Summer 2019

Find 2019 summer training opportunities for educators in folk arts, folklife, and oral history below. Many are open to educators nationwide; others are for local participants. A special section of related NEH institutes follows the state list.

California

July 22-26, CWI's Summer WEST Institute on Service Learning and Sustainability, Otis College of Art and Design, Los Angeles, directed by Joe Brooks. CWI's Summer WEST takes place in vibrant and diverse urban settings. Participants receive intensive expert training, peer support, and collaboration. Educators from across the U.S. and around the world will engage in moving community-focused curriculum and programs to the next level. The collaborative design atmosphere creates transformative learning opportunities for students in their local communities. Contact jbrooks@communityworksinstitute.org and see https://communityworksinstitute.org/cwoutreach/cwprofdvlp/cwinstitute.

District of Columbia


July 8-12 or July 22-26, Teaching the Humanities through Art, Smithsonian American Art Museum. Two week-long institutes will be held for core subject teachers for grades 6-12. Apply as individuals or part of a team. Graduate credits, scholarships, and low-cost housing accommodations are available, https://americanart.si.edu/education/k-12/professional-development/summer-institutes. Apply by April 1.

Kentucky

Dates TBA, Appalachian Media Institute, Appalshop, Whitesburg. This annual opportunity for young people to learn documentation media culminates in community screenings. Other workshops are available for educators, www.amiappalshop.org.

Minnesotan

July 8-12, Smithsonian Folkways Certification Course in World Music Pedagogy, University of St. Thomas, St. Paul, led by Karen Howard. Audio, video, print, electronic, and human resources will be sampled in this intensive course, with the aim of learning as well as developing and understanding of ways to teach music of the world's cultures. Attention will be given to learning culture through songs, movement and dance experiences, instrumental music, and contextualized cultural components. Participants will be guided through recordings and curricular materials from the Smithsonian Folkways archives that fit the needs of students in knowing music (and knowing culture through music). Musical experiences will be tailored for use at various levels, including in classes for children, youth and adults in university and community settings, with occasional small group sessions to decipher and discuss applications for particular teaching contexts and aims. Enrolled participants will join together to share particular means of teaching world music and receive a certificate from the Smithsonian
New York
June 24-29, CWI's Summer EAST Institute on Place-Based Service Learning and Sustainability, Brooklyn, directed by Joe Brooks. CWI's Summer EAST Institute is a powerful learning lab for educators, set in the heart of the uniquely diverse social fabric that is Brooklyn. Experience a week of inspiration, expert training, and powerful collaborations with an exceptional group of colleagues. Join like-minded K-16 and community educators from across the U.S. and beyond for a week to remember. Contact jbrooks@communityworksinstitute.org and see https://communityworksinstitute.org/cwoutreach/cwprofdvlp/cwinstitute.

June 26-27, Culture, Community and Classroom, Rochester, led by Lisa Rathje and Paddy Bowman. This workshop for teachers and folk artists is co-sponsored by Local Learning and New York Folklore. Educators will learn that folk arts are uniquely suited to explore how traditional art forms reflect the history, aesthetics, geography, and values of different cultures and communities. Folk artists will build portfolios and skills for successful classroom visits and residencies. All regional educators and artists are invited to register and participate. Contact lisa@locallearningnetwork.org and see www.locallearningnetwork.org/new-york.

North Carolina
May-August, Duke Center for Documentary Studies, Durham. Photography, audio, and video documentary institutes and workshops occur throughout the summer. Continuing education classes are open to all. Learn through hands-on immersion in audio and video recording, digital mixing, ethics, and production from accomplished documentarians. See http://documentarystudies.duke.edu.

Ohio
Spring Semester, Field School, Center for Folklore Studies at Ohio State University, Columbus, led by Katherine Borland, Cassie Patterson, Cristina Benedetti. Students will contribute to a team-based, immersive research project to document the ways that diverse communities express and preserve a sense of place in the face of economic, environmental and cultural change in three counties. The semester-long experiential course introduces fieldwork at OSU, immerses students in a field experience in Scioto County during spring break, and then introduces accessioning, digital gallery preparation, and reflection back at OSU. Contact Patterson.493@osu.edu and see https://cfs.osu.edu/archives/collections/ohio-field-schools.

Oregon
Dates TBA. The Oregon Folklife Network and the Confederated Tribes of Grand Ronde will provide oral history training to staff of the Cultural Resources and affiliated offices.

Vermont
August 12-15, Discovering Community Summer Institute, Fairbanks Museum, St. Johnsbury, led by Trisha Denton and Mary Wesley. The Vermont Folklife Center’s Discovering Community institute offers a four-day intensive with an emphasis on collaboration that will serve as a project incubator and a professional development course. Using the whole of St. Johnsbury as an
experiential classroom, the workshop models simple strategies for deepening students’ relationships to their communities. Discovering Community introduces collaborative ethnography and digital storytelling for the classroom, offering hands-on experience for methods of community-based research and documentary media making. Graduate credits available. Contact tdenton@vermontfolklifecenter.org and see www.discoveringcommunity.org.

Washington
June 22, Teaching World Music in Higher Education, University of Washington, Seattle, led by Patricia Shehan Campbell. This second annual seminar for university faculty in the process of diversifying undergraduate studies in music is sponsored in collaboration with Smithsonian Folkways Recordings. Content will cover music sources and resources for individual courses, cross-program weaves, and curricular reform in music history/culture, theory, education, and performance. Practical and applied matters will be recommended and discussed, including the selection of course-appropriate textbooks and trustworthy recordings, videos and online sources, the design of course projects, and the development of field visits, community collaborations, and artist residencies. Ethno-cultural issues and matters of diversity, equity, and inclusion will be addressed in the context of universities, conservatories, two-year colleges, and teacher in-service education. See worldmusicpedagogy.com.

June 24-28, Smithsonian Folkways Certification Course in World Music Pedagogy, University of Washington, Seattle, led by Patricia Shehan Campbell. Audio, video, print, electronic, and human resources are sampled in this intensive course, with the aim of learning and developing an understanding of ways to teach music of the world’s cultures. Attention is given to learning culture through songs, movement, dance experiences, instrumental music, and contextualized cultural components. Participants are guided through recordings and curricular materials from Smithsonian Folkways that fit the needs of students in knowing music and knowing culture through music. Musical experiences are tailored for various levels, including in classes for children, youth, and adults in university and community settings, with occasional small group sessions to decipher and discuss applications for particular teaching contexts and aims. Participants share means of teaching world music and receive a Smithsonian Folkways Certificate in World Music Pedagogy. See www.worldmusicpedagogy.com. Early bird registration ends May 15.

West Virginia
June 17-21, Smithsonian Folkways Certification Course in World Music Pedagogy, West Virginia University, Morgantown, led by Janet Robbins. Participants will engage with world music in daily workshops featuring several musical cultures, including Central Appalachia, Australian choral, Brazil, Trinidad, and West Africa led by WVU faculty and guest artists. Teachers will develop a foundation in world music pedagogy and have access to the rich ethnographic audio, film, and print resources of Smithsonian Folkways. This intensive course will help teachers design innovative curricula that connect K-12 music programs with local and global musical cultures. Teachers receive a certificate of completion from the Smithsonian Institution in world music pedagogy. See www.music.wvu.edu/summer-programs smithsonian-folkways.
July-August, Augusta Heritage Center, Davis and Elkins College, Elkins. An array of week-long courses and workshops in music, dance, crafts, and folklore may be taken for continuing education and undergraduate credit, from Cajun to Irish, www.augustaheritagecenter.org.

West Virginia
May 13-June 21, Food Justice Lab Institute, West Virginia University, Morgantown. Leadership Fellows will develop projects and skills to support their communities. People of color, women, LBGTQ, and resource limited applicants will be given additional consideration. The award covers programmatic costs and an additional stipend to support a community or campus project and earn coursework credits. Participants will develop social justice leadership skills while learning about food policy, hunger, farming, foraging, gardens, distribution networks, cooperatives, climate change, racial justice, gender equality, and food sovereignty. See http://foodjustice.wvu.edu.

Wisconsin
May 3, Scandinavian Folk Arts in the K-12 Classroom, Monona Terrace Convention Center, Madison. Wisconsin Teachers of Local Culture joined the Sustaining Scandinavian Folk Arts in the Upper Midwest Project in organizing this symposium focused on the question, “How are material culture traditions successfully passed on?” Thirteen artists from all over the Upper Midwest and Scandinavia will demonstrate their handcrafts and present on their experiences as master artists, teachers, and apprentices. Participants will meet artists and discuss how handcraft can be integrated into classroom settings and taught to all ages. Funding to cover the costs of substitute teachers, food, lodging, and transportation is available. A $75 security deposit is required and 7.5-12 Professional Development Hours are offered. To apply, complete the application form and submit it, along with deposit, to Wisconsin Arts Board, c/o Kaitlyn Berle (WTLC), P.O. Box 8690, Madison, WI 53708-8690. Find the application and learn more on WTLC’s website https://wtlc.csumc.wisc.edu.

NEH 2019 Institutes

NEH offers tuition-free opportunities for K-12 educators and higher education faculty to study a variety of humanities topics. Stipends help cover expenses for these one- to four-week programs. Here is a selected roster of institutes, seminars, and Landmarks of American History and Culture workshops related to folklore, traditional culture, and oral history. Click on individual titles for institute websites. For all NEH institutes, see www.neh.gov/divisions/education/summer-programs. All have a March 1 application deadline.

Privilege and Prejudice: Jewish History in the American South
Location: Charleston, SC
Dates: May 26 - June 7 (2 weeks)
Audience: College & University Teachers
Program Type: Institute
This institute aims to revise understandings of the entwined histories of the American South and its Jewish inhabitants. Our inquiry shifts Jews from the margins of the story to the center, demonstrating the region’s cosmopolitan past and its relationship to both diversity and
discrimination. The institute will prepare college and university teachers of southern or American history to incorporate Jewish history into their courses, expose Jewish studies scholars to the geographic range of American Jewish history, and encourage public historians to showcase cultural, ethnic and religious groups in their local settings.

**Project Director(s):** Shari Rabin; Dale Rosengarten; Michael R. Cohen; Harlan Greene; Theodore Rosengarten; Bernard Powers

**Visiting Faculty:** Jonathan Sarna; Adam Mendelsohn; Jenna Weissman Joselit; Eric Goldstein; Marni Davis; Marcie Cohen Ferris. Presenters: Brent Morris; Billy Keyserling; Anita Rosenberg; Randi Serrins; Hannah Raskin

**Grantee Institution:** College of Charleston

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**The Most Southern Place on Earth: Music, Culture, and History in the Mississippi Delta**

**Location:** Cleveland, MS

**Dates:** June 16-22 or July 7-13 (1 week)

**Audience:** School Teachers

**Program Type:** Landmarks

Two one-week workshops for 72 school teachers on the history and culture of the Mississippi Delta will educate participants about the important role that the Mississippi Delta has played in American history, a role sometimes overlooked. Our approach is highly experiential and engages Delta residents and members of the Delta diaspora in telling heritage stories in the places where they happened. Major themes include rivers, cotton agriculture, the Blues, the Great Migration, the Civil Rights Movement, foodways, spirituality, and diverse ethnic influences on the region's culture.

**Project Director(s):** Rolando Herts; Lee Aylward

**Visiting Faculty:** Bill Abel; Lee Aylward; Reggie Barnes; David Evans; Rolando Herts; Bill Lester; Charles McLaurin; Jerry Mitchell; Benjy Nelken; Wheeler Parker; Alvin Sykes; Charles Reagan Wilson; Edgar and Inez Smith; John Strait; Brian Wintory; Raymond Wong; Cathy Wong

**Grantee Institution:** Delta State University

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**New Orleans: Music, Culture and Civil Rights**

**Location:** New Orleans, LA

**Dates:** June 24-28 or July 8-12 (1 week)

**Audience:** School Teachers

**Program Type:** Landmarks

This immersive workshop will introduce participants to the evolution of New Orleans music and culture, from the city's earliest beginnings to present day. This development will be situated within historical contexts in relation to the evolution of human and civil rights, visiting significant sites throughout the city. Built on an inquiry-driven practice and drawing from the knowledge and spirit of cutting-edge scholars, luminous performers, local civil rights leaders, and the workshop co-directors, these experiences promise to nourish, challenge, and inspire teachers, and in turn enrich their classrooms.

**Project Director(s):** Rebecca Snedeker; Sonya Robinson; Bruce Sunpie Barnes

**Visiting Faculty:** Laura Rosanne Adderley; Shannon Blady; Rachel Breunlin; Nikki Brown; Courtney Bryan; Freddi Evans; Brooke Grant; Luther Gray; Fred Johnson; Wendi Moore
Discovering Native Histories along the Lewis and Clark Trail

Location: Billings, MT to Bismarck, ND
Dates: June 30 - July 21 (3 weeks)
Audience: School Teachers
Program Type: Institute

In this immersive experience on the Lewis and Clark Trail (a National Park), 25 K-12 teachers will explore this and other parks, museums, tribal colleges, and indigenous communities as part of a hands-on educational journey to discover Native histories and indigenous viewpoints about the coming of Europeans. Participants will interact with Native elders and educators along the way, as well as in seminars led by university professors in Billings and Bismarck, bracketing the journey. At the final stop, the North Dakota Heritage Center, teachers will collaborate in the creation of interdisciplinary lessons that draw from their experiences.

Project Director(s): Stephanie Wood
Visiting Faculty: Shane Doyle (Apsáalooke), Joseph McGeshick (Sokaogon Chippewa), Rose Williamson (Apsáalooke), Calvin Grinnell (Hidatsa), Loren Yellow Bird (Arikara), Carmelita Lamb (Lipan Band of Apache), Michael Taylor, Dakota Goodhouse (Lakota), among others

Grantee Institution: University of Oregon

Museums: Humanities in the Public Sphere

Location: Washington, DC
Dates: June 30 - July 28 (4 weeks)
Audience: College & University Teachers
Program Type: Institute

This in-depth exploration of museums and curated cultural collections around DC approaches museums as sites for interdisciplinary inquiry into advances in humanistic and scientific research. These explorations are guided by weekly lectures and seminars led by six visiting faculty and a visiting artist, working together with local museum specialists. Complemented by excellent library resources, and targeted museum visits as case studies, the Institute is guided by the principle that museums offer windows on the educational, ethical, and cultural debates that define the humanities today.

Project Director(s): Karen Bassi; Gretchen Henderson
Visiting Faculty: Kurt Fendt; Barbara Kirsenblatt-Ginsburg; Steven Lubar; Elaine Gurian; Amanda Cobb-Greetham; Amelia Wong; Darren Waterston; Lee Glazer

Grantee Institution: University of California at Santa Cruz

From Mesa Verde to Santa Fe: Continuity and Change in the Pueblo World

Location: Cortez, CO
Dates: June 30 - July 20 (3 weeks)
Audience: School Teachers
Program Type: Institute

This institute examines continuity and change over 1,000 years of Pueblo Indian history from the perspectives of two cultures (Euroamerican and Pueblo) and three academic disciplines
(archaeology, ethnohistory, and oral history). The program begins in the late 13th century A.D., with the depopulation of the Mesa Verde region, the ancestral homeland of many present-day Pueblo peoples whose communities are now in New Mexico and Arizona. Scholars will spend time at Mesa Verde National Park and in historic Pueblo and Spanish colonial communities in northern New Mexico.

**Project Director(s):** Sharon Milholland; Kathleen Stemmler  
**Visiting Faculty:** Shirley Powell; Susan Ryan; Kari Schleher; Dan Simplicio; Mark Varien; Kyle Bocinsky; Tessie Naranjo; Theresa Pasqual; Robert Preucel; Joseph Suina; Porter Swetzell  
**Grantee Institution:** Crow Canyon Archaeological Center

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**Re-Enchanting Nature: Humanities Perspectives**  
**Location:** Helena, MT  
**Dates:** July 1 - July 19 (3 weeks)  
**Audience:** School Teachers  
**Program Type:** Seminar  
This seminar is an interdisciplinary examination of our relationship to nature, hosted amid the beauty of the Rocky Mountains and Yellowstone National Park. We draw upon religious, literary, historical, philosophical, and cultural perspectives to explore and evaluate how we think about the natural world. We examine whether the humanities provide distinctive opportunities to deepen our relationship with nature in ways that complement scientific study.  
**Project Director(s):** Chris Fuller; Ed Glowienka  
**Visiting Faculty:** Mike Jetty; Shane Doyle; Melissa Kwasny; Grant Hokit  
**Grantee Institution:** Carroll College

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**Teaching Native American Histories**  
**Location:** Hyannis, Aquinnah, and Bridgewater, MA  
**Dates:** July 5 - July 26 (3 weeks)  
**Audience:** School Teachers  
**Program Type:** Institute  
This institute offers a rigorous, humanities-based approach to Native American history that emphasizes key concepts rather than dates, events, or famous people while maintaining a focus on primary sources and historical content. Scholars will have an immersive experience in the Wampanoag homeland (Cape Cod and Martha’s Vineyard) with field trips to other communities. The key concepts, which have broad application, are place, identity, land, historical trauma, and how to find and evaluate classroom resources.  
**Project Director(s):** Alice Nash; Linda Coombs  
**Visiting Faculty:** Jessie Little Doe Baird; Lisa Brooks; Peter d'Errico; Cheryll Toney Holley; Barbara C. Landis; Natalie Martinez; Paula Peters; Harlan Pruden; Lorèn M. Spears; Melissa Tantaquidgeon Zobel  
**Grantee Institution:** Five Colleges, Inc.

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"Stony the Road We Trod . . ." Exploring Alabama's Civil Rights Legacy  
**Location:** Birmingham, AL  
**Dates:** July 7 - July 27 (3 weeks)  
**Audience:** School Teachers  
**Program Type:** Institute
The institute connects the Modern Civil Rights Movement to key events in U.S. history and examines how the nation was forced to wrestle with how it dealt with issues of race and citizenship in a Jim Crow society. It starts and ends in Birmingham, “Ground Zero” of the Modern Civil Rights Movement. With support of renowned scholars, presentations by “Foot Soldiers” of the Movement, and travel to key sites of memory, teachers will undertake an epic journey across Alabama designed to help them reconcile what they thought they knew about this era of history with knowledge, facts, and the truth.

**Project Director(s):** Martha V. Bouyer  
**Visiting Faculty:** Glenn Eskew; Robert Corley; Dan Carter; Hassan Jeffries; Tondra Loder-Jackson; Janice Kelsey; Carolyn McKinstry; Tara White  
**Grantee Institution:** Alabama Humanities Foundation

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**Muslim American History and Life**  
**Location:** Indianapolis, IN  
**Dates:** July 7 - July 26 (3 weeks)  
**Audience:** School Teachers  
**Program Type:** Seminar  
What does it mean to be both Muslim and American? School teachers are invited to explore this fascinating and important question this coming summer. Scholars will read compelling texts and conduct engaging field trips as they study the diverse facets of Muslim American identity, both as grounded in the past and as experienced in the present. Participants will reflect on and discuss thirty primary source documents and two major academic monographs; visit two mosques; and make a final presentation about how they will integrate teaching about Muslim Americans into their classroom. The seminar does not promote any one religious or political perspective, its purpose is educational.  
**Project Director(s):** Edward Curtis  
**Visiting Faculty:** Edward Curtis  
**Grantee Institution:** Indiana University

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**African Americans in the Making of Early New England**  
**Location:** Deerfield, MA  
**Dates:** July 7-12 or July 21-26 (1 week)  
**Audience:** School Teachers  
**Program Type:** Landmarks  
This workshop in Old Deerfield focuses on its 23 African American historic sites, the Royall House & Slave Quarters in Medford, MA, Strawbery Banke Museum in Portsmouth, NH, and sites along the Black Heritage Trail of New Hampshire. The workshop brings a wide range of primary sources along with secondary interpretations and lectures by specialists providing tools for K-12 educators to engage their students in learning about African Americans’ life experiences in early New England. Knowing this history is an important tool for building cross-racial and cross-cultural understanding in the classroom.  
**Project Director(s):** Lynne Manring  
**Visiting Faculty:** Joanne Melish; Barbara Mathews; Harvey Amani Whitfield; Thomas Doughton; Richard Bailey; Alexandra Chan; Tammy Denease; Eshu Bumpus  
**Grantee Institution:** Pocumtuck Valley Memorial Association
From Immigrant to Citizen: Asian Pacific Americans in the Northwest

**Location:** Seattle, WA  
**Dates:** July 7-13 or July 21-27 (1 week)  
**Audience:** School Teachers  
**Program Type:** Landmarks  
The long history of Asian Pacific Americans (APAs) in the Northwest provides a wealth of landmark sites and historical materials on which to base K-12 professional development training to engage students in learning APA immigrant histories and the many cultures that shaped our nation. Incorporating Seattle local landmarks and others in the Puget Sound region of Washington State; teachers will explore the stories of multiple Asian and Pacific Islander groups who shaped this region and our nation.

**Project Director(s):** Charlene Mano-Shen; Rahul Gupta  
**Visiting Faculty:** Julie Kang; Chevi Chung; Zhi Lin; Dorothy Cordova; Gary Okihiro; Madeline Hsu; Moon-Ho Jung; Ken Mochizuki; Jasmit Singh  
**Grantee Institution:** Wing Luke Museum

Religious Worlds of New York: Teaching the Everyday Life of American Religious Diversity

**Location:** New York, NY  
**Dates:** July 8 - July 26 (3 weeks)  
**Audience:** School Teachers  
**Program Type:** Institute  
The institute will bring 25 teachers from throughout the U.S. to New York City, where they will work with leading scholars of religion, meet with diverse religious leaders, visit local houses of worship, explore the religious life of the city, and develop their own religious diversity curriculum projects. This combination of classroom and community-based education will introduce teachers to American religious diversity, help them distinguish between academic and devotional approaches to the study of religion, and give them the pedagogic tools they need to teach about contemporary lived religion.

**Project Director(s):** Henry Goldschmidt  
**Visiting Faculty:** Ali Asani; Eva Abbamonte; Morris Davis; Hasia Diner; Jonathon Gold; Christina Grasso; Jack Hawley; Charles Haynes; Elizabeth McAlister; Jacqueline Richard; Lexi Salomone; Josef Sorett; Marnie Weir; Kathy Wildman Zinger  
**Grantee Institution:** Interfaith Center of New York

Gullah Voices: Traditions and Transformations

**Location:** Savannah, GA  
**Dates:** July 8-12 or July 15-19 (1 week)  
**Audience:** School Teachers  
**Program Type:** Landmarks  
The University of Connecticut, in collaboration with the Penn Center, The Georgia Historical Society and other sites in the coastal invite K-12 teachers, librarians, administrators, substitute teachers, and classroom professionals to join us for these sessions. We will examine the artistic expressions of the Gullah, direct descendants of the enslaved who worked rice plantations on the coastal islands off the shores of South Carolina and Georgia. Their history, stories, beliefs are critical antecedents to African-American culture and the broader American mosaic.
Tales from the Chihuahuan Desert: Borderlands Narratives about Identity and Binationalism
Location: El Paso, TX
Dates: July 14 - July 28 (2 weeks)
Audience: School Teachers
Program Type: Institute
Borderland narratives have historically been seen as peripheral to the development of American history and identity. In middle and high school textbooks, borderland populations receive minimal attention. The binational spaces border people occupy have been portrayed as dangerous, illegitimate, and as part of a distinct counter-culture. During this institute we aim to place these forgotten regions and their populations at the center of the debate about American history and identity by focusing on the multicultural region and narratives from the El Paso-Ciudad Juárez metropolex.

Project Director(s): Ignacio Martinez; Joseph Rodriguez
Visiting Faculty: Jeffery Shepherd; Adriana Dominguez; Cynthia Bejarno; José Antonio Rodríguez; Erika L. Sánchez
Grantee Institution: University of Texas at El Paso

The Problem of the Color Line: Atlanta Landmarks and Civil Rights History
Location: Atlanta, GA
Dates: July 14-19 or July 20-25 (1 week)
Audience: School Teachers
Program Type: Landmarks
Atlanta is a fitting locale to consider the weighty issues of race reform in American history. It is home to Atlanta University, W. E. B. Du Bois, and Martin Luther King Jr., the site of the 1895 Cotton States Exposition and the 1960 Atlanta Student Movement. Within a national context, the workshop will focus on the creation and maintenance of a color line in Atlanta in the decades after emancipation as well as the resistance by African Americans that ultimately led to the dismantling of Jim Crow laws in the aftermath of the passage of the 1964 Civil Rights Act.

Project Director(s): Tim Crimmins; Glenn Eskew
Visiting Faculty: Tim Crimmins; Glenn Eskew; Maurice Hobson; Wendy Venet; Akinyele Umoja; Beverly Sheftall; Gwen Middlebrooks; Lonnie King; Martha Battle; Lizz Etter
Grantee Institution: Georgia State University