AMERICAN ACADEMY
OF ARTS & SCIENCES

The Heart of the Matter

The Humanities and Social Sciences

for a vibrant, competitive, and secure nation

Who will lead America into a bright future?

Citizens who are educated in the broadest possible sense, so that they can participate in their own governance and engage with the world. An adaptable and creative workforce. Experts in national security, equipped with the cultural understanding, knowledge of social dynamics, and language proficiency to lead our foreign service and military through complex global conflicts. Elected officials and a broader public who exercise civil political discourse, founded on an appreciation of the ways our differences and commonalities have shaped our rich history. We must prepare the next generation to be these future leaders.

COMMISSION ON THE HUMANITIES AND SOCIAL SCIENCES

The Heart of the Matter

AMERICAN ACADEMY OF ARTS & SCIENCES
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Acknowledgments

The Heart of the Matter, a Report of the American Academy's Commission on the Humanities and Social Sciences, is intended to advance a dialogue on the importance of the humanities and social sciences to the future of our nation.

Following the publication of the influential National Academies report *Rising Above the Gathering Storm* (2007), the scientific community has worked to strengthen education in the STEM disciplines (science, technology, engineering, and mathematics) and to encourage new and expanded funding for scientific research. After a series of meetings with government, foundation, and academic leaders in Washington, D.C., and around the country, members of the American Academy—leaders of universities, learned societies, government agencies, and cultural institutions—decided to organize a complementary effort on behalf of the humanities and social sciences.

In 2010, the Academy created the Commission in response to a bipartisan request from members of the U.S. Senate and House of Representatives:

> *What are the top actions that Congress, state governments, universities, foundations, educators, individual benefactors, and others should take now to maintain national excellence in humanities and social scientific scholarship and education, and to achieve long-term national goals for our intellectual and economic well-being; for a stronger, more vibrant civil society; and for the success of cultural diplomacy in the 21st century?*

The Heart of the Matter identifies three overarching goals: 1) to educate Americans in the knowledge, skills, and understanding they will need to thrive in a twenty-first-century democracy; 2) to foster a society that is innovative, competitive, and strong; and 3) to equip the nation for leadership in an interconnected world. These goals cannot be achieved by science alone.

In five interrelated chapters, the report delineates the importance of the humanities and social sciences in *K-12 Education*; *Two- and Four-Year Colleges*; *Research*; *Cultural Institutions and Lifelong Learning*; and *International Security and Competitiveness*. It advances arguments for strengthening teaching and research in the humanities and social sciences. It recommends the expansion of lifelong learning programs. It recognizes the urgent need to support the next generation of humanists and social scientists. And it reaffirms the connections between the humanities and social sciences, and the physical and biological sciences.

Ultimately, this report calls on parents, teachers, scholars, the media, and the public at-large to join a cohesive and constructive national discussion of these issues. Many public and private organizations contribute to the vitality of the humanities and social

sciences. Each organization has an important role in advancing the recommendations of this report. As part of an institutional commitment to support humanistic education for every American, the Academy plans to continue its work for the advancement of the humanistic disciplines, providing a venue, voice, and vision for the conversation inspired by this report.

The Academy would like to express sincere gratitude to the many members of Congress who understand the importance of these disciplines to the nation's welfare, and especially Senators Lamar Alexander (R-Tennessee) and Mark Warner (D-Virginia) and Representatives Tom Petri (R-Wisconsin) and David Price (D-North Carolina). From the outset, their interest and support signaled the importance of the humanities and social sciences to an informed and engaged citizenry.

Special thanks to the cochairs of the Commission, Richard H. Brodhead, President of Duke University; and John W. Rowe, retired Chairman and Chief Executive Officer of Exelon Corporation. They provided expert leadership and hands-on involvement from the Commission's earliest meetings through the release of this report. And we thank all of the members of the Commission for their dedication and active participation. (See page 5 for the complete list of members.)

Thanks as well to the many guest speakers who participated in Commission workshops and meetings, including Yang Yu-liang (President, Fudan University, China), Don Michael Randel (past President of the Andrew W. Mellon Foundation), Jim Leach (former Chairman, National Endowment for the Humanities; former Congressman for Iowa), Richard Laine (Division Director, Education Division, National Governors Association), Cynthia Schneider (former U.S. Ambassador to the Netherlands), and Norman Bradburn (Senior Fellow at NORC at the University of Chicago). We are indebted as well to Russell A. Berman, past President of the Modern Language Association, and graduate school deans from eleven research universities, who contributed to our work. We are grateful to the Academy Fellows and Commission members who organized forums around the country, and to all the panelists and attendees at those events. (See Appendix IV for a list of speakers.)

Many organizations work on behalf of the nation's wider education enterprise and helped to lay the foundation for the Commission's work. They serve as key partners in our ongoing efforts to advocate for the importance of the humanities and social sciences: the National Endowment for the Humanities, the National Endowment for the Arts, the National Science Foundation, the National Research Council, the Institute of Museum and Library Services, the American Library Association, the American Council of Learned Societies, the Association of American Universities, the Association of Public and Land-Grant Universities, the Association of American

Colleges and Universities, the Council of Independent Colleges, the American Council on Education, the Consortium of Humanities Centers and Institutes, the Federation of State Humanities Councils, the state humanities councils, the National Humanities Alliance, the Social Science Research Council, and the Consortium of Social Science Associations, among others.

Many people, including the staff of individual Commission members, have assisted in the work of the Commission and in the production of this report, notably John Tessitore, Phyllis Bendell, Carolyn Gerber, and their colleagues. (See page 88.)

Finally, the Academy gratefully acknowledges the National Endowment for the Humanities for partial support of the Humanities Indicators, cited throughout this report, and the Andrew W. Mellon Foundation and Carnegie Corporation of New York for their support of this Commission.

We dedicate this publication to all Americans—every child, student, young adult, worker, leader, and senior citizen—who look to the humanities and social sciences for the skills, information, and sources of creativity that our founders saw as the basis for a democratic, prosperous, and secure nation.

Leslie C. Berlowitz
President and William T. Golden Chair
American Academy of Arts and Sciences

Executive Summary

The Humanities and Social Sciences—*The Heart of the Matter*

As we strive to create a more civil public discourse, a more adaptable and creative workforce, and a more secure nation, the humanities and social sciences are the heart of the matter, the keeper of the republic—a source of national memory and civic vigor, cultural understanding and communication, individual fulfillment and the ideals we hold in common.

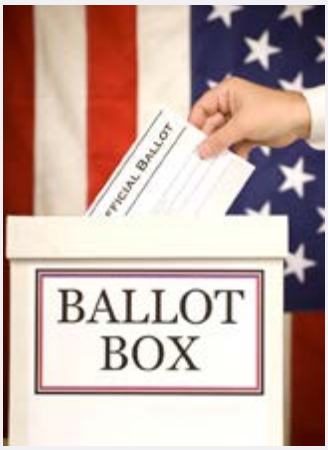
The humanities remind us where we have been and help us envision where we are going. Emphasizing critical perspective and imaginative response, the humanities—including the study of languages, literature, history, film, civics, philosophy, religion, and the arts—foster creativity, appreciation of our commonalities and our differences, and knowledge of all kinds. The social sciences reveal patterns in our lives, over time and in the present moment. Employing the observational and experimental methods of the natural sciences, the social sciences—including anthropology, economics, political science and government, sociology, and psychology—examine and predict behavioral and organizational processes. Together, they help us understand what it means to be human and connect us with our global community.

Scientific advances have been critical to the extraordinary achievements of the past century, and we must continue to invest in basic *and* applied research in the biological and physical sciences. But we also must invest more time, energy, and resources in research and education in the humanities and social sciences. We must recognize that all disciplines are essential for the inventiveness, competitiveness, security, and personal fulfillment of the American public.

Evidence of the particular needs of the humanities and social sciences now reaches us from every sector. Parents are not reading to their children as frequently as they once did. Humanities teachers, particularly in K-12 history, are even less well-trained than teachers of STEM subjects. And funding to support international education has been cut by 41 percent in four years. Each of these pieces of evidence suggests a problem; together, they suggest a pattern that will have grave, long-term consequences for the nation.

At the very moment when China and some European nations are seeking to replicate our model of broad education in the humanities, social sciences, and natural sciences—as a stimulus to innovation and a source of social cohesion—we are instead narrowing our focus and abandoning our sense of what education has been and should continue to be—our sense of what makes America great.

This report advances three goals:



Goal 1

Educate Americans in the knowledge, skills, and understanding they will need to thrive in a twenty-first-century democracy.

The humanities and social sciences provide an intellectual framework and context for understanding and thriving in a changing world. When we study these subjects, we learn not only *what* but *how* and *why*.

- ***Support full literacy as the foundation for all learning.*** The nation depends on a fully literate populace—on citizens whose reading, writing, speaking, and analytical skills improve over a lifetime. These are among the principal skills that the humanities and social sciences teach, and they must be nurtured at every level of education.

- ***Invest in the preparation of citizens.*** Democratic decision-making is based on a shared knowledge of history, civics, and social studies. A thorough grounding in these subjects allows citizens to participate meaningfully in the democratic process—as voters, informed consumers, and productive workers.

- ***Increase access to online resources, including teaching materials.*** Foundations, private donors, libraries, and museums should partner with federal, state, and local education leaders—as well as with individual scholars—to help ensure that quality materials reach all students, especially those in economically disadvantaged K-12 schools.

Goal 2

Foster a society that is innovative, competitive, and strong.

The ability to adapt and thrive in a changing world is based not only on instruction for specific jobs of today but also on the development of professional flexibility and long-term qualities of mind: inquisitiveness, perceptiveness, the ability to put a received idea to a new purpose, and the capacity to share and build ideas with others.

- ***Increase investment in research and discovery.*** To ensure the vibrancy of humanities and social science programs at all levels, the federal government should significantly increase funding designated for these purposes through the National Endowment for the Humanities, the National Science Foundation, and other relevant agencies. Because state and federal budgets are currently stretched to fund more programs with fewer dollars, a wider community of philanthropic individuals and foundations should also join the effort.

- ***Create cohesive curricula to ensure basic competencies.*** To ensure that graduates of K-12 education, as well as two-year and four-year colleges, are prepared for a satisfying and productive adult life, scholars and teachers should begin to reverse the trend toward an ever-more fragmented curriculum. Educators should focus new attention on the "qualities of mind"—problem-solving, critical analysis, and communication skills—that are embedded in all disciplines.

- ***Strengthen support for teachers.*** The Commission encourages the creation of a Humanities *Master Teacher Corps* to complement the STEM Master Teacher Corps recently proposed by the White House. In addition, enhanced partnerships between elementary and secondary schools and higher education institutions, including continuing education opportunities for K-12 teachers and *loan-forgiveness programs* to encourage the entry of advanced-degree holders into K-12 classrooms, can help enrich teaching at every level.

- ***Encourage all disciplines to address "Grand Challenges."*** The Commission joins the National Academies' National Research Council, the National Science Foundation, and the National Institutes of Health in recommending that foundations, universities, research centers, and government agencies draw in humanists and social scientists together with physical and biological scientists to address major global challenges. Humanists and social scientists are critical in providing cultural, historical, and ethical expertise and empirical analysis to efforts that address issues such as the provision of clean air and water, food, health, energy, and universal education.

- ***Communicate the importance of research to the public.*** Scholars and the public will both benefit if scholars project the broader implications of their research and writing, and if they articulate these implications for a wider audience. Scholars in all disciplines should embrace the chance to connect with the larger community.

Goal 3

Equip the nation for leadership in an interconnected world.

The humanities and social sciences teach us about ourselves and others. They enable us to participate in a global economy that requires understanding of diverse cultures and sensitivity to different perspectives. And they make it possible for people around the world to work together to address issues such as environmental sustainability and global health challenges.

- ***Promote language learning.*** State and local school districts should establish programs to increase language learning, including immersion programs for second languages. Programs might include blended learning technologies to facilitate language learning in schools that lack funding or infrastructure for additional classes. Colleges should build on and expand these competencies.

- ***Expand education in international affairs and transnational studies.*** The Commission recommends the creation of a new "National Competitiveness Act"—which, like the original National Defense Education Act, would include funding for education in international affairs and transnational studies. In addition to stable support for existing study-abroad programs, this act would help revive endangered disciplines and prepare citizens for a global economy.

- ***Support study abroad and international exchange programs.*** Every undergraduate should be encouraged to have a significant international experience. Because government agencies including the Departments of State, Defense, and Commerce as well as the U.S. military require the kinds of expertise that students can acquire only through advanced study and immersion in other cultures, the federal government should increase support for the Fulbright Program and the Department of Education's Title VI international and language programs, among others.

- ***Develop a "Culture Corps."*** Encourage cities and states, libraries, and other organizations like the Corporation for National & Community Service to develop a "Culture Corps." The corps would match interested adults (retirees, veterans, artists, library and museum personnel) with schools, community centers, and other organizations to transmit humanistic and social scientific expertise from one generation to the next.

These goals invite all stakeholders, public and private alike, to embrace a new commitment to collaboration, and a new sense of mutual obligation to the role of the humanities and social sciences for a vibrant democracy.

We live in a world characterized by change—and therefore a world dependent on the humanities and social sciences. How do we understand and manage change if we have no notion of the past? How do we understand ourselves if we have no notion of a society, culture, or world different from the one in which we live? A fully balanced curriculum—including the humanities, social sciences, and natural sciences—provides opportunities for integrative thinking and imagination, for creativity and discovery, and for good citizenship. The humanities and social sciences are not merely elective, nor are they elite or elitist. They go beyond the immediate and instrumental to help us understand the past and the future. They are necessary and they require our support in challenging times as well as in times of prosperity. They are critical to our pursuit of life, liberty, and happiness, as described by our nation's founders. They are *The Heart of the Matter*.

Introduction

[The objects of education are] To give to every citizen the information he needs for the transaction of his own business; To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts, in writing; To improve by reading, his morals and faculties; To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either; To know his rights…And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed.

—**Thomas Jefferson**, from "Report of the Commissioners for the University of Virginia," August 4, 1818

Who will lead America into a bright future?

Citizens who are educated in the broadest possible sense, so that they can participate in their own governance and engage with the world. An adaptable and creative workforce. Experts in national security, equipped with the cultural understanding, knowledge of social dynamics, and language proficiency to lead our foreign service and military through complex global conflicts. Elected officials and a broader public who exercise civil political discourse, founded on an appreciation of the ways our differences and commonalities have shaped our rich history. We must prepare the next generation to be these future leaders.

The nation's founders understood that their experiment in republican government—a government bound by law and rooted in the consent of the governed—depends on citizens who can think critically, understand their own history, and give voice to their beliefs while respecting the views of others. These qualities are not born, but taught, beginning with our youngest children. In fact, our first three presidents emphasized general education as an indispensable component of future prosperity.[1]

A general education is just as important today, and it is just as clear that it must include the humanities and the social sciences. The humanities—including the study of languages, literature, history, jurisprudence, philosophy, comparative religion, ethics, and the arts—are disciplines of memory and imagination, telling us where we have been and helping us envision where we are going. The social sciences—including anthropology, archaeology, economics, political science, sociology, and psychology—are disciplines of behavioral, interpersonal, and organizational processes, employing empirical and scientific methods to reveal patterns in the lives of real people.

Together, they provide an intellectual framework and context for understanding and thriving in a changing world, and they connect us with our global community. When we study these subjects, we learn not only *what* but *how* and *why*. The humanities and social sciences teach us to question, analyze, debate, evaluate, interpret, synthesize, compare evidence, and communicate—skills that are critically important in shaping adults who can become independent thinkers.

We live in a nation that has been built—thought by thought, discovery by discovery—on a foundation of humanistic and social scientific scholarship, from our founding rooted in Enlightenment philosophy to a future informed by the compilation and

analysis of Big Data.[2] At the very moment when China and some European nations are seeking to replicate the U.S. model of broad education—as a stimulus to innovation and a source of social cohesion—we are instead narrowing our focus and abandoning our sense of what education has been and should continue to be—our sense of what makes America great.[3] We must ensure that the humanities and social sciences continue to be an integral part of American education and that their value to our nation, and to America's place in the world, is recognized and fully supported.

The Challenge

Our distinguished tradition of broad education—drawing on the humanities and social and natural sciences, and promoting connections among them—has stimulated and nurtured America's extraordinary record of literary, artistic, political, scientific, industrial, and technological innovation. These achievements were fostered through a series of strategic decisions stretching over two centuries: from Thomas Jefferson's insistence that the state-funded University of Virginia should "follow truth wherever it may lead"; to the Morrill Act of 1862, creating the nation's public university system; to the federal government's decision to fund peacetime research, following the publication of the 1945 *Endless Frontier* report; to the 1965 creation of the National Endowment for the Arts and the National Endowment for the Humanities. Each of these decisions broadened access and expanded the community of educated people in the nation. Each created new partnerships among scholars of the humanities, social sciences, and natural sciences. And each advanced a research and education agenda that led to new knowledge and prompted innovation in all fields.

Today, our need for a broadly literate population is more urgent than ever. As citizens, we need to absorb an ever-growing body of information and to assess the sources of that information. As workers, we need to adapt to an ever-accelerating rate of technological change and to reflect on the implications of these changes. As members of a global community, we need to look beyond our borders to communicate and interact with individuals from societies and cultures different from our own. As a nation, we need to provide an educational foundation for our future stability and prosperity—drawing on all areas of knowledge.

To be sure, the nation must devote the resources necessary to sustain a strong scientific and technological enterprise. Education, funding, and infrastructure in the physical and biological sciences have been critical to extraordinary advances of the past century. But few would suggest that these disciplines constitute a complete education. The humanities and social sciences are just as essential for the inventiveness, insights,

career flexibility, and personal fulfillment of the American people. But we are confronted with mounting evidence, from every sector, of a troubling pattern of inattention that will have grave consequences for the nation:

- For a variety of reasons, parents are not reading to their children as frequently as they once did.[4]
- Humanities teachers, particularly in K-12 history, are less well-trained than teachers in other subject areas.[5]
- And even as we recognize that we live in a shrinking world and participate in a global economy, federal funding to support international training and education has been cut by 41 percent in four years.[6]

It is time to recommit ourselves to our distinctly American form of education: broad, comprehensive, and balanced, recognizing the interdependence of all areas of knowledge. This report seeks to remind Americans of the vital importance of such an education, and to urge the changes that can make it possible. In an era of diminished resources, we are mindful that every priority has a price, and the recommendations of this report enter a political environment already burdened with competing priorities. For this reason, each recommendation invites all stakeholders, public and private alike, to embrace a new commitment to collaboration and a new sense of mutual obligation to the role of the humanities and social sciences for a vibrant democracy.

This report offers recommendations to advance three goals:

1. ***Educate Americans in the knowledge, skills, and understanding they will need to thrive in a twenty-first-century democracy.***
2. ***Foster a society that is innovative, competitive, and strong.***
3. ***Equip the nation for leadership in an interconnected world.***

Notes

1 George Washington advocated the creation of a national university. Thomas Jefferson founded the University of Virginia, a public institution dedicated to free inquiry. And John Adams created the American Academy of Arts and Sciences to support research and scholarship as "necessary to the wealth, peace, independence and happiness of a people" (see http://www.amacad.org/about/charter.aspx).

2 See Craig Fisher, ed., "Bringing People Into Focus: How Social, Behavioral and Economic Research Addresses National Challenges" (Arlington, Va.: National Science Foundation, April 5, 2013), http://www.nsf.gov/about/congress/reports/sbe_research.pdf.

3 Karin Fischer, "Bucking Cultural Norms, Asia Tries Liberal Arts," *The Chronicle of Higher Education*, February 5, 2012; Brian P. Coppola and Yong Zhao, "U.S. Education in Chinese Lock Step? Bad Move," *The Chronicle of Higher Education*, February 5, 2012; Simeon Bennett and Oliver Staley, "Yale Joins Duke in March to Singapore as Asia Pours Money into Education," *Bloomberg*, December 14, 2010; and Mara Hvistendahl, "Less Politics, More Poetry: China's Colleges Eye the Liberal Arts," *The Chronicle of Higher Education*, January 3, 2010. At a Commission meeting in San Francisco in December 2011, Yang Yu-Liang, the president of Fudan University in Shanghai, reiterated China's interest in enhancing the study of the humanities. See also Aisha Labi, "A New Notion in Europe: The Liberal-Arts College," *The Chronicle of Higher Education*, May 8, 2011; and Michael Roth, "Connection in China–I," *Inside Higher Ed*, February 26, 2013.

4 http://www.humanitiesindicators.org/content/hrcoVA.aspx#topV2.

5 http://www.humanitiesindicators.org/content/hrcoIC.aspx#topI9.

6 http://www.nhalliance.org/advocacy/funding-priorities/international-education-programs-fy2013.shtml.

K-12 Education

The reason some of us are so committed to liberal education is not because we want students to wander through obscure and irrelevant fields of study in a meaningless quest for "breadth" but because from first-hand experience we know the immense, life-long benefits of rigorous study of the liberal arts and sciences.

Among other benefits such study strengthens clarity of written and oral expression, critical and analytic reasoning, and the creativity to think outside the box—survival skills in a tough and ever-changing economy.

—From **W. Robert Connor** (www.wrobertconnor.com), *News & Observer*, November 12, 2012

Strengthen Literacy

Developing broadly capable citizens requires a thoughtful, coordinated approach, beginning with the earliest days of school. The first goal should be to establish a foundation of literacy. Reading and writing are the building blocks of learning, making possible all the rest of our education and development. From being able to sound out words on a page, we advance to be able to analyze, interpret, ask questions, make connections, and express our thoughts in words. In its most capacious definition, literacy means being able to read the world, as we learn how to understand, compare, draw inferences, and communicate. These foundational skills come into play whenever we engage with the world, whether in admiring a painting or poring over a news website. Even in a digital age, the spoken and written word remains the most basic unit of our interactions, the very basis of our humanity.

Hence, a report with goals like ours must register, at the very outset, a call for a commitment to literacy. Overall literacy rates in the United States have remained steady for decades, although the unacceptably large number of functionally illiterate Americans is cause for grave concern.[1] In modern-day America, people who cannot read or write are effectively disenfranchised; it is impossible for them to live up to their potential or to give society the full measure of what they might have contributed.

As our political, social, and economic strength depends on a fully literate populace, it therefore depends on robust teaching in the humanities and social sciences, since these are among the principal skills that these subjects teach. While there should be support for literacy programs for people of all ages, the most strategic investment will be at the K-12 level.

In its Common Core State Standards Initiative, the National Governors Association has outlined "the knowledge and skills that our young people need for success in college and careers." We applaud the thinking behind this plan, which defines foundational skills in communications and in mathematics. Although it is too soon to predict all the outcomes that will result from nationwide implementation, the proposed Core makes communication—reading, writing, and speaking—a fundamental element of education, opening doors for more advanced learning.[2] It emphasizes literacy as a way of learning about the world: in other words, literacy is not the "end" but the beginning to a voyage of understanding.

Prepare Citizens

The strength of a republic depends on the ability of its citizens to participate fully in decision-making processes. Citizens guide the nation by making informed decisions as voters, jurors, and consumers. Every American sector, from federal to local government, from the nonprofit to the corporate sector, has an interest in the creation of a broadly educated, well-informed, articulate citizenry.

Many studies reveal that the American education system does not at present perform this function adequately. Fewer high school civics courses are now offered than in the past, and the time devoted to teaching the subject in lower grades has been reduced.[3] On the most recent National Assessment of Educational Progress (NAEP) Civics Assessment, more than two-thirds of all American students scored below "proficient." In 2010, moreover, only 45 percent of high school students demonstrated at least a basic understanding of U.S. history.[4]

The Commission therefore recommends a new dedication to "participatory readiness" as an educational goal. We urge a nationwide commitment to preparing K-12 students for full participation in a democratic society. The Commission commends the Common Core State Standards Initiative for its inclusion of history and civics in the basic literacy curriculum. It promotes the competencies necessary for full civic participation in American society: voting, serving on juries, interpreting current events, developing respect for and understanding of differences, along with an ability to articulate one's sense of the common good. State departments of education would perform a great service to the nation by following the Common Core initiative and revising their civics standards to provide reasonable and enforceable guidelines for K-12 teachers, including baseline competencies in history, government, and ethics.[5] Many partners—corporations, news and entertainment media, journalists, professional

In over half the states in the union, civics education is not required. The only reason we have public school education in America is because in the early days of the country, our leaders thought we had to teach our young generation about citizenship….If we don't take every generation of young people and make sure they understand that they are an essential part of government, we won't survive.

—Former U.S. Supreme Court Justice **Sandra Day O'Connor**, from an interview in *The Washington Post*, April 12, 2012

organizations, religious and cultural institutions—should work with schools to create curricular materials that promote the basic literacies and civic skills that sustain a robust public forum for the exchange of ideas. Public libraries and museums will be particularly important in this regard as they build free online collections that can be made available to school districts with limited financial resources.[6]

Support Teachers

To engage with these disciplines, to understand and absorb their lessons, we need the help of creative and dedicated teachers. Teachers serve as guides, inspirers, and points of first contact with the wider world of ideas. As we readjust K-12 curricula to prepare students for today and tomorrow, we must find new ways to support our educators and provide them with the resources they need to do their jobs well.

Currently, the different levels and sectors of American education work for the most part in isolation, with each group segmented from the next, unaware of their commonalities. In fact, primary and secondary school teachers belong to a wider intellectual community that also includes higher education faculty and the leaders of cultural institutions. All produce and transmit knowledge, and all foster the skills that their students will need to thrive in the twenty-first century. This Commission recommends a nationwide effort to reconnect our K-12 schools and teachers to the broader scholarly community, as well as an integrated approach to education reform and teacher professionalization.

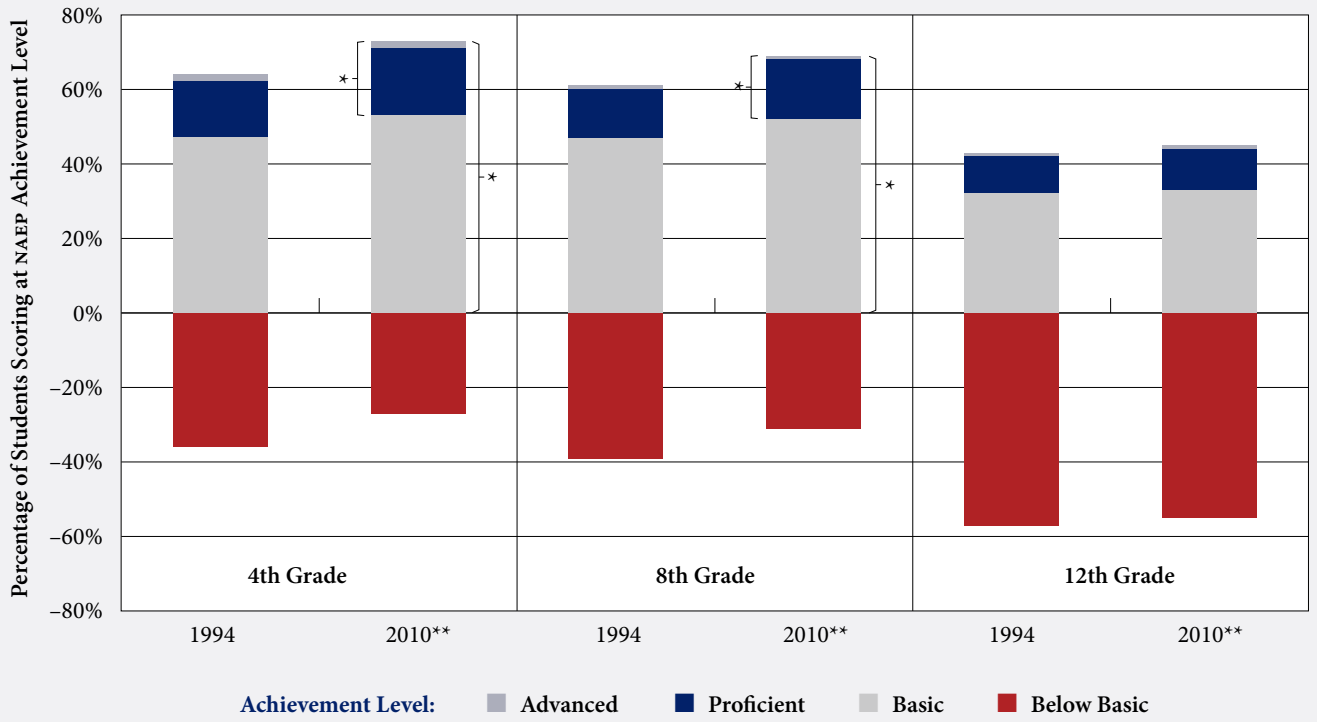
By working in concert, universities, colleges, and K-12 schools will strengthen one another and share complementary resources. A true teaching network—from kindergarten through higher education—will collect and share new methodologies, new discoveries, and new student needs. College and university faculty should reach out to their teaching colleagues at K-12 schools, and teachers should be encouraged to participate in the broader intellectual exchange that has been, for decades, the purview solely of higher education. Such collaborations will permit the development of a seamless learning continuum, so that students moving from one level to another will find an extended and deepened learning experience that builds on the previous level.[7] Cultural and community organizations, such as museums and public historic sites, can be valuable partners in this network as well.

As we work to lift the professional status of teachers, we must also lift the professional qualifications of teachers. Teachers of subject areas in K-12 education must be proficient in their subjects as determined either by degree attainment or standardized examinations. Currently, progress toward this goal has been uneven: fewer than 30 percent of public high school students are taught by a history teacher with a degree

and certification in history.[8] Given the importance of historical knowledge to a functioning democracy, this fact gives cause for concern. High-level training in the appropriate subject matter is of critical importance in ensuring the continued strength of our nation's teaching corps, and current teachers should be provided with resources for professional development. We should also think creatively about expanding the pool of qualified teachers. The Commission encourages states and school districts to facilitate the entry of advanced-degree holders into K-12 teaching through revised certification procedures and fellowships as well as state and federal loan-forgiveness programs.[9]

In July 2012, President Obama proposed the creation of a STEM Master Teacher Corps, based on a recommendation from the President's Council of Advisors on Science and Technology (PCAST). The purpose of the corps is to "applaud our Nation's STEM

History Achievement of 4th, 8th, and 12th Graders as Measured by the National Assessment of Educational Progress (NAEP), 1994 and 2010



* The percentage of students scoring at or above this level was significantly different ($p < .05$) from the percentage in 1994.
** Accommodations permitted for English language learners and students with disabilities.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, *The Nation's Report Card: U.S. History 2010*, NCES 2011-468 (Washington, D.C.: U.S. Government Printing Office, 2011), 2 fig. C.

educators, retain talented individuals by incentivizing STEM teaching, and encourage teacher cooperation to improve STEM education across the country."[10] This program would provide an important first step in a broader national effort to reward good teachers, and to make teaching a more attractive and exciting profession. The Commission commends this initiative and urges the creation of a similar program that would inspire and invigorate teachers in the humanities.

Finally, educators at every level and in every subject area need resources, both physical and online, to stimulate learning, inspire student participation, and provide up-to-date content. Teaching tool kits like those available from the National Endowment for the Humanities (http://edsitement.neh.gov/), the National Humanities Center, the National Science Foundation, teachinghistory.org, iCivics, Edutopia, and the Gilder Lehrman Institute of American History can be invaluable resources, particularly for educators in grades six through twelve who are primarily responsible for the instruction of an informed citizenry. Such resources should be supported vigorously and disseminated widely. Foundations and private donors can be effective partners in these efforts; by underwriting the proliferation of free, online depositories for teaching materials, they might alleviate the strain on federal, state, and local education budgets and help ensure that quality materials reach students in economically disadvantaged K-12 schools.[11]

The Commission invites every American to join in the effort to strengthen the education that prepares future democratic citizens. Parents and grandparents, teachers and scholars, leaders of business and government: all have an interest in the outcome of this effort, and each has a unique role to play in encouraging the development of a sound, basic education—an education that includes the humanities and social sciences—for everyone.

Notes

1 See the key findings of the 2003 National Assessment of Adult Literacy, available at http://nces.ed.gov/naal/kf_demographics.asp.

2 http://www.corestandards.org/ELA-Literacy/introduction/students-who-are-college-and-career-ready-in-reading-writing-speaking-listening-language. See also http://www.achieve.org/achieving-common-core.

3 See Jonathan Gould, ed., *Guardian of Democracy: The Civic Mission of Schools* (Silver Spring, Md.: Campaign for the Civic Mission of Schools, in partnership with the Leonore Annenberg Institute for Civics, Annenberg Public Policy Center, University of Pennsylvania; the National Conference on Citizenship; the Center for Information and Research on Civic Learning and Engagement, Tufts University; and the American Bar Association Division for Public Education, October 2011), 27.

4 See http://www.humanitiesindicators.org/content/hrcoIA.aspx#topI3; and National Center for Education Statistics, "The Nation's Report Card: Summary of Major Findings" (Washington, D.C.: U.S. Department of Education, 2010), http://www.nationsreportcard.gov/civics_2010/summary.asp.

5 On assessment, see Karen Shanton, "New Report Shows Little Testing of Civic Education," *The Thicket at State Legislatures*, October 17, 2012, http://ncsl.typepad.com/the_thicket/2012/10/new-report-on-the-state-of-civic-education.html.

6 With a caveat: see Jeffrey R. Young, "'Bandwidth Divide' Could Bar Some People From Online Learning," *The Chronicle of Higher Education*, March 4, 2013.

7 See Libby A. Nelson, "The Common Core on Campus," *Inside Higher Ed*, May 3, 2013.

8 http://humanitiesindicators.org/content/hrcoImageFrame.aspx?i=I-9a.jpg&o=hrcoIC.aspx__topI9.

9 Many holders of advanced degrees—who often have extensive teaching experience on college campuses—struggle to find traditional academic jobs; see http://www.humanitiesindicators.org/content/hrcoIIIC.aspx#topIII6; and Peter Conn, "We Need to Acknowledge the Realities of Employment in the Humanities," *The Chronicle of Higher Education,* April 4, 2010.

10 http://www.whitehouse.gov/blog/2012/07/18/president-obama-announces-new-plan-create-stem-master-teaching-corps.

11 The Christian A. Johnson Endeavor Fund, for example, helps support the National Humanities Center's education programs, which include the TeacherServe website: http://www.nationalhumanitiescenter.org/tserve/index.htm.

Two- and Four-Year Colleges

If we aspire to provide a four-year college education that transcends the acquisition of specific job skills, we need to be able to specify what the content of such an education would be, and what would constitute the measure of its assessment. If, for instance, we actually believe that college students should receive a "liberal" education, what do we have to do to ensure that they are receiving it?

—From **Stanley Katz**, "The 'Best-Educated' Country," *The Chronicle of Higher Education*, April 14, 2010

Make a Clear and Compelling Case for the Liberal Arts

Throughout the twentieth century, more Americans went to college in each new generation, as the evolving economy required more highly developed mental skills. Thanks to the growth of higher education, the United States maintained its leadership as a center for dynamism, creativity, and invention in fields ranging from consumer products to biotechnology to film. And as the doors to college opened, more and more Americans won access to the fuller life that education brings.

Both of these results—the public benefit of an innovative culture and the private benefit of enriched understanding and enlarged selfhood—draw on a mix of elements in the educational process. Both are furthered by an education that opens our minds in multiple directions, engages our natural powers of curiosity and ingenuity in a variety of ways, and puts us in a position to synthesize separate bits of knowledge to form new insights.[1]

The natural sciences, the social sciences, and the humanities all feed this mental empowerment, and American higher education has long developed these powers of mind together. This has been true, in different ways, of the many and varied institutions that make up the higher education system. Liberal arts colleges are a practically unique American institution. America's public and private universities, numbered among the best in the world, offer variants on a liberal arts model of education, not the early push to specialize found in most of the developed world. The community colleges that serve almost half of all students in higher education train men and women in job skills; but they also offer broader exposures that develop the talent for a lifetime of career advancement and often a desire for further education.

The ability to provide Americans—every citizen—the opportunity to reach colleges and universities and postsecondary institutions is crucial. Community colleges have become the door of opportunity for most people in America today. Half of the undergraduates in America are in community colleges; they are the great equalizers.…If there is one area where the social sciences and the humanities are important, more than the Ivy Leagues, more than the Smithsonian, it is right there, where the masses of Americans have their first chance to achieve the American dream.

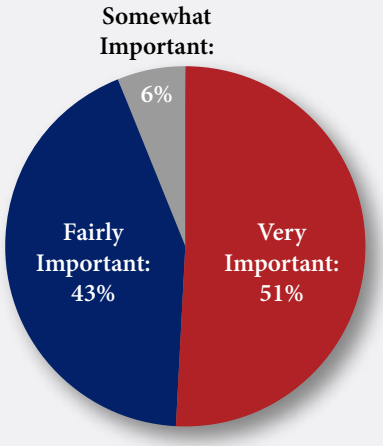
—**Eduardo J. Padrón**, President, Miami Dade College

Early in the twenty-first century, we are living with a paradox. It is broadly acknowledged that more and more Americans will need quality higher education to live up to their full potential: the opportunities and rewards open to those who lack this training have declined steadily as the knowledge economy has taken hold. But at the same time, questions about higher education and its worth are mounting. There has been rising public concern about the cost of college,[2] the debt burden students can incur,[3] and whether colleges actually provide the skills students need to thrive.[4] These concerns have caused some to question the liberal arts tradition itself, on the grounds that its elements do not all contribute visibly and directly to near-term employment. But this concern misses the ways in which the liberal arts train people to adapt and change over a lifetime.

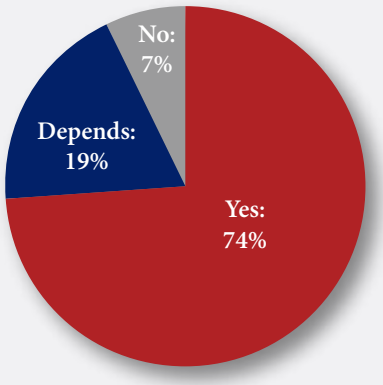
It is important for higher education to face these challenges squarely. The affordability of education is an issue for us all, and the problem is not going to go away in the economically constrained world we inhabit. So colleges must do their part to control costs and assure that resources are aligned with their fundamental mission. But even as they do so, colleges have important work to do in explaining what the value of their education consists of, and in assuring that they are living up to this promise.

At a time when economic anxiety is driving the public toward a narrow concept of education focused on short-term payoffs, it is imperative that colleges, universities, and their supporters make a clear and convincing case for the value of liberal arts education.[5] This case needs to be made to every relevant audience: students, parents, governors and legislators, and the public at large.[6] These audiences need to be reminded that the most successful Americans have typically benefited from such broad-based training, with early experiences often paying off in surprising ways; and that the ability to adapt and thrive in a world certain to keep changing is based not on instruction in the specific jobs of today but in the developing of long-term qualities of mind: inquisitiveness, perceptiveness, the ability to put a received idea to a new purpose, and the ability to share and build ideas with a diverse world of others.[7]

Colleges and universities need to assure themselves and the public that they are actually providing the broad-based, integrative model of education that they claim to offer. This will take leadership from administrators, but faculty also have a crucial role in this proposition. Since college and university faculty often preside over the curriculum, they must take responsibility for assessing offerings in light of high liberal arts ideals. Courses narrowly tied to academic and research specializations can be extraordinarily valuable to students, letting them experience firsthand the living work of discovery. But college and university curricula must also offer the broad-gauged, integrative courses on which liberal education can be grounded, and such foundations need to be offered by compelling teachers.



Employers endorse the concept of a liberal education.



Three in four would recommend the concept of a liberal education to their own child or a young person they know.

Employers who were surveyed were given the following definition of "liberal education": "This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings."

For the results presented in the top graph, employers were asked, "How important is it for today's colleges to provide this type of education?" For the results presented in the bottom graph, employers were asked, "If you were advising your child or a young person you know about the type of college education they should seek in order to achieve professional and career success in today's global economy, would you recommend they pursue an education like the one described [above]?"

Source: *It Takes More Than a Major: Employer Priorities for College Learning and Student Success*, an online survey conducted on behalf of the Association of American Colleges and Universities by Hart Research Associates, April 10, 2013.

We are not arguing for a return to the "general education" model of some idealized past. Arguing over what things students should know and what mental skills they need to develop are worthy projects for great educators, and the curriculum that emerges from this debate will allow plenty of room for creativity, both in its design and in its delivery. The key is defining a vision of education that meets students' needs as broadly capable people equipped for the lives that await them, not one that simply mirrors the map of current faculty specializations.

Many colleges and universities have already created strategic planning groups and reform measures to align the curriculum with their broad goals for undergraduate education.[8] The Commission applauds such efforts and encourages expanded dialogue across campuses to share best practices. We also applaud efforts to promote greater integration across curricular domains.[9] Each institution will have its own challenges and possible solutions for keeping domains of knowledge in a mutually energizing balance. Many colleges are experimenting with new interdisciplinary majors. Other schools, through novel major/minor combinations, are promoting humanities and social science opportunities for students whose major attention is elsewhere. Interdisciplinary research centers, which often stand at the crossroads of the arts and sciences, offer opportunities for undergraduates to take a direct role in exploration, and to bring the parts of their study into a coherent whole.[10]

Business leaders today are looking for a diversity of skills, and not just technical knowledge. Pivotal right now in financial services—a relationship business—is trust built around empathy, understanding, listening skills, critical thinking. It's not enough in financial services to simply be able to work with a spreadsheet. You need to convince your individual or institutional clients to take the right set of actions. The skills that come out of the humanities, the softer relationship skills—listening, empathy, an appreciation for context—are incredibly important.

Of the individuals in my organization who receive the most consistently positive feedback—who are most valued by our clients—only a sliver ever went to business school. Most of them learned their financial activities at our firm, but came into the firm with a much broader range of skills.

—**Roger W. Ferguson, Jr.**, President and Chief Executive Officer, TIAA-CREF

Education and the Digital Age

Information technology, along with new research in human behavior and brain science, will have a transformative effect on teaching and learning. It is already clear that online instruction will open the doors of learning for millions of people who come to it in varied circumstances for thousands of different purposes. As online instruction becomes a free-standing teaching mode of its own, the social sciences and humanities should embrace the opportunity to reach new audiences—audiences who in many cases do not have access to campus-based education or official enrolled-student status. Since the Commission began tracking online courses, offerings in poetry, history, philosophy, and classical mythology have joined those offered in computer science and technology in reaching massive audiences online.[11] These open online courses vividly demonstrate the appetite for humanistic learning, which the general public and even colleges themselves can easily underestimate; and they show that this hunger for contact with the thought and expression of others across time does not end with student years, but rather is a lifelong passion.

As colleges and universities develop digital media resources to increase access to a worldwide public, gifted teachers and scholars from all domains of study will experiment with these methods and explore their new powers. Clearly, we are on the eve of a new age of teaching and learning, the dimensions of which we can only begin to envision.

There is no reason liberal arts education cannot flourish in a new environment using new tools. The future will still need the human skills that the liberal arts promote, and perhaps will need them more than ever: skills in communication, interpretation, linking and synthesizing domains of knowledge, and imbuing facts with meaning and value.

Notes

1 Richard H. Brodhead, "Rebuilding the Public's Confidence in Higher Ed," *Duke Today*, March 21, 2013.

2 From 1990 to 2012, the net price of private nonprofit four-year institutions increased 30.06 percent. For public institutions, the net price increased 63.65 percent. See http://trends.collegeboard.org/college-pricing/figures-tables/net-price#Average%20Net%20Price%20%E2%80%94%20Public%20Institutions.

3 In "Conservatives and the Higher Ed 'Bubble,'" *Inside Higher Ed*, November 15, 2012, Jonathan Marks cites "a 2010 *New York Times* story about Cortney Munna, an N.Y.U. graduate who is $100,000 in debt for her religious and women's studies degree.…[But] the New York Fed puts median student loan debt at $12,800 (the mean is $23,300). The New York Fed thinks rising debt and defaults are very serious problems. But pointing to an outlier as if she were a representative example makes those very serious problems look like a crisis." See also Peter Coy, "Student Loans: Debt for Life," *Businessweek*, September 18, 2012.

4 For a discussion of return on investment, see Kevin Kiley, "Making the Case," *Inside Higher Ed*, November 19, 2012; William Pannapacker, "A Liberal Arts Foundation," *The New York Times*, March 24, 2013; and "Are Professors 'Selling Students Short'?" *Inside Higher Ed*, March 21, 2013.

5 See Steve Yoder, "Students Are Fleeing Liberal Arts–How It Could Hurt the U.S.," *The Fiscal Times*, January 9, 2013; Richard Morrill, "What Is the Value of Liberal Education?" *The Huffington Post*, November 6, 2012; and Hart Research Associates, *It Takes More Than a Major: Employer Priorities for College Learning and Student Success* (Washington, D.C.: Association of American Colleges and Universities, April 10, 2013), http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf. See also Michael Useem, *Liberal Education and the Corporation: The Hiring and Advancement of College Graduates* (New York: A. de Gruyter, 1989).

6 "Students majoring in liberal arts fields see 'significantly higher gains in critical thinking, complex reasoning, and writing skills over time than students in other fields of study'"; see Scott Jaschik, "'Academically Adrift,'" *Inside Higher Ed*, January 18, 2011, a report on Richard Arum and Josipa Roksa, *Academically Adrift: Limited Learning on College Campuses* (Chicago: University of Chicago Press, 2010). See also Alexander W. Astin, "In 'Academically Adrift,' Data Don't Back Up Sweeping Claim," *The Chronicle of Higher Education*, February 14, 2011.

7 For the economic benefit of a college degree, see Anthony P. Carnevale, Jeff Strohl, Michelle Melton, *What's It Worth? The Economic Value of College Majors* (Washington, D.C.: Center on Education and the Workplace, Georgetown University, May 2011); and http://www.humanitiesindicators.org/content/hrcoIIIB.aspx#topIII4. See also Scott Jaschik, "Jobs, Value and Affirmative Action: A Survey of Parents About College," *Inside Higher Ed*, March 20, 2013; and Meghan Florian, "Notes From an Employed Philosopher," *The Chronicle of Higher Education*, April 1, 2013.

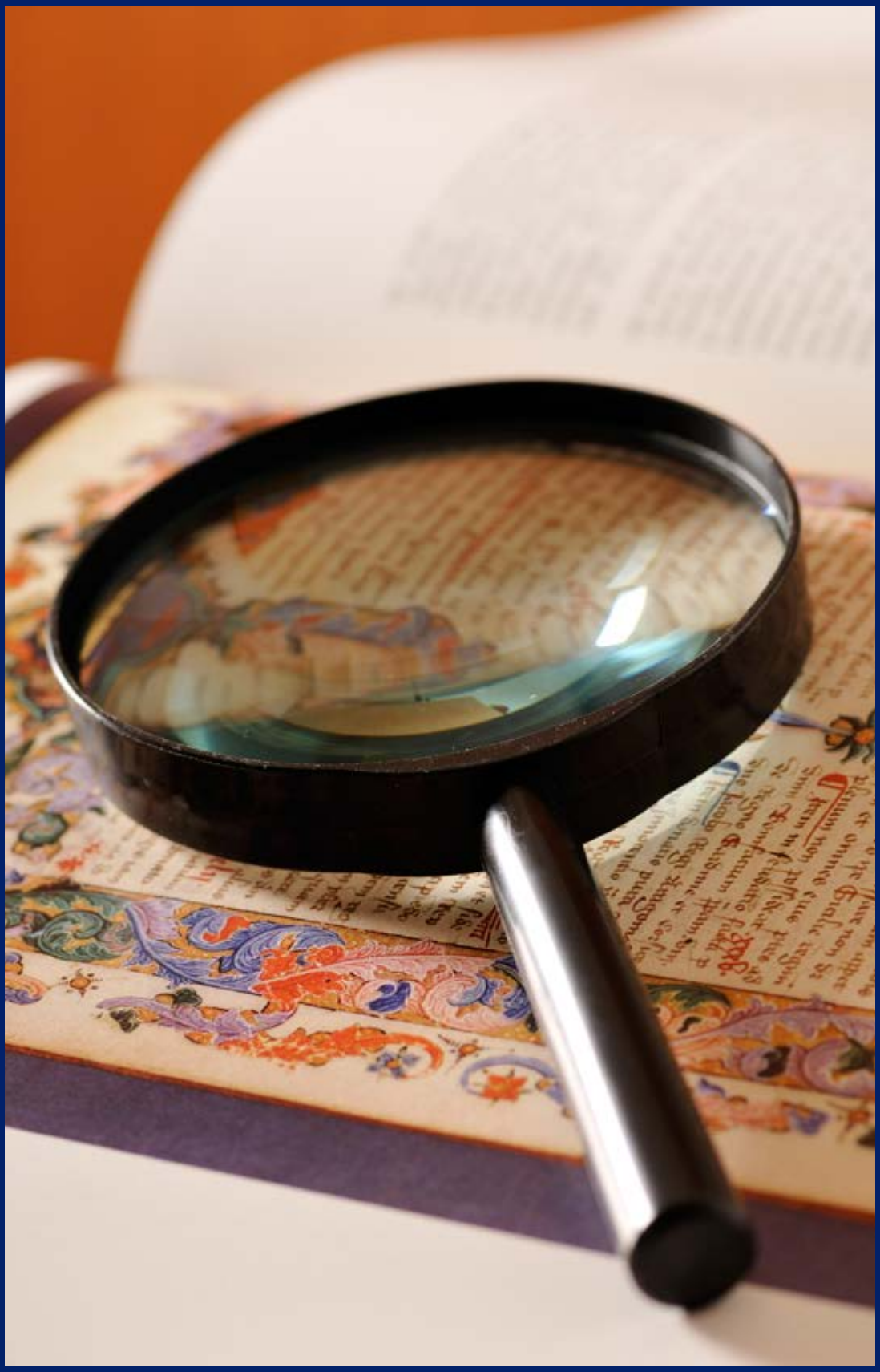
8 Among many such efforts, the University of Texas Task Force on Curricular Reform released its report in 2005, http://www.utexas.edu/president/tfcr/; the Massachusetts Institute of Technology released its report in 2006, http://tech.mit.edu/V126/N46/46girreport.html; and the Harvard University Task Force on General Education released its report in 2007, http://curriculumreform.org/harvard-university-task-force-on-general-education-report/. See also the University Design Consortium founded by Arizona State University and Sichuan University (China), http://universitydesign.asu.edu/, as well as the projects listed on the Association of American Colleges and Universities' website, http://www.aacu.org/resources/curriculum/index.cfm.

9 Some examples are described in Paul Jay and Gerald Graff, "Fear of Being Useful," *Inside Higher Ed*, January 5, 2012; examples include "Humanities +" at Brigham Young University and the Master of Arts Program in the Humanities (MAPH) at the University of Chicago. The University of Pennsylvania's College of Arts and Sciences has also instituted a new "Integrated Studies" program, bringing together humanists, social scientists, and scientists to teach a yearlong course together. See also Richard N. Pitt and Steven A. Tepper, *Double Majors: Influences, Identities & Impacts* (Nashville, Tenn.: Vanderbilt University and Teagle Foundation, September 2012); and Dan Berrett, "Double Majors Produce Dynamic Thinkers, Study Finds," *The Chronicle of Higher Education*, March 15, 2013.

10 Discussed later in the report, for example, are the Duke Global Health Institute, the Climate Impacts Group at the University of Washington, and the UCLA Institute for Society and Genetics.

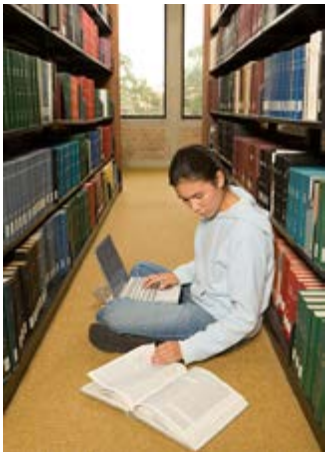
11 As of March 15, 2013, class-central.com, an aggregator of online courses, listed 203 courses in progress or about to start across all major providers of online instruction, including Coursera, edX, and Udacity. Forty-four (22 percent) of these courses were categorized as "humanities and social sciences," while fifty-one were in computer science.

Research



If traditional rationales for humanistic study were to be condensed into a single sentence, that sentence might be the following: The scholarly study of documents and artifacts produced by human beings in the past enables us to see the world from different points of view so that we may better understand ourselves.

—From **Geoffrey Harpham**, *The Humanities and the Dream of America* (2011)



The Need for Support

The personal insights and the public utility that flow from humanistic learning rely on the bedrock of research. Specialized academic study is not the whole of the humanities and social sciences, but it is essential to their larger success. As we commit to the broad-based education needed to build well-informed, broadly capable citizens for the future, we must make a renewed commitment to strengthening this scholarly core.

Fields of expertise that are sometimes overlooked can suddenly become urgently necessary to our national life. After the 9/11 attacks, intelligence intercepts from the Arab world sat unread because we lacked people adequately trained in this suddenly strategic language, which is not learned in a day. Whatever one's politics, we can agree that the wars of the past decade have underlined the difficulty of fighting abroad without a subtle understanding of foreign histories, social constructs, belief systems, languages, and cultures.

There are various funding sources for humanistic and social scientific research, including state education and culture budgets, and private donors and philanthropies. All of these sources are scaling back their investments, but the federal disinvestment may be the most worrisome indicator. Federal research funding through the National Endowment for the Humanities, always a small fraction of the federal funding for science and engineering research, has been reduced disproportionately in recent years. The humanities and law were the only research fields in which the federal share of academic research expenditures was appreciably smaller in 2011 than six years earlier. At the same time, the social sciences have recently become the subjects of ongoing political pressure, as lawmakers at the state and federal levels have questioned peer-reviewed, curiosity-driven basic research; criticized disciplines as diverse as anthropology and political science; and threatened to exclude them from funding through the National Science Foundation.[1]

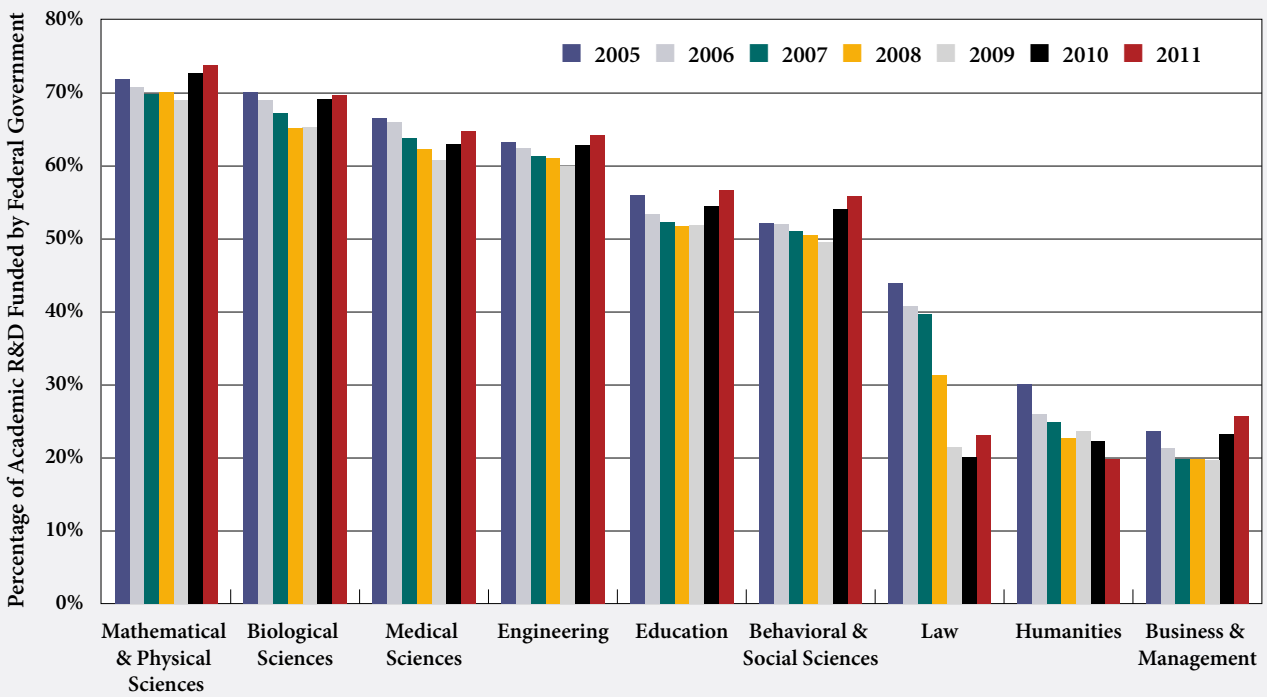
Connect with the Public to Make the Funding Case

This Commission calls for increased support for humanistic and social scientific research in every field. However, the larger funding problem will not be solved by making louder requests where there is little inclination to give. If scholars in the broad humanistic disciplines expect the public to be more financially supportive, they must make the case for the public value of their work much more effectively than they have in recent years.

This is not just a matter of sharpened message points to budget appropriators. Everything scholars do to connect with the broader public advances their case for support, and everything they neglect to do weakens that case. Top scholars should embrace the chance to connect with the larger community and help it feel the interest of their subjects and the power of their analyses.

Not every researcher needs to be a "public intellectual," and instant popular appeal must not be the touchstone for scholarly value. But one can maintain scholarly integrity even while engaging a variety of audiences. University faculties and learned societies need to do more to emphasize that this broader address is essential to the health and life of our fields. Renewed funding may arise together with renewed effort to remind Americans of the meaning and value of the humanities and social sciences. It is unlikely to come without it.

Federally Funded Share of Expenditures for Academic Research and Development in the Humanities and Other Selected Fields, Fiscal Years 2005–2011 (Percent)



Source: National Science Foundation, National Center for Science and Engineering Statistics, Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development Survey (data were accessed and analyzed using the NSF's online data analysis tool, WebCASPAR, at https://webcaspar.nsf.gov/).

Strengthening U.S. Research Universities

Our vision for strengthening these institutions so that they may remain dynamic assets over the coming decades involves both increasing their productivity and ensuring their strong support for education and research. Therefore, it is essential that the unique partnership that has long existed among the nation's research universities, the federal government, the states, and business and industry be reaffirmed and strengthened. This will require

- A balanced set of commitments by each of the partners—federal government, state governments, research universities, and business and industry—to provide leadership for the nation in a knowledge-intensive world and to develop and implement enlightened policies, efficient operating practices, and necessary investments.
- Use of matching requirements among these commitments that provide strong incentives for participation at comparable levels by each partner.
- Sufficient flexibility to accommodate differences among research universities and the diversity of their various stakeholders. While merit, impact, and need should continue to be the primary criteria for awarding research grants and contracts by federal agencies, investment in infrastructure should consider additional criteria such as regional and/or cross-institutional partnerships, program focus, and opportunities for building significant research capacity.
- A commitment to a decade-long effort that seeks to both address challenges and take advantage of opportunities as they emerge.
- A recognition of the importance of supporting the comprehensive nature of the research university, spanning the full spectrum of academic and professional disciplines, including the physical, life, social, and behavioral sciences; engineering; the arts and humanities; and the professions, that enable it to provide the broad research and education programs required by a knowledge- and innovation-driven global economy.

Within this partnership, our research universities—with a historical commitment to excellence, academic freedom, and service to society—must pledge themselves to a new level of partnership with government and business; recommit to being the places where the best minds in the world want to work, think, educate, and create new ideas; and commit to delivering better outcomes for each dollar spent.

—Reprinted with permission from *Research Universities and the Future of America: Ten Breakthrough Actions Vital to Our Nation's Prosperity and Security* (2012) by the National Academy of Sciences, courtesy of the National Academies Press, Washington, D.C.

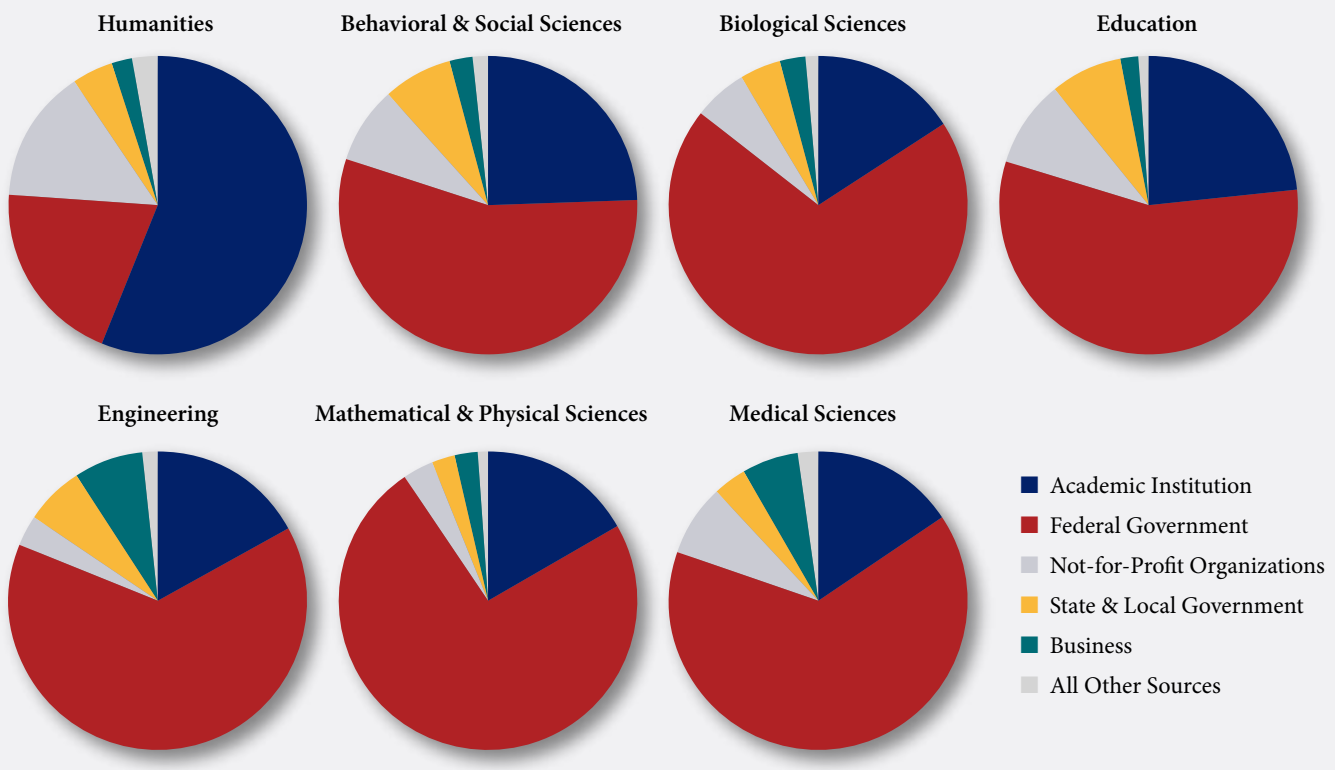
Public-Private Partnerships to Sustain Research

Once the case is made, there are many ways to address these declines in research support. Given the challenges to the U.S. economy and current pressures on the federal budget, we do not look to federal support alone. This Commission endorses public-private partnerships to ensure the future benefits of humanistic and social scientific activity and support innovation in all fields.

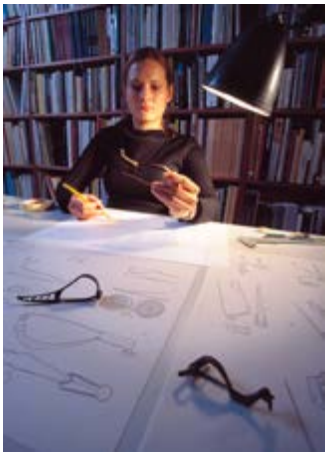
In its 2012 report *Research Universities and the Future of America*, the National Research Council called for the creation of a federal fund, to be matched by private sources, sufficient to create two thousand endowed chairs in "key research areas."[2] Humanities and social science disciplines should be among the "key research areas" designated for funding.

Together, the National Endowment for the Humanities and the National Science Foundation provide critical support for intellectual inquiry across the disciplines.[3] Both organizations support innovative teaching from kindergarten through college; both support the nation's lifelong learning infrastructure and work to connect academic research with the wider public; both foster new partnerships between academia and business; and both provide key funding for innovative research. However, while the NSF also provides much-needed funding for the nation's top graduate students in science, budget constraints have kept the NEH from offering similar support for the next generation of humanities scholars. There will be fewer scholars tomorrow if none

Sources of Funding for Academic Research and Development in the Humanities and Other Selected Fields, FY 2011 (Percent)



Source: National Science Foundation, National Center for Science and Engineering Statistics, Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development Survey (data were accessed and analyzed using the NSF's online data analysis tool, WebCASPAR, at https://webcaspar.nsf.gov/).



begin their training today. Now more than ever the nation needs expertise in cultures, languages, and area studies to compete in a global economy and to participate in an international community. Public-private partnerships could help increase humanities and social science graduate fellowships modeled on the NSF Graduate Research Fellowship Program by providing multiyear support for talented doctoral students in critical fields. The United States should make a concerted effort to maintain its position as a world leader by supporting training for the next generation of scholars in every discipline.

Support Scholars for Employment beyond Academia

This advanced training is essential to the renewal of the professoriate, which has been the principal focus of graduate study in humanistic fields. But doctoral-level training can also develop skills of enormous potential value to government agencies, nonprofit organizations, museums and other cultural institutions, libraries and archives, and diverse segments of the public sector.[4] As we ask for broader public support, universities should clarify and strengthen the pathways that lead from graduate study to a range of careers. As historian Anthony Grafton and Jim Grossman, executive director of the American Historical Association, wrote in their influential essay "No More Plan B," the academic community must make the case that it offers graduate students and the wider public an "education we can believe in, not just as reproductions of ourselves, but also as contributors to public culture and even the private sector." Model programs like the Public Fellows Program, a collaboration between the American Council of Learned Societies and the Andrew W. Mellon Foundation that places recent Ph.D.s in staff positions at participating institutions, as well as the "alt-ac" initiatives (alternative careers, especially in information sciences, within academia) of the new Praxis Network,[5] offer useful examples of how to expand career pathways. But more must be done to publicize existing routes, create new routes, and support scholars in their transition to nonacademic employment.[6]

Encourage All Disciplines to Address "Grand Challenges"

The public valuation of the humanities will be strengthened by every step that takes this knowledge out of academic self-enclosure and connects it to the world. As scholars in these fields seek bigger and more varied audiences, so, too, should they seek a new range of intellectual partners. Researchers in the natural sciences have long argued that science alone cannot solve the most urgent challenges of our time. The Commission therefore joins the National Academies' National Research Council and the National Science Foundation in recommending that foundations, universities, laboratories, research centers, and government agencies bring humanists and social scientists

together with physical and biological scientists and engineers to address major global challenges such as the provision of clean air and water, food, health, energy, universal education, human rights, and the assurance of physical safety. Humanists and social scientists are particularly well suited to address such considerations as:

- The ethical questions attending the adoption of new technologies;
- The social conditions that provide context for international policy decisions regarding the environment, global health, and human rights; and
- The cultural differences that aid or hinder global security.

Indeed, policy in these and a host of other areas cannot be formulated intelligently without contributions from the humanities and social sciences. The Duke Global Health Institute, the Climate Impacts Group at the University of Washington, the UCLA Institute for Society and Genetics, the Center for Medical Humanities and Ethics at the University of Texas Health Science Center, and the National Human Genome Research Institute's Ethical, Legal and Social Implications Research Program all provide useful models for such work. But given the size and scope of the "Grand Challenges"[7] before us, more needs to be done—and more humanistic and social scientific research should be open access, like federally funded scientific research, to ensure cross-disciplinary availability.

All the scientific and technological skills of which we can conceive will not solve our world problems if we do not build and adapt a base of human and cultural understanding; ethical and moral underpinnings; sensible rules of law for the 21st century; and integration with the insights, inspirations, and communications of the arts.

—**Charles M. Vest**, President, National Academy of Engineering

Researchers in the humanities and social sciences should be encouraged to apply their work to the great challenges of the era as well as pursuing basic, curiosity-driven research. Enhanced funding for applied and basic research in the humanities and social sciences, alongside that for the physical and biological sciences, will ensure that these intellectual domains continue to enrich and inspire one another while collectively charting the vast map of human knowledge.

Notes

1 Statement by the Social Science Research Council, "Protecting Independent Social Science: NSF Funding Restrictions," http://www.ssrc.org/pages/Protecting-Independent-Social-Science-NSF-Funding-Restrictions/.

2 National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council, *Research Universities and the Future of America: Ten Breakthrough Actions Vital to Our Nation's Prosperity and Security* (Washington, D.C.: National Academies Press, June 2012), 112.

3 The National Endowment for the Arts also has a Federal Interagency Task Force on the Arts and Human Development to support research on how the arts can help people reach their full potential at all stages of life.

4 On evaluation of the training that students receive in graduate school, see, for example, the American Historical Association's "Tuning" project, funded by the Lumina Foundation: http://www.historians.org/projects/tuning/.

5 http://www.acls.org/programs/publicfellows/; and http://praxis-network.org/. See also Carl Straumsheim, "Humanities Ph.D. Plus," *Inside Higher Ed*, March 21, 2013; Bethany Nowviskie, "two & a half cheers for the lunaticks," January 8, 2012, http://nowviskie.org/2012/lunaticks/#more-1427 (accessed July 5, 2012); William Pannapacker, "Pannapacker at MLA: Alt-Ac Is the Future of the Academy," *The Chronicle of Higher Education*, January 8, 2012; and "#alt-ac in Context," http://mediacommons.futureofthebook.org/alt-ac/alt-ac-context (accessed July 5, 2012).

6 See Anthony T. Grafton and Jim Grossman, "No More Plan B: A Very Modest Proposal for Graduate Programs in History," *AHA Perspectives on History*, October 2011; and Russell A. Berman, "Reforming Doctoral Programs: The Sooner, the Better," *MLA Newsletter*, Winter 2011.

7 http://www.grandchallenges.org/Pages/Default.aspx; and http://www.engineeringchallenges.org/.

Cultural Institutions and Lifelong Learning

Public humanities programs in the areas of K-12 and lifelong learning are more important than ever because education, more than ever, involves not just schools, but their communities and the larger social context. If society doesn't honor learning, encourage curiosity, it's hard for schools to succeed. If learning stops when formal school stops, then the knowledge and understanding of America's workforce and citizenry will be inadequate by any measure.

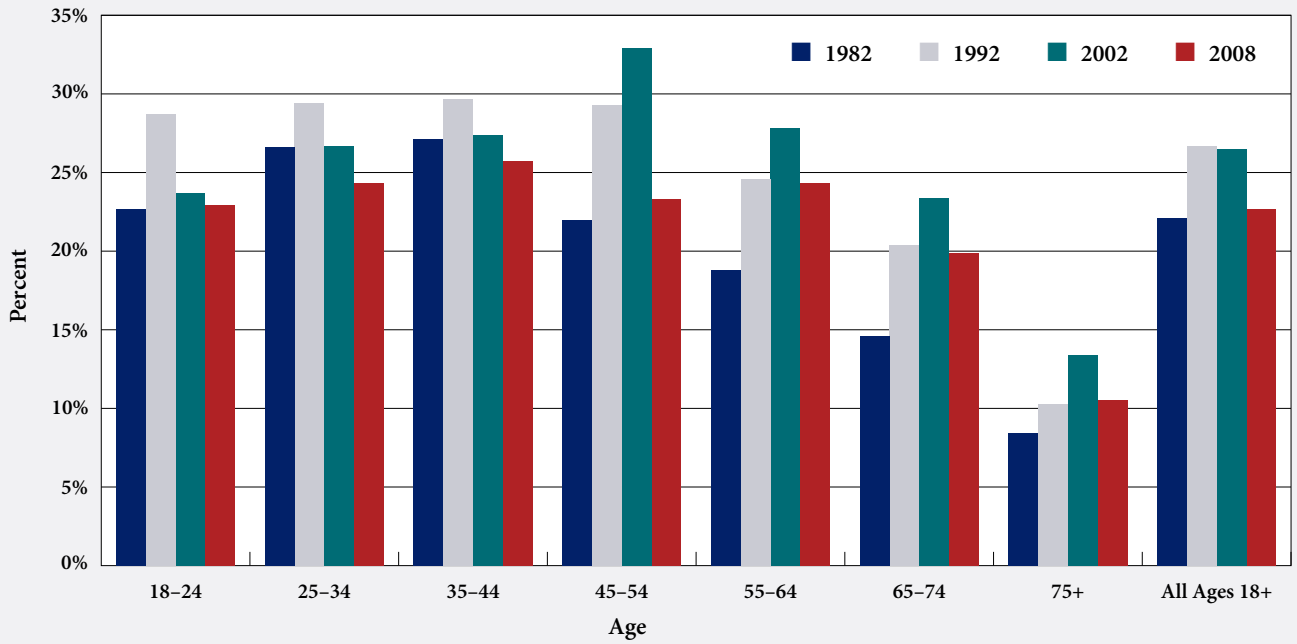
—**Peter Gilbert**, Executive Director, Vermont Humanities Council

Cultural Institutions in American Life

The humanities and social sciences are lifelong pursuits, and they are all around us: in schools, museums, libraries, the media, and on the Internet. While the words *humanities* and *social sciences* may sound like purely academic categories, millions depend on these disciplines in their daily lives as a perpetual source of pleasure and enrichment. Reading, conversing, interpreting current events, savoring a well-designed image, object, or song: our everyday pastimes reveal a fundamental need to be imaginatively transported, carried out of ourselves into an enriched experience we could not generate on our own.

Such experiences are not merely pleasurable. Public humanities programs and cultural institutions sustain strong communities and fulfill many functions in American life, for people of all ages and from all backgrounds. Reading programs offer paths to greater literacy, self-expression, and improved communications skills. Projects documenting the history and stories of immigrant and ethnic communities build up a positive sense of identity and provide vital links between peoples and cultures. Arts programs supply opportunities for young people to develop their creativity and

Percentage of Americans 18 Years and Older Who Visited an Art Museum or Gallery in the Previous 12 Months, by Age, 1982–2008



Source: National Endowment for the Arts, Survey of Public Participation in the Arts (1982, 1992, 2002, 2008). Estimates generated using the Cultural Policy and the Arts Data Archive's (CPANDA) online data analysis system at http://www.cpanda.org/stage/studies/a00260.

collaborative skills. Museums and other cultural institutions serve as multipurpose community-gathering places. And public art, architecture projects, and discussion groups strengthen communities and enhance local economies. By offering invaluable opportunities for continuing, lifelong education, the humanities and social sciences fulfill the needs of people in their daily lives and further the democratic ideal of an inclusive, national culture.

A recent Gallup poll assessing the "future livability" of nine U.S. regions revealed that "learning something new and interesting daily is an important psychological need and one of the most prevalent attributes that people in communities with high well-being have in common."[1] As the foundation of the nation's lifelong learning infrastructure, as enrichment for K-12 curricula, and as primary sources of community cohesion, the public humanities and social sciences require systematic attention and support as vital elements of our national well-being. The Commission encourages the creation of an even greater range of partnerships to introduce even larger audiences to such life-changing public programs.

Increase Funding for the NEH, including the State Humanities Councils

Acknowledging the real benefits of such programs, Congress created the National Endowment for the Humanities in 1965 to promote "excellence in the humanities and conveying the lessons of history to all Americans."[2] The NEH supports research that has resulted in thousands of books (dozens of which have won Pulitzer, Bancroft, and other prestigious scholarly prizes), a robust program in the digital humanities, and a vast array of public projects and programming, including Chronicling America (http://chroniclingamerica.loc.gov/), the Library of America, and a compelling series of documentary films. Through a network of fifty-five state and territorial humanities councils, the NEH also supports more than 50,000 lectures, discussions, and exhibitions

By educating low-income people in the full range of humanities disciplines, by bringing new immigrants into the fabric of their American communities, by forging partnerships with state and local governments to strengthen the cultural and educational infrastructure of their states, the humanities councils are making real the idea that a wise and visionary citizenry is the underpinning of a healthy civic life and a thriving democracy.

—**Esther Mackintosh**, President, Federation of State Humanities Councils

annually, as well as important community-based programs like the Clemente Course in the Humanities and the People and Stories project.[3] Even small cuts to its annual budget eliminate vital resources for people across the nation.

Civic events like the Chicago and St. Louis Humanities Festivals offer a different, but equally powerful, model for humanities and social sciences programming. The largest of these events, the Chicago Humanities Festival, invites academics and artists to share their passions and expertise with new audiences.

Each year, foundations and philanthropies contribute to humanities projects an amount that translates to about $1 per citizen.[4] Distributed across the entire nation, this funding is substantial but not sufficient. The Commission urges private sources, as well as state and local governments, to reinvest in their libraries, museums, and state humanities councils. By bringing the humanities and social sciences to the students, faculty, and general public, these institutions provide a critical public service, and the return on small investments is enormous.

The Commission therefore recommends that, in order to sustain the NEH and the state humanities councils, the federal government should continue to provide increases in NEH funding, and should challenge other donors and foundations to find new ways to support lifelong learning across the nation.

Develop a "Culture Corps"

These programs conducted by humanities councils, cultural institutions, and local civic organizations serve both individual and civic ends. But the public humanities and social sciences can encompass an even broader range of participants and activities, drawing on the resources of the local community and reaching out to new audiences who are eager for knowledge and connection. The Commission therefore suggests the creation of new partnerships. One example would be a "culture corps" of interested and qualified adults, including retirees and veterans, to aid learning and enrich curricula at all levels of education. Like such existing organizations as AmeriCorps, City Year, and the Senior Corps, a culture corps would strengthen civic life by offering instruction and guidance for deep, lasting commitments to community service.[5] By matching interested adults with schools, community centers, and other organizations, the program would provide a venue for the transmission of humanistic and social scientific expertise from one generation to the next. Volunteer-led activities like reading groups, lectures, and classes, as well as trips to theaters, museums, and historic sites, would both promote cultural literacy and build new relationships across existing socioeconomic and generational divides. Journalists could teach writing. Bankers could teach the fundamentals of financial literacy. Veterans might speak knowledgeably about

foreign cultures. With private support, in addition to support provided by the NEH, the Corporation for National & Community Service, and the state humanities councils, everyday citizens could play an even greater role in promoting after-school and adult education programs.

Greater Accessibility to Online Resources

To complement these programs, the Commission recommends expanding the number of high-quality digital resources available to the general public. Online resources offer unprecedented opportunities for scholars to frame topics of public interest, to participate in a wider community of public intellectuals, and to reach general audiences. The digital world offers vast new possibilities, not only for delivering instruction, but also for facilitating research and for making the past and future possibilities come alive to students of all ages: historic buildings are reconstructed; family trees can be traced; classic texts and manuscripts are made accessible. The websites of the Academy of American Poets (www.poets.org) and the Museum of Modern Art (www.moma.org) have been exemplary resources for the collection of art and literature for a general public. The Perseus Digital Library (www.perseus.tufts.edu), the Online Library of Liberty (http://oll.libertyfund.org), the ACLS Humanities E-Book (www.humanitiesebook.org), and ARTstor (www.ARTstor.org) have been equally influential in the dissemination of scholarship. All of these resources and others can be accessed by the general public, though, for logistical and financial reasons, some are available only through libraries, which provide free Internet access to communities all over the nation.[6] The Commission applauds all ongoing efforts to widen the range of humanities and social science inquiry, including several exemplary programs supported by the Institute of Museum and Library Services, and it encourages ever-greater accessibility.[7]

The principal obstacle to the open access of humanities and social science materials, at the moment, is the important, ongoing debate about the laws of Fair Use. The Commission recommends that all stakeholders join Congress in seeking a copyright solution that would aid in the development of a large-scale public digital library.[8] The science community has been moving rapidly toward new agreements on publication rights and the electronic dissemination of journal articles across all scientific fields; humanists and social scientists might join the National Science Foundation and the White House Office of Science and Technology Policy in developing a new approach to copyright for scholars and researchers. Such an approach might include, for example, the creation of a new category of license, which would grant digital libraries the right to provide public access to all copyrighted works that are no longer commercially available. A general set of criteria for the presumption of fair use would drastically simplify the work—and lower the cost—of expanding the collections of public digital libraries.[9]

In presenting a case for the establishment of the NEH and its partner agency, the National Endowment for the Arts, Glenn Seaborg, then head of the Atomic Energy Commission and a member of the 1964 Commission on the Humanities, told a Senate committee:

> *We cannot afford to drift physically, morally, or esthetically in a world in which the current moves so rapidly perhaps toward an abyss. Science and technology are providing us with the means to travel swiftly. But what course do we take? This is the question that no computer can answer.*[10]

The humanities and social sciences involve every American in the question that Seaborg described. No single person, no single institution, no single intellectual approach offers an answer—it can be discovered only through cooperation. Public programs and cultural institutions, connecting people of all ages and backgrounds, provide opportunities for contact, growth, and collaboration—the very essence of a civil society. They should be included among our highest educational priorities.

Notes

1 http://www.gallup.com/poll/155372/Learning-Workplaces-Health-Habits-Set-Best-Regions-Apart.aspx.

2 http://www.neh.gov/about.

3 "The Clemente Course in the Humanities provides free humanities education to motivated students who might not otherwise have the opportunity for higher education. Begun as a pilot project on the Lower East Side of Manhattan, the Clemente Course is currently in its 17th year of operation, with approximately 400 students matriculated. Bard College oversees 10 courses. There are a number of other courses in the U.S. and abroad that are operated in conjunction with other institutions." See http://clemente.bard.edu/about/; and Earl Shorris, *Riches for the Poor: The Clemente Course in the Humanities* (New York: W.W. Norton, 2000). Also see http://www.peopleandstories.net/.

4 See http://humanitiesindicators.org/content/hrcoIVC.aspx#topIV8 and its accompanying chart, http://humanitiesindicators.org/content/hrcoImageFrame.aspx?i=IV-8a.jpg&o=hrcoIVC.aspx__topIV8.

5 http://www.americorps.gov/; and http://www.cityyear.org/default_ektid22283.aspx.

6 American Library Association, Library Fact Sheet #6, http://www.ala.org/tools/libfactsheets/alalibraryfactsheet06.

7 http://www.imls.gov/about/national_initiatives.aspx.

8 See Robert Darnton, "The National Digital Public Library Is Launched!" *The New York Review of Books*, April 25, 2013.

9 See Derek S. Khanna, "Three Myths about Copyright Law and Where to Start to Fix It," a policy brief from the Republican Study Committee, November 16, 2012 (mentioned in David Brooks, "The Conservative Future," *The New York Times*, November 19, 2012).

10 http://www.neh.gov/about/history.

International Security and Competitiveness

Anybody who wants to be an area specialist wants to know a lot about a certain part of the world: its customs, culture, and language. They then hope to use this knowledge to serve as a transnational bridge. But, continuing with the bridge metaphor, if you're going to be well grounded on the far side of the river—which you have to be as a regional specialist—you also have to be grounded on the near side. And the near side of the river is us. So the study of the humanities and the social sciences is absolutely critical, not only as it applies to foreign studies, but also to knowing something about ourselves.

—**Karl Eikenberry**, U.S. Ambassador to Afghanistan (2009–2011) and retired U.S. Army Lieutenant General

A Global Imperative

Participation in a global economy requires understanding of diverse cultures and awareness of different perspectives. The humanities and social sciences teach us how to understand, interpret, and respect our commonalities and our differences. That mutual respect makes it possible for people around the world to work together to address issues such as environmental sustainability and global health challenges. Now more than ever, the spirit of international cooperation, the promotion of trade and foreign investment, the requirements of international diplomacy, and even the enhancement of national security depend in some measure on an American citizenry trained in humanistic and social scientific disciplines, including languages, transnational studies,[1] moral and political philosophy, global ethics, and international relations.

These themes were central to American intellectual life during the middle decades of the twentieth century, and formed the basis of large-scale government investment in education. The Servicemen's Readjustment Act of 1944 (the G.I. Bill) and, more explicitly, the National Defense Education Act of 1958 (NDEA) were among the largest, but by no means the only, government-sponsored programs that encouraged greater diffusion of knowledge about the United States, its culture, and its place in the world. When President Eisenhower signed the NDEA, he called the act an "emergency undertaking" designed to help the nation "meet the broad and increasing demands imposed upon it by considerations of basic national security."[2] As the "emergency" of the Cold War and its ideological imperatives become a distant memory, these programs and the intellectual aspirations they supported have receded. In light of new economic and security challenges, the nation needs to reinvest in international education.

Develop Critical Intercultural Skills

A 2012 report from the Council on Foreign Relations, *U.S. Education Reform and National Security*, makes clear that new challenges at home and abroad require us to develop a new sense of urgency about our education system.[3] We need to build global perspectives into all educational curricula and provide all Americans with opportunities to investigate other cultures as well as their own. The Commission therefore calls for a national commitment to building critical intercultural skills at every stage of the education system.

This commitment should begin at the federal level, to signal the importance of a global education to the life of every American as well as to the security and competitiveness of the nation. We recommended earlier in this report that K-12 education should prepare students to be capable citizens of this nation; but in the twenty-first

Benefits of Language Learning

Language learning correlates with higher academic achievement on standardized tests such as the SAT and ACT.

Language learning is beneficial in the development of students' reading abilities.

There is a correlation between:

- language learning and students' ability to hypothesize in science; and
- high school foreign language study and higher academic performance at the college level.

There is a correlation between bilingualism and:

- increased cognitive development and abilities;
- the offset of age-related cognitive losses;
- attentional control on cognitive tasks;
- intelligence;
- metalinguistic skills;
- memory skills;
- problem solving ability; and
- improved verbal and spatial abilities.

Source: American Council on the Teaching of Foreign Languages, http://www.actfl.org/advocacy/discover-languages/what-the-research-shows?pageid=4524.

century, such preparation would be insufficient if we were not simultaneously creating capable citizens of the world. The time is right for a new national competitiveness act to secure funding for urgently needed education in international affairs and transnational studies. Following the recommendations of the National Academies' 2007 report *Rising Above the Gathering Storm*, Congress passed the America COMPETES Act in 2007 (reauthorized in 2011).[4] America COMPETES provided important support for STEM education and scientific research as well as for "critical foreign languages," all of which are elements of a larger economic and security strategy for the nation. However, that legislation did not address the additional need for enhanced education in international affairs and transnational studies, subjects of real concern for our business at home and abroad, for our troops stationed around the globe, and for everyday Americans who live in an increasingly interconnected world. It is time for the nation to pay renewed attention to these subject areas and to prepare its citizens for a new era, either by addressing international studies in an America COMPETES reauthorization or through a new "national competitiveness" effort, a public-private partnership, to support education in international affairs and transnational studies.

Promote Language Learning

The first and best way to open our eyes to another culture and a different way of thinking is to learn a second language. Language study should begin as early as possible in a child's life. According to the American Council on the Teaching of Foreign Languages, the benefits of early language learning include higher academic achievement on standardized tests such as the SAT and ACT, enhanced reading skills, and improved ability to hypothesize in science. Moreover, second-language study—in any language—improves the capacity to learn a third language in later life.[5] State and local school districts should therefore establish K-12 programs to increase exposure to languages, including immersion programs for second languages. The Commission also recommends drawing on blended learning technologies to facilitate language learning and international cultural exchanges for schools that lack funding or infrastructure for such programs.

Deepen Knowledge of Other Cultures

While foreign language study is a crucial step toward a more productive, reciprocal engagement with other cultures and governments, language study alone cannot provide the cultural and historical context in which such exchanges take place. Elementary and secondary school curricula should introduce students to the histories and cultures of all peoples, from recently arriving immigrants to strangers who live half a world away. Transnational studies, study abroad, and international exchange

programs should be expanded as a part of undergraduate education. In 2009, a little over 2 percent of all postsecondary students, including graduate students (about 250,000 students in all), participated in study abroad programs. (Nearly three times that number of international students are now studying in the United States.)[6] Every undergraduate should be encouraged to have a significant international experience to ease movement among different cultures.

The creation of innovative programs for teaching languages and cultures as well as the expansion of study abroad programs (including improved access for students of limited financial means) will require new sources of funding. Such programs, which serve the interests of both the public and private sectors, could be attractive options for public-private partnerships. Also, because government agencies, including the Departments of State, Defense, and Commerce as well as the U.S. military, require the kinds of expertise that students can acquire only through advanced study and immersion in other cultures, the federal government should continue and expand support for graduate students and scholars by increasing funding for the Fulbright Program and the Department of Education's Title VI international and language programs.[7] A citizenry and a workforce knowledgeable about the international community and conversant with other cultures provide advantages for the nation's business enterprise as well as for its government. In the interest of national security and competitiveness, government, foundations, and businesses should enter into new consortia to support the education of Americans for a global society.

Nations such as China and Singapore, which previously ignored the humanities, are now aggressively promoting them, because they have concluded that the cultivation of the imagination through the study of literature, film, and the other arts is essential to fostering creativity and innovation….We in the U.S. are moving away from the humanities just at the time that our rivals are discovering their worth. But a healthy business culture is not all that life in America is about. We also pride ourselves on our open democracy, and on the freedoms of speech and the press that make our political life one in which the people rule. To keep democracy vital, we urgently need the abilities that the humanities foster.

—From **Martha C. Nussbaum**, author of *Not for Profit: Why Democracy Needs the Humanities* (2011); see also "Cultivating the Imagination," *The New York Times*, October 17, 2010

As Senator J. William Fulbright wrote in his 1989 book *The Price of Empire*, "The essence of intercultural education is the acquisition of empathy—the ability to see the world as others see it, and to allow for the possibility that others may see something we have failed to see, or may see it more accurately."[8] Such empathy is critical for our national security, our domestic stability, and our economic competitiveness. It is also critical for individuals in their daily lives as they encounter difference and negotiate the diversity that makes the United States a unique experiment in political and social cohesion, and that makes the world a rich, exciting, and complex place. The humanities and social sciences provide the information and the training that make empathy possible. We cannot ensure that people educated in these disciplines will be empathetic; but we can ensure that they have the knowledge and experience they need to be able to see the world as others see it.

Notes

1 On transnational studies, see William G. Moseley, "Area Studies in a Global Context," *The Chronicle of Higher Education*, November 29, 2009.

2 Dwight D. Eisenhower, "Statement by the President upon Signing the National Defense Education Act," September 2, 1958; available online at Gerhard Peters and John T. Woolley, *The American Presidency Project*, http://www.presidency.ucsb.edu/ws/?pid=11211.

3 http://www.cfr.org/united-states/us-education-reform-national-security/p27618.

4 *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future* (Washington, D.C.: National Academies Press, 2007), 169, 494ff. H.R. 1815, National Defense Authorization Act for Fiscal Year 2006, became H.R. 2272, America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science [COMPETES] Act.

5 Catherine Porter, "Presidential Address 2009: English Is Not Enough," *PMLA* 125 (3) (May 2010): 546–555. On foreign language instruction and native language competency, see David Bartholomae, "Literacy and Departments of Language and Literature," *PMLA* 117 (5) (October 2002): 1278; Richard Kern, "Reconciling the Language-Literature Split through Literacy," *ADFL Bulletin* 33 (3) (2002): 20–24; and Russell Berman, "Through Languages to Literacy," *MLA Newsletter*, Spring 2011. As stated by the American Council on the Teaching of Foreign Languages, "In this age of accountability in education, policymakers and administrators, as well as parents, are increasingly demanding to know what research studies show regarding the benefits of language learning"; see http://www.actfl.org/i4a/pages/index.cfm?pageid=4524 for links to the relevant literature. See also http://www.mla.org/map_main.

6 See Elizabeth Redden, "International Exchange Increasing," *Inside Higher Ed*, November 12, 2012; and http://humanitiesindicators.org/content/hrcoImageFrame.aspx?i=II-22f.jpg&o=hrcoIID.aspx__topII22. See also Madeleine F. Green, "Rethinking the Bottom Line for Internationalization: What Are Students Learning?" *The Chronicle of Higher Education*, March 21, 2013.

7 Ian Wilhelm, "International-Education Programs Face Challenges in President's Budget," *The Chronicle of Higher Education*, April 10, 2013.

8 http://fulbright.state.gov/history/sen-fulbright/quotations.

Conclusion

Many public and private organizations contribute to the scholarly and public vitality of the humanities, social sciences, and natural sciences. All enhance the pursuit of knowledge, improve policy-making, and demonstrate in real and tangible ways the essential benefit of these disciplines to the nation. Each organization has a role in advancing the recommendations of this report, and all should work together to provide a much-needed, vigorous voice to champion humanistic and social scientific work for every level of American society.

How do we understand and manage change if we have no notion of the past? How do we understand ourselves if we have no notion of a society, culture, or world different from the one in which we live? A fully balanced curriculum—including the humanities, social sciences, and natural sciences—provides opportunities for integrative thinking and imagination, for creativity and discovery, and for good citizenship. The humanities and social sciences are not merely elective, nor are they elite or elitist. They go beyond the immediate and instrumental to help us understand the past and the future. They are necessary and they require our support in challenging times as well as in times of prosperity. They are critical to our pursuit of life, liberty, and happiness, as described by our nation's founders. They are *The Heart of the Matter*.

The Humanities promote that kind of tolerance, that degree of healthy self-doubt, which Learned Hand used to remind us of by quoting Oliver Cromwell in his statement to the Scots: Consider that "you may be mistaken." That, after all, was what Learned Hand called the spirit of liberty. And it's the spirit of liberty that the humanities are here to promote.

—**David Souter**, Associate Justice, Supreme Court of the United States (1990–2009)

Appendix I

Letters of Request from Congress

LAMAR ALEXANDER
TENNESSEE

United States Senate
WASHINGTON, DC 20510

September 27, 2010

Mr. Louis Wellington Cabot
Interim Chair of the Board
American Academy of Arts and Sciences
Norton's Woods
136 Irving Street
Cambridge, MA 02138

Ms. Leslie Cohen Berlowitz
President
Norton's Woods
136 Irving Street
Cambridge, MA 02138

Dear Mr. Cabot and Ms. Berlowitz:

We are writing to ask that the American Academy of Arts and Sciences assemble a distinguished group of individuals to assess the state of humanistic and social scientific scholarship and education—including public and private colleges and universities, community colleges and public and private primary and secondary schools or other education programs —and respond to the following question:

> What are the top ten actions that our country, including federal, state and local governments, universities, foundations, educators, individual benefactors and others should take now to maintain national excellence in humanities and social scientific scholarship and education, and to achieve long-term national goals for our intellectual and economic well-being; for a stronger, more vibrant civil society; and for the success of cultural diplomacy in the 21st century?

The American system of humanistic and liberal arts education is an example for the world and a major source of our vitality as a representative democracy. Our strong tradition of research and scholarship in the humanities and social sciences—in history, jurisprudence, philosophy, foreign languages, cultural studies, sociology and economics—is, in large part, responsible for our nation's unique ability to evolve with historical circumstances. We are concerned that this great tradition of humanistic teaching and research is at risk, and as a result, puts the unique American character at risk as well.

The purpose of this request is not to provide justification for increased federal funding for the humanities but instead seek ways to use available resources more effectively. The United States of America is a constitutionally decentralized nation created by a group of states that operates community by community in the humanities and arts. Our society is comprised of Americans of many different races, ethnicities, creeds, and religions. Yet, despite all this diversity, we are bound together by shared ideals upon which this nation was founded, including liberty, equal opportunity, free markets, and the rule of law. This combination of diverse backgrounds and shared ideals yields a unique need to consider the appropriate roles of the government (federal, state, and local), non-profit, and private sectors.

As other nations race to adopt the American system of liberal arts education as a foundation for economic growth and geo-political competitiveness, our nation's humanistic research enterprise is shrinking as a result of growing financial challenges and a diminished interest in our national history and shared values. We ask that your report assess the organizational, intellectual and financial capacity of public and private American research universities to sustain and strengthen humanities and social scientific scholarship, and the education of our primary and secondary education teachers. We also ask that your report review the performance and outcomes of current efforts and make recommendations on ways to strengthen existing metrics and to improve the efficiency and effectiveness moving forward. While this report should focus on the humanities and social sciences as crucial and discrete components of America's intellectual enterprise, it should also address their importance to our government as well as our scientific and industrial communities. Our nation's founders valued broad humanistic and scientific education as the basis for an informed citizenry and a representative government. The Founders also imposed limitations on the central government and valued the role of the private sector leadership. The humanistic and social scientific disciplines help to ensure that we will honor the lessons of the past even as we think clearly about the challenges we will face in the future.

This report, we expect, will provide essential guidance for future decisions by federal, state, and local government leaders as well as our universities and schools.

Sincerely,

Lamar Alexander
United States Senator

Mark R. Warner
United States Senator

Congress of the United States
Washington, DC 20515

December 6, 2010

Mr. Louis Wellington Cabot
Chair of the Board
American Academy of Arts and Sciences
Norton's Woods
136 Irving Street
Cambridge, MA 02138

Ms. Leslie Cohen Berlowitz
President
American Academy of Arts and Sciences
Norton's Woods
136 Irving Street
Cambridge, MA 02138

Dear Mr. Cabot and Ms. Berlowitz:

We are writing to request that the American Academy of Arts and Sciences (AAAS) assemble a distinguished group of individuals to assess the state of humanistic and social scientific scholarship and education, including public and private colleges and universities, community colleges and public and private primary and secondary schools and other education programs.

The American system of humanistic and liberal arts education is an example for the world and a major source of our vitality as a representative democracy. As the legislation that established the National Endowment for the Humanities forty years ago states, "An advanced civilization must not limit its efforts to science and technology alone, but must give full value and support to the other great branches of scholarly and cultural activity in order to achieve a better understanding of the past, a better analysis of the present, and a better view of the future." Our strong tradition of research and scholarship in the humanities and social sciences is responsible in large part for our nation's unique ability to evolve with historical circumstances. However, we are concerned that this great tradition of humanistic teaching and research is at risk. As other nations race to adopt the American system of liberal arts education as a foundation for economic growth and geopolitical competitiveness, our nation's own humanistic research enterprise is shrinking as a result of growing financial challenges as well as a diminished interest in our national history and shared values.

We believe that AAAS is well suited to respond to this challenge by bringing together leaders from the sciences, business and public affairs as well as the humanities and social sciences, and producing a report on the state of humanistic and social scientific scholarship in the United States. This report should consider the appropriate roles of the public (federal, state, and local), non-profit, and private sectors in supporting the humanities and social sciences; assess the organizational, intellectual and financial capacity of public and private research universities to sustain and strengthen humanities and social scientific scholarship; and make recommendations on ways to strengthen existing metrics. In response to a bipartisan Congressional request issued in June 2009, the National Academy of Sciences, the National

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Academy of Engineering, and the Institute of Medicine are assembling a blue-ribbon committee to "assess the competitive position of American research universities, both public and private" and examine ways to strengthen the American scientific enterprise. A report on the humanities would complement this study on research, which is already underway.

Specifically, we ask that this report respond to the following question:

> What are the top ten actions that our country - including federal, state and local governments, universities, foundations, educators, individual benefactors and others - should take now to maintain national excellence in humanities and social scientific scholarship and education, and to achieve long-term national goals for our intellectual and economic well-being; for a stronger, more vibrant civil society; and for the success of cultural diplomacy in the 21st century?

While this report should focus on the humanities and social sciences as crucial and discrete components of America's educational system, it should also address their importance to our government as well as our scientific and industrial communities. We expect that this report will provide essential guidance for future decisions by federal, state, and local government leaders as well as our universities and philanthropic institutions, and we look forward to your positive reply to this request.

Sincerely,

David Price
Member of Congress
Co-Chair Humanities Caucus

Thomas E. Petri
Member of Congress
Co-Chair Humanities Caucus

Appendix II

Biographies of Commission Members

Cochairs

Richard H. Brodhead is President of Duke University and the William Preston Few Professor of English. At Duke, he has focused on undergraduate education, civic engagement, financial aid, and global expansion. Before coming to Duke in 2004, he had a 32-year career at Yale University, where he was the A. Bartlett Giamatti Professor of English and served as Dean of Yale College for 11 years. A scholar of nineteenth-century American literature, he served as a trustee of Carnegie Corporation of New York from 2004 to 2012. In 2013, he was named a trustee of the Andrew W. Mellon Foundation. He was elected a Fellow of the American Academy of Arts and Sciences in 2004.

John W. Rowe is Chairman Emeritus of Chicago-based Exelon Corporation. Chairman of the Illinois Institute of Technology and the Field Museum, he is a member of the boards of the Illinois Holocaust Museum and the Morgridge Institute for Research. Chairman of New Schools for Chicago, a nonprofit organization formed to fund charter schools, he cofounded the Rowe-Clark Math and Science Academy and the Rowe Elementary School. He is President of the Board of Trustees of the Wisconsin Alumni Research Foundation. He was elected a Fellow of the American Academy of Arts and Sciences in 2009.

Members

Danielle S. Allen is UPS Foundation Professor in the School of Social Science at the Institute for Advanced Study. An expert on justice and citizenship in both ancient Athens and modern America, she is the author of *The World of Prometheus: The Politics of Punishing in Democratic Athens*, *Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education*, and *Why Plato Wrote*. A MacArthur Fellow, she was elected a Fellow of the American Academy of Arts and Sciences in 2009.

Kwame Anthony Appiah is the Laurance S. Rockefeller University Professor of Philosophy and the University Center for Human Values at Princeton University. Among his books are *In My Father's House: Africa in the Philosophy of Culture*, *Color Conscious: The Political Morality of Race* (with Amy Gutmann), *Cosmopolitanism: Ethics in a World of Strangers*, and *The Honor Code: How Moral Revolutions Happen*. He has been Chair of the American Council of Learned Societies and of the Board of Officers of the American Philosophical Association. He was elected a Fellow of the American Academy of Arts and Sciences in 1995.

Norman R. Augustine is retired Chairman and CEO of Lockheed Martin Corporation. A former Under Secretary of the Army and Chair of the Review of United States Human Space Flight Plans Committee, he also served as Chair of the National Academies Committee that produced the report *Rising above the Gathering Storm*. He was elected a Fellow of the American Academy of Arts and Sciences in 1992, and he is also a member of the American Philosophical Society and the National Academy of Sciences. He is a former Chairman of the National Academy of Engineering. He has authored or coauthored several books, including *Shakespeare in Charge*.

Robert M. Berdahl most recently served as Interim President of the University of Oregon. Past President of the Association of American Universities, former President of the University of Texas at Austin, and past Chancellor of the University of California, Berkeley, he has authored or coauthored two books and numerous articles dealing with German history. He was elected a Fellow of the American Academy of Arts and Sciences in 1999.

Leslie C. Berlowitz is President and the William T. Golden Chair at the American Academy of Arts and Sciences. She founded the Humanities Council at New York University and has served on advisory boards of the National Endowment for the Humanities, the Corporation of Yaddo, the National Humanities Alliance, and the Robert Wood Johnson Foundation. Among her publications are *America in Theory*; *Restoring Trust in American Business*; and *Reflecting on the Humanities*, a special issue of *Dædalus*. She was elected a Fellow of the American Academy of Arts and Sciences in 2004.

Robert J. Birgeneau recently stepped down as Chancellor of the University of California, Berkeley. He is an internationally distinguished physicist and a leader in higher education, well known for his commitment to diversity and equity in the academic community. Previously, he served as President of the University of Toronto and Dean of the School of Science at the Massachusetts Institute of Technology, where he spent 25 years on the faculty. A Fellow of the National Academy of Sciences and the Royal Society of London, he was elected a Fellow of the American Academy of Arts and Sciences in 1987.

Philip Bredesen, Jr., served as Tennessee's Governor from 2003 until 2011. He was best known for his bipartisan approach to governance, his fiscal management, and his education reforms at both the public school and postsecondary levels. These reforms included raising academic standards and establishing the use of objective student achievement data in the public schools. He previously served as Mayor of Nashville (1991–1999), and he founded and was Chief Executive Officer of a successful public

health care company. He is originally from Shortsville, New York, and has a degree in physics from Harvard University. He was elected a Fellow of the American Academy of Arts and Sciences in 2012.

David Brooks began his op-ed column in *The New York Times* in 2003. He has been a Senior Editor at *The Weekly Standard* and a Contributing Editor at *Newsweek* and the *Atlantic Monthly*. He is currently a commentator on PBS *NewsHour*. His most recent book is *The Social Animal: The Hidden Sources of Love, Character, and Achievement*. He was elected a Fellow of the American Academy of Arts and Sciences in 2010.

Louise H. Bryson, writer and producer of documentaries, has served as President of Distribution for Lifetime Entertainment Services and General Manager of the Lifetime Movie Network. She recently stepped down as Chair of the J. Paul Getty Trust. She has served on the boards of Pomona College and Southern California Public Radio (KPCC) and was Chairman of KCET, the local PBS station in Los Angeles. A former member of the PBS National Board, she was elected a Fellow of the American Academy of Arts and Sciences in 2010 and serves as a member of the Academy's Trust.

Ken Burns, cofounder of Florentine Films, is a director and producer of documentary films that include *The Civil War* (1990), *Baseball* (1994), *Jazz* (2001), *The War* (2007), and *The National Parks: America's Best Idea* (2009). His films have won thirteen Emmy Awards and earned two Oscar nominations, and in 2008, he was honored by the Academy of Television Arts & Sciences with a Lifetime Achievement Award. He was elected a Fellow of the American Academy of Arts and Sciences in 2011.

Tom Campbell is Dean of the Chapman University School of Law. He has also been a Professor at Stanford Law School as well as Dean of the Haas School of Business and Professor of Business Administration at the University of California, Berkeley. He served as a law clerk to U.S. Supreme Court Justice Byron White before beginning a long career as a public servant, including five terms as a U.S. Congressman for California's 12th and 15th Districts in Silicon Valley.

Francisco G. Cigarroa, Chancellor of the University of Texas System, is a nationally renowned pediatric and transplant surgeon who served as President of the UT Health Science Center at San Antonio from 2000 until his appointment as chancellor in 2009. President Obama recently appointed him a commissioner for the White House Initiative on Educational Excellence for Hispanic Americans. A member of the Institute of Medicine and a Fellow of the American College of Surgery, he was elected a Fellow of the American Academy of Arts and Sciences in 2011.

Wayne Clough is Secretary of the Smithsonian Institution and past President of the Georgia Institute of Technology. He chaired the National Research Council Committee on New Orleans Regional Hurricane Protection Projects and serves on the National Science Board. A civil engineer, he has also served on the President's Council of Advisors on Science and Technology and as University Vice Chair of the U.S. Council on Competitiveness. He was elected a Fellow of the American Academy of Arts and Sciences in 2010.

James Cuno, President and Chief Executive Officer of the J. Paul Getty Trust, was President and Director of the Art Institute of Chicago until August 2011. Former Professor of the History of Art and Architecture at Harvard University and Director of the Harvard Art Museums, he has written on the history of French caricature and on the role of art museums in contemporary American cultural policy. His most recent book, *Museums Matter: In Praise of the Encyclopedic Art Museum*, was published in 2011. He was elected a Fellow of the American Academy of Arts and Sciences in 2001.

Gerald Early is the Merle Kling Professor of Modern Letters at Washington University in St. Louis. A consultant for Ken Burns's films, he has written several books, including *The Culture of Bruising: Essays on Prizefighting, Literature, and Modern American Culture*; *One Nation Under a Groove: Motown and American Culture*; *This is Where I Came In: Black America in the 1960s*; and *A Level Playing Field: African American Athletes and the Republic of Sports*. He was elected a Fellow of the American Academy of Arts and Sciences in 1997 and serves as Chair of the Academy's Council.

Karl W. Eikenberry, past U.S. Ambassador to Afghanistan and retired U.S. Army Lieutenant General, is the William J. Perry Fellow in International Security in the Center for International Security and Cooperation, as well as a Distinguished Fellow with the Shorenstein Asia-Pacific Research Center, at Stanford University. Honored with the Defense Distinguished and Superior Service Medals, Legion of Merit, and the Bronze Star, the Department of State Distinguished, Superior, and Meritorious Honor Awards, and the NATO Meritorious Service Medal, he was elected a Fellow of the American Academy of Arts and Sciences in 2012.

Drew Gilpin Faust is President of Harvard University. A historian of the Civil War and the American South, she was founding Dean of the Radcliffe Institute for Advanced Study at Harvard. She has authored six books, including *Mothers of Invention: Women of the Slaveholding South in the American Civil War* and *This Republic of Suffering: Death and the American Civil War*, which was the basis for a 2012 episode of the PBS documentary series *American Experience*, titled "Death and the Civil War" and directed by Ric Burns. She was elected a Fellow of the American Academy of Arts and Sciences in 1994.

Roger W. Ferguson, Jr., former Vice Chairman of the Board of Governors of the U.S. Federal Reserve System, is President and Chief Executive Officer of TIAA-CREF. He is a member of President Obama's Council on Jobs and Competitiveness and, before that, served on the Economic Recovery Advisory Board. He is Cochair of the Committee on Economic Development and Chairman of the Economic Club of New York. He serves on the boards of the Institute for Advanced Study and Memorial Sloan-Kettering Cancer Center and is Cochair of the National Academy of Sciences' Committee on the Long-Run Macro-Economic Effects of the Aging U.S. Population. He was elected a Fellow of the American Academy of Arts and Sciences in 2010.

Richard B. Freeman is the Herbert Ascherman Chair in Economics at Harvard University. He directs the Science and Engineering Workforce Project at the National Bureau of Economic Research. His books include *Science and Engineering Careers in the United States*, *What Workers Want*, *America Works*, and *Shared Capitalism at Work*. He received the Mincer Lifetime Achievement Prize from the Society of Labor Economics in 2006 and the IZA Prize in Labor Economics in 2007. He was elected a Fellow of the American Academy of Arts and Sciences in 1996.

Dana Gioia is a poet, critic, and arts leader. Now the Judge Widney Professor of Poetry and Public Culture at the University of Southern California, he served as Chairman of the National Endowment for the Arts from 2003 to 2009, helping create the Big Read, Shakespeare in American Communities, and Poetry Out Loud programs. Past Vice President of Marketing for Kraft-General Foods, he has authored numerous books, including *Interrogations at Noon*, which received the American Book Award in poetry, and *Can Poetry Matter?*

Annette Gordon-Reed is the Carol K. Pforzheimer Professor at the Radcliffe Institute for Advanced Study, the Charles Warren Professor of American Legal History at Harvard Law School, and a Professor of History at Harvard University. Her book *The Hemingses of Monticello: An American Family* received the Pulitzer Prize and the National Book Award; she is also the author of *Thomas Jefferson and Sally Hemings: An American Controversy* and other studies in American history and law. A MacArthur Fellow, she was elected a Fellow of the American Academy of Arts and Sciences in 2011.

Anthony Grafton is the Henry Putnam University Professor of History at Princeton University. He founded the Program of Freshman Seminars, directed the Program in European Cultural Studies and the Shelby Cullom Davis Center for Historical Research, and chaired the Council of the Humanities. Author of ten books and the coauthor, editor, coeditor, or translator of nine others, he specializes in the cultural history of Renaissance Europe, among other topics. He was elected a Fellow of the American Academy of Arts and Sciences in 2002.

Amy Gutmann, a political philosopher, is President of the University of Pennsylvania, Chair of the Presidential Commission for the Study of Bioethical Issues, and founding Director of Princeton University's Center for Human Values. Among her publications are *Democratic Education*, *Identity in Democracy*, *Ethics and Politics*, *Democracy and Disagreement*, *Why Deliberative Democracy*, and, most recently, *The Spirit of Compromise* (the last three coauthored with Harvard's Dennis Thompson). She is the W.E.B. Du Bois Fellow of the American Academy of Political and Social Science, and was elected a Fellow of the American Academy of Arts and Sciences in 1997.

Emmylou Harris is a 12-time Grammy Award-winning musician and songwriter who has worked with Gram Parsons, Linda Ronstadt, Dolly Parton, Mark Knopfler, Guy Clark, Willie Nelson, Bob Dylan, Rodney Crowell, and Neil Young. A supporter of new artists, she was influential in the development of country rock and Americana music and the revival of bluegrass. She organized a benefit tour called Concerts for a Landmine Free World and has been an avid supporter of animal rights. She was elected a Fellow of the American Academy of Arts and Sciences in 2009.

Robert M. Hauser is Executive Director of the Division of Behavioral and Social Sciences and Education at the National Research Council and the Vilas Research Professor of Sociology, Emeritus, at the University of Wisconsin-Madison. Author of five books and numerous studies of the life course, education, social stratification, and social statistics, he is leader of the Wisconsin Longitudinal Study. A member of the National Academy of Sciences and the American Philosophical Society, he was elected a Fellow of the American Academy of Arts and Sciences in 1984.

F. Warren Hellman† was Cofounder of Hellman & Friedman, LLC, a private equity investment firm. He was a board member of the San Francisco Committee on Jobs, a trustee emeritus of the San Francisco Foundation, and a member of the University of California's Walter A. Haas School of Business Advisory Board. Founder of the Hardly Strictly Bluegrass Festival in San Francisco, he was elected a Fellow of the American Academy of Arts and Sciences in 2005 and served as a member of the Academy's Trust.

John L. Hennessy is President of Stanford University. A pioneer in computer architecture, he drew together researchers in 1981 to focus on RISC (Reduced Instruction Set Computer), a technology that revolutionized the computer industry. Coauthor of two internationally used textbooks on computer architecture design, he is a member of the National Academy of Engineering and the National Academy of Sciences. He was elected a Fellow of the American Academy of Arts and Sciences in 1995.

† *Deceased*

Jill A. Hornor has dedicated her energies, since her marriage to Yo-Yo Ma, to a broad range of initiatives in education and the arts. In addition to her work as a board member for the Silk Road Project, she has served on a variety of independent school, arts, and museum boards. Her participation in their work reflects her deep commitment to the arts as a vital component of both child development and adult life. After graduating from Mt. Holyoke College, she attended Cornell University, where she received a master's in German literature. She has taught German at both Cornell and Harvard Universities.

Kathleen Hall Jamieson is Professor of Communication in the Annenberg School for Communication and Director of the Annenberg Public Policy Center at the University of Pennsylvania. Her numerous books include *unSpun: Finding Facts in a World of Disinformation*; *Everything You Think You Know About Politics…and Why You're Wrong*; and *The Obama Victory: How Media, Money, and Messages Shaped the 2008 Election*. She was elected a Fellow of the American Academy of Arts and Sciences in 2001.

Rev. John I. Jenkins, a Holy Cross priest and Professor of Philosophy, is President of the University of Notre Dame, where he has articulated a vision of a Catholic research university that engages in scholarship of the first rank while maintaining its distinctive Catholic character and excellence in undergraduate education. Author of *Knowledge and Faith in Thomas Aquinas* and articles in *The Journal of Philosophy*, *Medieval Philosophy and Theology*, and *The Journal of Religious Ethics*, he was elected a Fellow of the American Academy of Arts and Sciences in 2010.

Steven Knapp is President of The George Washington University, where his priorities include enhancing the university's partnerships with neighboring institutions, expanding the scope of its research, enlarging its students' opportunities for public service, and leading its transformation into a model of urban sustainability. A specialist in Romanticism, literary theory, and the relation of literature to philosophy and religion, he taught at the University of California, Berkeley, before serving as Dean of Arts and Sciences and then Provost of Johns Hopkins University. He was elected a Fellow of the American Academy of Arts and Sciences in 2011.

John Lithgow is a 40-year veteran of film, television, and theater. Two-time Academy Award nominee, four-time Grammy Award nominee, and recipient of multiple Tony, Emmy, and Screen Actors Guild Awards, he is the author of six *New York Times* best-selling children's books and has recorded several albums of children's music. A graduate of Harvard College, where he created Arts First, he is an advocate for improving youth literacy through increasing family participation in reading and the arts. He was elected a Fellow of the American Academy of Arts and Sciences in 2010.

George Lucas is a filmmaker—storyteller, visionary, and innovator. Creator of the *Star Wars* saga and *Indiana Jones* series, he also directed *American Graffiti* and *THX 1138* and worked with, among others, Francis Ford Coppola, Steven Spielberg, and Akira Kurosawa to produce numerous independent films. The founder and former Chairman of Lucasfilm Ltd., which includes Industrial Light & Magic, Skywalker Sound, and LucasArts, he is Chairman of the George Lucas Educational Foundation. He was elected a Fellow of the American Academy of Arts and Sciences in 2000.

Yo-Yo Ma, a cellist, serves as Artistic Director of the Silk Road Project. Inspired by the cultural traditions of the historic trade routes, the Silk Road Project is a catalytic organization that promotes innovation and learning through the arts. He also serves as Creative Consultant for the Chicago Symphony Orchestra, advising on how an orchestra and community engage one another in the twenty-first century. He is a member of the President's Committee on the Arts & Humanities and a UN Messenger of Peace. He was elected a Fellow of the American Academy of Arts and Sciences in 1993.

Carolyn "Biddy" Martin is President of Amherst College, after serving as Chancellor of the University of Wisconsin-Madison until August 2011. Past Provost at Cornell University for eight years, she received her Ph.D. in German literature from UW-Madison in 1985. A distinguished scholar of German studies, she has authored books on gender theory and on Lou Andreas-Salome. Her tenure at UW-Madison was marked by several successful initiatives in support of the humanities, including a common book program, the Madison Initiative for Undergraduates, and the receipt of a $10 million matching grant from the Mellon Foundation for the Humanities. She was elected a Fellow of the American Academy of Arts and Sciences in 2012.

Anthony W. Marx is President of The New York Public Library, having served as President of Amherst College until August 2011. At Amherst, he encouraged curricular renewal and worked to connect the curriculum to research and internship or service experiences. He also sought to ensure access for the most talented students of any economic background. He is the author of *Lessons of Struggle: South African Internal Opposition, 1960–1990*; *Making Race and Nation: A Comparison of the United States, South Africa and Brazil*; and *Faith in Nation: Exclusionary Origins of Nationalism*. He was elected a Fellow of the American Academy of Arts and Sciences in 2012.

W. James McNerney, Jr., is Chairman, President, and Chief Executive Officer of the Boeing Company. Appointed by President Obama, he chairs the President's Export Council. He also chairs Business Roundtable; is a member of the CEO Fiscal Leadership Council; serves on the boards of trustees of the Center for Strategic and International Studies, the Field Museum, and Northwestern University; and is a member of the Northwestern Memorial HealthCare Board. He was elected a Fellow of the American Academy of Arts and Sciences in 2007.

Eduardo J. Padrón, President of Miami Dade College, is an economist by training; he came to the United States from Cuba as a refugee. During his career, he has been selected to serve on posts of national prominence by six American presidents. Most recently, President Obama appointed him Chairman of the White House Initiative on Educational Excellence for Hispanic Americans. He serves on the boards of the Council on Foreign Relations, the Business/Higher Education Forum, the League for Innovation (former chair), RC-2020, the College Board Advocacy and Policy Center, the White House Fellows Selection Panel (chair), the International Association of University Presidents, and others.

Carl H. Pforzheimer III is Manager of CHIPCO Asset Management, LLC, and of Carl H. Pforzheimer & Co. LLC. He has chaired the boards of the National Humanities Center, Pace University, and the Horace Mann-Barnard School, and was president of the Scarsdale public schools. A board member at The New York Public Library and the Corning Museum of Glass and past President of the Harvard Alumni Association, he was elected a Fellow of the American Academy of Arts and Sciences in 2002 and serves as a member of the Academy's Trust.

Earl A. Powell III, an expert in nineteenth- and twentieth-century European and American art, is the Director of the National Gallery of Art. He is Chairman of the U.S. Commission of Fine Arts and serves as a trustee of the American Federation of the Arts, the Association of Art Museum Directors, the Morris and Gwendolyn Cafritz Foundation, the John F. Kennedy Center for the Performing Arts, the National Trust for Historic Preservation, the Norton Simon Museum, and the White House Historical Association, among others. In addition to journal articles and exhibition catalogue essays, he has authored a monograph on the nineteenth-century American artist Thomas Cole. He was elected a Fellow of the American Academy of Arts and Sciences in 2005.

Hunter R. Rawlings III is President of the Association of American Universities. A classicist who served as President of Cornell University and President of the University of Iowa, he is the author of *The Structure of Thucydides' History*. He chaired both the Association of American Universities and the Ivy Council of Presidents and serves on the boards of the American School of Classical Studies in Athens and the National Academy Foundation. He was elected a Fellow of the American Academy of Arts and Sciences in 1995.

John Sexton became President of New York University in 2001. He is also NYU's Benjamin Butler Professor of Law and Dean Emeritus of the Law School. He is a member of the Council on Foreign Relations and serves on the Board of the Institute of International Education. He is past Chair of the American Council on Education and

the New York Academy of Sciences, and has served as Chairman of the Board of the Federal Reserve Bank of New York. He was elected a Fellow of the American Academy of Arts and Sciences in 2001.

Donna E. Shalala is Professor of Political Science and President of the University of Miami. One of the first Peace Corps volunteers, she eventually became President of Hunter College of the City University of New York and Chancellor of the University of Wisconsin-Madison. She served as U.S. Secretary of Health and Human Services under President Clinton. She recently chaired the Committee on the Future of Nursing at the Institute of Medicine. She was elected a Fellow of the American Academy of Arts and Sciences in 1992.

David J. Skorton, a board-certified cardiologist, professor of medicine and of biomedical engineering, musician, and advocate for the arts and humanities, is President of Cornell University. A former Chair of the Business-Higher Education Forum, he is a member of the Board of Directors of the Association of American Medical Colleges. He was elected to the Institute of Medicine in 2010 and to the American Academy of Arts and Sciences in 2011.

David Souter is former Associate Justice of the United States Supreme Court. A Rhodes Scholar, he was an associate at Orr and Reno in Concord, New Hampshire, when he became an Assistant Attorney General and eventually Attorney General of New Hampshire. Appointed an Associate Justice of the Supreme Court of New Hampshire, he became a judge of the United States Court of Appeals for the First Circuit in 1990. He was elected a Fellow of the American Academy of Arts and Sciences in 1997.

Eric J. Sundquist is the Andrew W. Mellon Professor of the Humanities at Johns Hopkins University. His books include *King's Dream*; *Strangers in the Land: Blacks, Jews, Post-Holocaust America*; and *To Wake the Nations: Race in the Making of American Literature*. He has served on the Executive Council of the Modern Language Association and the National Council of the American Studies Association. He was elected a Fellow of the American Academy of Arts and Sciences in 1997 and serves as a member of the Academy's Council.

Billie Tsien founded Tod Williams Billie Tsien Architects with Tod Williams in 1986. Their work includes the American Folk Art Museum in New York, the Neurosciences Institute in La Jolla, California, the Cranbrook Natatorium in Michigan, and the new home for the Barnes Foundation in Philadelphia. With Williams, she has received the Cooper Hewitt National Design Award in Architecture, among many other honors.

She serves on the board of the Public Art Fund, the Architectural League, and the American Academy in Rome. She is a member of the American Academy of Arts and Letters. She was elected a Fellow of the American Academy of Arts and Sciences in 2007.

Charles M. Vest is President of the National Academy of Engineering and President Emeritus of the Massachusetts Institute of Technology. Expert in holographic interferometry and a writer on higher education, he has served on the President's Committee of Advisors on Science and Technology, the Commission on the Intelligence Capabilities of the United States, and the Secretary of Education's Commission on the Future of Higher Education. Honored with the 2006 National Medal of Technology and the 2011 Vannevar Bush Award, he was elected a Fellow of the American Academy of Arts and Sciences in 1991.

John E. Warnock is Co-Chairman of the board and former President and Chief Executive Officer of Adobe Systems. Before cofounding Adobe, he was a principal scientist at Xerox Palo Alto Research Center. Chairman of the board of the Salon Media Group, he has served on the boards of the Sundance Institute, the American Film Institute, ebrary, Knight-Ridder, and Netscape Communications. A member of the National Academy of Engineering, he was elected a Fellow of the American Academy of Arts and Sciences in 2008.

Diane P. Wood, who clerked for U.S. Supreme Court Justice Harry Blackmun, is a Federal Judge on the United States Court of Appeals for the Seventh Circuit and a Senior Lecturer at the University of Chicago Law School. She serves on the board of the Constitutional Rights Foundation Chicago, an organization devoted to teaching K-12 students about the U.S. legal system, and sits on the Council for the American Law Institute. She was elected a Fellow of the American Academy of Arts and Sciences in 2004 and serves as a member of the Academy's Trust and Council.

Pauline Yu, Dean Emerita of Humanities and Professor of East Asian Languages and Cultures at UCLA, is President of the American Council of Learned Societies. Her publications have focused on classical Chinese poetry and issues in the humanities. A past Overseer at Harvard University, she serves as a board member at the National Humanities Center, the Teagle Foundation, the Scholars' Council of the Library of Congress, the Asian Cultural Council, the American Academy in Berlin, and the Chiang Ching-Kuo Foundation for International Scholarly Exchange. She was elected a Fellow of the American Academy of Arts and Sciences in 1998.

Appendix III

Commission Subcommittees

Advanced Expertise

Robert M. Berdahl, former President, Association of American Universities

Richard B. Freeman, Professor of Economics, Harvard University

Anthony Grafton, Professor of History, Princeton University

Robert M. Hauser, Executive Director, Division of Behavioral and Social Sciences and Education, National Research Council, National Academy of Sciences

Steven C. Wheatley, Vice President, American Council of Learned Societies

Pauline Yu, President, American Council of Learned Societies

American Competitiveness, Flexibility, and Leadership

Tom Campbell, Dean, Chapman University School of Law; former U.S. Representative from California

Roger W. Ferguson, Jr., President and Chief Executive Officer, TIAA-CREF

John L. Hennessy, President, Stanford University

W. James McNerney, Jr., Chairman, President, and Chief Executive Officer, Boeing Company

Carl H. Pforzheimer III, Manager, Carl H. Pforzheimer and Co., LLC

John W. Rowe, retired Chairman and Chief Executive Officer, Exelon Corporation; Commission Cochair

Citizenship

Danielle S. Allen, Professor of Political Science, Institute for Advanced Study

Kwame Anthony Appiah, Professor of Philosophy, Princeton University

Tom Campbell, Dean, Chapman University School of Law; former U.S. Representative from California

Amy Gutmann, President, University of Pennsylvania

Anthony W. Marx, President, The New York Public Library

David Souter, former Associate Justice, Supreme Court of the United States

Cultural Institutions, Technology, and Lifelong Learning

Louise H. Bryson, Chair Emerita, J. Paul Getty Trust

G. Wayne Clough, Secretary, Smithsonian Institution

James Cuno, President and Chief Executive Officer, J. Paul Getty Trust

Billie Tsien, Architect, Tod Williams Billie Tsien Architects

John E. Warnock, Chairman of the Board, Adobe Systems, Inc.

K-12 Preparation for Life and Work

Annette Gordon-Reed, Professor of Law, Professor of History, Professor at the Radcliffe Institute for Advanced Study, Harvard University

Kathleen Hall Jamieson, Professor of Communication; Director, Annenberg Public Policy Center, University of Pennsylvania

Donna Shalala, President, University of Miami; former U.S. Secretary of Health and Human Services

Diane P. Wood, Federal Judge, United States Court of Appeals for the Seventh Circuit

Liberal Arts

Norman R. Augustine, retired Chairman and Chief Executive Officer, Lockheed Martin Corporation

Robert J. Birgeneau, former Chancellor, University of California, Berkeley

Drew Gilpin Faust, President, Harvard University

Rev. John I. Jenkins, President, University of Notre Dame

John Lithgow, Actor

George Lucas, Producer, Screenwriter, Director, Skywalker Properties, Ltd.

Carolyn "Biddy" Martin, President, Amherst College

Eric J. Sundquist, Professor of English, Johns Hopkins University

Charles M. Vest, President, National Academy of Engineering

Outreach

Norman R. Augustine, retired Chairman and Chief Executive Officer, Lockheed Martin Corporation

Leslie C. Berlowitz, President, American Academy of Arts and Sciences

Philip Bredesen, Jr., former Governor of Tennessee

G. Wayne Clough, Secretary, Smithsonian Institution

Amy Gutmann, President, University of Pennsylvania

John L. Hennessy, President, Stanford University

George Lucas, Producer, Screenwriter, Director, Skywalker Properties, Ltd.

David J. Skorton, President, Cornell University

Social Sciences

Richard Freeman, Professor of Economics, Harvard University

Robert M. Hauser, Executive Director, Division of Behavioral and Social Sciences and Education, National Research Council, National Academy of Sciences

Stephen M. Kosslyn, Founding Dean, The Minerva Project

James M. Poterba, President and Chief Executive Officer, National Bureau of Economic Research; Mitsui Professor of Economics, Massachusetts Institute of Technology

Kenneth Prewitt, Carnegie Professor of Public Affairs; Vice President for Global Centers, Columbia University

Claude M. Steele, I. James Quillen Dean, Stanford University School of Education

Appendix IV

Commission Forums

In partnership with institutions and individuals around the country, the American Academy organized a series of regional forums as part of the ongoing work of the Commission on the Humanities and Social Sciences. The forums have engaged a wide range of voices and have provided Commission members with an on-the-ground view of the importance of the humanities to local, national, and international communities.

New England Forum

The Humanities and Civil Society
July 17, 2012
House of the Academy,
Cambridge, Massachusetts

Commission Members in Attendance

Leslie C. Berlowitz, President, American Academy of Arts and Sciences

Philip Bredesen, Jr., former Governor of Tennessee

Richard B. Freeman, Professor of Economics, Harvard University

Annette Gordon-Reed, Professor of Law, Professor of History, and Professor at the Radcliffe Institute for Advanced Study, Harvard University

David Souter, former Associate Justice, Supreme Court of the United States

Participants

Tikaram Acharya, Founder and Executive Director, Bhutanese Community of New Hampshire

Kip Bergstrom, Deputy Commissioner, Connecticut Department of Economic Development

Martin Blatt, Chief of Cultural Resources/ Historian, Boston National Historical Park

Jack Cheng, Academic Director, Boston Clemente Course in the Humanities

Elizabeth Duclos-Orsello, Associate Professor of Interdisciplinary Studies, Salem State University

Peter Gilbert, Executive Director, Vermont Humanities Council

Loretta Grikis, Reference and Information Services Librarian, Baystate Health

Gary S. Katzmann, Associate Justice, Massachusetts Appeals Court

Max Latona, Associate Professor of Philosophy, Saint Anselm College

Esther Mackintosh, President, Federation of State Humanities Councils

Courtney Marshall, Assistant Professor of English & Women's Studies, University of New Hampshire

Barry O'Connell, James E. Ostendarp Professor of English, Amherst College

Stuart Parnes, Executive Director, Connecticut Humanities Council

S. Paul Reville, former Massachusetts Secretary of Education

David Richards, Director, Margaret Chase Smith Library

Alexandra Rollins, Interim Executive Director, Rhode Island Council for the Humanities

Lizz Sinclair, Program Director, Maine Humanities Council

David Tebaldi, Executive Director, Massachusetts Foundation for the Humanities

Deborah Watrous, Executive Director, New Hampshire Humanities Council

David Watters, New Hampshire State Representative; Professor of English, University of New Hampshire

Sally Whipple, Executive Director, Connecticut's Old State House Museum

Palo Alto Forum

International Relations, National Security, and Global Competitiveness
September 4, 2012
Stanford University

Commission Members in Attendance

John L. Hennessy, President, Stanford University

Leslie C. Berlowitz, President, American Academy of Arts and Sciences

Louise H. Bryson, Chair Emerita, J. Paul Getty Trust

Karl Eikenberry, former U.S. Ambassador to Afghanistan; retired U.S. Army Lieutenant General; William J. Perry Fellow in International Security, Stanford University

Participants

Stephen D. Bechtel, Jr., Chairman Retired and Director, Bechtel Group, Inc.; Chairman Emeritus and Director, Fremont Group

Russell Berman, Walter A. Haas Professor in the Humanities; Senior Fellow, Hoover Institution, Stanford University

John Bryson, former U.S. Secretary of Commerce

Louis W. Cabot, Chairman, Cabot-Wellington, LLC

Anthony Cascardi, Dean of Arts and Humanities; Sidney and Margaret Ancker Professor of Comparative Literature, Rhetoric, and Spanish, University of California, Berkeley

Matthew Colford, undergraduate student at Stanford University

Alan M. Dachs, President and Chief Executive Officer, Fremont Group

Steven A. Denning, Chair, Stanford University Board of Trustees; Chairman, General Atlantic LLC

Francis Fukuyama, Olivier Nomellini Senior Fellow in the Freeman Spogli Institute for International Studies, Stanford University

Robert D. Haas, Chairman Emeritus and former President and Chief Executive Officer, Levi Strauss & Co.

Walter B. Hewlett, Chairman, William and Flora Hewlett Foundation

David M. Kennedy, Donald J. McLachlan Professor of History, Emeritus; Codirector, Bill Lane Center for the American West; Senior Fellow in the Woods Institute for the Environment, Stanford University

Ralph Lewin, Executive Director, Cal Humanities

Bob Peck, Managing Director, FPR Partners

William J. Perry, former U.S. Secretary of Defense; Michael and Barbara Berberian Professor Emeritus, Stanford University

Condoleezza Rice, former U.S. Secretary of State; Denning Professor in Global Business and the Economy in the Graduate School of Business; Thomas and Barbara Stephenson Senior Fellow on Public Policy in the Hoover Institution; Professor of Political Science, Stanford University

Scott D. Sagan, Caroline S.G. Munro Professor of Political Science, Stanford University; Codirector, Global Nuclear Future Initiative of the American Academy

Richard Saller, Vernon R. and Lysbeth Warren Anderson Dean, School of Humanities and Sciences, Stanford University

Debra Satz, Marta Sutton Weeks Professor of Ethics in Society; Senior Associate Dean for the Humanities and Arts, Stanford University

James Sheehan, Dickason Professor in the Humanities, Stanford University

George P. Shultz, former U.S. Secretary of State; Thomas W. and Susan B. Ford Distinguished Fellow in the Hoover Institution, Stanford University

William Treseder, U.S. Marine Corps Sergeant; Stanford University graduate (2012)

Joel B. Vowell, U.S. Army Lieutenant Colonel

Wen-hsin Yeh, Walter and Elise Haas Chair Professor in Asian Studies; Richard H. and Laurie C. Morrison Chair in History, University of California, Berkeley

St. Louis Forum

The Importance of the Humanities and Social Sciences in Local Communities
September 7, 2012
Missouri History Museum

Commission Members in Attendance

Gerald Early, Professor of Modern Letters, Washington University in St. Louis

Leslie C. Berlowitz, President, American Academy of Arts and Sciences

Participants

Lesley Barker, Director, The Bolduc House Museum

Priscilla Block, Executive Director, St. Louis ArtWorks

Gene Dobbs Bradford, Executive Director, Jazz St. Louis

Lois Conley, Executive Director and Founder, The Griot Museum of Black History

Anna Crosslin, President and Chief Executive Officer, International Institute

Geoff Giglierano, Executive Director, Missouri Humanities Council

Jessica Hentoff, Artistic and Executive Director, Circus Harmony

Marilu Knode, Executive Director, Laumeier Sculpture Park; Aronson Endowed Professor of Modern and Contemporary Art, University of Missouri, St. Louis

Waller McGuire, Executive Director, St. Louis Public Library

Boo McLoughlin, Executive Director, Craft Alliance

Timothy O'Leary, General Director, Opera Theatre of Saint Louis

Aldemaro Romero, Jr., Dean, College of Arts and Sciences, Southern Illinois University Edwardsville

Diane Touliatos, Director, Center for the Humanities, University of Missouri, St. Louis

David Carl Wilson, Dean, College of Arts and Sciences, Webster University

Glenna Wallace, Chief, Eastern Shawnee Tribe of Oklahoma

Miami Forum

The Humanities and Multicultural America
September 14, 2012
Miami Dade College, Wolfson Campus

Commission Members in Attendance

Eduardo Padrón, President, Miami Dade College

Donna Shalala, President, University of Miami; former U.S. Secretary of Health and Human Services

Leslie C. Berlowitz, President, American Academy of Arts and Sciences

Philip Bredesen, Jr., former Governor of Tennessee

David J. Skorton, President, Cornell University

Participants

Gloria Estefan, Singer, Songwriter, Actress, and Entrepreneur

Matt Haggman, Miami Program Director, John S. and James L. Knight Foundation

Ann Henderson, President and Chief Executive Officer, Collins Center for Public Policy

Mitchell Kaplan, Founder and Owner, Books & Books

Cathy Leff, Director, Wolfsonian–Florida International University

Faith Mesnekoff, Chairman of the Board of Trustees, HistoryMiami (formerly the Historical Museum of Southern Florida)

Arva Moore Parks, Acting Director and Chief Curator, Coral Gables Museum

Raul Rodriguez, Founding Principal, Rodriguez and Quiroga Architects

Javier Alberto Soto, President and Chief Executive Officer, The Miami Foundation

Michael Spring, Director, Miami-Dade County Department of Cultural Affairs

Mihoko Suzuki, Professor of English; Director, Center for the Humanities, University of Miami

Durham Forum

The Humanities and the Education Continuum

October 26, 2012

Doris Duke Center, Duke University

Commission Member in Attendance

Richard H. Brodhead, President, Duke University; Commission Cochair

Participants

Shana Adams, Manager for Creative Arts in the Public/Private Schools, Durham Arts Council

William L. Andrews, E. Maynard Adams Professor of English, University of North Carolina, Chapel Hill

Joseph Bathanti, Professor of Creative Writing, Appalachian State University; Poet Laureate of North Carolina

Ian Baucom, Professor of English; Director, Franklin Humanities Institute, Duke University

Charles L. Becton, Interim Chancellor, North Carolina Central University

Jeffrey Braden, Dean, College of Humanities and Social Sciences; Professor of Psychology, North Carolina State University

Cynthia Brodhead, Chair of the Board of Trustees, North Carolina Humanities Council

Cathy Davidson, John Hope Franklin Humanities Institute Professor of Interdisciplinary Studies; Ruth F. Devarney Professor of English, Duke University

Eve Duffy, Director, Program in the Humanities; Adjunct Assistant Professor, University of North Carolina, Chapel Hill

William R. Ferris, Senior Associate Director, Center for the Study of the American South; Joel Williamson Eminent Professor of History, University of North Carolina, Chapel Hill

Benjamin Filene, Director of Public History, University of North Carolina, Greensboro

Deirdre Haj, Executive Director, Full Frame Documentary Film Festival

Geoffrey Harpham, President and Director, National Humanities Center

James B. Hunt, Jr., former Governor of North Carolina

Julie Joslin, Team Lead, K-12 English Language Arts, North Carolina Department of Public Instruction

Jason Jowers, Assistant Principal, Hillside High School, Durham

Tracy Mancini, Assistant Dean, Associate in Arts Program, Durham Technical College

Christie Hinson Norris, Director of K-12 Outreach, North Carolina Civic Education Consortium, University of North Carolina, Chapel Hill

Judith Rizzo, Executive Director and Chief Executive Officer, James B. Hunt Jr. Institute for Educational Leadership and Policy

Todd Roberts, Chancellor, North Carolina School of Science and Mathematics

Sandra C. Rusak, Director of Education, North Carolina Museum of Art

Richard Schramm, Vice President for Education Programs, National Humanities Center

Lawrence J. Wheeler, Director, North Carolina Museum of Art

Erin White, Social Studies Teacher, Smith Middle School, Chapel Hill

Lynn Wright-Kernodle, Director of the Teachers Institute, North Carolina Humanities Council

New York Forum

Advanced Research

November 7, 2012

Stephen A. Schwarzman Building,
The New York Public Library

Commission Members in Attendance

Anthony Marx, President, The New York Public Library

Leslie C. Berlowitz, President, American Academy of Arts and Sciences

Carl H. Pforzheimer III, Manager, Carl H. Pforzheimer and Co. LLC

Pauline Yu, President, American Council of Learned Societies

Participants

David Auburn, Playwright

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

Jonathan Galassi, President and Publisher, Farrar, Strauss & Giroux

Oscar Hijuelos, Novelist

Matthew Knutzen, Assistant Chief, Map Division, The New York Public Library

Philip E. Lewis, Vice President, The Andrew W. Mellon Foundation

Khalil Gibran Muhammad, Director, Schomburg Center for Research in Black Culture, The New York Public Library

Sara Ogger, Executive Director, The New York Council for the Humanities

Lauren Redniss, Artist and Author

Annabelle Selldorf, Architect

Jean Strouse, Biographer; Director, Cullman Center for Scholars and Writers, The New York Public Library

Colm Tóibín, Novelist, Essayist, and Poet; Irene and Sidney B. Silverman Professor of the Humanities, Columbia University

Mariët Westermann, Vice President, The Andrew W. Mellon Foundation

Appendix V

Further Information and Resources

Definitions of the Humanities and Social Sciences

Humanities

- National Endowment for the Humanities, http://www.neh.gov/about
- American Council of Learned Societies, http://www.acls.org/info/default.aspx?id=198

Social Sciences

- National Science Foundation, Directorate for Social, Behavioral and Economic Sciences (SBE), http://www.nsf.gov/dir/index.jsp?org=SBE
  - » Division of Behavioral and Cognitive Sciences (BCS), http://www.nsf.gov/div/index.jsp?div=BCS
  - » Division of Social and Economic Sciences (SES), http://www.nsf.gov/sbe/ses/about.jsp
- Social Science Research Council, http://www.ssrc.org/about/

Humanities and Social Sciences Data

- The Humanities Indicators, http://www.humanitiesindicators.org/
- Humanities Departmental Survey, http://www.humanitiesindicators.org/resources/survey.aspx
- Measure of America, a Project of the Social Science Research Council, http://www.measureofamerica.org/
- National Science Board, Science and Engineering Indicators, http://www.nsf.gov/statistics/seind12/

K-12 Education

Further Reading on Assessment and Standards

- "The Nation's Report Card: Summary of Major Findings," National Center for Education Statistics, 2010, http://www.nationsreportcard.gov/civics_2010/summary.asp
- Center for Information and Research on Civic Learning and Engagement (CIRCLE), http://www.civicyouth.org/new-circle-fact-sheet-describes-state-laws-standards-and-requirements-for-k-12-civics/
- The Common Core State Standards Initiative of the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO), http://www.corestandards.org/ELA-Literacy/introduction/students-who-are-college-and-career-ready-in-reading-writing-speaking-listening-language
- Achieve, a bipartisan, nonprofit organization that helps states raise academic standards, improve assessments, and strengthen accountability, http://www.achieve.org/achieving-common-core

Model Programs for K-12 Teachers Led By Colleges, Universities, Museums, and Public Historical Sites

- U.S. Department of Education List of Continuing Education Opportunities, http://www2.ed.gov/teachers/dev/contedu/edpicks.jhtml
- Harvard University New Professional Teacher Development Programs, http://www.gse.harvard.edu/ppe/news-events/press_release.html
- University of Pennsylvania Teachers Institute of Philadelphia, http://www.tip.sas.upenn.edu/
- University of Chicago Support for Teachers, http://www.uchicago.edu/community/education/support_for_teachers/
- Stanford University Initiative on Improving K-12 Education, http://ell.stanford.edu/
- University of California California Subject Matter Project, http://csmp.ucop.edu/
- New York Public Library Cullman Center Institute for Teachers, http://www.nypl.org/events/cullman-institute-teachers
- Metropolitan Museum of Art For Educators, http://www.metmuseum.org/learn/for-educators
- Art Institute of Chicago Teacher Programs, http://www.artic.edu/teacher-programs
- National Gallery of Art Teacher Workshops, http://www.nga.gov/education/
- J. Paul Getty Museum Professional Development, http://www.getty.edu/education/teachers/professional_dev/index.html

- Monticello Barringer Research Fellowship for K-12 Teachers of American History, http://www.monticello.org/site/research-and-collections/barringer

Online "Teaching Tool Kits"

- National Endowment for the Humanities, EDSITEment! The Best of the Humanities on the Web, http://edsitement.neh.gov/about
- National Humanities Center: America in Class, http://americainclass.org/primary-sources/
- iCivics, http://www.icivics.org/teachers
- Edutopia, http://www.edutopia.org
- Teachinghistory.org, http://teachinghistory.org/
- Gilder Lehrman Institute of American History: Programs for Educators, http://www.gilderlehrman.org/programs-exhibitions/for-educators

Two- and Four-Year Colleges

Innovative Humanities Curricula and Programs

- Brigham Young University "Humanities +" http://humanities.byu.edu/humanities_plus/
- University of Chicago Master of Arts Program in the Humanities (MAPH), https://maph.uchicago.edu/
- University of Pennsylvania College of Arts and Sciences "Integrated Studies," http://www.upenn.edu/spotlights/integrated-studies-penn

Strategic Planning Groups and Task Forces to Address Curricular Reforms

- University of Texas Task Force on Curricular Reform 2005, http://www.utexas.edu/president/tfcr/
- Massachusetts Institute of Technology Task Force on the Undergraduate Educational Commons 2006, http://tech.mit.edu/V126/N46/46girreport.html
- Harvard University Task Force on General Education 2007, http://curriculumreform.org/harvard-university-task-force-on-general-education-report/
- University Design Consortium, founded by Arizona State University and Sichuan University (China), http://universitydesign.asu.edu/
- Association of American Colleges and Universities "Curriculum," http://www.aacu.org/resources/curriculum/index.cfm

Research

Model Programs in which Humanists, Social Scientists, and STEM Researchers Collaborate to Address Global Challenges

- Duke Global Health Institute, https://globalhealth.duke.edu/
- University of Washington Climate Impacts Group, http://cses.washington.edu/cig/
- UCLA Institute for Society and Genetics, http://socgen.ucla.edu/
- National Human Genome Research Institute's Ethical, Legal and Social Implications Research Program, http://www.genome.gov/10001618
- American Academy of Arts and Sciences Alternative Energy Future Project, https://www.amacad.org/projects/alternativeNEW.aspx

Resources on "Alt-Ac" and Nonacademic Employment

- The Public Fellows Program, a collaboration between the American Council of Learned Societies and the Andrew W. Mellon Foundation that places recent Ph.D.s in staff positions at participating institutions, http://www.acls.org/programs/publicfellows/
- "Engaging the Humanities," at the University of Wisconsin-Madison Center for the Humanities funded by the Andrew W. Mellon Foundation, http://www.news.wisc.edu/21686
- The "alt-ac" (alternative careers, especially in information sciences, within academia) of the new Praxis Network, http://praxis-network.org/
- The #alt-academy mediacommons project, http://mediacommons.futureofthebook.org/alt-ac/alt-ac-context

Cultural Institutions and Lifelong Learning

The Nation's Public Humanities Infrastructure

- National Endowment for the Humanities, http://www.neh.gov/about
- The State Humanities Councils, represented by the Federation of State Humanities Councils, http://www.statehumanities.org/

Resources and Programs for Lifelong Learning

- Clemente Course in the Humanities, http://clementecourse.org/
- The "People and Stories" Project, http://www.peopleandstories.net/
- Chicago Humanities Festival, http://www.chicagohumanities.org/
- St. Louis Humanities Festival, http://www.mohumanities.org/the-greater-st-louis-humanities-festival/

Online Resources and Archives of Humanities Texts

- Academy of American Poets, http://www.poets.org/
- Museum of Modern Art, http://www.moma.org/
- Perseus Digital Library, http://www.perseus.tufts.edu/hopper/
- Online Library of Liberty, http://oll.libertyfund.org/
- ACLS Humanities E-Book, http://www.humanitiesebook.org/
- ARTstor, http://www.artstor.org/index.shtml
- Digital Public Library of America, http://dp.la/

International Security and Competitiveness

Past Legislation in Support of the Humanities and Social Sciences, especially International Affairs

- America COMPETES Act (reauthorized in 2011), http://www.whitehouse.gov/blog/2011/01/06/america-competes-act-keeps-americas-leadership-target
- National Defense Education Act of 1958 (NDEA), http://federaleducationpolicy.wordpress.com/2011/06/03/national-defense-education-act-of-1958-2/
- Federal Programs in Support of International and Language Education
- Fulbright Program, http://eca.state.gov/fulbright
- U.S. Department of Education Title VI International and Language Programs, http://www2.ed.gov/about/offices/list/ope/iegps/index.html

American Academy of Arts & Sciences

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Since its founding in 1780, the American Academy has served the nation as a champion of scholarship, civil dialogue, and useful knowledge.

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With special thanks to the following individuals who contributed to this report:

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