

# *Keeping and Creating American Communities*

## **Overview and Institute Schedule**

**Revised 7/3, 2000**



***Keeping and Creating American Communities***  
**Summer Institute 2000**  
**Syllabus**

**Week One: July 10-14**

**Monday, July 10**

*Opening Morning Session* [9:00-9:30 and 9:30-12:00]

- **Themes and Artifacts:** Each team leader will introduce one of the project's humanities themes through an artifact associated with the local application we will be studying.  
*Facilitators: Team Leaders*
  
- **Writing a Story of the Cherokee:** Emphasizing the integration of historical research with composition, Visiting Scholar Glancy will lead a discussion of her writing process for a novel based on the Cherokee Removal.

*Facilitator: Diane Glancy, author of Pushing the Bear*

*Key Text: Pushing the Bear*

*Afternoon Session* [12:45-2:15 and 2:30-4:00]

- **Preparing for New Echota, Comparing Treatments of the Cherokee Removal:** Through discussion of Robert Conley's *Mountain Windsong*, we will consider issues associated with trying to represent historical events in story versus creating public history sites. Comparing and contrasting Pushing the Bear with Mountain Wind Song, we will brainstorm approaches for teaching either/both texts as part of studying the Removal.  
*Facilitators: Team Leaders*
  
- **Where Are You From?:** We will share personal history pieces written in a variety of genres. These short pieces of writing should be tied to a particular "personal history artifact" which you bring for this opening session. (Make sure you write 2 pages or less double-spaced.)

*Facilitator: Sarah Robbins*

*Key Texts: Participants' own writing*

**Tuesday, July 11**

*Morning Session* [8:00 (early start)-1:30]

- **Recovering Public Culture:** We will take a field trip to New Echota to analyze the history and recent developments at that public history site. We'll do free-writing and/or take photographs on site.

*Facilitators: Leslie Walker and Georgia Department of Natural Resources site guides*

*Key Texts: 1930s Monument to the Cherokee Removal, 1950s-70s displays, 1990s videotape, recently restored homes and public buildings from 1830s New Echota*

*Afternoon Session [1:30-2:45 and 2:45-4:00]*

- **Studying Public Culture:** We will view a Powerpoint presentation outlining key methodologies for "doing" public history and highlighting recurring issues associated with stewardship of public culture. Small-group brainstorming and whole-group discussion of pre-assigned readings will follow.

*Facilitator: Jeff Drobney, KSU Professor of Public History*

*Key Text: Nearby History: Exploring the History Around You*

- **Local History and Culture Projects:** Participants will hear highlights of a Georgia-based community culture project, the Foxfire program, and will discuss controversies associated with the program.

*Facilitator: Gwen Williams, Director, Peachtree Urban Writing Project;*

*Team Leader; veteran Foxfire training leader*

*Key Texts: Foxfire resources and history*

## **Wednesday, July 12**

*Morning Session [9:00-9:30 and 9:30-12:00]*

- **Reflective Writing and Discussion:** Performance Coordinator Bernadette Lambert will perform a personal piece of writing about connecting with community history and culture through visiting a public history site important to her own sense of American community.
- **Using Technology to Study Culture:** Traci Blanchard and Mimi Dyer will facilitate our exploration and critique of exemplary digital humanities resources associated with our project themes. We will identify strengths and weaknesses in those sites.

*Facilitators: Traci Blanchard and Mimi Dyer*

*Afternoon Session [1:00-2:00 and 2:00-3:45]*

- **Forming a Writing Community:** To consider approaches and implications for fostering a sense of local community through shared literacy practices, participants will discuss several secondary readings from composition studies.

*Facilitator: Todd Harper, Director, KSU Freshman Composition Program*

*Key Texts: Ellen Cushman, "Opinion: The Public Intellectual" (cp)*

- **Sharing Images, Constructing Culture:** Working in small groups with digitized images collected at New Echota, participants will work in small writing groups to create a rough design for a web page. They will also prepare a rationale for their design decisions. Whole-group debriefing will follow.

*Facilitators: Traci Blanchard, Project Webmaster; Bridget Doss, HSS Tech Support*

## **Thursday, July 13**

*Morning Session [Arrive downtown by 9:45; session ends at 11:45.]*

- **"Reading" Atlanta Architecture:** Dana White will lead an introduction of our "Building Cities" theme via a walking tour of downtown Atlanta, including discussion of several buildings crucial to the city's efforts in the second half of the twentieth century to "imagine" itself as a center of corporate growth and cultural development.

*Facilitator: Dana White, Professor of Art and Architecture, Emory University*

*Key Texts: Atlanta Rising excerpt (chapter 2 and pp. 152-55);*

*parks and buildings in the center city;*  
*Crimmins and White, "Looking for Atlanta" (New Georgia Guide; cp)*

*Afternoon Session [1:45-3:30]*

- **Exhibiting Community, Celebrating Our Sense of Ourselves in Social Events:** We will tour The Atlanta History Center in midtown Atlanta. We will explore and critique exhibits on "Native Lands" (the impact of the Cherokee and Creek tribes on Georgia) and "Metropolitan Frontiers," a history of Atlanta.

*Facilitators: Docents from The Atlanta History Center*

*Key Text: Atlanta Rising section on the world premiere of Gone with the Wind in Atlanta;  
Atlanta History Center exhibits*

## **Friday, July 14**

*Morning Session [9:00-9:30 and 9:30-12:00]*

- **Reflective Writing and Performance:** Incorporating our readings, "Building the Cities" team leader Emmanuel Martin will perform a text created in response to images of Atlanta explored the previous day. Martin will model approaches for integrating visual and oral text in a performance piece.

*Facilitator: Man Martin, Team Leader*

- **Cultivating Homelands:** Tom Scott, a regional history specialist, will lecture and lead discussion on Georgia farm life in the early twentieth century. Dede Yow, who frequently team teaches with Scott at KSU, will join him in a discussion of connections between primary historical and literary documents of Georgia culture.

*Facilitators: Tom Scott, KSU Professor of Georgia History;*

*Dede Yow, KSU Professor of English and Regional Literatures*

*Key Text: "Two Landowners," Documents of Georgia History excerpt (cp)*

*Afternoon Session [12:45-2:00, 2:00-3:00, and 3:00-4:00]*

- **Literature as a Window on Rural Culture:** Dede Yow will introduce literature readings associated with our "Building Homelands" theme. Small-group brainstorming about strategies for developing interdisciplinary resources for teaching the texts will be followed by whole-group discussion.

*Facilitator: Dede Yow, KSU Professor of English and Regional Literatures*

*Key Texts: Raymond Andrews' The Last Radio Baby and chapters 1-3 of Lamb in His Bosom*

- **Fostering Community Historians:** Peggy Corbett, team leader for our "Cultivating Homelands" themes, will lead a mini-workshop based on her experiences doing teacher research and humanities resource development with support from an NWP Rural Sites Network mini-grant. Primary materials gathered and interpreted by her students will be introduced, along with strategies for involving community organizations in such work.

*Facilitator: Peggy Corbett, Team Leader, with Linda Templeton*

*Key Texts: Artifacts and images from a Rural Sites Network project*

- **Reflections on the Week and Projections to Week 2:** Participants will write and post to the bulletin board informal evaluations on their week's learning and ideas about what they hope to accomplish in the second week. A round-robin sharing will close the session.

*Facilitator: Sarah Robbins, Project Director*

## Week Two: July 17-21

### **Monday, July 17**

*Morning Session* [9:00-10:00 and 10:00-12:00 (10:00-11:00, Holzman; 11:00-11:45 writing)]

- **Examining Literacy Practices:** Participants will discuss how literacy studies can highlight cultural traits and issues in particular local communities. Writing in response to their reading on “Local Literacies,” participants will imagine ways to help students see their own reading and writing as avenues to becoming active civic participants. Writing assignment to be posted to the bulletin board.

*Facilitators: Sarah Robbins and Mimi Dyer*

*Key Texts: Reflective writing and discussion of Barton and Hamilton, “Introduction,”*  
*Local Literacies: Reading and Writing in One Community, (cp)*

- **Coming to America from Other Countries:** Group members will hear from Lucia Ribeiro about her experience immigrating to Georgia from Brazil, where her mother language was Portuguese, and learning English while a college student studying economics at KSU. Now co-director of KSU’s Hispanic Center, Lucia has a master’s degree in Spanish from Georgia State. Participants will also listen to a replay of one of Carmen Deedy’s memoirs, discuss similarities and differences between Ribeiro’s and Deedy’s experiences as newcomers to Georgia, and then write a posting to the bulletin board based on responses to these stories.

*Facilitators: Judy Holzman, KSU Professor of Foreign Languages; Lucia Ribeiro*

*Key Text: Carmen Agra Deedy, Growing Up Cuban in Decatur, Georgia (audiotape)*

*Afternoon Session* [12:30-1:30; 1:30-2:30 and 2:30-4:00]

- **Creating Suburbia:** Participants will discuss key issues in and methodologies for sociological study of suburban culture. [12:30-1:30]

*Facilitator: Mel Fein, KSU Professor of Sociology;*

*Key text: Kenneth Jackson, Crabgrass Frontier (excerpt—chapter 15)*

- **Debating Cultural Documents:** Team leader Gerri Hajduk will lead a brainstorming activity aimed at considering ways (e.g., researched simulation exercises) for inviting students to analyze current public policy debates and print texts as cultural documents related to our theme of “Shifting Landscapes, Converging Cultures.” [1:30-2:30]

*Facilitator: Gerri Hajduk, Team Leader*

*Key Texts: Photos from the Atlanta Regional Commission (e.g., before and after interstates;*  
*pre- and post-shopping mall scenes, developers' impact on particular landscapes);*

*newspaper accounts of county commission meetings and the*  
*Governor’s task force on regional planning*

- **Field Research** Participants will have sought out a public location or other “living” source embodying a particular aspect of our exploration of suburbia. Using this time frame to do field study, participants will gather data to share with the whole group via the project bulletin board. These explorations could produce such records as a photo of a forested area being torn down for development of a shopping center; a transcript of an interview with a landowner who has just sold or is resisting the sale of his property to developers; a written reflection of an image or a rewrite of the personal history piece from earlier in the institute. A report on this individual activity will be posted to the bulletin board by each participant.

## Tuesday, July 18

*Morning Session* [9:00-10:00 and 10:00-12:00]

- **Teaching the Freedmen in Georgia:** Drawing from primary and secondary historical documents, Ann Pullen will provide an overview for our local examination of the project's "Educating for Citizenship" theme.

*Facilitator: Ann Pullen, KSU Professor of History, KSU*  
*Key Text: Jacqueline Jones' Soldiers of Light and Love (excerpt--cp)*

- **Promoting Student Publication:** Print Publications Coordinator Dave Winter will introduce several of his former Wheeler High School journalism students, who will share brief narratives about their research and writing processes for stories about "Converging Cultures" at Wheeler and throughout Cobb County. Winter will facilitate a writing exercise to promote reflection on connections between journalistic writing and humanities-associated academic research.

*Facilitator: Dave Winter, Print Publications Coordinator*  
*Key Texts: Stories from the Wheeler High School newspaper;*  
*oral reminiscences of award-winning student writers*

*Afternoon Session* [1:00-3:00 and 3:00-4:00]

- **Teaching Narratives of Teaching:** We will compare and contrast several narrative accounts of teaching the freedmen, focusing on such issues as how the original audience and purpose shaped the development and circulation of those texts, and how we might help students historicize their responses to such narratives. Ann Pullen and Sarah Robbins will offer suggestions for interdisciplinary teaching of such texts.

*Facilitators: Ann Pullen, KSU History Professor, and Sarah Robbins, Project Director*  
*Key Texts: poems by Frances Harper (handout);*  
*Johnson, "A Black Teacher and Her School in Reconstruction Darien" (cp)*

- **Identifying Key Areas of Interest:** After an informal synthesis discussion of local applications for our project themes, participating teachers will each identify several themes which they would like to explore further by working in small-group teams for the remainder of the summer program and during the academic year. Team "assignments" will be announced the following morning.

*Facilitator: Mimi Dyer, Lead Teacher Coordinator*

## Wednesday, July 19

*Morning Session* [9:00-12:00]

- **Team Planning:** Small-group teams (one for each of our five national/local themes) will meet to brainstorm ideas for developing writing-centered inquiry approaches, in light of our project's overall "Keeping and Creating American Communities" structure. Based on prior planning by team leaders, each group will finalize objectives for Thursday's "field research" appropriate for gathering new humanities materials associated with their theme (e.g., visits to a public history site, museum or library; interviews for oral histories; picture-taking and artifact-gathering). Tentative projections for individual and team resource development projects to be carried out in August, after the institute, will be formulated, followed by whole-group debriefing.

*Facilitators: Team leaders Leslie Walker, Gwen Williams, Peggy Corbett, Emmanuel Martin, Gerri Hajduk; Dissemination Coordinators Traci Blanchard,*

*Mimi Dyer, Bernadette Lambert, Dave Winter and Sarah Robbins*

*Afternoon Session [1:00-2:00 and 2:00-3:30]*

- **Personal Writing and/or Writing for Curricular Planning:** Participants will use individualized writing time to prepare drafts. Participants will set their own agendas for these pieces, which may take any form (e.g., reflective, creative, teaching-oriented). Whatever the piece of writing, it should explore, exemplify and/or express one or more personal goals for learning during the continuity program.
- **Workshopping Our Writing:** Working in their small teams, participants will respond to each others' writing and prepare an overview to share with the whole group.
- **Posting to the Project Bulletin Board:** Participants will post entries based on their drafts.

## **Thursday, July 20**

*Morning and Afternoon Sessions [9:00-4:00]*

- **Finding Traces of Community Cultures:** Based on Wednesday's planning, teams will spend the day doing field work to gather theme-based humanities resources for the classroom. Sites that could be explored include the Herndon House, the Auburn Avenue Library of African American Culture, Atlanta History Center, The World of Coca Cola, Marietta Square and historic homes, The Mall of Georgia, CNN, Cherokee County Courthouse, Centennial Farms, Vann House (Cherokee Leader's Home), suburban neighborhood clusters, Georgia government offices, university libraries (Emory, Georgia State, Georgia Institute of Technology)

*Facilitators: Team Leaders and Dissemination Coordinators*

*Late Afternoon and Evening De-briefing Session*

- Team leaders will meet with National Advisory Board member Paul Lauter.

## **Friday, July 21**

*Morning Session [9:00-11:45]*

- **Collaborative Planning:** Teams will meet to prepare presentations of their emerging resources with the whole group. Besides the mentoring of their team leaders, each group will have the support of one dissemination coordinator or the project director in developing their plans. Paul Lauter will circulate among the teams, offering advice on their work.

*Afternoon Session [12:30-3:30 and 3:30-4:00]*

- **Sharing Session:** Each team will present a one-half hour workshop providing an overview of their work-to-date and projections of their plans for individual end-of-summer projects and school-year teacher research related to their project theme. Paul Lauter will respond to each presentation, suggesting ideas for future topic/theme development

*Facilitators: Paul Lauter, Team Leaders and Dissemination Coordinators*

- **Written Reflections and Oral Projections:** We will write informal evaluations of the Summer Institute experience and set personal agendas for individual projects and team activities through the rest of the summer and first semester 2000. Each teacher-participant will begin a draft for a "Keeping and Creating American Communities" professional growth plan for the coming school year, including a theme-based humanities resource development project and a teacher research inquiry proposal .

Facilitator: Sarah Robbins, Project Director