

**The Problem of the Color Line: Atlanta Landmarks and Civil Rights History**  
National Endowment for the Humanities Landmarks of American History and Culture  
Workshops for School Teachers

July 15-21, 2012 or July 22-28, 2012  
Georgia State University, Atlanta, Georgia

Application Deadline, March 1, 2012



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. DuBois 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. DuBois



Dr. Martin Luther King, Jr.

Workshop 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. DuBois 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.



Graves Hall, Morehouse College



Ebenezer Baptist Church



M. L. and Coretta King Tomb

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 lessons to their classrooms.



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 were 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.”

## Workshop Goals

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.



**Faculty and Summer Scholars at Booker T. Washington HS**

## Workshop Faculty



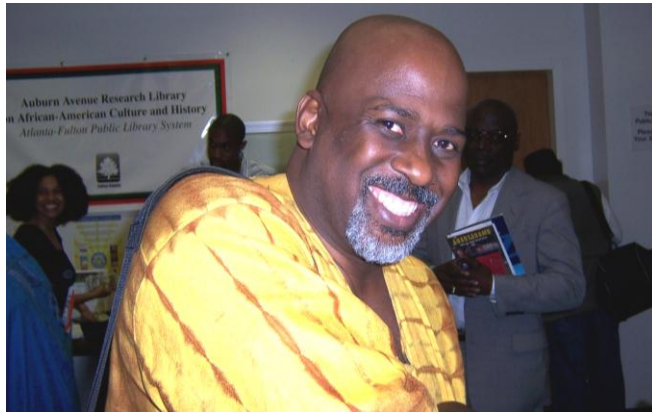
**Tim Crimmins, Project Director**

Dr. Tim Crimmins came to Georgia State University in 1972 where his interest in cities has been the focus of his career in teaching and research. He teaches courses on historic preservation and urban history, which include field studies of Atlanta, southern cities, and European and Mediterranean cities. He has conducted teacher workshops for the Atlanta Public Schools and served as consultant for other school districts in Georgia. His research on Atlanta history has appeared in exhibits at the Atlanta History Center, in an eight-part series on Atlanta Public Television, and in *The New Georgia Guide* and *Stadt Bauwelt*. As a professional in historic preservation he has served as consultant on projects in Atlanta, Savannah, and other southeastern cities. He is coeditor of *Urban America: A Historical Bibliography* (1983) and *American Lives/American People: A Reader in American History* (1987). His book, *Democracy Restored: A History of the Georgia Capitol*, was published by the University of Georgia Press in 2007. He is currently directing an NEH-funded planning grant to develop a hand-held device that visitors can use to explore the history of the Georgia Capitol.



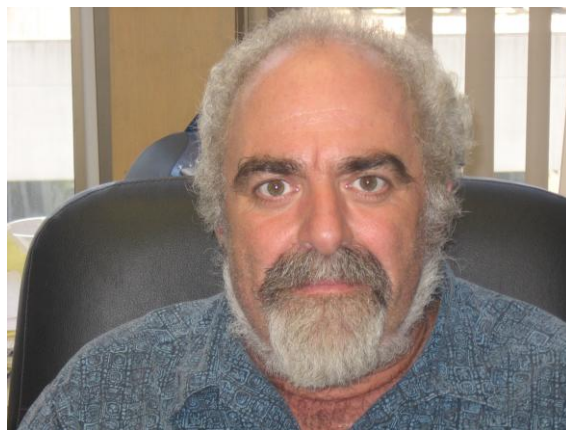
**Glenn Eskew**

Dr. Glenn T. Eskew, an Associate 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*. He has been a principal lecturer for four summers in the NEH teacher workshops in Birmingham Alabama.



**Akinyele Umoja**

Dr. Akinyele Umoja is Associate Professor and Chair of the Department 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. Umoja's articles have appeared in the *Journal of Black Studies*, *New Political Science*, *Radical History Review* and *Socialism and Democracy*. In 2003-4, he served as principal lecturer and teaching mentor for the Teaching World History program.



**Cliff Kuhn**

Dr. Cliff Kuhn is Associate Professor and Director of the Georgia Government Documentation Project at Georgia State University. He has taught in the Atlanta Public Schools, directed teacher workshops in the use of oral history in the classroom, served as

principal consultant on numerous television and radio documentaries. He is past president of the Oral History Association. He has published in *the Journal of American History*, *Oral History*, and *Atlanta History*. His *Living Atlanta: An Oral History of the City, 1914-1948* will be used as a source by workshop summer scholars. He is a leader in the effort to memorialize the 1906 Race Riot.



**Missy Shoenig**

Missy Shoenig has a History B.A. from the University of North Carolina at Chapel Hill and a M.A.T. from Emory University. She is a thirty-year veteran teacher with experience teaching United States history, Advanced Placement United States history, Georgia history, and World history. Shoenig has been involved in curriculum development projects for Fulton County Schools.



**Beverly Sheftall**

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.



**Dana White**

Dr. Dana F. White, Professor, Graduate Institute of Liberal Arts, Emory University, is Co-Investigator for "Segregated Cinema in a Southern City--Atlanta 1895-1996," an NEH funded project. With Timothy Crimmins, he has produced television series and exhibits on the history of Atlanta. They coauthored an essay on Metro Atlanta for *The New Georgia Guide* (University of Georgia Press, 1996) and were the scriptwriters and on-camera narrators for "The Making of Modern Atlanta," an award-winning documentary series produced by WPBA/Atlanta 1991-1993. Dr. White is now writing about the development of greater Atlanta in "The Personality of North American City Regions" series, for the University of Pennsylvania Press. He has co-edited, *Olmsted South: Old Critic/New South Planner* (Greenwood Press, 1979).



**Vicki Crawford**

Dr. Vicki Crawford is co-editor of *Women in the Civil Rights Movement, Trailblazers and Torchbearers* and the author of several articles on women's activism in the southern Civil Rights Movement. Her scholarship includes an article on "African American Women in the Twenty-First Century: The Continuing Challenge," in the *American Woman 2000* and several entries in *Black Women in America: An Historical Encyclopedia*. Dr. Crawford has extensive experience in public history and has conducted oral history workshops for public school teachers at the Atlanta History Center and the Museum of the New South in Charlotte, North Carolina. She has been recipient of a Harvard Administrative Fellowship and is currently serving as Director of the Office of the Morehouse College Martin Luther King, Jr. Collection. She is currently engaged in research on the role of teachers in school desegregation in Atlanta.

## 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 workshop 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.

**Sunday** Summer scholars will assemble for an opening dinner on Sunday evening for a workshop overview and selection of smaller working groups for the week. 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.

### Georgia State University



General Classroom Building



Robinson College of Business



Aderhold Learning Center



Lofts for Graduate Student Housing  
(First Coca Cola bottling plant in foreground)

**Monday** Professor Glenn Eskew will set the scene for the rise of the color line with a lecture, “The South before the Color Line.” In advance of this session, summer scholars will have read excerpts from the writing of W. E. B. DuBois, Booker T. Washington, and Henry McNeal Turner. Professor Akinyele Umoja 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. DuBois. Lunch 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 it to fit into units on 20th-century American history. After lunch, Umoja and Eskew will lead a bus tour to Piedmont Park and Stone Hall (1882) of Atlanta University Center, the landmarks associated with Washington and DuBois. Summer scholars will see the Herndon Home, the mansion of Atlanta’s black millionaire. Professor Crimmins will lead a 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. Summer scholars will gather in mid afternoon to work on lesson plans under the direction of Dr. Eskew and Ms. Shoenig. For more information visit these web sites: [WEB Du Bois](#), [Atlanta University Center District](#), [AU Center 2](#), [Stone Hall](#), [HABS Atlanta University](#), [Fox Theater](#).



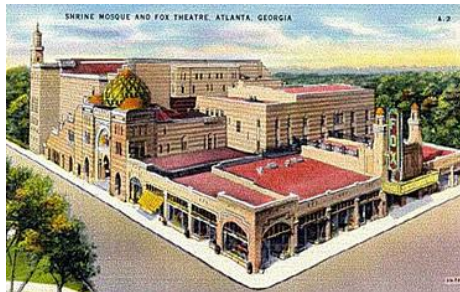
Piedmont Park



Stone Hall



Herndon Home



Fox Theater



Colored Entrance

**Tuesday** Professor Cliff Kuhn will begin the day with a presentation of the Race Riot of 1906 and the efforts to memorialize this event on its centennial. He will detail how the event unfolded and what was the response of Atlanta's African American community. Professor Jacqueline Rouse will lecture on the topic of "Blacks Living in the Jim Crow Era." The presentations will be followed by group discussions for which summer scholars will have read excerpts from Wilbur Doyle's *The Etiquette of Race Relations in the South* and E. Franklin Frasier's *Black Bourgeoisie*. After lunch, Cliff Kuhn will lead summer scholars on a tour of the sites associated with the 1906 Race Riot, followed by a tour led by Tim Crimmins of the State Capitol (1889), built before Jim Crow, but which became the site where Jim Crow laws were passed, where segregation was enforced, where monuments remain from an era of white supremacy. Summer scholars will also see Rich's Department Store, a segregated facility that was the focus of African American protests in the 1960s. For more information, visit these web sites: [1906 Atlanta Race Riot 1](#), [1906 Atlanta Race Riot 2](#), [Georgia State Capitol](#), [Rich's Department Store](#).



Georgia State Capitol

Cr. M. Lowell

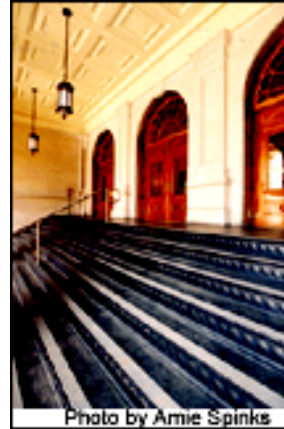
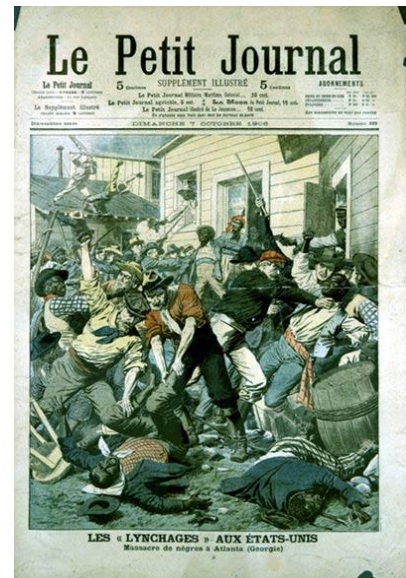


Photo by Amie Spinks

Georgia State Capitol



Rich's Department Store (Sam Nunn Federal Office Center)



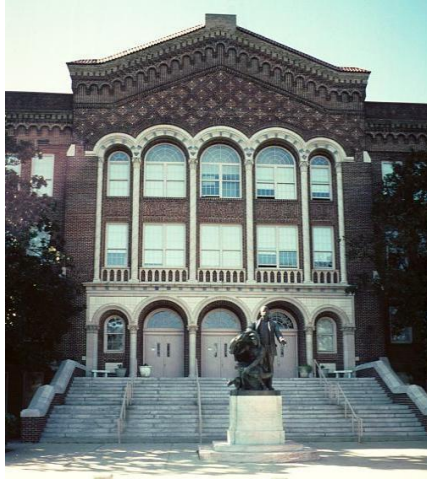
1906 Atlanta Race Riot

**Wednesday** Summer scholars will begin the day with lectures by Professor Tim Crimmins, “Atlanta in Black and White, 1930-1980,” and Professor Dana White “Racial Patterning in Atlanta and Southern Cities.” Summer scholars will lunch at Mary Macs, an Atlanta restaurant serving Southern cooking for over 60 years. After lunch Crimmins will take summer scholars to visit the black and white suburbs built during segregation. Summer scholars will see the African American neighborhoods of Washington Park where the first black public High School in Atlanta was constructed (1924) and the first black public park was established. While on the west side, summer scholars will visit Mosely Park, a neighborhood built and occupied by whites that was selected as an area for African American suburban expansion when the demand for black housing increased after World War II. On the east side, summer scholars will visit the built-for-whites bungalow neighborhood of Virginia Highland with its elementary and high schools and the adjacent Piedmont Park, all of which were restricted as “white-only.” Summer scholars will gather in mid afternoon to work on lesson plans under the direction of Dr.

Eskew and Ms. Shoenig. For more information, visit these web sites: [Washington Park Neighborhood](#), [Booker T. Washington High School](#).



Washington Park Neighborhood



Booker T. Washington High School



Virginia Highland Neighborhood



Inman School—Virginia Highland

**Thursday** Summer scholars will hear a presentation by Professor Akinyele Umoja 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. Summer scholars will take a walking tour of Auburn Avenue, the heart of the African American business district, which emerged after the 1906 Race Riot. They will visit 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. The afternoon will be devoted to working group lesson plans. For more information, visit these web sites: [Atlanta City Hall](#), [Martin Luther King, Jr.](#), [Martin Luther King, Jr. Site](#), [Martin Luther King, Jr. Site 2](#), [Auburn Avenue](#).



Martin Luther King, Jr Birth Home



Auburn Avenue Residential Neighborhood



Ebenezer Baptist Church



Odd Fellows Building Auburn Avenue Tomb Martin Luther King, Jr/Coretta Scott King

**Friday** Dr. Vicki Crawford will address the role of teachers in school desegregation in Atlanta, Georgia, based on her ongoing study of this issue. Dr. Glenn Eskew will lecture

about "Memorializing the Civil Rights Movement in Atlanta and the South." The remainder of the afternoon will be devoted to the completion of lesson plans and related individual projects.



Martin Luther King, Jr. Memorial, Atlanta



John Wesley Dobbs Memorial, Atlanta

**Saturday** 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 11:30 at which time buses will take summer scholars to the airport.

### Short Bibliography

The principal secondary sources that will provide readings for summer scholars are: W. E. B. Du Bois' *Souls of Black Folk*, Ray Stannard Baker's *Following the Color Line*, E. Franklin Frazier's *Black Bourgeoisie*, Bertram Wilbur Doyle, *The Etiquette of Race Relations in the South*, Floyd Hunter's *Community Power Structure*; as well as recent studies of race in Atlanta and the South, including Jacqueline Rouse's *Women in the Civil Rights Movement, Trailblazers and Torchbearers, 1941-1965*, Clarence Stone's *Regime Politics*, Gary Pomerance's *From Peachtree Street to Auburn Avenue*, Cliff Kuhn's *Living Atlanta: An Oral History of the City, 1914-1948*, Larry Keating's *Atlanta: Race, Class and Urban Development*, and Ron Bayor's *Race and the Shaping of Twentieth Century Atlanta* and David Fort Godshalk's *Veiled Visions: The 1906 Atlanta Race Riot and the Reshaping of American Race Relations*.

There are a number of websites with contemporary video documents, photographs, and oral interviews that document the history of the color line. Setting a national context are: [The History of Jim Crow](#) and [Eyes on the Prize](#). The [American Memory](#) site of the Library of Congress has documents on Atlanta history, including [bird's-eye views](#) from 1871, 1892, and 1919. The site also has the contextual studies for Atlanta's National Landmarks in the HABS/HAER documents found in the [Built in America](#) documents. There are also sites that document the history and create a context for the Atlanta landmarks that tell the history of the color line.

### 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.

### **Facilities and Expenses**

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 \$450 for six days. An opening night dinner, six continental breakfasts, and four lunches and two light dinners will be provided to all for a cost of \$250.00. 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. For a Virtual Tour:  
<http://www.gsu.edu/housing/VirtualTours.html>

### **Application Information and Instructions**

Landmarks of American History and Culture Workshops are offered by the National Endowment for the Humanities to 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 sites and the use of archival and other primary evidence. Prior to completing an application, please consider carefully from the descriptions above what is expected in terms of residence and attendance, reading and writing requirements, and participation in the work of the project.

Landmarks Workshops will allow 40 teachers at a time to collaborate with core faculty and visiting scholars. The Workshops are designed to present the best available scholarship on a specific landmark or related cluster of landmarks, while enabling summer scholars to gain a sense of the importance of historical places, to make connections between the Workshop content and what they teach, and to develop enhanced teaching materials for their classrooms.

## **Eligibility**

These workshops are designed principally for full-time and part-time classroom teachers and librarians in public, charter, independent, and religiously affiliated schools, as well as home schooling parents. Other K-12 school personnel, including administrators, substitute teachers, and classroom professionals, are eligible to participate, subject to available space.

Teachers at schools in the United States or its territorial possessions, or Americans teaching in foreign schools where at least 50 percent of the students are American nationals, are eligible for this program. Applicants must be United States citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least the three years immediately preceding the application deadline. Foreign nationals teaching abroad at non-U.S. chartered institutions are not eligible to apply. Individuals may not apply to participate in a workshop given by the same director on the same topic in which they have previously participated; in other words, they should not apply to attend the same workshop twice. Individuals may not apply to study with an NEH Landmarks director who is a family member.

Applicants must complete the [NEH application cover sheet](#) and provide all the information requested below to be considered eligible.

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**. Please note that eligibility criteria differ between the NEH Landmarks Workshops and the NEH Summer Seminars and Institutes programs.

## **Selection Criteria**

A selection committee (consisting of the project director, one of the project scholars, and the teacher mentor) 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: 1) your professional background; 2) your interest in the subject of the workshop; 3) your special perspectives, skills, or experiences that would contribute to the workshop; and 4) how the experience would enhance your teaching or school service.

When choices must be made among equally qualified candidates, several additional factors are considered. Preference is given to applicants who have not previously participated in an NEH Landmarks Workshop, NEH Summer Seminar, or NEH Summer Institute, or who significantly contribute to the diversity of the workshop.

## **Stipend, Tenure, and Conditions of Award**

Stipend for participation in the one-week workshop will be \$1,200. Teachers selected to participate will receive a stipend check at the end of the residential Workshop session. Stipends are intended to **help** cover ordinary living expenses, books, and travel expenses to and from the Workshop location. Stipends are taxable.

**Workshop summer scholars are required to attend all scheduled meetings and to engage fully in all project activities. Summer scholars 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**

A completed application consists of **three** copies of the following **collated** items:

- the completed application cover sheet,
- a résumé or short biography,
- an application essay (one double-spaced page), and
- one letter of recommendation.

### **The Application Cover Sheet**

The application cover sheet must be filled out and printed from at this on line address:  
<https://securegrants.neh.gov/education/participants/>

Please follow the prompts; be sure to indicate your first and second choices of workshop dates. Print out the cover sheet and add it to your application package. **Finally, be sure to click on the “submit” button.** 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 and select another project and then print out the cover sheet for that project as well. 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, as sent to the project director.

### **Résumé**

Please include a résumé or brief biography detailing your educational qualifications and professional experience.

### **Application Essay**

The application essay should be no more than one double-spaced page. 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.

## **Reference Letter**

Each applicant should provide a letter of recommendation from his or her school principal, department head, district administrator, or home-schooling association president as appropriate. It is helpful for referees to read the director's description of the project and your application essay. Please ask your referee to sign across the seal on the back of the envelope containing the letter. Enclose the letter with your application.

## **Submission of Applications and Notification Procedure**

Completed applications should be should be **postmarked no later than March 1, 2012** and submitted to:

Tim Crimmins  
Box 5020  
Department of Sociology  
Georgia State University  
Atlanta, GA 30302-5020

Successful applicants will be notified of their selection on April 2, 2011, and they will have until April 6, 2011 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 accept an additional offer or withdraw in order to accept a different offer.**

## **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 (this is a special telephone device for the Deaf). Georgia State University Office of Opportunity Development, P.O. Box 3983 Atlanta, GA 30302-3983, Phone: (404) 413-2567.

## **Disclaimer**

Any views, findings, conclusions, or recommendations expressed in this program do not necessarily reflect those of the National Endowment for the Humanities.

## **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](mailto:TCRIMMIN@GSU.EDU)