MOOCs, the Humanities, and Learned Societies

Jeremy Adelman is the Walter Samuel Carpenter III Professor in Spanish Civilization and Culture at Princeton University. Adelman is a scholar of global and Latin American history. After graduating from the University of Toronto, he earned a master’s degree in economic history at the London School of Economics (1985) and completed a doctorate in modern history at Oxford University (1989). His books include Frontier Development: Land, Labour, and Capital on the Wheatlands of Argentina and Canada (1994); Republic of Capital: Buenos Aires and the Legal Transformation of the New World (1999), which won the American Historical Association’s Atlantic History Prize, and Sovereignty and Revolution in the Iberian Atlantic (2006). His most recent book, Worldly Philosopher: The Odyssey of Albert O. Hirschman, was published in March 2013. Adelman is also the editor of five books and coauthor of Worlds Together, Worlds Apart (3rd edition, 2011), a history of the world from the beginning of humankind. He has been the recipient of the Guggenheim Memorial Foundation Fellowship and the ACLS Frederick Burkhardt Fellowship. In 2006, he was awarded the Presidential Award for Teaching at Princeton University. Chair of the history department for four years, he is currently the director of the Council for International Teaching and Research at Princeton University.

Howard Lurie has been creating and distributing innovative online educational products since the late 1990s. His efforts have included both designing and teaching online courses, global forums, and managing digital content repositories for k-20 institutions, foundations, and educational non-profits. These experiences leveraged a 15 year teaching career, during which he taught history and digital humanities at secondary schools and community colleges and in graduate level teacher-development programs. Prior to joining edX, Lurie served as the managing director for PBS LearningMedia, a nationally recognized digital learning platform, jointly produced by the Public Broadcasting System (PBS) and WGBH Boston, a longtime leader in producing exemplary educational media. At WGBH, Lurie also served associate director for educational productions, and was responsible for managing online teacher professional development programs in STEM (science, technology, engineering and math) and for a wide range business development and fundraising efforts in support of WGBH’s k-16 digital platform, Teachers’ Domain. As both a teacher and ed tech innovator, Lurie has advocated for data-driven, pioneering uses of online digital media to accelerate teacher professional development and classroom instruction. He has a masters degree from Teachers College, Columbia University and an undergraduate degree from the University of Massachusetts, Amherst. At edX, he is vice president for university relations, and is responsible for onboarding new higher education partner institutions, as well as a variety of business development and partnership efforts.
Jennifer Summit is professor and former department chair of English at Stanford University. Currently she holds a fellowship from the American Council on Education (ACE) at San Jose State University, where she is working with President Mo Qayoumi and Provost Ellen Junn on issues surrounding student learning and online and blended curriculum development in the context of public, access-oriented higher education. With colleagues from the University of California, Berkeley; the University of California, Santa Cruz; and Mills College, she leads a Teagle Foundation-supported research group called “What is a Reader?” that investigates the reading practices of current undergraduate students and considers their implications for the future of post-secondary education in literature and the humanities <whatisareader.stanford.edu/>. The author of Lost Property: The Woman Writer and English Literary History, 1380-1589 (U of Chicago P, 2000) and Memory's Library: Medieval Books in Early Modern England (U of Chicago P, 2008), she has received fellowships from the American Council of Learned Societies and the National Endowment for the Humanities and holds Stanford’s Eleanor Loring Ritch University Fellowship in Undergraduate Education.

James J. O’Donnell became chair of the ACLS Board of Directors on January 1, 2013, having served on the board since 2005 and as its secretary from 2008-12. O’Donnell is University Professor at Georgetown University. He received an A.B. from Princeton University (Latin Salutatorian) in 1972, studied at University College (Dublin) in 1972-73, and received his Ph.D. from Yale University in 1975. He has published widely on the cultural history of the late antique Mediterranean world and is a recognized innovator in the application of networked information technology in higher education. In 1990, he cofounded Bryn Mawr Classical Review, the second online scholarly journal in the humanities ever created. He has served as a director and as president of the American Philological Association; he has also served as a councillor of the Medieval Academy of America and has been elected a fellow of the Medieval Academy. From 1981-2002, he was a member of the faculty of the University of Pennsylvania. From 2002-2012, he was provost of Georgetown University. His most recent books are Augustine: A New Biography (2005) and The Ruin of the Roman Empire (2008). He was named a Phi Beta Kappa Scholar for 2011-12.