The HistoryMakers 2nd Annual NEH Summer Institute for Teachers
African American Political History: Reconstruction to the Present

Dear Colleague**:**

We are delighted that you are considering coming to Chicago to participate in ***The HistoryMakers'* 2012 *National Endowment for the Humanities Summer Institute on African American Political History: From Reconstruction to the Present.*** Our Institute is designed to enhance the teaching, study, and understanding of African American history and culture. African American politics is an overlooked and frequently misunderstood part of the black experience. This Institute will be an intensive program for middle and high school teachers who are serious about learning and professional development.

Given the recent debate on the place of race, class and culture in contemporary African American life, *The HistoryMakers 2012 NEH Summer Institute for Teachers* will address issues that are as timely as they are relevant. This Institute is not merely about reclaiming a useable past, it seeks to refocus our understanding of the African American experience through the prism of issues and concerns that are both 400 years old and as relevant as today's on-line newspaper.

Objectives

African American history has traditionally been taught through oral history methodologies, which consist of collecting first-person narratives to gather untold stories. One of the challenges to educators has been gaining access to these oral history records and successfully utilizing them in the classroom. As learning becomes increasingly interactive, being skilled and comfortable with digital technology, video, and web-based applications is no longer a luxury, but a requirement. Digital access to oral history interviews represents one of the most exciting pedagogical developments in recent years. *The HistoryMakers* stands poised as the preeminent institution to introduce an immense collection of first-person oral history interviews into the 21st century classroom with its existing collection of over 2,000 interviews, including more than 8,000 hours of first person narratives. The Institute will incorporate *The HistoryMakers* website (www.thehistorymakers.com) and *The HistoryMakers* unique searchable digital archive (idvl.org/thehistorymakers) of **300** interviews (**900** hours of videotaped testimony) into the Institute's curriculum. Each week of the Institute will require participant interaction with the oral history interviews as primary sources using *The HistoryMakers'* digital archive.

The Institute will: 1) select **twenty-five Summer Scholars** from a pool of middle and high school teachers through a competitive, national application process; 2) bring Summer Scholars to Chicago for a month-long immersion program, **Sunday, July 8, 2012 to Friday, August 3, 2012,** exposing them to the nation's leading scholars of African American politics and culture and the rich resources of *The HistoryMakers'* digital archive (idvl.org/thehistorymakers) and website (www.thehistorymakers.com); 3) introduce participants to other primary materials and holdings at Chicago's leading historical institutions through field trips and research outings; 4) teach participants to effectively incorporate oral history into their curriculum; 5) assist Institute Summer Scholars in developing curriculum for use in their classrooms and disseminate this plan to other teachers; and 6) prepare and encourage all Institute Summer

Scholars to hold "Teacher teach the Teacher" sessions where they can serve as master teachers in their communities. The rigorous intellectual experience will challenge Institute Summer Scholars to broaden their knowledge base as well as rekindle their own passion for learning.

The Institute will examine the political development of African Americans from Reconstruction to the election of President Barack Obama through four major eras: 1) African American Politics from Reconstruction to the First World War (1865-1917); 2) African American Politics through Two World Wars and Its Aftermath (1917-1954); 3) Black Freedom Movement (1954-1975); and 4) Post-Civil Rights and the New Generation of Black Politics (1970 to present). Each week will be divided into more specific topics as outlined in Institute Schedule. The 2012 Institute will be co-directed by **Julieanna Richardson**, noted oral historian and Founder and Executive Director of *The HistoryMakers*, and **Dr. Ashley Howard**, Ph.D. in African-American history.

What Makes This Institute Unique

To enhance scholarly pursuits, the Institute will include two innovative projects designed to expand participants' primary research experience and oral history interviewing skills. These projects will encourage each Summer Scholar to synthesize their studies while merging knowledge sets and newly acquired classroom resources. By **Monday, May 28, 2012**, participants will be required to select a relevant research topic. Participants will be assigned to one of four groups based on the topics chosen.

At this time, Summer Scholars will also be provided access to the Institute's website with links to all partner institutions' websites, biographies and contact information for the Institute Visiting Faculty, information about Institute staff, a complete Institute schedule, required and recommended readings, *The HistoryMakers digital archiv*e, a TeachAide forum section for all participants to make introductions and start discussions, and information about travel to and within the City of Chicago. The website will be maintained following the conclusion of the Institute so that all information and activities, including the posting of the teachers' final projects, will remain accessible.

At the end of the Institute, each participant will have completed his/her own research project and turned this research into curriculum for classroom implementation. This research will be conducted using *The HistoryMakers* digital archive and website, and primary documents at the Institute's partner institutions. Summer Scholars will formally present their research and share their curriculum and lesson plans with the entire group at the end of the Institute.

Oral History Training & Instruction

The Institute's second innovative project will provide participants with oral history instruction from two notable oral historians, *The HistoryMakers* Founder and Executive Director, **Julieanna Richardson** and University of Illinois Swanlund Endowed Chair of the Center for Advanced Studies and Pulitzer Prize Award winning Professor of Journalism, **Leon Dash**. In the first week of the Institute, the Summer Scholars will be provided with specific readings on the history of oral history as well as background on how to conduct both subject matter and life oral history interviews.

Institute Schedule

Week One (July 8, 2012-July 13, 2012): Summer Scholars will arrive on campus on **Saturday, July 7** and **Sunday, July 8, 2012**. The Project Directors and Project Staff will welcome the teachers and representatives of partner organizations at a meet and greet on **Sunday, July 8th at 1:00 p.m**. We would like all participants to be present for this event.

African American Politics from Reconstruction to the First World War (1865-1917)

Weekly Readings: Frederick Douglass, "The Meaning of the Fourth of July for the Negro" (1852); Du Bois, W.E.B. "Of Booker T. Washington and Others," in *The Souls of Black Folk*, Chapter 3, (New York: Simon & Schuster, 2005), 38-51; Rudwick, Elliott. "W.E.B. Du Bois" in *Black Leaders of the Twentieth Century* ed. by John Hope Franklin and August Meier, (Urbana: University of Illinois Press, 1982) 63 – 84; Harlan, Louis R. "Booker T. Washington" in *Black Leaders of the Twentieth Century* ed. by Franklin and Meier, 10-18; Dash, Leon. "Rosa Lee's Story," *Washington Post.* Part I-VII, September18-25, 1994.

The Institute will begin with a tour of *The HistoryMakers* archive followed by an introductory lecture and overview of the Institute's theme of African American political history by Project Co-Director, **Dr. Ashley Howard**, followed by a library orientation, historical research methods review as well as training on use of *The HistoryMakers* digital archive. Additionally, 2010 Institute graduate **Dr. Elizabeth Renneisen** will discuss pedagogy and integration of African American history into curricula. **Dr. Bruce Laurie**, author of *Beyond Garrison: Antislavery and Social Reform* will lead a session on black politics during slavery and the history of abolitionist politics. Participants will be guided in a discussion on President Lincoln's evolving views on race and slavery and his decision to emancipate the slaves in 1863, as well as the consequences. This lecture will also cover the rise and demise of the first generation of black politicians in the late 19th century. Later in the week **Professor Christopher Reed** from Roosevelt University will discuss his research on African American political groups at the turn of the century, including coalition politics in Chicago as a window onto national black politics. The week will end with a workshop on oral history methods with a focus on the WPA oral histories and slave narratives as well as interviewing techniques and the particular challenges and benefits of using oral histories in research and/or for classroom instruction. Participants will also begin working on their presentations through individual meetings with Project Staff to discuss participant's research topics in detail.

Week Two (July 16, 2012-July 20, 2012)

African American Politics through Two World Wars and Its Aftermath (1917-1954)

Weekly Readings: Goldsby, Jacqueline. "Sign of the Times, Lynching and Its Cultural Logic," in *Spectacular Secret: Lynching in American Literature*; Greenburg, Cheryl. "The Roots of Organizing," and "Don't Buy Where You Can't Work," in *Or Does it Explode?;* Arnesen, Eric. "The Black Wedge of Civil Rights Unionism," in *Brotherhoods of Color: Black Railroad Workers and the Struggle for Equality* (Cambridge: Harvard University Press, 2005) 84-115; Smith, Alfred E. "Why I Joined the Communist Party," *Chicago Defender,* July 31, 1943.

The second week of the seminar will focus on African-American politics during the two World Wars and years immediately following. The week will begin with students visiting the **Vivian G. Harsh research collection** at the Carter G. Woodson branch of the **Chicago Public Library**. This archive contains a wealth of information on the black experience in Chicago. After having a brief tour of the facilities and collections, students will be able to conduct their own research to include in their final projects. The first lecture of the week will be given by **Professor Jacqueline Goldsby** from New York University who will discuss the Great Migration as an informal political act of resistance to lynching and the Jim Crow South. The next day **Professor Cheryl Greenberg** will shift the focus to Northern strategies of resistance investigating how Pan-Africanism, the New Negro Movement, and "Buy Black" Campaigns signified not only a political tactic for resistance but the appearance of a new cultural identity amongst urban blacks. On Thursday and Friday **Professor Eric Arnesen** of George Washington University will highlight the connection between African American protest and labor.

Week Three (July 25, 2012-July 29, 2012)

Black Freedom Movement (1954-1975)

Weekly Readings: Till-Mobley, Mamie and Christopher Benson, "Chapter 13," in *Death of Innocence,* (New York: Random House, 2003,) *117-127; Payne, Charles. "*Men Led, but Women Organized: Movement Participation of Women in the Mississippi Delta," *in Women in the Civil Rights Movement: Trailblazers and Torchbearers*, *1941 – 1965* eds. Vicki L. Crawford, et. al. (Brooklyn: Carlson Publishing, 1990), 1-11.; Williams, Rhonda. "Awakening Giant: The Search for Poor People's Political Power." in *The Politics of Public Housing: Black Women's Struggles Against Urban Inequality*.; Joseph, Peniel. "What We're Gonna Start Saying Now is Black Power!" in *Waiting Til' The Midnight Hour: A Narrative History of the Black Power Movement.*

The third week of the Institute will begin with a tour of the **Chicago History Museum**, followed by the opportunity for students to conduct their own research in the archives. Many civil rights activists often cite the case of Emmett Till as a seminal and catalytic moment in the Civil Rights period. Attorney/journalist and author of *Death of Innocence: The Story of the Hate Crime That Changed America* **Christopher Benson** will discuss his oral history interview of Mamie Till-Mobley and the lynching of Emmett Till. The next day **Professor Charles Payne** of the University of Chicago will discuss more traditional forms of civil rights activism including major leaders, organizations, protest actions, and legislative victories. For the third session of the week, Professor Payne will focus on grassroots organizing and those individuals not frequently included in the canon of civil rights heroes. The final lecturer for the Black Freedom Movement portion of the *Institute* will be **Professor Rhonda Williams** of Case Western University. She will discuss the impact of Black Power in the political formation of African-American communities.

Week Four (August 1, 2012-August 5, 2012)

Post-Civil Rights and the New Generation of Black Politics (1970 to present)

Weekly Readings: Simpson, Dick. "Harold Washington's Council Wars, 1983-1987," in *Rogues, Rebels, and Rubber Stamps: The Politics of the Chicago City Council from 1863 to the Present* (Boulder: Westview Press, 2001) , 203-243.; Keller, Edmund J. "The Impact of Black Mayors on

Urban Policy." *ANNALS of the American Academy of Political and Social Science* (September 1978)439: 1.; Reed, Jr. Adolph, "The Black Urban Regime: Structural Origins and Constraints," in Stirrings in the Jug: Black Politics in the Post-Segregation Era, (Minneapolis: University of Minnesota Press, 1986), 79-115.

The final week of the Institute will focus on African American politics after the Civil Rights Movement and the emergence of a new generation of black political leaders. Participants will receive training in GIS mapping technology from **Professor Josh Radinsky** from the University of Illinois at Chicago. **Professor Michael Dawson** of the University of Chicago will demonstrate the ways in which black elected officials represented both, an end to and a beginning of, black political activism in American history. The final lecture of the week will be given by **Professor Adolph Reed** of the University of Pennsylvania who will look at the significance of President Barack Obama's election. During the last week of the Institute, the final three days will be devoted to formal presentations on the participants' research projects where they will share the lesson plans based on his or her research and discuss the project's implications for classroom curriculum. On Friday evening, *The HistoryMakers* will hold a farewell dinner for all Institute participants.

Project Directors, Staff and Visiting Faculty

Co-Director Ms. Julieanna Richardson, Founder and Executive Director, *The HistoryMakers*
Co-Director Dr. Ashley Howard, Researcher, *The HistoryMakers*
Ms. Jessica Levy, Project Staff/Researcher, *The HistoryMakers*
Dr. Eric Arnesen, Professor of History, George Washington University
Mr. Chris Benson, Associate Professor of African American Studies, University of Illinois at Urbana-Champaign
Mr. Leon Dash, Professor of Journalism, African American Studies, and Law, University of Illinois at Urbana-Champaign
Dr. Michael Dawson, Professor of Political Science, University of Chicago
Dr. Jacqueline Goldsby, Associate Professor of English, New York University
Dr. Cheryl Greenberg, Professor of History, Trinity College
Dr. Bruce Laurie, Professor Emeritus, University of Massachusetts, Amherst
Dr. Charles Payne, Professor of Sociology, University of Chicago
Dr. Josh Radinsky, Assistant Professor of the Learning Sciences, University of Illinois at Chicago
Dr. Adolph Reed, Professor of Political Science, University of Pennsylvania
Dr. Christopher Reed, Professor Emeritus, Roosevelt University
Dr. Elizabeth Renneisen, 2010 NEH Summer Institute graduate
Dr. Rhonda Williams, Associate Professor of History, Case Western University

Applicant Profile

Twenty-five Summer Scholars will be selected from across the nation. The Institute's selection criteria will aim for a geographic mix of women and men from urban, suburban and rural areas representing school systems of all types and sizes. Priority will be given to teachers with a record of achievement and who teach American and African American history or civics, politics and government courses. Participants will be selected according to the following criteria:

1. Commitment to teaching;

2. Experience and success in teaching;
3. Intellectual curiosity and desire to learn;
4. Ability of the teachers to serve as Master Teachers in their communities;
5. Ability of the teachers to play an active and ongoing role in the Institute's network;
6. Ability of *The HistoryMakers Summer Institute* to meet the curricular needs of the applicant.

The Institute will carefully choose its applicants. The diversity of applicants' backgrounds, type of school, level of experience, leadership, interest and background in the subject matter and geographic location will be taken into account. Selection of participants will be conducted by a panel consisting of the Institute's Co-Project Directors, a local secondary educator, and two of the Visiting Faculty taking part in the Institute. The selection panel will follow all applicable federal, state and local guidelines and nondiscrimination statues in making its selections.

Professional Development for Participants

The HistoryMakers is experienced in granting professional teacher certifications and will provide its Institute participants the necessary documentation for them to receive appropriate continuing education units and professional development credit (CEUs or CPDUs) from their local institutions and school districts. At the close of the Institute, participants will receive a letter and certificate indicating their successful completion. All participants will be classified during their stay as Visiting Scholars.

Summer Scholars will also leave the Institute with valuable subject matter expertise and return to their communities and school districts as "master teachers" capable of sharing the newly acquired knowledge and thereby improving the quality of local teaching.

The HistoryMakers

The HistoryMakers is a unique national, 501(c)(3) non-profit educational institution committed to preserving, developing and providing easy access to an internationally recognized, archival collection of thousands of African American video oral histories. *The HistoryMakers* represents the single largest archival project of its kind in the world. Since its inception in July of 1999, *The HistoryMakers* has made the creation of a useable educational resource its priority. It has experimented with a variety of vehicles to ensure public accessibility and educational use. *The HistoryMakers* educational programming has consistently provided first-class scholarly education for our nation's teachers while demonstrating that teachers and students respond enthusiastically to the challenge of engaging the most profound ideas at the core of American history.

Accommodations in Chicago

All Summer Scholars will stay at the newly renovated **Hyatt Regency McCormick Place** located at 2233 South Martin Luther King Drive in Chicago's South Loop on Lake Michigan. Institute seminars will take place at the newly renovated **Glessner House**, the second oldest building in Chicago and a short walk from the Hyatt Regency McCormick Place. Public transportation to and from the hotel to downtown and other parts of Chicago is easily accessible. The area is quiet and does not have a lot of retail nearby; however it is located just

north of Chicago's historic Bronzeville community. Each participant will receive a single bedroom with amenities designed to pamper every guest including:

- Hyatt Grand Bed & iHome stereo with iPod dock
- Complimentary shuttle to downtown attractions
- Business center with 24 hour computer & Internet access
- 24 hour fitness center
- Daily room service available
- Refrigerator and microwave in room available
- Indoor heated lap pool and sun deck
- Jogging/walking paths along Lake Michigan
- Four restaurants located in the hotel

Please visit http://www.mccormickplace.hyatt.com/hyatt/hotels/ for more information on the hotel. The special daily rate for the Institute Visiting Scholars is $65 per night with high-speed Internet access included. The total rate for the month is $1,885. This amount will be withheld from Institute participants' stipend.

Stipend, Tenure, and Conditions of Award

Summer Scholars will receive a stipend of $3,300 minus the $1,885 for the housing costs. Stipends are intended to help cover travel to and from Chicago and living expenses for the duration of the period spent in residence. Stipends are taxable. **Applicants should note that supplements will not be given in cases where the stipend is insufficient to cover all expenses.**

Summer Scholars are required to attend all meetings and engage fully in the work of the Institute. During the program, they may not undertake teaching assignments or any other professional activities unrelated to their participation in the Institute. Participants who for any reason do not complete the full tenure of the project must refund a pro-rata portion of the stipend.

At the end of the project's residential period, Summer Scholars will be asked to submit online evaluations in which they review their work during the summer and assess its value to their personal and professional development. These evaluations will focus on the content and structure of the Institute and will be used to form future Institutes. They will become part of the project's grant file and may become part of an application to repeat the Institute.

The Application Process

We anticipate an exciting mix of NEH Summer Scholars and we welcome a wide variety of interests and qualifications. We encourage social studies, history and civics teachers who wish to enrich their curricula using oral history interviews and techniques, enhance their

understanding of contemporary events, and rethink their understanding of African American and American history. We are also looking for leaders and those who want an intensive, immersive experience. We want teachers who will go back and "model" for other teachers the ideas, approaches and skills they have acquired in this four-week Institute and wish to hear how you propose to do so.

The application process has two parts. First you must register with NEH on their website that you intend to apply for our Institute. The web address is:

https://securegrants.neh.gov/education/participants/

You will provide NEH with basic information and finalize your online information by following their directions. Print out this document (a "cover sheet" which also says "Confirmation" on it). Next, you will send the completed hard copy application to the address indicated below.

Completed applications (in triplicate) **must** be postmarked no later than **Thursday, March 1, 2012** and should be addressed as follows:

Jessica Levy
The HistoryMakers
1900 S. Michigan Avenue
Chicago, Illinois 60616

Each application will include:

1. An essay no longer than four double-spaced pages outlining the following:
    1. Any personal or academic information that you deem relevant;
    2. Your reasons for applying to the Institute and the support of your institution with your application;
    3. Your specific personal and intellectual interest in African American political history and your plans for using this subject matter in your classroom;
    4. Your qualifications to do the work of the Institute and make a contribution to the classroom;
    5. What you hope to accomplish by your participation in the Institute;
    6. The relationship between the topic of this Institute and your own teaching and how you plan to serve as a master teacher;
    7. Your interest in learning how to do oral history and using it in your classroom.
2. A resume detailing your educational qualifications and professional experience
3. Two letters of recommendation

4. An application cover sheet which can be filled out online at this address: https://securegrants.neh.gov/education/participants/

For more information on eligibility see: www.neh.gov/projects/si-school.html

If you have additional questions about the scope or format of the Institute please contact **Jessica Levy** at **jl@thehistorymakers** via phone at (**312)674-1900**. We look forward to hearing from you and greeting you on July 8, 2012 for an exciting intellectual adventure.

Sincerely,

Julieanna L. Richardson
Founder and Executive Director
The HistoryMakers