it to up to 36 students, making our five-year impact on the SIUE undergraduate program nearly 200-students.

#### Timeline

Summer 2025: Curricular planning and development, site review

Fall 2025: Syllabus creation and site review

Spring 2026: Syllabus creation and site development

Fall 2026: Pilot course in person, 16-week schedule, Technical Developer to assure site functionality

Spring 2027: Assess pilot for HIP and IS attributes. Submit form 90A to Curricunet for new course with IS and Changemakers Pathways attributes (Course number to be determined).

Fall 2027: Offer course with IS and Changemakers Pathways attributes

#### Budget (FY 2026)

Summer 2025 course development stipend ( ): \$1750

Summer 2025 course development stipend ( ): \$1750

Technical Developer (\$30 per hour, 50 hours, Spring/Fall 2026): \$1500

Total: \$5000

[REDACTED]  
**Distinguished Research Professor, Department of History**  
**Southern Illinois University Edwardsville**  
[REDACTED]

**Education**

PhD, Loyola University of Chicago, 2006  
Master Degree of Liberal Arts, University of Chicago, 2001  
MA, Southern Illinois University Carbondale, 1994  
BS, Southern Illinois University Carbondale, 1992

**Books**

*Walt Whitman Between Leaves: Tracing Paths Untrodden, 1856-1860*, with Stephanie Blalock, Kevin McMullen, and Stefan Schöberlein, University of Edinburgh Press, under contract. (monograph)  
*Spoon River America: Edgar Lee Masters and the Myth of the American Small Town*, University of Illinois Press, 2021. (monograph)  
*Fabric of a Nation: A Brief History with Skills and Sources*, with Matt Ellington, Nancy Hewitt, Steven Lawson, Bedford/Freeman/Worth, First Edition, 2020; Second Edition, 2024. (textbook)  
*Documenting United States History: Themes, Concepts and Skills for the AP® Course*, with Stephen Heller, Bedford/Freeman/Worth, 2015. (textbook)  
*Walt Whitman's Multitudes: Labor Reform and Persona in Whitman's Journalism and the First Leaves of Grass, 1840-1855*, Peter Lang Publishers, 2008. (monograph)

**Editions (print)**

*Small Utopia: William Allen White's Midwestern Town*, with Charles Delgadillo, University Press of Kansas, under contract.  
*The New Star Chamber and Other Essays*, Edgar Lee Masters, Southern Illinois University Press/Saluki Publishing (with students in HIST 446: Editing History), 2023.  
*Legends of Mexico*, George Lippard, Hastings College Press, 2019. (with students in HIST 425: History of American Ideas), 2019.  
*Past Forward: Articles from the Journal of American History vol. 1*, with James Sabathne, Oxford University Press, 2016.  
*Past Forward: Articles from the Journal of American History vol. 2*, with James Sabathne, Oxford University Press, 2016.  
*Walt Whitman's Selected Journalism*, with Douglas Noverr, University of Iowa Press, 2015.  
*Leaves of Grass 1860: The 150th Anniversary Facsimile Edition*, University of Iowa Press, 2009.

**Editions (digital)**

"Walt Whitman's Journalism in the *Brooklyn Daily Times*," with Stephanie Blalock, Kevin McMullen, and Stefan Schöberlein, *The Walt Whitman Archive*, 2024.  
"Walt Whitman's Editorials for the *New York Aurora*," *The Walt Whitman Archive*, 2020.  
"Walt Whitman's Sun-Down Papers--From the Desk of a Schoolmaster," *The Walt Whitman Archive*, 2016.  
"Walt Whitman's Letters from a Traveling Bachelor," *The Walt Whitman Archive*, 2015.  
"Walt Whitman's Letters from Paumanok," *The Walt Whitman Archive*, 2014.  
"Walt Whitman's New York Dissected," *The Walt Whitman Archive*, 2014.

**Book Chapters**

"Containing Multitudes: Interdisciplinary Student Research at the *Walt Whitman Archive*," with Stephanie Blalock, Kevin McMullen, and Stefan Schöberlein, *Students in the Archives: Archival Pedagogy in Practice*, Amanda Fox, Amanda Stuckey, eds., Champaign-Urbana: University of Illinois Press, forthcoming.  
"The Midwestern Small Town: An Interpretive Problem with Mythical Proportions," *Hearing the Heartland: Essays on the Plight and Promise of the New Midwestern History*, ed. Jon Lauck, University of Illinois Press, forthcoming.  
"Walt Whitman's Print Personas: 1840-1865," in Ken Price, Stefan Schöberlein (Eds.), *Oxford Handbook of Walt Whitman*, Oxford University Press, 2024.  
"Popucrats: Producerist Populism and the Formation of Midwestern Political Identity in the 1890s," in Jon Lauck (Ed.), *The Making of the Midwest: Essays on the Formation of Midwestern Identity, 1787-1900*, Hastings College Press, 2020.  
"Clerk Trouble: Masculinity, Consumerism, and Whitman's Print Culture," in Robert Evans (Ed.), *Critical Insights: Walt Whitman*, Salem Press, 2019.  
"Walt Whitman's Journalism," in Joanna Levin and Ed Whitley, eds., *Walt Whitman in Context*, Cambridge University Press, 2018.  
"Whitman, Lincoln, and a Forgotten Form of Freedom," in Stephen Hansen, Caroline Pryor, eds., *Teaching Lincoln*, Peter Lang Publishers, 2014.

**Journal Articles**

"'One of the grand works of the world': Walt Whitman and the Brooklyn Waterworks, 1856-1859," with Stephanie M. Blalock, and Kevin McMullen, Stefan Schöberlein, *Technology and Culture*, 65, no. 1 (2024): 237-263.



- "Walt Whitman, Editor of the New-York Atlas," with Stefan Schöberlein, Stephanie M. Blalock, and Kevin McMullen, *Walt Whitman Quarterly Review*, 39 (2022), 188-207.
- "Whose Revolt? Carl Van Doren and the Manufactured Revolt from the Village," *Midwestern Miscellany* 49 (2021), 93 -117.
- "Walt Whitman at the Aurora: A Model for Journalistic Attribution," *Walt Whitman Quarterly Review*, with Kevin McMullen and Stefan Schöberlein, 37 (2019), 107-115.
- "Walt Whitman's Journalism," *Walt Whitman Quarterly Review*, 34 (2017), 358-361
- "Secondhand Arguments: The Life, Death, and Rebirth of the American Antismoking Campaign, 1900-2000," with Stephen Hansen, *Studies in American Culture*, 37 (2014), 101-119.
- "Morbid Inferences: Whitman, Wikipedia, and the Debate over the Poet's Sexuality," with Cory Blad and Robert Velella, *Polymath: An Interdisciplinary Arts and Sciences Journal*, 3(2013), 1-15.
- "Building Reading, Writing and Analysis in the AP US History Classroom," with Stephen Heller, *Social Education*, 77 (2013), 256-259.
- "Becoming Illuminated: New York City's Public-School Society and Its Religious Discontents, 1805-1840. *American Educational History*, 37 (2010), 455-471.
- "Washington's Tears: Sentimental Anecdote and Walt Whitman's Battle of Long Island. *Walt Whitman Quarterly Review*, 27 (2010), 213-226.
- "An Appeal to the Unappealing: Some Thoughts on Abraham Lincoln and Walt Whitman's Troubling Anti-Slavery Rhetoric. *Learning for Democracy: An International Journal of Thought and Practice*, 3 (2009), 1-19.
- "The Guide on the Stage: In Defense of Good Lecturing in the History Classroom," *Social Education*, Oct. 2009, 274-277.
- "Showing Their Condition: Walt Whitman and Ethical Aesthetics in the 'Sun-Down Papers,'" *The Mickle Street Review: an Electronic Journal of Whitman and American Studies*, 19/20 (2008).
- "Dialectic for U.S. History (with apologies to Professor Hegel)," *Journal of the Illinois Council for the Social Sciences*, 67 (Fall 2007), 11-18.
- "Strangers Across the Hall: Comparing the DBQ and Synthesis Questions," *AP English Language and Composition Special Focus: Using Sources*, 2007.
- "'I do not think we can keep universities open with bayonets': The May 1970 Riots at Southern Illinois University," *Journal of Illinois History*, Winter 9 (2006), 283-306.
- "Containing Multitudes: Whitman, the Working Class, and the Music of Moderate Reform," *Popular Culture Review*, 13 (2002)(2), 137-154.

## **Grants**

- 2023-2024: National Endowment for the Humanities, "Between the Columns: A Toolkit for Periodical Authorship, Attribution, and Display," University of Nebraska-Lincoln, Southern Illinois University Edwardsville, Texas A&M Central Texas, University of Iowa, approx. \$150,000
- 2021-2023: National Endowment for the Humanities, "Walt Whitman's Journalism: Finding the Poet in the *Brooklyn Daily Times*," University of Nebraska, Southern Illinois University Edwardsville, Marshall University, University of Iowa, approx. \$250,000.
- 2015-2018: Madison County Regional Office of Education, *Madison Historical: The Online Encyclopedia and Digital Archive of Madison County, Illinois*, approx. \$130,000.
- 2013-2016: National Endowment for the Humanities, "Walt Whitman Before *Leaves of Grass*," University of Nebraska, University of Iowa, Southern Illinois University Edwardsville, approx. \$330,000.
- 2009-2012: Department of Education, Teaching American History Grant, "People and Places: The Story of Freedom, Liberty, and Equality," St. Clair County Regional Office of Education, Southern Illinois University Edwardsville, approx. \$1,000,000.

[REDACTED]

Department of Historical Studies  
Southern Illinois University Edwardsville  
Box 1454  
Edwardsville, IL 62026  
314-541-8523 (mobile)

[REDACTED]

## EDUCATION

PhD, History, University of Minnesota, 2009  
MA, History, University of Minnesota, 2006  
BA, History and Economics, Northwestern University, 2001

## ACADEMIC APPOINTMENTS

Southern Illinois University Edwardsville, Department of History, Professor (2021 to Present),  
Associate Professor (2015 to 2021), Assistant Professor, (2009 to 2015)  
University of Calgary, Department of History, Fulbright Canada Research Chair in Energy  
Transitions and Deindustrialization (January-July 2023)  
American Council of Learned Societies, Collaborative Research Fellow (2018-2020)

## SELECTED PUBLICATIONS

### Books

- 2025 *Ethanol: A Hemispheric History for the Future of Biofuels*. University of Oklahoma Press. (Co-authored with Thomas D. Rogers)
- 2015 *Taconite Dreams: The Struggle to Sustain Mining on Minnesota's Iron Range, 1915-2000*. University of Minnesota Press. (Winner of the Northeastern Minnesota Book Award for Best Nonfiction Book and the Midwest History Association's Hamlin Garlin Prize)

## Refereed Journal Articles and Book Chapters

- 2023 "Pittsburgh's Colony in St. Paul's Hinterland: Tensions between Iron Ore Mining and Environmental Policy on the Modern Iron Range." In *Nature's Crossroads: The Twin Cities and Greater Minnesota*, edited by George Vrtis and Christopher W. Wells, 229-44. Pittsburgh, PA: University of Pittsburgh Press.
- 2022 "Lessons from a Forgotten Fuel: Assessing the Long History of Alcohol Fuel Advocacy and Use in the United States." *History and Technology* 37, no. 4: 411-428.
- 2018 "Iowa's Original Ethanol Debate: The Power Alcohol Movement of 1933-1934." *The Annals of Iowa* 77, no. 1: 41-78.
- 2017 "Economics, Efficiency, and Environmentalism: Low-Grade Iron Ore Mining in the Lake Superior District, 1915-2010." In *Mining North America: An Environmental History since 1522*, edited by J. R. McNeil and George Vrtis, 191-218. Berkeley: University of California Press.

- 2016 "Meeting Students Where They Are Online, But Leading Them Somewhere More Interesting: Reflections on Teaching The Facebook Class." *College Teaching* 64, no. 3: 112-18. With Matthew Schunke.
- 2013 "Mr. Taconite: Edward W. Davis and the Promotion of Low-Grade Iron Ore, 1913- 1955." *Technology and Culture* 54, no. 2: 317-45.
- 2008 "Engaging with Public Engagement: Public History and Graduate Pedagogy." *Radical History Review*, no. 102: 73-89. With Lisa Blee, Caley Horan, Brian Tochterman, Andrew Urban, and Julie Weiskopf.

## SELECTED FELLOWSHIPS AND GRANTS

- 2022 Grant to Sustain and Advance the Work of Historical Organizations, American Historical Association and National Endowment for the Humanities, \$74,806.'
- 2018 Grant for *Madison Historical: The Online Encyclopedia and Digital Archive for Madison County, Illinois*, Madison County Regional Office of Education, \$53,241.
- 2017 Multiplier Grant for *Madison Historical: The Online Encyclopedia and Digital Archive for Madison County, Illinois*, Illinois Humanities, \$13,722. (Grant could not be funded due to Illinois budget crisis.)
- 2017 Meridian Award for *Madison Historical: The Online Encyclopedia and Digital Archive for Madison County, Illinois*, SIUE Meridian Society, \$2,000.
- 2017 Emeriti Faculty Association Award, SIUE Emeriti Faculty Association, \$2,855.
- 2016 Grant for *Madison Historical: The Online Encyclopedia and Digital Archive for Madison County, Illinois*, Madison County Regional Office of Education, \$57,128.
- 2015 Grant for Research in Congressional Collections, Association for the Study of Congress, \$250.
- 2015 Research Grants for Authors, State Historical Society of Iowa, \$1,000.
- 2014 Innovative Technology Experiences for Students and Teachers Grant, National Science Foundation, \$846,000 (Participating Faculty Expert).
- 2014 Faculty Research Fellow, National Corn-to-Ethanol Research Center, \$2,660.
- 2013 Seed Grant for Exploratory and Transitional Projects, Southern Illinois University Edwardsville, \$9,697.
- 2012 Excellence in Undergraduate Education Grant, Southern Illinois University Edwardsville, \$6,540.

## SELECTED PUBLIC HISTORY AND MUSEUM SCHOLARSHIP

- 2016-Present *Madison Historical: The Online Encyclopedia and Digital Archive for Madison County, Illinois*. Editor.
- 2014-2018 *The Prager Project*. Project Director. Public history project interpreting and memorializing the 1918 lynching of Robert Prager in Collinsville, Illinois.

# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

February 7, 2025

TO: EUE Review Committee

FROM: Allison Thomason, Professor and Chair, Department of History, [althoma@siue.edu](mailto:althoma@siue.edu)

RE: EUE Proposal of [REDACTED]



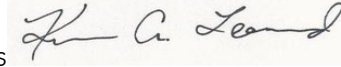
I strongly support the EUE curricular development project proposed by Drs. [REDACTED]. The course that they intend to develop, HIST 3xx, which incorporates and gives much needed curricular prominence to one of SIUE's important community-engaged digital resources, *Madison Historical: The Online Encyclopedia and Digital Archive of Madison County, Illinois*, will serve our undergraduate students in many ways. First, once developed, students who take the course with an IS attribute and within one of the Changemakers' pathways identified in the proposal will be enriched by the digital humanities skills and collaborative work that they acquire and contribute. Secondly, the relationship between SIUE and its immediate community, Madison County, IL, will only be enhanced---thus tying our students more profoundly to their environment and the community more solidly to SIUE.

The Department of History commits to offering HIST 471 in Summer 2025, and the HIST 3xx course in Fall 2026 and Fall 2027. We will also make the course a priority for subsequent years in our annual course scheduling process. Furthermore, we expect that many HIST faculty will be involved in teaching the course, thus enriching the pedagogy of the department, and of course, the engaged learning experiences of our students through High Impact Practices exercised through Collaborative and Community-Engaged Learning. The multiple processes incorporated, and activities required in the course will ensure that these HIPs are regularly and consistently applied in the course across semesters, students, and contributions added to *Madison Historical*.

**SOUTHERN ILLINOIS UNIVERSITY**  
**EDWARDSVILLE**

**Date:** February 27, 2025

**From:** Kevin Leonard, Dean, College of Arts and Sciences



**Subject:** EUE Dean Memo of Support

The College of Arts and Sciences supports the application of Drs. [REDACTED] for an EUE grant to design a new History course with an IS designation. The course will be designed to meet the needs of general education students in the new Changemakers Pathways. The project involves the development of a course syllabus that centers around *Madison Historical: The Online Encyclopedia and Digital Archive of Madison County, Illinois* (MH). Requiring ongoing student engagement with this digital archive, the course will integrate high-impact practices to ensure that students develop the skills of public and digital humanities by connecting them to the community's local history both online and in person through community-engaged practices. This course will serve students across a variety of Changemaker Pathways, including **Healthy Change, Design and Create for Change**, as well as **Technoethics**. As such, this project contributes to and supports EUE priorities as well as the College's strategic goal of increasing experiential educational opportunities for our students, especially those with historically marginalized identities.

The budget consists of a faculty stipend to compensate efforts over the summer to research and develop course content and to work with a web developer to begin review and identification of needed improvements on the MH website. Though the proposal focuses on developing a single course, the project provides benefits beyond well beyond the initial project year, as the department is committed to offering the course every year.

**Southern Illinois University at Edwardsville**  
**Excellence in Undergraduate Education**

**Final Report**

<b>Project Number</b>	#19-01
<b>Project Title</b>	Manifest Destiny, The History and Practice of an Idea: Editing George Lippard's <i>Legends of Mexico</i> (1847)
<b>Project Director</b>	
<b>Date Submitted</b>	January 2018

Please attach your response to the following questions. Please include this cover page with your narrative.

1. To what extent and in what ways has the completed (or initiated) project supported innovation and excellence in undergraduate education?

It may at first seem surprising to claim that producing a print edition of 170-year-old book presents an innovative project. However, after working in digital editing with students for the last two years, I think it represents a pedagogical frontier for history students at SIUe in terms of collaboration, both with each other, and with students at Hastings College.

Since spring 2016, I have trained undergraduate students in the skills of digital documentary editing, primarily through our URCA program and my Antebellum US History course (HIST 326). In these cases, I trained students in transcription, annotation, and encoding for html publication. Specifically, we edited Whitman's journalism from the 1840s and 1850s for publication on the *Walt Whitman Digital Archive* ([whitmanarchive.org](http://whitmanarchive.org)). While I believe this work proved to be valuable for students, I felt that it lacked, first, a collaborative approach that binds a group of students for common purpose and pedagogical benefit and, second, a common goal that requires this collaborative approach.

"Manifest Destiny, The History and Practice of an Idea" allowed me to take my experience with teaching historical editing and use it to turn a 400-level class into an editorial workshop for students. This course transformed the digital editing unit I have undertaken with students from a series of individual student-produced editions (typically one editorial per student during the last third of a semester) into a class-produced edition of a single book, which each student received in print.

Additionally, this project allowed us to work collaborative with Dr. Patricia Oman's students at Hastings College, who produced the physical book as part of her course "Book Production" (PUB 234). In this regard, SIUe students not only worked collaboratively with each other to edit

a single hallmark of “Manifest Destiny” from the 19<sup>th</sup> century, but also worked collaboratively with student publishers at Hastings College as the book went into production.

2. Please identify the relevant short-term benefits of this project.

During the course, students collaboratively researched and wrote a historical introduction and annotated the text to situate the book within its historical context. In this regard, the historiography that we read as a class, the discussions we had about the history of Manifest Destiny, and the analyses we undertook of this primary source, served to revive Lippard’s book from historical oblivion and make it accessible to the general reader as an example of Manifest Destiny in the 19<sup>th</sup> century.

Hastings College Press published the class’s edition of Lippard’s book in fall 2019. This EUE grant funded the purchase of a copy of the book for each student in the class, as well as copies for the Department of Historical Studies, the CAS Dean’s Office, and as an example of student editing for future documentary editing courses in the Department of Historical Studies.

3. Please provide your assessment of how this project will benefit undergraduate education in the long-term. Describe any additional initiatives that were developed, or are being developed, as a result of this EUE project.

Since this pilot proved successful, I will use the experience and connections to Hastings College Press to formally reconfigure “History of American Ideas” into a course dedicated to training students in historical documentary editing and add it to our electives in our “Applied Historical Methods” specialization. In this regard, this pilot has the potential to impact all history majors by providing a foundation upon which to build training in applied historical skills into all of our upper-division electives.

4. Were funds provided from EUE expended as described in the proposal? Describe significant discrepancies between the projected budget and the actual expenditures.

All \$600 of the EUE grant were used to purchase 30 copies of the class’s edition of *Legends of Mexico*.

5. Please provide documentation about any dissemination of information or materials that occurred as a result of this project (publications in educational journals, presentations, lab manuals, course materials, etc.)

The book is available both on Hastings College Press’s website and Amazon. Here are links to these sites:

<https://sites.google.com/hastings.edu/hastings-college-press/available-titles/forgotten-texts>

[https://www.amazon.com/dp/B07X9YDX5D/ref=sr\\_1\\_1?keywords=george+lippard+legends+of+mexico+hastings+college+press&qid=1567643238&s=gateway&sr=8-1](https://www.amazon.com/dp/B07X9YDX5D/ref=sr_1_1?keywords=george+lippard+legends+of+mexico+hastings+college+press&qid=1567643238&s=gateway&sr=8-1)

The book can also be purchased through Barnes & Noble:

<https://www.barnesandnoble.com/w/legends-of-mexico-george-lippard/1100206205?ean=9781942885689>

I also held a “release party” for the students in the class and faculty in the Department of Historical Studies. Pictures from this release party can be found on our department Facebook page:

[https://www.facebook.com/SIUEHistoricalStudies/?hc\\_ref=ARQgU4U0fJL1Znx\\_TuEIUZ8gLYvYmdTBWlswibKKDiF4o0FrV548on4p5SL7hVl4VaA&fref=nf&\\_tn\\_=kC-R](https://www.facebook.com/SIUEHistoricalStudies/?hc_ref=ARQgU4U0fJL1Znx_TuEIUZ8gLYvYmdTBWlswibKKDiF4o0FrV548on4p5SL7hVl4VaA&fref=nf&_tn_=kC-R)

6. Was this project partially supported from external sources? If so, please identify the funding agencies and their contributions to this project.

This project was not supported through other sources.

7. Will the project continue? If so, what funding sources will support continuation? Please list any external proposals prepared, or in preparation, as a result of this EUE Project?

This project will continue as I reform HIST 425 as part of our Applied Historical Methods program.

Below are two pictures from the book release party. In the second picture, students in the class are signing each other's copy of the book.

Please return via email to Wayne Nelson (wnelson@siue.edu), EUE Coordinator



