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Fall 11-2021

November 2021 The Humanities at Otterbein: A Newsletter of the Humanities Advisory Committee

Humanities Advisory Committee

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The Humanities at Otterbein

A newsletter of the Humanities Advisory Committee, November 2021

The Humanities at Otterbein is pleased to support *An Evening with Saeed Jones and Maggie Smith* on Wednesday, November 10th, at 7 pm in Riley Auditorium at Battelle Fine Arts Center.

Saeed Jones is author of the memoir *How We Fight For Our Lives* and the poetry collection, *Prelude to Bruise*. Their work has appeared in the *New Yorker*, the *New York Times*, and *GQ*, among others. Jones has also appeared as a contributor on public radio programs, including NPR's *Fresh Air*, *Pop Culture Happy Hour*, *It's Been a Minute with Sam Sanders*, and *All Things Considered*. Often described as a fierce literary activist, the *New Yorker* contends that his latest memoir recognizes that "to be black, gay, and American is to fight for one's life."

Maggie Smith is the author of *Good Bones*, *The Well Speaks of Its Own Poison*, *Lamp of the Body*, and the national bestseller, *Keep Moving: Notes on Loss, Creativity, and Change*. Smith's poems and essays are widely anthologized, appearing in *Best American Poetry*, the *New York Times*, *The New Yorker*, *The Paris Review*, *Ploughshares*, the *Washington Post*, the *Guardian*, and elsewhere. Her viral poem, "Good Bones," was named the poem of 2016, and Ellen Bass says that her latest collection, *Goldenrod*, "brims with a fervent love for this gorgeous and wounded world."

Admission is free and open to the public. Both authors will sign books after the reading in the lobby of Battelle Fine Arts Center. For further information, contact Tammy Birk at tbirk@otterbein.edu. This event is an INST, FYS, and #cardstogether approved event.

Faculty Research in the Humanities Spotlight: Beth Daugherty, Emeritus Professor of English

In a talk given to the Workers' Educational Association on April 27, 1940, Virginia Woolf claims writers' educations strongly affect their work. Given this obvious fact, she continues, "it is astonishing how little stress has been laid upon the writer's education." Taking up her challenge, I put a great deal of stress on her education in my book, *Virginia Woolf's Apprenticeship: Becoming an Essayist*. Virginia Stephen did not have any formal schooling, so to piece together a comprehensive portrayal of her education, I used archival, primary, and critical sources to examine her homeschooling and all that entailed; her teaching at a school of adult education for working people; and her anonymous book reviewing. Using historical, educational, and cultural sources, I place the three strands of Virginia Stephen's learning into their late nineteenth- and early twentieth- century context: of education for women, education for the working classes, and education for writers. In the process, I expand the scope of Woolf's self-education, discuss her teaching in detail, and analyze her early writing. Virginia Stephen's education, particularly the teaching she did at the same time she began writing book reviews, shape Virginia Woolf's "common reader" essay persona, the essays themselves, and her relationship with readers. Virginia Stephen's apprenticeship, I argue, compels Virginia Woolf to become a pedagogical essayist.

My sequel, *Virginia Woolf's Essays: Being a Teacher*, will then focus on her essays: the educational philosophy, curriculum, and teaching strategies within them, the pedagogical work they did outside the

twentieth-century context of English literature's growth as an academic discipline in her lifetime, and the mentoring of literature and creative writing teachers they continue to do. Taken together, the two books illustrate how Virginia Stephen's education lives on in Virginia Woolf's work.

Humanities Advisory Committee Faculty Research Projects

Professor Daugherty's monumental project was made possible by support from the Humanities Advisory Committee Faculty Project Grants, the Otterbein Faculty Scholarship Development Committee, Otterbein Sabbatical funding, and Dean's Travel Funds. These grants allowed Professor Daugherty to conduct research on and off campus, including Courtright Memorial Library; the Berg Collection, New York Public Library; the British Library; King's College London; Lady Margaret Hall Archives, Oxford; Lambeth Archives, London Borough of Lambeth, Minet Library; London Library; Manuscripts, Archives and Special Collections, Washington State University; Morley College Library; and Special Collections, University of Sussex Library (The Keep).

HAC will once again offer Faculty Project Grants to full-time faculty in 2022. The basic purpose for a Humanities Faculty Project Grant is to support research, experimentation, and development in the Humanities. Grants are awarded for both scholarly and curricular projects. Look for the official announcement in early spring semester, 2022.

Humanities Student Awards for *Aegis* Editorial Board!

The Humanities Advisory Committee supports the annual publication of a student-run Humanities journal, *Aegis*. This journal is produced by a committee (Editorial Board) of volunteer students. In recognition of the commitment, leadership, and scholarship needed to produce this publication, HAC awards two "Editorial Excellence Awards" annually to students who lead the committee through the publication of *Aegis*. The faculty advisor of *Aegis* selects students for this award based on their academic strength, organizational skills, and leadership potential as demonstrated through coursework and their participation on the *Aegis* Editorial Board.

HAC is pleased to award this year's Editorial Excellence Awards to Seth Stobart and Kat Gibson. Congratulations Seth and Kat!

Current HAC Grant opportunities:

HAC Enrichment Grants: This grant has been revised to support both on and off-campus faculty-student enrichment opportunities in the humanities. HAC Faculty-Student Enrichment Grants support Humanities faculty who wish to provide experiential learning opportunities for their students. This may include off-campus fieldtrips and/or overnight travel to conferences and events, as well as on-campus classroom experiences like workshops, films, or speakers. These grants are available to any faculty member teaching a Humanities course (whether departmental or in General Education). Funds can be used to pay for honoraria, supplies, fees, travel expenses, registration and/or admission tickets, and meals. See the grant application for more information.

HAC Co-Sponsored Grants: The Humanities Advisory Committee helps sponsor events and activities on campus that fall within the definition of the Humanities as defined by the NEH. The HAC will provide funds to cover up to, but not exceeding, half of the actual expenses for the event. We imagine these funds supporting activities such as, but not limited to: visiting speakers, film

screenings, and book clubs. The proposed event or activity must occur during the academic year. While the activities can be connected to the work of a particular class, they do not need to be. Sponsors of these programs can apply multiple times during the year, and funds will be allocated as resources allow. There is no deadline for applications; the HAC will consider applications on a rolling basis. Any department, program, or organization on campus is eligible to apply for these funds, so long as the activity in question supports work in the humanities.

For questions about the Humanities Advisory Committee, contact: Dr. Amy Johnson, Chair of HAC, ajohnson@otterbein.edu.