

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



Summer Institutes for College and University Teachers
Institution: Harvard University



NATIONAL
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HUMANITIES

DIVISION OF EDUCATION
PROGRAMS

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National Endowment for the Humanities Division of Education Programs

Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

Project Title: *African American Civil Rights Struggles in the Twentieth Century*

Institution: Harvard University

Project Director: Henry Louis Gates

Grant Program: Summer Institutes for College and University Teachers

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SUMMARY

“African American Struggle for Civil Rights in the Twentieth Century” aims to introduce college teachers to new and recent scholarship on the origins, development and consequences of the civil rights movement, and to facilitate the development of curriculum and teaching strategies for incorporating this history into American history curriculum and related areas of instruction. The proposed institute builds upon a series of NEH Institutes that have been sponsored by Harvard University’s W.E.B. Du Bois Institute since 1997. As in the past, the institute will include leading scholars, writers and teachers in the fields of African American history, literature and music. Among them are Leon Litwack, Deborah McDowell, Kevin Boyle, Gerald Early, Kimberly Phillips, Raymond Gavins, and Peter Guralnick.

The proposed 2008 NEH Institute is part of an ongoing effort to identify and review monographs and primary source materials that provide for fuller understanding of African American efforts to secure full citizenship and civil rights, and to situate that movement within the broader context of American history. The institute is organized chronologically and topically into three parts: The Age of Jim Crow; the New Deal-World War II Era; and the Civil Rights Years. A unifying focus of the program is the ways in which African Americans’ ideas about freedom and democracy along with their organized efforts to secure full citizenship intersected with and had a formative influence on the economic, political and cultural forces that have shaped modern America.

During the four week long program, teachers will engage in an intensive program of reading and discussion with leading scholars, reviewing new and recent scholarship as well as a rich array of sources – oral histories, memoirs, documentary films, music and archival sources, particularly the papers of the NAACP. Participating teachers will work in small groups to revise courses they currently teach, develop plans for new courses, and/or create units on specific topics or texts. We encourage participants to establish a list serve to facilitate ongoing discussion and collaboration and would also work with them to establish a web site to incorporate work done by participants during the institute in identifying resources and sharing other relevant information.

Among the most important consequences of past programs are the friendships that were formed, the networks that were established, and the collaborations that began and continued long after participants left Cambridge. For example, several participants from the 1998 Institute joined together to establish the “Fannie Lou Hamer Institute on Citizenship and Democracy,” which has sponsored an ongoing series of summer programs for high school teachers in Jackson, Mississippi. Participants from the institutes in 1999 and 2000 collaborated in producing an edited collection of essays based on their classroom application of what they learned in the institute, *Teaching the Civil Rights Movement* published in 2002.

INTELLECTUAL RATIONALE

“African American Struggles for Civil Rights in the Twentieth Century” builds and expands upon a series of NEH Summer Institutes that have been sponsored by the W.E.B. Du Bois Institute since 1997. The last institute was held in 2006. We received more than one hundred applications for each program. The Du Bois Institute continues to receive inquiries regarding future institutes, interest and support among a core group of faculty remains strong, and developments in scholarship invite new ways of thinking about and approaching the teaching of this history.

In the past, many of our institute participants have come from institutions of higher learning where heavy teaching loads left little time for keeping up with the scholarship. A major contribution and continuing goal of our program is to introduce teachers to new and recent scholarship and to some of the scholars whose work has been formative in broadening our understanding of African American struggles for freedom and civil rights in the twentieth century. It is an intellectually challenging and energizing experience that revitalizes approaches to teaching. This is underscored in the evaluations of the 2006 NEH Summer Institute. Comments included: “exceeded my highest expectations” “extraordinary learning experience” “phenomenal” “transformative” “my greatest intellectual experience since graduate school” “completely recast my understanding of not only African American history, but of American history” “all aspects of my teaching and scholarship will reflect the experiences of the Institute.”

The institute is designed to promote collaboration between the participants and visiting faculty in developing specific strategies for integrating this history into the undergraduate American history curriculum and related areas. This includes revising survey courses, developing plans for new courses, and ongoing discussions regarding methodology, teaching resources, and particular pedagogical issues and concerns that participating teachers bring to the table.

The institute program is shaped in part by the work and interests of institute co-directors Waldo Marin and Patricia Sullivan as well as recent and forthcoming scholarship of the institute faculty. Through their scholarship and teaching, Martin and

Sullivan continue to explore the ways in which African American resistance to racial discrimination and exclusion combined with an articulation of faith in America's democratic details to inform a national movement for civil rights. An emphasis on the southern based struggles against Jim Crow during the earlier institute programs has shifted to include a fuller examination of the ways in which the experience of African Americans in the urban north shaped race relations and the struggle for civil rights.

Patricia Sullivan is currently writing a history of the NAACP. Founded in 1909 in response to anti-black violence in the North, the NAACP provided an organizational framework for linking the shifting experience of African Americans in all parts of the country to a nationally oriented movement for civil rights. From its founding through the civil rights legislation of the mid-1960s, the richly documented history of the NAACP offers a critical perspective on how black struggles for racial equality and full citizenship interacted with the economic, political, and cultural forces that shaped modern America. The NAACP Papers are a rich resource for teaching, and the microfilm edition of the papers is available at Harvard's Lamont Library.

Waldo Martin has written widely on African American life and culture. His forthcoming book examining African American movement culture is a wide-ranging analysis of the varied and revealing ways in which the tactics and strategies of that movement built upon black cultural traditions and practices, notably drawing upon black popular culture and black expressive culture. This new work expands upon his previous work analyzing the connections between political struggle and cultural struggle, assessing those spaces where the ties between these forms of struggle become inextricable, where the boundaries dissolve, and black cultural politics emerges.

Other major subject areas of the proposed 2006 institute include a closer examination of the role of migration and urbanization in shaping black thought about freedom and civil rights, a subject of Kimberly Phillip's book on Cleveland between the world wars. Kevin Boyle will draw on his work on Detroit to discuss early efforts of blacks in the North to challenge patterns of racial segregation that tightened in response to black migration. Boyle will also offer a workshop on the case of Ossian Sweet, the subject of his prize-winning book, *The Arc of Justice*.

Scholars have recognized the New Deal-World War II era as a formative period in the struggle for civil rights. Several sessions will review the scholarship that has been critical in illustrating how African Americans responded to the possibilities created by the expansion of federal power during the 1930s and 1940s, and the pivotal role of World War II in fostering the heightened black militancy of the postwar era. Leon Litwack will speak from his current research on the black South during World War II, and introduce a wealth of primary sources that inform his work as well as his approach to teaching. Kimberly Phillips' work on the struggle to desegregate the military during and after World War II will frame a discussion of presidential politics and civil rights. Gerald Early, who is currently writing a study of "African Americans in the Age of Integration, 1950-54," will offer critical insight on the desegregation of the military and its relationship to the Civil Rights Movement.

During the last half of the institute, topics will cover the more familiar ground of the modern Civil Rights Movement – from the *Brown* decision through the rise of Black Power. But in each case, the focus will be on reexamining these developments in light of the broader historical context created in the first half of the program, as well as overarching themes, such as the role of youth activism in civil rights struggles from the 1930s to the 1960s. Discussions will focus on questions about the goals and strategies of the movement; the relationship between litigation, legislative lobbying and social change; the nature of leadership; gender relationships and the roles of women; the role of interracial coalitions; the relationship between the movement and the media; and the ways in which ideas about race, citizenship and democracy are reflected in debates around the role of government in modern society.

During the four week long program, teachers will engage in an intensive program of reading and discussion with leading scholars, work in small and large groups to revise courses they currently teach, develop plans for new courses, and create units on specific topics or texts. Throughout the four weeks, participants will work with the directors and with a student assistant to develop a web site that will incorporate teaching materials that are created during the program. We hope that collectively, as a group, we can identify support to build and revise the web site after participants leave Harvard and develop a list serve linking current participants and participants of past institutes.

For our past institutes, college teachers have come from all parts of the country and represented all types of institutions of higher learning: community colleges, historically black colleges and universities, liberal arts colleges, and research universities. Among the most important consequences of the program are the friendships that are formed, the networks that are established, and the collaborations that continue long after participants leave Cambridge and begin the work of revising courses and developing new ones. Several participants from the 1998 institute joined together to establish the “Fannie Lou Hamer Institute on Citizenship and Democracy,” which sponsors summer programs for high school teachers in Jackson, Mississippi. A group of participants from the 1999 and 2000 institutes collaborated on a collection of essays based on their experience of applying what they learned in the institute. Entitled *Teaching the Civil Rights Movement*, it was published by Routledge in 2002. Most recently, three of our former participants organized a public lecture series, held during 2005-06, on the Niagara Movement as a formative moment in the civil rights struggle. Another group worked with institute faculty to organize a tour of civil rights sites. Former participants have organized and presented panels based on their related work at the annual meetings of the Southern Historical Association, the Organization of American Historians, and the Association for the Study of African American Life and History.

CONTENT

The institute is organized topically and chronologically into three major parts: The Age of Jim Crow; the New Deal-World War II Era; the Civil Rights Years. There is, of course, some overlap between these periods. Through a review of recent scholarship, along with memoirs, oral histories, contemporary speeches and essays, photographs and documentary films, participants will establish a broader historical context for considering the rich and complex process that marked the struggle for civil rights in the twentieth century. They will also obtain tools and develop strategies for engaging their students in this history.

The institute will meet Monday through Friday in morning and afternoon sessions. The morning sessions are scheduled from 9:00 to 11:00; afternoon sessions will

be held from 1-3. Participants will have time later in the day and in the evenings and on weekends to pursue work in the Harvard libraries; to work on curriculum projects; and to meet individually and collectively with visiting faculty and project directors. Visiting faculty will be in residence from two days to up to one week and will be available to meet and engage in further discussion outside of the formal sessions.

Prior to the institute we will ask participants to send syllabi, lesson plans, and lists of resources they use in teaching subject areas relating to the topic of the institute, and a statement of what they plan to achieve during the four week long program. Do they hope to revise a survey course, develop a special topics course, have a particular interest in oral history, documentary film, literature, memoirs? Based on this information we will create tentative groups to work collaboratively to develop curriculum plans, resource guides, and/or other types of instructional aids. Waldo Martin and Patricia Sullivan will work with participants to help solidify these groups during the first week of the program. We will also ask for a short profile of each participant and distribute this as well as contact information prior to the start of the institute so the “getting acquainted” process is underway before we convene at Harvard at the end of June.

Introduction to the Institute: Participants, co-directors, and participating faculty who are in the area will gather on Sunday evening June 29 for a welcome barbecue, hosted by the W.E.B. Du Bois Institute. On Monday morning, during the first session of the institute, Martin and Sullivan will sketch out their vision and plans for the program and participants will be encouraged to talk about their expectations. During this first session we will begin the conversation about issues, questions and concerns that participants bring to the institute.

I. The Age of Jim Crow

The first part of the institute focuses on the rise of legalized segregation in the South, the evolution of patterns of racial segregation in the North and West in response to black migration, and the ways in which African Americans responded to the tightening web of racial discrimination and exclusion during the early decades of the twentieth century.

Professor Leon Litwack has worked for the last two decades documenting black life and race relations in the South during the Jim Crow era, from the 1890s up to the *Brown* decision. He will begin by providing an overview of the period from 1890 to 1920, and will discuss the methodology he has used both in reconstructing and teaching this history. Litwack draws on a variety of sources, including autobiographies, music, folklore and film. Participants will be advised to read Litwack's most recent book, *Trouble in Mind: Black Southerners in the Age of Jim Crow*, prior to the start of the institute. This session will be followed by a discussion of Prof. Litwack's current research, which carries his work up through World War II – again with a focus on sources that can be used to great effect in the classroom.

From its founding in 1909, the NAACP focused attention on the national context of racial discrimination, pushing against the spread of *de facto* segregation in the North while working to challenge the legally enforced system of racial caste in the South. As a consequence, the NAACP shaped much of the debate around the tactics, strategies, and goals of the movement for black freedom and citizenship as black migration was reshaping the demographic profile of black America. Patricia Sullivan will introduce participants to the early history of the NAACP, and the rich documentation of black life and race relations contained in the records of the NAACP, available on microfilm at Harvard's Lamont Library.

Kimberly Phillips, director of American Studies at William and Mary College and a historian of black migration and urbanization, will review the literature on migration and discuss the ways in which the adjustment to work and life in the urban north shaped black consciousness and protest strategies.

In a second session, Prof. Phillips will draw from her current project on the long struggle to desegregate the U.S. military during and after World War II. She will focus on two major documents from the immediate postwar period, "To Secure these Rights," the report issued by President Harry Truman's Committee on Civil Rights, and Truman's 1948 Executive Order that called for "equality of treatment and opportunity" in the military services. In addition to considering the issue of military desegregation and the significance of these documents this session will also provide an opportunity to consider the broad topic of presidential politics and civil rights.

At the end of the first week, Kim Phillips, Waldo Martin and Pat Sullivan will join participants in discussing the main themes, issues, ideas and approaches that emerged during the first week. There will also be a discussion of individual and group interests and an effort to solidify plans for curriculum-related projects.

At the start of the second week, Kevin Boyle, a leading labor and urban historian, and Pat Sullivan will provide an overview of civil rights struggles in the urban north in the aftermath of World War I. Boyle, a professor of history at Ohio State University, is the author of *The Arc of Justice: A Saga of Race, Civil Rights and Murder in the Jazz Age*, winner of the National Book Award. The book focuses on the life story of Ossian Sweet and the consequence of his efforts in the mid 1920s to defend his home in a previously all-white Detroit neighborhood. In the afternoon, Boyle will review some of the key primary sources from the Sweet case, and lead a discussion on possible uses of these documents in the classroom, as well as the significance of the Sweet case in the history of the civil rights struggle.

II. The New Deal-World War II Era

The New Deal-World War II era has emerged in historical scholarship as a major benchmark in the development of black politics and the emergence of a national movement for civil rights. Pat Sullivan will provide an overview of recent scholarship and major historical debates and trends. This will be followed by a series of sessions on specific topics that illustrate some of the major developments and sites of struggle during this era. (These discussions will incorporate earlier presentations by Leon Litwack and Kimberly Phillips on World War II and the immediate postwar period)

Kevin Boyle will focus on black workers, the rise of industrial unionism, and the complex role of labor in the emergent civil rights coalition. Kenneth Mack will lead a discussion around his article, “Law and Mass Politics in the Making of the Civil Rights Lawyer, 1931-1940” which offers a critical new interpretation on the relationship between litigation and community-based organizing, the influence of radical politics on civil rights lawyering, and the role of black lawyers in shaping the civil rights movement. Pat Sullivan will highlight the growth and evolution of the NAACP during these decades, focusing on the origins of the NAACP’s legal challenge to unequal education, the impact

of World War II on local NAACP activism, and the role of black veterans in the postwar era.

Gerald Early's session on the Desegregation of the Armed Forces offers a bridge between World War II and the 1950s. Following President Truman's 1948 order desegregating the Armed Forces, the Korean War was the first military engagement that the United States fought with officially integrated armed forces. Early, a professor of English at Washington University, will draw on several autobiographies and personal narratives of Korean War veterans in his discussion of the racial integration of the military during the Korean War, and its impact on the broader struggle for civil rights. During the afternoon curriculum workshop, he will introduce participants to a series of films featuring black soldiers reflecting attitudes in the broader culture and their development during the 1950s.

III. The Civil Rights Years

During the last half of the program, we will review new and recent scholarship on the most celebrated years of the Civil Rights Movement, considering it within the broad context established during the previous two weeks. Emphasis will be placed on linking key developments in the movement to broader social, cultural, political, and economic trends shaping postwar America. We will also explore the ways in which the era has been documented, reported on, remembered and written about, and how these materials can be used to engage students in a critical reading of the images and narratives that frame our understanding of the past.

The exploration of the intersection between culture and politics is a major theme of the institute program – within and across racial boundaries as it relates to black protest and community activism, as well as the development of white racial attitudes during the 1950s and 1960s. Waldo Martin will provide a framework for considering these themes, more specifically: the relationship between Civil Rights and Black Power; the heightening of black consciousness of the post World War II years; the shifts, continuities, and complexities marked by growing, and sometimes conflicting demands for civil rights, integration, and black freedom. These discussions will build upon Professor Martin's recent and forthcoming books. Julian Bond will offer his highly

acclaimed multi media presentation, which explores the ways in which the emergence of teenage culture in the 1950s was shaped and influenced by the racial crossover that produced rock 'n roll. Peter Guralnick, author of *Sweet Soul Music: Rhythm and Blues and the Southern Dream of Freedom* will examine how developments in popular culture and mass communications interfaced with growing political challenges to racial barriers in the 1950s and 1960s.

There will be several sessions relating to the *Brown* decision, its history, consequences, and legacy. Waldo Martin's *Brown v. Board of Education: A Brief History with Documents* invites a fresh look at *Brown*. Martin will lead a discussion on the history of the *Brown* decision from legal, social, and cultural perspectives, followed by a curriculum workshop wherein participants will discuss approaches to teaching about *Brown* and developing lesson plans, drawing from Martin's edited book of documents as well as other resources.

Robert L. Carter was a major architect of *Brown*. His life touches on many of the themes of the institute. Born in 1917, his family was part of the Great Migration. Trained at Howard Law School and Columbia University, his experiences as a black soldier in the segregated Armed Forces during World War II informed his determination to become a civil rights lawyer. Working as Thurgood Marshall's top assistant and then as NAACP General Counsel, he played a leading role in crafting and arguing major civil rights cases from the 1940s to the late 1960s, including *Brown v. Board*. He will participate in an open-ended discussion about his life and experiences, guided by questions from the group who will have read his memoir, *A Matter of Law: A Memoir of Struggle in the Cause of Civil Rights*. This will be followed by a conversation with Lewis Steel, a protégé of Robert Carter's who has worked as a civil rights lawyer since the early 1960s. Steel joined the staff of the NAACP General Counsel's office fresh out of law school, and played a major role in the effort to secure a broad application of the *Brown* mandate by challenging racial segregation in northern schools during the 1960s.

A session with Johnnie Carr and Doris Crenshaw, two of the participants in the Montgomery bus boycott and filmmaker Clark Johnson, who directed "Boycott," a docudrama on the early days of the year long protest, will provide an opportunity to explore the ways in which the boycott has been remembered, and provide a fresh look at

its history and consequences. While Johnnie Carr was a contemporary of Rosa Parks, Doris Crenshaw was fourteen during the boycott, and vice president of the NAACP Youth Chapter; both bring very different perspectives to bear on this pivotal moment. There will be a screening of “Boycott” during the previous evening.

Waldo Martin will lead in framing a broader approach to youth activism and the black freedom struggle. Martin, who has done extensive work on the Southern Negro Youth Congress, an organization of black youth active from 1938 to 1948, has explored the connections between these earlier efforts and better-known protests of students in the 1960s. He considers why the activists of the sixties appear to have little or no knowledge of a group that in many ways anticipated the tactics and efforts of the Student Nonviolent Coordinating Committee, and why historians have largely neglected this earlier youth movement. An oral history workshop with Dorothy Burnham, a SNYC activist in the 1940s and her daughter Margaret who worked with SNCC in the 1960s will be followed by a session with SNCC activists Julian Bond and Martha Noonan.

Recent scholarship on lesser known figures of the Civil Rights Movement, particularly women such as Ella Baker, along with community and state-based studies provides an opportunity to consider the different kinds of leadership that shaped and built the movement. This will provide an important context for reevaluating the roles of well known figures like Martin Luther King, Jr., Thurgood Marshall, and the NAACP’s Roy Wilkins. Ray Gavins, Waldo Martin, and Martha Noonon (who is currently editing a major book of oral histories by women activists of the 1960s), will lead a discussion about how our understanding of leadership informs the way we teach about the Civil Rights Movement. Some attention will be directed toward how participants and panelists teach about Martin Luther King, Jr. and how their experiences during the institute will inform their approach in the future. To broaden our approach does not necessarily diminish King’s significance, but changes it by placing his history in a fuller context.

Deborah McDowell, professor of English at the University of Virginia, and Raymond Gavins, professor of history at Duke, will lead a series of workshops around memoirs, oral histories, and documentary film, focusing on how the history of the movement is remembered, documented, and visualized. In the past, McDowell and Gavins “hands on approach” with these resources and texts have contributed to the

further development of practical classroom applications of the ideas and new approaches developed during the course of the institute.

Pat Sullivan and Waldo Martin will lead a discussion on Civil Rights Struggle in the urban North during the postwar era. They will draw on their own and recent scholarship to stretch beyond the southern focus that continues to define the modern civil rights movement. This session will build upon discussions with Robert Carter and Lewis Steel concerning the ultimately unsuccessful effort to dismantle school segregation in the North, and consider the challenges left in the wake of the legislation that dismantled the Jim Crow system in the South. Waldo Martin will pursue these themes further in an exploration of the relationship between the Civil Rights and Black Power eras, focusing on the Black Panther Party, organized in Oakland California in 1966.

We will conclude the program with a discussion with Henry Louis Gates, Jr., organized around “America Behind the Color Line,” the PBS documentary that Gates helped develop and hosted. This program, which looks at African American life and race relations at the turn of the new century, will provide a forum for considering the history we have studied and its meaning today.

PROJECT FACULTY AND STAFF

Henry Louis Gates, Jr., Waldo Martin, Jr. and Patricia Sullivan will serve as codirectors.

As director of the W.E.B. Du Bois Institute, Henry Louis Gates will provide critical personal and institutional support for the institute program. He will meet with participants during the course of the program for screenings of the series he hosted, “America Behind the Color Line,” and participate in a final session assessing the consequences of the Civil Rights Movement and the current state of black life and race relations.

Patricia Sullivan and Waldo Martin will be responsible for coordinating the institute curriculum and overseeing the implementation of the four-week long program. They bring complementary backgrounds to the undertaking. Sullivan’s area of specialization is the twentieth century United States, focusing particularly on the African

American experience and race relations. Her publications include *Days of Hope: Race and Democracy in the New Deal Era* and *Freedom Writer: Virginia Foster Durr: Letters from the Civil Rights Years*. She is currently completing a history of the National Association for the Advancement of Colored People, which is under contract with the New Press. She is Associate Professor of History and African American Studies at the University of South Carolina.

Waldo Martin, Professor of History at the University of California, Berkeley, is a leading scholar of nineteenth and twentieth century African American intellectual and cultural history. His publications include *The Mind of Frederick Douglass, Brown v. Board: A Brief History with Documents*, and *No Coward Soldiers: Black Cultural Politics and the Black Freedom Struggle*. He is currently completing a major work 'A Change is Gonna Come: The Black Freedom Struggle and the Transformation of America, 1945-1975, forthcoming, University of North Carolina Press. He is also writing, with Joshua Bloom, *Black Against Empire: A History of the Black Panther Party*, which will be published by the New Press.

Martin and Sullivan are coeditors of the John Hope Franklin Series in African American History and Culture, University of North Carolina Press. They have collaborated on several projects relating to the topic of the institute, including *Civil Rights in the United States: An Encyclopedia* (Macmillan Reference, 2000). They are currently working on a history of the Civil Rights Movement based on oral history interviews for the New Press.

The roles of institute faculty are described in the section on "Content." The faculty includes leading scholars in the fields of African American history, as well as social, labor and legal history, literature, and cultural studies. Speakers and panel participants include several former civil rights movement activists. Many of the faculty for the proposed 2008 institute have participated in past institutes, and share a commitment to the goals and purposes of the program.

PARTICIPANT SELECTION

Several factors contribute to the selection of participants. Most important is the individual applicant's statement regarding their interest in the institute and what they

hope to achieve as a result of their participation in the program, especially as it applies to their teaching. Another factor is whether an applicant has had opportunities to participate in similar teaching enhancement programs in the recent past. Preference will be given to those who have not had such experiences.

INSTITUTIONAL CONTEXT

The W.E.B. Du Bois Institute for African and African American Research at Harvard University will serve as the sponsoring institution for the project. The Du Bois Institute, established at Harvard in 1974 and directed by Henry Louis Gates, Jr. for more than a decade is one of the leading centers dedicated to the study of the history, culture and social institutions of people of African descent. It fulfills its mission through a fellowship program, working groups on academic and social issues, major research projects, publications, and other collaborative efforts.

The NEH Institute will take place at the Barker Center for the Humanities at Harvard. General sessions will be held in the major seminar room in the Department of African and African American Studies. Smaller seminar rooms will be available for group discussions, meetings with visiting faculty, and small group collaborations. In addition to providing excellent physical space, this arrangement creates opportunities for NEH participants to interact with faculty of the African and African American Studies Department.

NEH summer institute participants will be appointed as visiting fellows of the W.E.B. Du Bois Institute, providing them with full access to the Harvard libraries and computer facilities, free admission to the museums at Harvard, and all other privileges afforded to visiting scholars and faculty. Arrangements will be made for participants to meet with Barbara Berg, Senior Research Librarian at Harvard, for an orientation to the library and resources related to the topic of the institute. The library has extensive holdings in this area, including the microfilmed collection of the NAACP Papers, Tuskegee institute newspaper clipping file, and resources of the Schomburg Research Center on Black History, as well as newspapers, periodicals, and government documents.

Reasonably priced housing on campus will be available at one of the Harvard houses; the specific facility is not assigned until the academic year preceding the proposed 2008 institute.

We will arrange for group excursions to local sites of interest, including the Black Freedom Trail, which traces Boston's early black community, and local sites of abolitionist activity. We will also arrange for a group visit to the John F. Kennedy library. Each participant will be provided with the Harvard Student Guide to Boston and Cambridge, an excellent guide to local restaurants, museums, sports activities and music in and around Boston.

FOLLOW UP AND DISSEMINATION

As in the past, we will work with the group to develop a list serve so that participants can continue to collaborate and share information once they leave the institute and return to their home institutions. An ongoing goal of the summer institute is to develop a web site which incorporates the work done by participants during the summer to identify resources, develop lesson plans and teaching strategies, and build a bibliography of primary and secondary materials as well as a guide to audio and visual resources. Our larger goal, which depends upon ongoing institutional support, is to incorporate work that has been done and continues to be done in connection with institutes that have been sponsored by the Du Bois Institute since 1997. The possibilities for such a web site could include sound and video clips from oral history sessions conducted over the past ten years, many of which were videotaped.

SCHEDULE

Monday, June 30:

9-12: Introductory session

2-4: The Age of Jim Crow: Leon Litwack

Readings: Leon Litwack, *Trouble in Mind: Black Southerners in the Age of Jim Crow*

Tuesday, July 1:

9-11: The Black South during World War II: Leon Litwack

1-3: Curriculum Workshop: Leon Litwack

Wednesday, July 2

9-11: The NAACP and the Shaping of the Modern Civil Rights Movement: Patricia Sullivan

Readings: Sullivan's forthcoming history of the NAACP, draft of chapters 1-3
Selected primary documents

1-3: Black Migration and Urbanization: Kim Phillips

Readings: Kimberly Phillips, *Alabama North: African American Migrants, Community and Working Class Activism in Cleveland, 1915-1945* (selected chapters)

Thursday, July 3

9-11: Military Desegregation, the Truman Administration, and Civil Rights in Postwar American: Kim Phillips

Readings: Steven Lawson, "To Secure these To Secure These Rights: The Report of President Harry S Truman's Committee on Civil Rights"

1-3: Curriculum workshop: overview of the first week, focusing on major themes as they relate to course development and classroom application: with Kimberly Phillips, Waldo Martin, Patricia Sullivan

Friday, July 4: HOLIDAY

Monday, July 7:

9-11: Civil Rights in the Urban North: Kevin Boyle, Patricia Sullivan
Readings: Kevin Boyle, *The Arc of Justice: A Saga of Race, Civil Rights and Murder in the Jazz Age*
Patricia Sullivan, "The New Negro in post World War I America" (chapter 4, NAACP manuscript)

1-3: Curriculum Workshop: The Case of Ossian Sweet: Kevin Boyle

Tuesday, July 8

9-11: The New Deal/WW II Era: Overview of Scholarship: Pat Sullivan
Readings: TBA

9-11: Black Workers, Labor, and Civil Rights: Kevin Boyle
Readings: Bruce Nelson, *Divided We Stand* (selected chapters)
Robin Kelley, "We Are Not What We Seem"

Wednesday, July 9

9-11: Black Lawyers and Civil Rights in the Depression Era: Kenneth Mack
Kenneth Mack, "Law and Mass Politic in the Making of the Civil Rights Lawyer, 1931-1940," *The Journal of American History* Vol. 93, no 1 (2006)

1-3: Making Civil Rights a national and international issue: NAACP activism during World War II: Pat Sullivan
Selection of primary documents

Thursday, July 10

9-11: The Desegregation of the Armed Forces in the 1950s: Gerald Early
Readings: TBA

1-3: Curriculum workshop: Hollywood's Portrayal of Black Soldiers: Film excerpts:
Gerald Early

Friday, July 11:

9-11: Black Cultural Politics in postwar America: Waldo Martin
Waldo Martin, *No Coward Soldiers: Black Cultural Politics and Postwar American*

Monday, July 14

9-11: *Brown v. Board* in Historical Perspective: Waldo Martin
Waldo Martin, *Brown v. Board: A Brief History with Documents*

1-3: Curriculum Workshop: Waldo Martin

Tuesday, July 15

9-11: The Road to *Brown* and Beyond: An oral history session with Robert L. Carter
Robert L. Carter, *A Matter of Law: A Memoir of the Struggle for Equal Justice*

1-3: Taking *Brown* North: The Making of a Civil Rights Lawyer: Oral History Session
with Lewis Steel

Wednesday, July 16:

9-11: The Montgomery Bus Boycott: An Oral History Session with Doris Crenshaw and
Johnnie Carr

1-3: History and Film: Clark Johnson

Thursday, July 17:

9-11: Students and the Movement: from the 1930s to the 1960s: Dorothy Burnham,
Margaret Burnham, Waldo Martin
Readings: Selection of primary documents

1-3: SNCC and the 1960s: Oral history session with Julian Bond, Martha Norman
Readings: TBA

Friday, July 18:

9-11: Crossing the Color Line: From Rhythm and Blues to Rock and Roll: Julian Bond

1-3: How the Movement caught up with the Music: Peter Guralnick
Peter Guralnick, *Sweet Soul Music: Rhythm and Blues and the Southern Dream of
Freedom*

Monday, July 21:

9-11: Reassessing Civil Rights Leadership in the 1960s: Martin Luther King and Beyond:
Ray Gavins, Waldo Martin, Martha Norman
Readings: Charles Payne, "Men Led but Women Organized"
Barbara Ransby, *Ella Baker and the Black Movement for Freedom* (selected chapters)
Adam Fairclough, *Martin Luther King, Jr.*, introduction and conclusion

1-3: An oral history of SNCC women – discussion with Martha Norman

Tuesday, July 22:

9-11: Memoirs of the Civil Rights Era: Deborah Mc Dowell
Deborah McDowell, *Leaving Pipe Shop*

1-3: Oral history and documentation of Black Life during the Jim Crow Era: Raymond Gavins

Readings: William Chafe, Raymond Gavins, Robert Korstad, *Remembering Jim Crow: African Americans Tell about Life in the Segregated South*

Wednesday, July 23

9-11: Teaching with documentary film: *Four Little Girl* : Deborah Mc Dowell

1-3: Curriculum Workshop: Representing and Remembering the Civil Rights Movement:
Deborah McDowell, Waldo Martin, Raymond Gavins

Thursday, July 24

9-11: Beyond Jim Crow: Civil Rights Struggles in the Urban North: Pat Sullivan, Waldo Martin

Readings: Martha Biondi, *To Stand and Fight: The Struggle for Civil Rights in Postwar New York*, selected chapters

Quintard Taylor, *In Search of the Racial Frontier: African Americans in the American West, 1528-1990*, chapters 9-10

Film: Busing in Boston, Eyes on the Prize, II

1-3: From Civil Rights to Black Power: Revisiting the Black Panther Party: Wald Martin

Readings: Selection of primary documents.

Friday, July 25

9-11: Race and Civil Rights in the post Civil Rights Era: Discussion with Henry Louis Gates of “Behind the Color Line”