Section One: Workshop Overview

We are excited to announce two one-week workshops for school teachers, who are selected as NEH Summer Scholars. While participating in our workshop in Atlanta, the Summer Scholars will visit the sites where civil rights history was made. We have assembled a group of nationally known scholars who will share stories of the Civil Rights Movement that reshaped the city, the region, and the nation. Summer Scholars will learn how to use Atlanta’s historic sites to bring the Civil Rights Movement alive to their students.

It was here in Atlanta in 1895 that Booker T. Washington delivered his “Atlanta Compromise” address at the Cotton States and International Exposition. Eight years later in The Souls of Black Folk, Atlanta University professor W. E. B. Du Bois predicted that the “problem of the Twentieth Century [would be] the problem of the color line.” When Martin Luther King, Jr. was born on Auburn Avenue, a racial divide relegated African Americans to a second class status. Dr. King grew up to challenge the color line and make Atlanta the capital of a Civil Rights Movement that ended legalized segregation in America.

Booker T. Washington  W. E. B. Du Bois  Dr. Martin Luther King, Jr.
Summer Scholar Workshops:
Field trips will take you to Piedmont Park where Booker T. Washington delivered his “Atlanta Compromise” address and to Atlanta University where W. E. B. Du Bois penned *The Souls of Black Folk*. Workshop scholars will lead you in the footsteps of Dr. King as he played in his childhood home, attended Morehouse College, pastored Ebenezer Baptist Church, and now is buried on Auburn Avenue with his wife Coretta.

The historic landmarks that you will visit reveal the history of a segregated society and the struggle to dismantle it. The gold-domed Capitol building is where Jim Crow laws were passed and where African Americans protested their passage. The Fox Theater bears the imprint of the color line, with separate entrances, seating, and rest rooms for black and white theater goers. The downtown Rich’s Department Store and City Hall are facilities, once segregated, which still carry the imprints of their civil rights battles. The roots of resistance to the color line began on Auburn Avenue, the historic heart of the African American business, civic, and religious communities, and on the Atlanta University Center campuses where students organized sit-ins and demonstrations in the 1960s. Atlanta has memorialized these events at the sites where civil rights history was made. Summer Scholars can bring these on site experiences to their classrooms.

A Summer Scholar Project: Summer scholar Malcolm Davidson (peering from the right eye of the mask) had his students create a diversity mask modeled after the John Wesley Dobbs Memorial Mask on Auburn Avenue in the heart of the Martin Luther King National Historic Site.

Summer Scholar Comments:
- “The landmarks put a real face on the Civil Rights Movement, especially since many excursions were led by people who were directly involved.”
- “I learned many teaching strategies from colleagues, which is an important supplement to the experience.”
• “I have several really interesting primary resources to share with my students as a result of the workshop. Likewise, I have excellent experiential knowledge about the Civil Rights Movement to share with my students as well.”

Section Two: Workshop Goals and Intellectual Rationale

1. To use historic sites related to civil rights events in Atlanta to trace the history of the color line in twentieth century American history.

2. To read the writings of W.E.B. Du Bois, Booker T. Washington, and Dr. Martin Luther King, Jr. and to listen to the voices of civil rights protestors at associated sites in Atlanta.

3. To provide teachers with the opportunity to develop curriculum that makes use of historic landmarks in Atlanta and related historic documents to teach the history of the color line and the Civil Rights Movement in 20th century American history.

Intellectual Rationale

In *The Souls of Black Folk* as he reflected on the history of the South and the nation at the dawn of the 20th century, W. E. B. Du Bois stated: “The Problem of the Twentieth Century is the problem of the color line.” Now that the twentieth century has concluded, it is clear that Du Bois was right. The Atlanta writings of Du Bois from his base at Atlanta University will be the starting point for the workshop. When Du Bois penned his observations in Atlanta’s **Stone Hall** of the Atlanta University Center in 1903, he did so in a segregated city where Jim Crow regulated the relationships between the races, subjecting African American citizens to a second-class status. Just eight years before Du Bois published his reflections, Booker T. Washington had come to Atlanta to address the dignitaries and well-wishers who assembled for the opening of the Cotton States and International Exposition at what is now **Piedmont Park**. Washington's "Atlanta Compromise" speech was hailed by whites for its accommodation to the color line, but criticized by Du Bois who believed that segregation needed to be confronted.

Du Bois had come to Atlanta University in 1897 to conduct scientific studies of the social conditions of the Negro, the results of which he published as the *Atlanta University Studies* (1900-1913) as annual investigations of such African American institutions as the family and the church. However, he found that African Americans were the objects of white violence, demonstrated by the Atlanta Race Riot in 1906, when white mobs attacked, beat, and murdered Black trolley riders who were on their way through the downtown. After helping to found the National Association for the Advancement of Colored People, Du Bois left Atlanta for New York City, where he edited the NAACP magazine, *Crisis*.

The Atlanta that Du Bois left behind was a place where the color line was hardened. As the 20th century progressed, Atlanta's racial divide could be seen in its institutions, its businesses and its neighborhoods. On the east side, **Auburn Avenue** became the nexus of black business near the downtown and at its extremity a center of middle-class residential living. On the West Side African American millionaire Alonzo Herndon built his home...
(the Herndon Home) next to the President’s Home of Atlanta University. The creation of a separate place of black business (Atlanta Life Insurance) and worship (Big Bethel AME, Wheat Street Baptist, and Ebenezer Baptist) not only represented the color line, but also embodied the places of organized resistance to a second-class status.

After the white-only Democratic primary was declared unconstitutional in Georgia in 1946, African Americans began to influence the outcomes of Atlanta elections, and in the late 1940s and 1950s, gained modest political concessions such as the hiring of black policemen. By the early 1960s, young African Americans were becoming impatient with the relatively slow pace of change. Students at the Atlanta University Center campuses published a full-page ad in the Atlanta newspaper titled “An Appeal to Human Rights,” which stated that they were unwilling to wait as rights that were due them were meted out. The following week, small groups of students organized to request service in white-only restaurants and cafeterias in government buildings throughout the downtown.

With organized resistance from African Americans and the assistance of the federal Civil Rights Act of 1964 and the Voting Rights Act of 1965, black representatives began to take their places in Atlanta City Hall and the State Capitol and to dismantle the legalized Color Line. The Atlanta landscape where these struggles took place is now filled with landmark sites that speak to this history.
Section Three: Workshop Faculty

Tim Crimmins, Co-Project Director

Dr. Timothy J. Crimmins is Professor of History at Georgia State University, where he has served on the faculty since 1972. He has taught in the public schools of Baltimore, Maryland. He teaches courses on historic preservation and urban history, which use historic sites to teach history. He has been co-lead historian (with Glenn Eskew) for two Teaching American History Grants—Fulton County Schools and Cobb County Schools (2009-14). His research on Atlanta history has appeared in exhibits at the Atlanta History Center, in an eight-part series on Atlanta Public Television (1991-3), and in The New Georgia Guide and Stadt Bauwelt (1996) and Urban Wildlife (1998). His coauthored book, Democracy Restored: A History of the Georgia Capitol, (University of Georgia Press, 2007) tells the story of segregation and integration. With an NEH grant he has produced the digital “Georgia Capitol Tour” (2012), a free download from iTunes. He has directed the Following the Color Line Workshops in 2007, 2008, 2010 and 2012. Dr. Crimmins will serve as lecturer and site guide, using his knowledge of landmark sites in Atlanta and his experience in using historic places to illuminate the past.

Glenn Eskew Co-Project Director

Dr. Glenn T. Eskew, Professor of History at Georgia State University, has written extensively on southern race relations since the civil war. In addition to his study But For Birmingham: The Local and National Movements in the Civil Rights Struggle, Eskew has published two edited volumes on southern history, essays in other collected works, and articles in The Journal of Southern History and The Historian. His most recent work is a biography, Johnny Mercer: Southern Songwriter for the World (University of Georgia Press, 2014). Dr. Eskew has lectured in the NEH-funded Stony the Road We Trod workshop in Birmingham. Dr. Eskew will use the works of Fitzhugh Brundage and David Blight to set the intellectual framework for the workshops and then use his research to examine how race relations are interpreted in history and memory though civil rights memorials.
Maurice Hobson, Co-Leader

Dr. Maurice Hobson is an Associate Professor of African American Studies and History at Georgia State University. He is the author of *The Legend of the Black Mecca: Politics and Class in the Making of Modern Atlanta* with the University of North Carolina Press. Dr. Hobson has created a new paradigm called the Black New South that explores the experiences of black folk in the American South since WWII, with national and international implications. He has served as an expert witness in court cases and as a voice of insight for documentaries, films, movies, public historical markers, monuments and museum exhibitions. Dr. Hobson will deliver lectures on the residual damage from the color line and the continued cultural divide in the post-civil rights era and will participate in all workshop sessions.

Martha Battle
Teacher Facilitator/Social Studies Lesson Plan Coordinator

Martha Battle has thirty-three years as a classroom teacher and twenty-seven years as division chairman with supervisory responsibility of up to fifteen social studies teachers. As Teaching American History Grant coordinator for three years, Mrs. Battle oversaw professional development for thirty U.S. History teachers, and she coordinated with professors from Georgia State University establishing symposiums and related travel experiences. Teaching Advanced Placement courses in U.S. History and participating as a faculty consult with the Educational Testing Service as a reader, table leader and exam leader contributed to her leadership and curriculum development skills. Mrs. Battle has served as a consultant to local and state curriculum and testing initiatives and participated as a Library of Congress American Memory fellow.
Lizz Etter, Teacher Facilitator

Elizabeth Etter returns as a veteran of the 2012 Color Line Workshop. Ms. Etter served as Chair of the Social Studies Department and was selected as Teacher of the Year at Kell High School in 2015-6. At Lassiter High School, she is now U. S. History PLC Leader. Ms. Etter will participate in the field trips, noting where she has been able to incorporate primary materials into her lessons, and she will work with Ms. Battle and the NEH scholars in lesson planning during the workshop.

Beverly Sheftall, Lecturer

Dr. Beverly Sheftall is founding director of the Women’s Research and Resource Center (since 1981) and Anna Julia Cooper Professor of Women’s Studies at Spelman College. She co-edited Sturdy Black Bridges: Visions of Black Women in Literature and authored Daughters of Sorrow: Attitudes toward Black Women, 1880-1920. She co-authored with Johnnetta Betsch Cole, Gender Talk: The Struggle for Equality in African American Communities which was published by Random House in February 2003. She is the recipient of numerous fellowships and awards, among them a National Kellogg Fellowship and a Woodrow Wilson Fellowship for dissertations in Women’s Studies. Professor Sheftall will address the role of women in the civil rights movement.
Akinyele Umoja, Lecturer

Akinyele Umoja is Associate Professor and Chair of African-American Studies at Georgia State University. Dr. Umoja has taught in the Atlanta Public Schools. He teaches courses related to the history of people of African descent in Georgia, the civil rights movement and other African American political and social movements. He has written *We Will Shoot Back: Armed Resistance in the Mississippi Freedom Movement* (NYU Press, 2013). Umoja articles have appeared in the *Journal of Black Studies, New Political Science, Radical History Review* and *Socialism and Democracy*. Dr. Umoja will lecture on Martin Luther King, Jr.

Dr. Wendy Venet, Lecturer

Dr. Wendy Venet is Professor of history at Georgia State University. Professor Venet specializes in nineteenth century U.S. history. Her most recent publication is *A Changing Wind: Commerce and Conflict in Civil War Atlanta* (Yale University Press, 2014). She has also produced the edited work, *Sam Richards’s Civil War Diary: A Chronicle of the Atlanta Home Front* (2009). She is the author of two monographs. A *Strong-Minded Woman: The Life of Mary Livermore* was published in 2005 and *Neither Ballots nor Bullets: Women Abolitionists and the Civil War* in 1991. She is co-editor of two collections, *Union in Crisis* (2003) and *Midwestern Women: Work, Community, and Leadership at the Crossroads* (1997). As an Advisory Board member, she helped to conceptualize exhibits for the Abraham Lincoln Presidential Museum. Professor Venet will detail the workings of the slave economy in Atlanta before the Civil War and the evolving etiquette of race relations in the city in its aftermath.

Section Four: Daily Schedule
Content and Design

The workshop will use sites in Atlanta to tell the powerful and provocative stories of the imposition and demolition of the Color Line. The Summer Scholars will explore the Fox Theater, where the physical barriers of a segregated facility are still visible. They will walk the streets of the two principal historic districts that trace the history of the color line, the Martin Luther King National Historic Site and the Atlanta University National Register District. They will visit sites throughout the city where civil rights history is memorialized. The summer scholars will have background readings and primary historic documents, access to historic site documentation on the websites of the Library of Congress (American Memory), the National Park Service; and the Landmark sites themselves in their study of the color line. They will hear lectures in their meeting places and at the sites they visit. Summer Scholars will receive resource packets with primary and secondary source materials for principal historical figures and the landmark sites with which they are associated in Atlanta. Summer Scholars will be encouraged to explore the needs of their local, state and national initiatives as they develop techniques and plans to engage students in the Civil Rights standards they address in the classroom. Technology innovations and applications will also be explored as scholars consider the powerful use of media to portray the Civil Rights story.

Day One  Summer Scholars will assemble for an opening dinner on Sunday evening for a workshop overview and selection of smaller working groups for the week. In the second workshop Tomika Brown-Nagin will deliver a keynote lecture on the long history of the civil rights movement in Atlanta. (For the first workshop this lecture will be given on Friday.) After dinner, Summer Scholars will work in their smaller working groups, and be given the opportunity to learn a little more about the teaching backgrounds of their colleagues and to review the schedule of the week.

Day Two  The presentations by Professors Wendy Venet and Glenn Eskew will examine how slavery ended only to be replaced decades later by a rigid color line. Professor Venet will use her study of Atlanta during the Civil War to dramatize the termination of slavery with the arrival of Union General William T. Sherman's army in September 1864 and of the views of Atlanta diarist S. P. Richards to describe evolving race relations in the city in the aftermath of the war and Reconstruction. Picking up the story after Reconstruction, Professor Eskew will trace the hardening of the color line in the city, state, and region in the last decade of the 19th and first decade of the 20th centuries. Professor Maurice Hobson will follow with an overview of “Booker T. Washington’s Atlanta Compromise” speech delivered at the Cotton States and International Exposition at Piedmont Park (1895) and the response of W. E. B. Du Bois. Lunch at a restaurant with southern cuisine will be devoted to the working groups and discussion of the resources available for their lesson plans on an Atlanta landmark and how they can design them to fit into units on 20th-century American history. Professors Venet, Hobson and Eskew will conduct site visits and lectures at Oakland Cemetery and Piedmont Park. Summer Scholars will gather in midafternoon to work on lesson plans under the direction of Dr. Eskew and Ms. Battle.
Day Three
Dr. Maurice Hobson will lead a lecture tour of Stone Hall (1882) of Atlanta University Center, the landmark where W.E. B. Du Bois wrote the *Souls of Black Folk*. Summer Scholars will see the Herndon Home, the mansion of Atlanta’s black millionaire. Lonnie King, a student leader of the 1960 Atlanta Sit-ins will speak of this campaign on the Atlanta University quad where he addressed students before marches and sit-ins over a half century ago. A site visit to the Atlanta University Center colleges will follow. After lunch in a Soul Food restaurant, Professor Crimmins will lead a lecture tour of the Fox Theater (1928), where Summer Scholars will examine the colored divisions of what was built as a segregated facility: separate entrance, stairs, seating, and rest rooms. On the return to the university, the bus will drive by the Margaret Mitchell house where Margaret Mitchell wrote *Gone with the Wind* and the Suburban Station where vestiges of the colored and white facilities can still be seen.
Day Four Tim Crimmins will lead Summer Scholars on a walking lecture tour by the First Congregational Church, office towers where the headquarters of the Ku Klux Klan were located, Alonzo Herndon’s Barber Shop. On route, he will trace the contours of the 1906 Race Riot, which will end at the site of the Henry Grady Monument, where several bodies of African Americans killed by white rioters were dumped. The lecture tour
will continue to the old **Rich’s Department Store**, where Martin Luther King was arrested in one of the student sit-ins in 1960. Summer scholars will continue to the **State Capitol** (1889), built before Jim Crow, but which became the site where Jim Crow laws were passed, where segregation was enforced, and where monuments remain from an era of white supremacy. Dr. Gwen Middlebrooks will meet the Summer Scholars at the site of the Capitol cafeteria and detail her arrest there at the 1960 student sit-in. After lunch at The Varsity, an Atlanta fast-food original, summer scholars will examine the exhibits at the Center for Civil and Human Rights. After returning to the residence hall, Dr. Akinyele Umoja will discuss with the scholars Martin Luther King’s Drum Major speech in preparation for the Thursday program. Over a light supper, Connie Curry, a white veteran of the student movement will describe her experiences crossing the color line in the late 1950s and assisting with the sit-ins in the 1960s.
Day Five Summer Scholars will take a walking lecture tour of Auburn Avenue, the heart of the African American business district, which emerged after the 1906 Race Riot. They will visit Big Bethel AME Church, where Bishop Henry McNeal Turner preached; the Odd Fellows Building, which housed African American retail businesses, a theater, and offices for black professionals; the Prince Hall Masons Building, where Martin Luther King Jr. headquartered the SCLC when he returned to Atlanta in 1960; Ebenezer Baptist Church, where Dr. King was pastor; and the King birth home and grave site. They will also see the residential and business neighborhoods that supported the city’s black middle class and spawned opposition to the color line in the 1940s and 1950s that came to fruition in the 1960s Civil Rights Movement. Summer Scholars will hear a presentation by Professor Hobson on the work of Dr. Martin Luther King, with an emphasis on his life in Atlanta. Dr. Beverly Guy Sheftall will lecture on “Women in the Civil Rights Movement” with an emphasis on the student movement that originated on the Atlanta University Center campuses in the 1960s. The afternoon will be devoted to working group lesson plans.
Odd Fellows Building c. 1925
Auburn Avenue 1960s Big Bethel AME and Odd Fellows
Prince Hall Masons Building, today
Dr. King at SCLC Office
Prince Hall Masons Building
Ebenezer Baptist Church, today
Dr. King preaching in Ebenezer Baptist Church
Martin Luther King, Jr Birth Home, today
Dr. King in front of his birth home
Day Six Dr. Glenn Eskew will lecture about "Memorializing the Civil Rights Movement in Atlanta and the South." For the first week program, Tomika Brown-Nagin will deliver a keynote lecture on the long history of the civil rights movement in Atlanta. The final session of the workshop will be devoted to presentations by Summer Scholars of their lesson plans and related projects that will show how they can use what they learned from their study of civil rights history and Atlanta landmarks to mark the rise and fall of the color line in 20th-century American history. The session will conclude by 3:30, at which time buses will take Summer Scholars to the airport.

Section Five: Workshop Readings

Day One—Introduction to the Color Line

The background readings examine civil rights struggles in Atlanta that predate the 1960s and how the memory of the Civil War is political as well as cultural. The Civil Rights acts of 1875 and 1964 help to frame the workshop, and the Supreme Court decisions that declare the first unconstitutional and the second constitutional have places and events in Atlanta that will be part of our field visits. The 1883 Civil Rights decision and 1996 Plessy set the stage for the legislated segregation that proliferated at the turn of the twentieth century.
1. Background Readings


**Day Two—The Color Line in Post-Civil War Atlanta and the South**

The background readings provide background by scholars for an understanding of race relations in the post-Civil War era and of the Atlanta Compromise speech of Booker T. Washington. The documentary selections from Du Bois’ *Souls of Black Folk* include his description of Atlanta University and the commercialism of Atlanta, his analysis of the failure of Reconstruction, and his critique that characterized Washington’s 1895 speech at the Cotton States Exposition as “the Atlanta Compromise.” The site visit documents for Oakland Cemetery, Atlanta University, and Piedmont Park provide contemporary detail and set up themes for discussion at the historic sites we will visit.

1. Background Readings


2. Documentary Readings


**Day Three—The Color Line and Black Resistance**

The background reading consists of two short accounts of presenters who were participants in the Civil Rights struggle during the 1960s in Atlanta. The documentary reading is a defense of segregation by then Governor of Georgia and later U. S. Senator Herman Talmadge. (The “you” in the title is intended for white people. The site visit documents for Atlanta University, the Student Movement, and the Fox Theater provide contemporary newspaper accounts of 19th century theater segregation and the 1960’s sit-in movement in Atlanta. They also include news clips from the 1960s and videos of workshop speakers looking back on their experiences as college students in the Atlanta sit-ins.

http://historymatters.gmu.edu/d/39/
Day Four—Struggling Against the Color Line

The background readings provide background on the Atlanta Race Riot and the Martin Luther King, Jr. arrest in the sit-in at Rich’s Department Store. The documentary readings are the Heart of Atlanta Motel decision of the U. S. Supreme Court that declared the 1964 Civil rights Act constitutional. The site visit documents provide detail for the walking tour of the Atlanta Race riot and sites of protest against the color line in the 1880s and the 1960s. There are also news clips of the owner of the Heart of Atlanta Hotel and an edited video of Lester Maddox and his effort to skirt the 1964 Civil Rights Act.

Day Five—Martin Luther King, Jr. and Coretta Scott King—The Struggle for the 1964 Civil Rights Act and the Expansion of Civil Rights in the Late 20th Century.

The background readings include assessments and encyclopedia entries for Martin Luther King Jr. and Coretta Scott King, and assessments of the challenges of the Civil Rights Movement. The documentary sources include recordings of Dr. King’s 1964 lecture in London in advance of his Nobel Peace Prize award and his sermon delivered at Ebenezer Baptist Church two months before his assassination in 1968. Coretta Scot King’s lecture on the AIDS epidemic and the rights of gay people demonstrate her effort to carry on the work of her husband and the Civil Rights Movement. The site visit documents focus on Beg Bethel AME Church as a center of African American Political and cultural life. Dr. King’s return to Atlanta in 1960, his arrest at the Rich’s sit-in, and his treatment in the
press after his Nobel Prize and assassination; and important business buildings on Auburn Avenue.

1. Background Readings
Alice Walker, In Search of our Mother’s Gardens: “The Civil Rights Movement,” “Choice: A Tribute to Dr. Martin Luther King, Jr.,” “Coretta King: revisited.”
New Georgia Encyclopedia: Martin Luther King, Jr.

2. Documentary Sources
Martin Luther King, Jr. speech in London, December 7, 1964. This is a long speech, you can stop at the first station break.
http://www.democracynow.org/2015/1/19/exclusive_newly_discovered_1964_mlk_speech
Martin Luther King, Jr. “The Drum Major Instinct,” On 4 February 1968, Dr. King preached this sermon from the pulpit of Ebenezer Baptist Church two months before his assassination on 4 April 1968. Short version-- https://vimeo.com/77261262
Listen to the short version, but there is also the long version--
http://kingencyclopedia.stanford.edu/encyclopedia/documentsentry/doc_the_drum_major_instinct/
Coretta Scott King. Keynote Address - AIDS Memorial Quilt Initiative by October 18, 1999 - Atlanta, Georgia at the launching of the Historically-Black Colleges And Universities AIDS Memorial Quilt Initiative. Coretta Scott King
http://gos.sbc.edu/k/king.html

Day Six—The Aftermath of the Civil Rights Movement—Memories and Memorials
The background readings examine the continuing struggle over the memory of race, the incorporation of Civil Rights sites into the economy of tourism, and Atlanta’s capitalization on its Civil Rights past. The documentary sources provide background on the selection of Atlanta as the site of the 1996 Olympics, an account of Atlanta the year of the Olympics, and an editorial by an African American columnist on the role of the SCLC in the post-Civil-Rights era.

1. Background Readings

Section Six: Credit
At the conclusion of the seminar, you will be provided with certificates verifying your attendance at all required sessions. There will be approximately 35 hours of actual instruction within the workshop. You should determine in advance to what degree your state or local school districts will accept participation in the Workshop for continuing education units. However, the Georgia State University will work with you to provide sufficient documentation for your school district.

Section Seven: Facilities and Expenses

*Georgia State University*

- Langdale Hall
- Robinson College of Business
- Aderhold Learning Center
- Lofts for Graduate Student Housing
(First Coca Cola bottling plant in foreground)
Lodging for Summer Scholars at GSU’s University Commons: Georgia State University opened its 2,000-unit resident hall block in August 2007. It is a 4.2-acre complex of four apartment buildings with a cafeteria, wireless internet, and parking. Telephone service, bedding and linen are provided in all rooms. Room cleaning services and towels are provided. All rooms are single, arranged in quads of four that share two bathrooms, a kitchen, and a small living room. Single rooms in quads are $350 for five nights. An opening night dinner, six continental breakfasts, and four lunches and two light dinners will be provided to all for a cost of $275.00. The $1,200 stipend can be used to pay for these expenses. Parking is available for $5.00 a day in the Commons gated lot. The University Commons are a four-block walk from the MARTA transit station with direct connections to Hartsfield Jackson International Airport. The program will also have a shuttle to and from the airport to the Commons at the beginning and end of the program.

The University Commons.  
https://myhousing.gsu.edu/campus-living/university-commons/

Click for a Google Map Location: Location

Section Eight: Application Information and Instructions

Please review the eligibility criteria for participation in Landmarks workshops at http://www.neh.gov/files/divisions/education/eligibility/landmarks_eligibility_criteria.pdf

Landmarks of American History and Culture Workshops provide K-12 educators with the opportunity to engage in intensive study and discussion of important topics and issues in American history and culture, while providing them with direct experiences in the interpretation of significant historical and cultural sites and the use of archival and other primary evidence.

Prior to completing an application to a specific workshop, please review the project website and consider carefully what is expected in terms of residence and attendance, reading and writing requirements, and general participation in the work of the project.

NEH Landmarks workshops involve teachers in collaboration with core faculty and visiting scholars to study the best available scholarship on a specific landmark or cluster of
landmarks. Workshops, offered twice in one summer, accommodate 36 teachers in each one-week session. Participants benefit by gaining a sense of the importance of historical and cultural places, by making connections between the workshop content and what they teach, and by developing individual teaching and/or research materials.

**Please Note:** An individual may apply to up to two NEH summer projects (NEH Landmarks Workshops, NEH Summer Seminars, or NEH Summer Institutes), but may participate in only one.

**SELECTION CRITERIA**

A selection committee (consisting in most cases of the project director, one of the project scholars, and a veteran teacher) will read and evaluate all properly completed applications.

Special consideration is given to the likelihood that an applicant will benefit professionally and personally from the workshop experience. It is important, therefore, to address each of the following factors in the application essay:

- your professional background;
- your interest in the subject of the workshop;
- your special perspectives, skills, or experiences that would contribute to the workshop; and
- how the experience would enhance your teaching or school service.

**Five workshop spaces must be reserved for teachers who are new to the profession** (those who have been teaching for five years or less). While previous participants are eligible to apply, selection committees are charged to give first consideration to applicants who have not participated in an NEH-supported seminar, institute, or workshop. Additionally, preference is given to applicants who would significantly contribute to the diversity of the workshop.

**STIPEND, TENURE, AND CONDITIONS OF AWARD**

Teachers selected to participate as NEH Summer Scholars will receive a stipend of $1,200 at the end of the residential workshop session. Stipends are intended to help cover travel expenses to and from the project location, books, and ordinary living expenses. Stipends are taxable.

NEH Summer Scholars are required to attend all scheduled meetings and to engage fully as professionals in all project activities. Participants who do not complete the full tenure of the project will receive a reduced stipend.

At the end of the project’s residential period, NEH Summer Scholars will be asked to provide an assessment of their workshop experience, especially in terms of its value to their personal and professional development. These confidential online evaluations will become a part of the project’s grant file.
APPLICATION INSTRUCTIONS

Before you attempt to complete an application, please study the project website, which contains detailed information about the topic under study, project requirements and expectations of the participants, the academic and institutional setting, and specific provisions for lodging and subsistence.

APPLICATION CHECKLIST

A completed application consists of the following items:

- the completed application cover sheet,
- a résumé or short biography with contact information for a professional reference, and
- an application essay (no longer than two double-spaced pages) as outlined below.

Application Cover Sheet

The application cover sheet must be filled out online at this address:

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

Please follow the prompts; be sure to indicate your first and second choices of workshop dates. Before you click the “submit” button, print out the cover sheet and add it to your application package. Then click “submit.” At this point you will be asked if you want to fill out a cover sheet for another project. If you do, follow the prompts to select the other project and repeat the process.

Note that filling out a cover sheet is not the same as applying, so there is no penalty for changing your mind and filling out a cover sheet for several projects. A full application consists of all of the items listed above, submitted to the project director.

You must submit a separate cover sheet online for each project to which you are applying in order to generate a unique tracking number for each application. **Do not copy and paste a new cover sheet.**

Résumé and Reference

Please include a résumé or brief biography detailing your educational qualifications and professional experience. Be sure the résumé provides the name, title, phone number, and e-mail address of one professional reference.
**Application Essay**

The application essay should be no more than **two double-spaced pages**. The essay should address your professional background; interest in the subject of the workshop; special perspectives, skills, or experiences that would contribute to the workshop; and how the experience would enhance your teaching or school service.

**SUBMISSION OF APPLICATIONS AND NOTIFICATION PROCEDURE**

Completed applications should be submitted to Tim Crimmins, Box 502, Department of Sociology, Georgia State University, Atlanta, GA 30302-5020, not the NEH, and postmarked no later than March 1, 2019. Application materials sent to the NEH will not be reviewed.

Successful applicants will be notified of their selection on **Friday March 29, 2019**, and they will have until **Friday April 5, 2019** to accept or decline the offer.

**Once you have accepted an offer to attend any NEH Summer Program (NEH Landmarks Workshop, NEH Summer Seminar, or NEH Summer Institute), you may not withdraw in order to accept an offer from another program.**

**EQUAL OPPORTUNITY STATEMENT**

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to NEH Equal Opportunity Officer, 1100 Pennsylvania Ave., N.W., Washington, D.C. 20506. TDD: 202/606-8282 (for the hearing impaired only).

**Section Nine: Contact**

Should you have any questions or need further assistance, please contact: **Tim Crimmins**, Department of Sociology, Georgia State University, Atlanta, GA 30302-5020, phone 404-413-6356, email **TCRIMMIN@GSU.EDU**