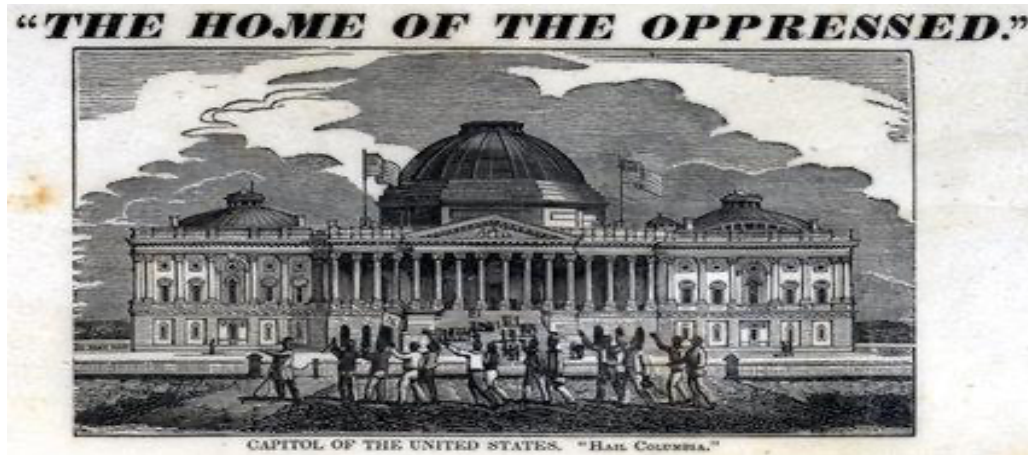


Towards a People's History of Landscape
Part 1: Black & Indigenous Histories of the Nation's Capital
Summer Institute for College and University Teachers



Syllabus

Land as the material world's ground is "infused with sensations and distinct ways of knowing" (McKittrick, ix). The history of imagining, designing, and making places is equally infused, layered, and messy. This Institute's participants will interrogate narratives of place histories beginning with the nation's founding and the cultural landscape of its capitol, the District of Columbia, as an alternative model for teaching history. Institute participants will explore how we might more robustly engage the lived experience of Black and Indigenous peoples and communities who imagine, construct, make, use, recall, and memorialize places in our teaching and scholarship.

History as a practice of storytelling reveals how narratives are never simply accumulated marks on a timeline, but rather history is a way of thinking that informs our understanding of the past, present, and the future. Narratives reinforce or elucidate a given belief or truth. Conversely, counternarratives dispute commonly held assumptions about the nature of reality, place, positionality (ethnicity, race, gender, class, sexuality, age, ability) and the political moment. Counternarratives and narratives pervade scientific discovery, finance, education, media, and all areas of our lives because they frame the boundaries and possibilities of debate and gatekeep access. Critical Place Studies (CPS) as a humanist approach to history offers the opportunity to delve rigorously into questions of how place and land inform, infuse, and materialize cultural experience and memory. The CPS approach asks participants to understand history by centering people and communities in place.

This Institute responds to the call for universities to reckon with complicated histories and legacies. As hosts for the Institute, Dumbarton Oaks and Texas A&M University are in the process of wrestling with their heritage. The Texas A&M Commission on Diversity, Equity and Inclusion released a report in January 2021 claiming its goal to "Establish an action-oriented task force to accurately and fully tell the story of Texas A&M's history through displays and iconography." To do so, an exhaustive exploration of its foundational stories, competing narratives about campus climate, and contemplating the problematic nature of some of its traditions and monuments is necessary. A repository of data, syllabi, and multimedia teaching modules will greatly advance difficult dialogues and contemporary efforts to confront the past before transforming

public landscapes. The Institute, by starting in the D.C. metro region will set a pattern for examining land, labor, and history across scales.

To interrogate the United States' founding and the role of the nation's capital landscape in its origin story, we ground our investigation in the historical land and place narratives of Black and Indigenous communities and cultures. In the tradition of the 1619 Project, we will collectively curate a landscape history rooted in African-descended and Indigenous constructions of place generating a new American landscape history of founding and building democracy. By privileging history in Indigenous and Black ways of knowing and knowledge, scholars challenge the legacy of conquest, exploitation, and cultural erasure, while also choreographing counter narratives drawn from the lived experience of people who have been silenced in much of contemporary scholarship. Part I seeks to explore the intersections and divergences in Black and Indigenous experiences of landscapes as well. Join us in this place-based learning and thinking about history and the humanities.

Learning Objectives

- Explore transgressive teaching for interdisciplinary approaches to landscape histories;
- Learn to address gaps and errors in landscape history by centering Black and Indigenous communities and narratives often erased from traditional histories;
- Enhance theoretical knowledge in the humanities as related to landscape and place histories.
- Explore a Critical Place Studies framework for teaching and researching history narratives;
- Explore place-based learning through field trips paired with readings and focused discussions

Outcomes

- Collectively develop content for a virtual repository of teaching modules
- Create and sustain transgressive learning and reading communities focused on landscape histories
- Advance approaches to stewarding a landscape scholarship of integration for educators and researchers.

Institute Organization

Structure

The Institute brings together twenty-five scholars over three weeks in an intensive seminar and field study format. We will meet daily in seminar and/ or for a field trip with a focus on collective learning and sharing of knowledge. Readings are assigned in preparation for each of these activities. To establish a productive and nurturing community, we ask that all participants complete the readings assigned and prepare to fully engage in seminars and field trips. If any participant requires special accommodations to fully participate, please let us know and we will do our best to address the requests.

Lunch is offered on weekdays, providing the opportunity for participants to informally talk with one another and engage with other scholars in the Dumbarton Oaks community. Additionally, we are organizing time for a teaching workshop to collectively curate teaching modules that we can take back to our institutions and adapt to our teaching and research. Each participant will return to their respective institution with a collection of teaching modules, each focused on one site/ place.

Participants will be provided a space in the library, including a library shelf, for reading and research. The library is open from 8:00 am to 10:00 pm daily. The Dumbarton Oaks Museum is open per a regular schedule, generally from 12-5 daily. The Gardens are open to participants from sunrise to sunset. Should participants express a need for access to other archives and libraries in D.C. in advance of the Institute, we will work with you to arrange that as best we can.

Care, Conduct, & Authorship

Care

While our intention is to create what bell hooks calls, a “radical space of **possibility**,” while engaging various texts and spaces, we understand that the materials and knowledge we will be co-creating together can be both exhilarating and challenging. Developing our teaching materials is a project much larger than our NEH Summer Institute, and we seek to build this community in ways that will steward and care for us in the long term. For example, we’ve lived under the specter of death and violence since 2020--COVID, racial unrest, gun violence, and hate crimes. Consequently, we are committed to thoughtfully and intentionally engaging with these issues within the context of our respective approaches to teaching, life experiences, and positionalities.

To demonstrate this commitment to care, safety, and intellectual agency, Institute co-conveners have provided time for reflection, sharing, and processing as best we are able. We will begin each seminar with a moment for sharing or reflection about the previous day’s field trips, readings, and discussions, as well as offering daily office hours or garden walks for those who may want to talk with either one of us individually. We are available to talk through questions and concerns and will be seeking to offer opportunities for walks and yoga in the garden. Additionally, we are checking with our tour site hosts to ensure we are properly engaging the landscape considering indigenous and African American traditions and sacred practices related to each site. We also welcome your thoughts or ideas about how to best support our community in this work.

Conduct

Please note that our attendees come from varied disciplines (history, architecture, planning, english,) stages in their careers (independent researcher, assistant, non-tenure track, full, graduate student), parts of the

country (West, South), institutions (HBCUs, land grants, private, community), and life experiences. As a result, we bring to our Institute varied assumptions around methods, epistemology, pedagogical approaches, and even the purpose of intellectual inquiry. Exchanging the tacit knowledge associated with all these dimensions of our academic identities is exciting for some but also can foment insecurity and silence among others unfamiliar with certain jargon or concepts. Further, what is at stake (self-hood, re-making, curiosity, or agency) for each of us varies and must be respectfully acknowledged during seminars. We encourage you to voice concerns about group dynamics or behaviors which foster discomfort, disrespect, or diminish.

Authorship

The social scientific study of your fellow participants and extraction without attribution (during or after the Institute) is forbidden. Authorship is multidimensional. It includes the collective, your own creative process which builds on others' work, and individual work. During this Institute, we are entrusting one another with our thoughts and ideas during discussions. However, we must also practice citational justice (See McKittrick's "Footnotes," *Dear Science*). Because all final Place Modules will be uploaded onto the website and will be shared with the public, we will use a collective authorship citation. Collective authorship must be used for syllabi, creative arts, and scholarship published about or citing participants and proceedings (See Foreman, P. G. "Black Organizing, Print Advocacy, and Collective Authorship: The Long History of the Colored Conventions Movement."). The working collective authorship name is "Toward a People's Landscape Institute" which includes all participants, visiting scholars, and co-conveners. Quotes or proposed concepts mentioned by individuals during discussions that are later cited should be attributed to those individuals. We are not excluding individual attribution, but request that you cite all those from whom you learn during this Institute as a practice.

Projects

Seminars

For each day's discussion, we have curated a set of readings, drawing from our visiting scholars and our own teaching and research. We will create four groups of six each who will meet each morning in seminar to discuss the readings. We will ask each participant to focus their readings on two of the articles/ essays/ pieces. This will allow us to share the readings with one another while also providing a broader breadth of sources for everyone's reading and learning.

For our discussions we ask that each of the participant teams read the texts and explore any suggested media through one of the following three lenses:

- 1) How would you use these readings and the questions they explore in a course?
- 2) How is identity constructed in relationship to place, land, and/or landscape or the other way around? Examples include indigeneity, diaspora, bondage, sovereignty, loss, dispossession, reclaiming, etc.
- 3) How are difficult questions explored and/or neglected? What might we learn from the approaches modeled?

Each participant should come to the seminar with at least one question to pose. We will also ask one person to serve as a scribe in Google Docs, taking notes for each of the discussions.

Place-History Modules

Building on the Institute engagements and reflections, we propose to develop modules for teaching and research on counter-narratives for landscape history. Frontierism and expropriation are also at the heart of the foundational story of the United States. Part I of the Seminar will emphasize the county's wrestling with the extraction of labor through slavery, and land through dispossession in the heart of the Nation's Capital.

We will collectively develop modules drawing from the Institute seminars and field trips. Modules will reflect how we as scholars and teachers engage in Critical Place Studies and the writing of counter-narratives in the context of U.S. history. Modules will be shared with all participants. The modules developed during the Institute will serve as a template for future modules and syllabi. Additionally, we look forward to sustaining our community in the future. We hope this work activates transgressive teaching methods and approaches and is accessible and useful for teachers and scholars in a diversity of higher education institutions.

Teams

We will create 6 teams of 4. Each team will determine a place-history module to develop. Drawing from the Institute, participants will develop a shared module on a selected place. This is not a syllabus but a module that could become part of a larger class or course. The module will be developed in a manner that allows participants to adopt it for their own teaching. A workshop in the last week of the Institute will offer the opportunity for a rigorous critique of the modules and how they might be compiled to ground an alternative syllabus.

Places

These are the places or landscapes that would anchor your team's work, though you would be able to access any materials we have covered to support your teaching of that landscapes or place. Alternatively, your team could select one of these cross-cutting themes and use multiple locations: include diaspora, indigeneity, class, labor, enslavement, dispossession, climate change, racial violence, erasure, genocide, historicity, narratives etc. We encourage you to select sites throughout the whole of the District of Columbia, but offer these examples

- "Natural" / Indigenous Landscapes: Piscataway, Georgetown, Rock Creek Park
- Museums/Curating Landscapes and Places: NMAI, NMAAHC
- Iconic American Landscapes/Designed Landscapes: Monticello, National Mall, Lincoln Memorial
- Educational Landscapes: Howard University, Georgetown University

Final Modules

Each of the modules should be developed with place-specific content. The final module as shared should include:

- Course format (what type of course is this intended for—lecture, survey, seminar, studio, etc...undergraduate or graduate)
- Content of module focused on selected place (description/ summary and learning objectives)
- Statement of how the module relates to the theme of the Institutes
- An activity for engaged learning in the classroom/ field, or another appropriate site.
- Description of how the module / learning will impact the community and in turn how will that work impact the students/ consider how reciprocity is embedded within the module:

- Annotated bibliography; and
- Annotated list of sites that might compare, as context, or as a counter-narrative.

Present Modules

- Place Teams will present and lead the group through one of the assignments or exercises for their Place module at the end of the Institute.
- Place Modules will be uploaded onto the website and shared with the public

Module Project Schedule

(Note the expectation is that teams will also meet on their own between these scheduled periods)

Thursday, June 16, 2:00 – 3:30 pm	Work on Module
Friday, June 24, 2:00 – 3:30 pm	Work on Module
Wednesday, June 29, 2:00 – 5:00 pm	Present Modules with Institute Participants (45 min/ team)
Thursday, June 30, 2:00 – 5:00 pm	Present Modules with Institute Participants

Schedule at a Glance

Week/ Day	Date	Morning	Afternoon	Notes
Sunday	12		Opening Reception	5:00-7:00 pm/ Dumbarton Oaks Orangery (in garden)
WEEK 1				
Monday	13	Seminar/ Tour Museum and Library	Dumbarton Oaks Garden Tour	
Tuesday	14	Seminar	Field Trip: Piscataway Lands, Maryland	Visiting Scholar M. Harley & A. Barnes
Wednesday	15	Seminar	OPEN / lecture at 2:00	Guest lecture E. Dance
Thursday	16	Seminar	Workshop	
Friday	17	Seminar	Field Trip: NMAAHC.	Visiting Scholars R. Hankins & M. Wilkerson
Saturday	18	Field Trip	Field Trip: Monticello	Visiting Scholars N. Bates
Sunday	19	Off		
Week 2				
Monday	20	OPEN	OPEN	Juneteenth celebrations
Tuesday	21	Seminar	Field Trip: NMAI	Visiting Scholars C. Allen & P. Smith
Wednesday	22	Seminar	Walking tour of Indigenous Georgetown	Visiting Scholar A.P. Hudson & E. Rule
Thursday	23	Seminar	OPEN / OPT Field Trip to Anacostia Museum	Visiting Scholar B. Summers
Friday	24	Seminar/ Panel Discussion	OPEN	Scholars Panel
Saturday	25	Off		
Sunday	26	Off		
Week 3				
Monday	27	Seminar	OPEN / OPT Field Trip: Bethune Council House	Visiting Scholar: A.R. Preston
Tuesday	28	Seminar	OPEN	Visiting Scholar: A. Wiley
Wednesday	29	Seminar	Workshop	Visiting Scholar: L. Matthews
Thursday	30	Seminar	Workshop	
Friday	1	Seminar	OPEN	

Readings and Schedule

Towards a People's History of Landscape Part 1: Black & Indigenous Histories of the Nation's Capital June 12-July 1, 2022



Pre-Institute Readings

- Basso, Keith. 1996. "Quoting the Ancestors" and "Wisdom Sits in Places" *Wisdom sits in places: Landscape and language among the Western Apache*. Albuquerque: University of New Mexico Press: 3-36, 105-150.
- McKittrick, Katherine. 2006. "Introduction" and "The Last Place They Thought Of", *Demonic Grounds: Black women and the Cartographies of Struggle*. University of Minnesota Press: ix-xxxi, 37-63.
- hooks, bell. 1994. "Theory as Liberatory Practice" *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge: 59-75.
- McKittrick, Katherine. 2020. "Footnotes" *Dear Science and Other Stories*. Duke University Press: 14-34.

Week 1: Landscape Grounds

Sunday, June 12

5:00 – 7:00 pm

Welcome Reception in Orangery, Dumbarton Oaks

Monday, June 13

9:00 – 10:15 am

Welcome and Introductions

10:15 -12:00 pm

Library Orientation and Tour

12:00– 2:00 pm

Lunch in the Refectory

2:00 – 3:15 pm

Dumbarton Oaks Garden and Landscape Private Tour
with Jonathan Kavalier, Director of Gardens & Grounds

3:30 – 5:00 pm Syllabus and Pre-readings

5:30 pm Yoga in the Garden with Sydnea Lewis

This is an option for those for whom it might contribute to a sense of health and wellness. Participate in any manner, or not, as you wish and need.

Tuesday, June 14

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 12:00 pm **Seminar: Critical Place Studies**

We explore McKittrick's description of geography as "three dimensional spaces and places, the physical landscape and infrastructures, geographic imaginations, the practice of mapping, exploring, and seeing, and social relations in and across space. (Demonic, xiii).

Critical Representations:

To prepare for our visit with the Piscataway community, the following resources are suggested by our hosts:

<https://www.youtube.com/watch?v=06ix1cQPih8>

The Flickering Flame — Life and Legacy of Chief Turkey Tayac

The story of the man who led the Piscataway Indian Nation and their revitalization in the 20th century. From his childhood and service in WWI to his work as an herbalist and traditionalist who embraced the advent of the American Indian Movement, to his last days and the campaign to have him buried in a national park that was once the ancient ...

<https://www.youtube.com/watch?v=NCxESg11Lcw>

Hear Us, See Us: We Are More Than One Month is a series that explores the importance of telling all of our history all year around.

<https://www.youtube.com/watch?v=iPa4N6I2GAE>

Conversation with Dr. Gabrielle Tayac

Dr. Gabrielle Tayac talks about her amazing work honoring Indigenous communities.

<https://youtu.be/SiYjKgv7yg0> Tobacco Talk 2021

Explore the human side of Tidewater tobacco culture, past and present. Download pre-recorded interviews and talks highlighting the varying perspectives and e...

<https://www.youtube.com/watch?v=HLlcpzbJ1k&t=364s>

Accokeek Foundation Land and River Series Recap

The Land and River series was hosted by the Accokeek Foundation. This series was a conversation about the complicated history and complex relationships.

Readings:

- * Asch, Chris Myers & George Derek Musgrove (2017) "Your Coming is not for Trade" *Chocolate City : A History of Race and Democracy in the Nation's Capital*, Chapel Hill: University of North Carolina Press: 5-15.
- King, Tiffany Lethabo (2019) "Introduction" *The Black Shoals: Offshore Formations of Black and Native Studies*, Durham; Duke University Press: 1-35.
- Carson, James Taylor "Ethnogeography and the Native American Past," *Ethnohistory* 49:4 (2002): 769-788.
- Coulthard, Glen "Place Against Empire: Understanding Indigenous Anti-Colonialism " *Affinities: A Journal of Radical Theory, Culture, and Action*, 4:2 (2010): 79-83.

12:00 – 6:00 pm **Field Trip:** Piscataway Park, Maryland with Anjela Barnes, *Accokeek Foundation* & Mario Harley, *Piscataway Conoy Tribal Council* (picnic lunch)

Wednesday, June 15

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 12:00 pm **Seminar: Placing Race**

We explore and interrogate critical approaches to understanding a critical place studies framework.

Critical Representations:

- Roberts, A., Matos, M., Simien, J., Kuzio, J., Roy, M., Jones, F. Kelly, G., and I. Martinez. "Introduction to Critical Place Studies as Pedagogy" *Texas Freedom Colonies Project - Digital Humanities Projects*. <https://www.thetexasfreedomcoloniesproject.com/freedom-colony-digital-humanities-projects>

Readings:

- *King, Tiffany Lethabo (2019) "Map and Territory" *The Black Shoals: Offshore Formations of Black and Native Studies*, Durham; Duke University Press: 74-110.
- Hartman, Saidiya V. 2008. "Venus in Two Acts." *Small Axe : a Journal of Criticism* 26 (26): 1–14. <https://doi.org/10.2979/SAX.2008.-.26.1>.
- Tuck, E., Smith, M., Guess, A. M., Benjamin, T., & B. K. Jones. "Geotheorizing black/land: Contestations and contingent collaborations." *Departures in Critical Qualitative Research* 3, 1 (2013): 52-74.

12:00 – 2:00 pm Lunch in the Refectory

Dr. Roberts and Way will be available at 1:30 for any participants who wish to meet one on one.

2:00 – 3:30 pm Guest lecture by Superintendent **Eola Dance, Fort Monroe National Monument**

3:30 – 5:00 pm Office hours for Drs. Roberts and Way

Thursday, June 16

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 12:00 pm **Seminar: Racialized Landscapes**

We engage with "critical questions and develop[ing] corresponding methodological approaches that are informed by the embeddedness of social life in and with places, and that seeks to be a form of action in responding to critical place issues such as those of globalization and neoliberalism, settler colonialism, and environmental degradation" (Tuck, E., McKenzie, M. (2015). *Place in research*; 2)

Critical Representations:

- Whitney Plantation- <https://www.whitneyplantation.org/history/the-big-house-and-the-outbuildings/the-children-of-the-whitney/>

Guides to Walking DC:

- Elizabeth Rule's [Guide to Indigenous DC app \(Apple/iOS\)](#)
- [African American Heritage Trail](#), DC

Readings:

- * Hoelscher, Steven (2006) "The white-pillared past: Landscapes of memory and race in the American South." *Landscape and Race in the United States*, edited by Richard Schein, London: Taylor and Francis: 39-72.

- Olmsted, Frederick Law (1861) "The Present Condition." *The Cotton Kingdom: A Traveller's Observations on Cotton and Slavery in the American Slave States*. New York: Alfred A. Knopf, reprinted 1953: 1-27
- DuBois, W.E. B. (1901). "The Home of the Slave." *Architecture and Landscapes of North American Slavery*, edited by Clifton Ellis and Rebecca Ginsburg. New Haven: Yale University Press, 2010: 17-25.
- DuBois, W.E.B (2013) Excerpt of *Souls of Black Folk*. New York: Start Publishing LLC: 1-11.
- McKittrick, Katherine "On Plantations, Prisons, and a Black Sense of Place." *Social & Cultural Geography* 12, 8 (2011): 947-963.

12:30 – 2:00 pm Lunch in the Refectory

Dr. Roberts and Way will be available at 1:30 for any participants who wish to meet one on one.

2:00 – 3:30 pm **Work on Modules**

This is time for Module teams to meet and work on their module.

3:30 – 5:00 pm Office hours for Drs. Roberts and Way

Friday, June 17

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 12:00 pm **Seminar: Representations of Blackness**

Visiting Scholar Rebecca Hankins, TAMU

Exploring contemporary scholarship and reflections on the landscapes of bondage and slavery, we will consider the role of the humanities in understanding the lived experience of enslaved and freed Black Americans in the 19th century. **Note: Juneteenth on Sunday**

Critical Representations:

- The Civil War: Confederate Monument Controversies, American Civil War Museum CEO Christy Coleman: <https://www.c-span.org/video/?448679-7/confederate-monument-controversies>

Readings:

- Moulton, Alex A. (2021) "Black Monument Matters: Place-based Commemoration and Abolitionist Memory Work." *Sociology Compass* 15 (12): 1-16.
- Bailin, Cynthia (2014) "From Picaninny to Savage Brute: Racialized Images and African American Stereotyping in Turn-of-the-Century American Advertising," *We Are What We Sell: How Advertising Shapes American Life ...And Always Have*, eds. Danielle Coombs and Bob Batchelor, Santa Barbara: Praeger: 87-101
- Sandage, Scott. "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963," *Journal of American History*, 80.1 (1993) :135 – 167
- Young, Harvey "The Black Body as Souvenir in American Lynching" *Theatre Journal*, 57.4 (2005): 639-57.

12:00 – 1:00 pm Lunch in the Refectory

1:00 – 5:00 pm **Field Trip:** National Museum of African American History and Culture
Tour with curator **Michelle Wilkinson**.

Saturday, June 18

6:00 am – 6:00 pm

Field Trip: Monticello, the Thomas Jefferson Foundation with **Niya Bates, Princeton University**

Our trip to Monticello will be a special visit hosted by Niya Bates and Tasha Stanton as we are guests for the special Juneteenth event at Thomas Jefferson's Monticello: "Ascendant: The Power of Descendant Communities to Shape Our Stories, Places, and Future." Part of a two-day event to honor Monticello's *Getting Word community* and the rededication of the *Burial Ground for Enslaved People*, this public program will highlight the importance of descendant voices in the telling of American history—voices that have often been marginalized, or left out completely.

For more information see; <https://www.monticello.org/exhibits-events/calendar-of-events/ascendant/>

Please dress respectfully and be prepared to be out of doors for the day, as well as on a bus for 2.5 hours each way. As preparation for the visit, the following readings would be helpful:

- Davenport, Andrew, "Putting Enslaved Families' Stories Back in the Monticello Narrative," *Smithsonian Magazine*, June 14, 2018, <https://www.smithsonianmag.com/history/putting-enslaved-families-stories-back-monticello-narrative-180969372/>
- "Engaging Descendant Communities in the Interpretation of Slavery at Museums and Historic Sites" <https://montpelier-documents.s3.amazonaws.com/Interpreting%20Slavery%2011-12-19.pdf>
- Bates, Niya (2023) "Monticello is a Black Space" *Segregation and Resistance in the American Landscape*, Eric Avila and Thaïsa Way, editors, Washington DC: Dumbarton Oaks: forthcoming.

Week 2: Landscape Narratives

Monday, June 20 Juneteenth Observed as Federal Holiday

Those who are local are invited to share events with our community.

Open for reading

- List of possible readings: <https://chipublib.bibliocommons.com/list/share/199702383/1663017659>

Tuesday, June 21

9:00 am – 9:30 am

Reflections and Daily Care

9:30 am – 12:00 pm

Seminar: Narratives and Indigenous Landscape

Visiting Scholar Chadwick Allen, University of Washington,

We investigate how Indigenous narratives alter our reading of the landscape of DC and the nation.

Critical Representations:

- "Section 14: The Other Palm Springs, California" <https://americanindian.si.edu/explore/exhibitions/item?id=970> & https://fb.watch/3rYf_Ajtmt/

Readings:

- Smith, Paul Chaat (2009) "The Ground Beneath Our Feet." In *Everything You Know About Indians Is Wrong*. University of Minnesota Press: 53-63.
- Allen, Chadwick (2020) "Vital earth/ vibrant earthworks/ living earthworks vocabularies" *Routledge Handbook of Critical Indigenous Studies*, Brendan Hokowhitu, et al.: 215 – 228.
- Shoemaker, Nancy (2007) "Land," *A Strange Likeness: Becoming Red and White in Eighteenth-Century North America*. New York: Oxford University Press: 13-34.

- 12:00 – 1:15 pm Lunch in the Refectory
- 1:15 – 5:30 pm **Field Trip;** Smithsonian Museum of American Indian
Tour with curator **Paul Chaat Smith**

Wednesday, June 22

- 9:00 am – 9:30 am Reflections and Daily Care
- 9:30 am – 12:00 pm **Seminar: Indigeneity in the Nation's Capital**
Visiting Scholar Angela Pulley Hudson, TAMU

We read and reflect on encounters with Indigenous communities and identities in the landscape to consider the ways that contribute to counter narratives of place, engaging in critical place studies.

Critical Representations:

- *Beloved*, excerpt of prayer dance in the clearing, brush arbor worship.
https://www.youtube.com/watch?v=om4c8bALlec&ab_channel=Yahriel007 is one source
- Elizabeth Rule's *Guide to Indigenous DC* app (Apple/iOS),

Readings:

- Basso, Keith H. (1996) *Wisdom Sits in Places: Landscape and Language among the Western Apache*. Albuquerque: University of New Mexico Press: reread Chapter 4
- Rosenthal, Nicholas G. (2012) "Introduction" *Reimagining Indian Country: Native American Migration and Identity in Twentieth-Century Los Angeles* (Chapel Hill: University of North Carolina Press: 1-9.
- Genetin-Pilawa C. Joseph (2022) "Native Washington: Indigenous Histories, a Federal Landscape, and the Making of the U.S. Capital" *Indian Cities: Histories of Indigenous Urbanization*, ed. Kent Blansett, Cathleen D. Cahill, and Andrew Needham. Norman: University of Oklahoma Press: 151-185.

- 12:00 – 1:30 pm Lunch in the Refectory
- 1:30-3:30 pm Walking tour of Indigenous Georgetown with **Elizabeth Rule, American University,**
meet in front of DOAKS museum
- 6:30 pm Yoga in the Garden with Sydnea Lewis
- This is an option for those for whom it might contribute to a sense of health and wellness. Participate in any manner, or not, as you wish and need.

Thursday, June 23

- 9:00 am – 9:30 am Reflections and Daily Care
- 9:30 am – 12:00 pm **Seminar: Counter Narrative Formation**
Visiting Scholar Brandi Thompson Summers, UC Berkeley

We interrogate how race and contestation shape discourses in urban development and how legacies are traced in place and in turn, we consider how we counter such narratives with alternative histories and stories.

Critical Representation:

- *Mapping Inequality*: District of Columbia,
<https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58&text=intro>

Readings:

- Walcott, Rinaldo. "Freedom Now Suite: Black Feminist Turns of Voice." *Small Axe*, vol. 22 no. 3 (2018): 151-159.
- [*Washington History*, Vol. 32, No. 1/2, FALL 2020](#), "Meeting the Moment: SPECIAL ISSUE" Read as much as you want....can...
- Summers, Brandi Thompson (2019) "Chapter 2: Washington's Atlas District." *Black in Place: The Spatial Aesthetics of Race in a Post-Chocolate City*. Chapel Hill: UNC Press: 61-85.
- Summers, Brandi Thompson, and Kathryn Howell "Fear and Loathing (of Others): Race, Class and Contestation of Space in Washington, DC." *International Journal of Urban and Regional Research* 43, no. 6 (2019) : 1085 – 1105.

12:00 – 2:00 pm **Lunch in the Refectory**

Dr. Roberts and Way will be available at 1:30 for any participants who wish to meet one on one.

2:00 – 5:00 pm **OPTIONAL Field Trip:** Smithsonian Anacostia Community Museum "Food for the People: Eating and Activism in Greater Washington" with Dominique Hazzard.

Friday, June 24 **(note NEH staff will join us for the day)**

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 12:00 pm **Seminar: Building the Built Environment**

Visiting Scholars: Clarence Lusane, Howard University & Felicia Bell, National Museum of American History

Panel presentations and discussion on the building of the district's built environment by Black communities, enslaved and free people, with a focus on the Capitol and the White House

Readings:

- Bell, Felicia (2009) "Chapter 2: Hiring Out", *'The Negroes Alone Work': Enslaved Craftsmen, the Building Trades, and the Construction of the United States Capitol, 1790-1800*. PhD diss. Howard University.
- Lusane, Clarence (2011) "The President's House in the Home of the Black Abolitionist Movement" *Black History of the White House*. San Francisco: City Lights Publishers: 77-102.
- Lusane, Clarence (2011) "A White House Built On and With Slavery" *Black History of the White House*. San Francisco: City Lights Publishers: 103-130.
- Peck, Garrett (2013) "Smithsonian Castle" *The Smithsonian Castle and the Seneca Quarry*. Charleston, SC: The History Press: 42-56.

12:00 – 2:00 pm Lunch in the Refectory

Dr. Roberts and Way will be available at 1:30 for any participants who wish to meet one on one.

2:00 – 4:00 pm **Work on Module**

Week 3: Landscape Legacies

Monday, June 27

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 12:00 pm **Seminar: Women in the Making of DC**

Visiting Scholar Ashley Robertson Preston, Howard University

We will explore the contributions and leadership of Black women during the early twentieth century particularly the work of Dr. Mary McLeod Bethune.

Readings:

- Johnson, Joan Marie. "YE GAVE THEM A STONE: African American Women's Clubs, the Frederick Douglass Home, and the Black Mammy Monument" *Journal of Women's History*, 17.1 (2005), 62-86.
- Jones, Ida E. (2013) *Mary McLeod Bethune in Washington, D.C.: Activism and Education in Logan Circle*. United States: Arcadia Publishing: chapter 2.
- Robertson, Ashley N. (2015) *Mary McLeod Bethune in Florida: Bringing Social Justice to the Sunshine State*. United States: Arcadia Publishing: 15-38.
- Woodley, Jennifer, "Ma is in the Park: Memory, Identity and the Bethune Memorial," *Journal of American Studies*, 52.2, (2018), 474-502

12:00 – 2:00 pm Lunch in the Refectory

Dr. Roberts and Way will be available at 1:30 for any participants who wish to meet one on one.

2:00 – 5:00 pm **OPTIONAL Self-guided Field Trips:** Bethune Council House and neighborhood, OR Howard University Campus/ Le Droit Neighborhood
[African American Heritage Trail](#)

5:30 pm Yoga in the Garden with Sydnea Lewis

This is an option for those for whom it might contribute to a sense of health and wellness. Participate in any manner, or not, as you wish and need.

Tuesday, June 28

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 11:00 am **Seminar: Landscapes of Resistance**

Visiting Scholar Amber Wiley, Rutgers University (by zoom) (9:30 to 10:30, then break into reading groups)

We explore how narratives of the District of Columbia have been shaped for specific social, cultural, and political agendas, addressing the complexities of how we understand gentrification and urban development.

Critical Representations:

- *Resurrection City*; <https://www.bunkhistory.org/resources/2497>
- Wiley, Amber, N. Marya McQuirter, and Evelyn Brooks Higginbotham (2021) "Carter G. Woodson Dr. Home National Historic Site, National Historic Landmark Nomination Update." National Park Service. (model and resource)

Readings:

- *Asch, Chris Myers, and George Derek Musgrove (2017) "Emancipate, Enfranchise, Educate." *In Chocolate City : A History of Race and Democracy in the Nation's Capital*, Chapel Hill: University of North Carolina Press: 119-150.
- Wiley, Amber N. (2019) "The Dunbar High School Dilemma: Architecture, Power, and African American Cultural Heritage." *Giving Preservation a History: Histories of Historic Preservation in the*

United States, 2 ed, Max Page and Randall Mason, editors, London, New York, NY: Routledge: 249-301.

- Wiley, Amber, N. (2017) "A Model School for a Model City: Shaw Junior High School as a Monument to Planning Reform," *Designing Schools: Space, Place and Pedagogy*, eds. Julie Willis and Kate Darian-Smith, London, New York, NY: Routledge: 158-174

12:00 – 2:00 pm Lunch in the Refectory

Dr. Roberts and Way will be available at 1:30 for any participants who wish to meet one on one.

2:00 – 5:00 pm Open Time / Office hours for Drs. Roberts and Way

Wednesday, June 29

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 12:00 pm **Seminar: Landscape as Community**

Visiting Scholars Lopez Matthews and George Derek Musgrove in conversation with Dr. Andrea Roberts

With attention to the creative uses of digital tools and platforms, we explore the Texas Freedom Colonies Atlas. This will build on the earlier discussion exploring how a critical place studies approach alters the narratives we research, teach, and share.

Critical Representations:

Browse:

- Black Digital Humanities Projects & Resources: Vol. 4, No. 1, 21st Century Black Studies: Digital Publications (Part Two) (Fall 2017), pp. 134-139 (6 pages).
- Musgrove, George Derek, [Black Power in Washington DC 1961-1996](#)
- Indigenous Digital Humanities Lab- Indigenous tik tok.
<https://indigenousdigitalhumanities.wordpress.com/>
- The Texas Freedom Colonies Project <http://www.thetexasfreedomcoloniesproject.com/>

Readings:

- Roberts, Andrea. "Performance as Place Preservation: The Role of Storytelling in the Formation of Shankleville Community's Black Counterpublics." *Journal of Community Archaeology & Heritage* 5, 3 (2018): 146-165.
- Roberts, Andrea R. "Count the Outside Children! Kinkeeping as Preservation Practice Among Descendants of Texas' Freedom Colonies." *Forum Journal (Washington, D.C.)* 32, no. 4 (2018): 64-74.
- Roberts, Andrea, and Biazar, Mohammad Javad. "Black Placemaking in Texas: Sonic and Social Histories of Newton and Jasper County Freedom Colonies." *Current Research in Digital History* 2 (2019): DOI: [10.31835/crdh.2019.06](https://doi.org/10.31835/crdh.2019.06)

12:00 – 2:00 pm Lunch in the Refectory

Dr. Roberts and Way will be available at 1:30 for any participants who wish to meet one on one.

2:00 – 5:00 pm **Share Modules with Institute Participants**

Thursday, June 30

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 12:00 pm **Seminar: Critical fabulations and Speculative Histories**

We investigate contemporary approaches to writing histories of difference and narratives that re-imagine our readings of the past and future.

Critical Representation:

- Lovecraft Country, Episode 7 I Am , or Episode 9, Rewind 1921 (will be shared at a TBA time)

Readings:

- Gordon, Avery. "Some thoughts on Haunting and Futurity." *Borderlands* 10, 20 (2011): 1-21.
- Hunter, Marcus Anthony and Zandria F. Robinson (2018) "Everywhere Below Canada" *Chocolate Cities*. Editors Hunter, Marcus Anthony, and Zandria F Robinson. 1st ed. Berkeley: University of California Press. <https://doi.org/10.1525/j.ctt1wrpwsn>
- Hunter, Marcus Anthony, Mary Pattillo, Zandria F. Robinson, and Keeanga-Yamahtta Taylor. 2016. "Black Placemaking: Celebration, Play, and Poetry." *Theory, Culture & Society* 33 (7-8): 31–56. <https://doi.org/10.1177/0263276416635259>.
- McKittrick, Katherine (2006) "The Authenticity of this Story has not been Documented: Auction Blocks." In *Demonic Grounds: Black women and the Cartographies of Struggle*, Minneapolis: University of Minnesota Press: 65 – 90.

12:00 – 2:00 pm Lunch in the Refectory

Dr. Roberts and Way will be available at 1:30 for any participants who wish to meet one on one.

2:00 – 5:00 pm **Share Modules with Institute Participants**

Friday, July 1:

9:00 am – 9:30 am Reflections and Daily Care

9:30 am – 10:30 pm **Seminar: Transgressions**

Reading:

- hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. <https://sites.utexas.edu/lscjs/files/2018/02/Teaching-to-Transcend.pdf>
Read as you wish.
- Roberts, Andrea R. (2019). "'Until the Lord Come Get Me, It Burn Down, Or the Next Storm Blow It Away': The Aesthetics of Freedom in African American Vernacular Homestead Preservation." *Buildings & Landscapes* 26 (2): 73–97. <https://doi.org/10.5749/buildland.26.2.0073>.
- Melnick, Robert Z., Andrea Roberts, Julie McGilvray *Integrity As Process And Feature: Cultural Landscapes of Underrepresented Communities*. Change Over Time. 2022.

10:45 am- 12:00 pm **Where do we go from here?**

This is a moment for reflection and equally important, looking forward including the possibility of a Part II of a People's History. We will spend time thinking about how to foster and nurture our community into the future, to continue to collectively build our resources for curating counter narratives.

12:00 – 2:00 pm Lunch in the Refectory /Final Reflections

Appendix

Guides to DC History

Washington DC History Sources- A Sample:

- Asch, Chris Myers, and George Derek Musgrove. "Chocolate City. University of North Carolina Press, 2017. <https://doi.org/10.5149/northcarolina/9781469635866.003.0003>
- Benton-Short, Lisa. "Politics, Public Space, and Memorials: The Brawl on the Mall." *Urban Geography* 27, no. 4 (2006): 297–329. <https://doi.org/10.2747/0272-3638.27.4.297>.
- Columbia Historical Society. *Records of the Columbia Historical Society, Washington, D.C.*, 1894.
- Einberger, Scott. *A History of Rock Creek Park : Wilderness & Washington, D.C.* Landmarks. Charleston, South Carolina: History Press, 2014.
- Fogle, Jeanne. *A Neighborhood Guide to Washington, D.C.'s Hidden History*. Charleston, SC: History Press, 2009.
- Hawkins, Don Alexander. "The Landscape of the Federal City: A 1792 Walking Tour." *Washington History* 3, no. 1 (1991): 10-33.
- Historical Society of Washington, D.C. *Washington History : Magazine of the Historical Society of Washington, D.C.*, 1989.
- McQuirter, Marya, 1968; <https://www.dc1968project.com/about-1>
- Noreen, Sarah Pressey. *Public Street Illumination in Washington, D.C. : An Illustrated History*. GW Washington Studies ; No. 2. Washington: George Washington University, 1975.
- Smithsonian Institution. *Washington, D.C. : A Smithsonian Book of the Nation's Capitol*. Washington, D.C.: Smithsonian Press, 1992.
- Streatfield, David. "The Olmsteds and the Landscape of the Mall." *Studies in the History of Art* 30 (1991): 116–41.
- Summer, Rebecca. "Writing out Black History in Washington, D.C.: How Historical Narratives Support a Performance of Progressiveness in Gentrifying Urban Spaces." *Urban Geography* Ahead-of-print, no. Ahead-of-print, 1-20.
- Townsend, George Alfred. *Historic Sketches at Washington : Containing a Full Record of the Origin and Early History of Washington City and Its Founders, Together with a Detailed Account of Its Growth, Its Public Buildings, the Style and Extravagance of Living There, and a Description of the inside Workings of the Lobby, and the Various Departments of the Government*. Hartford, Conn.: Jas. Betts &, 1877.

Apps, websites, and virtual platforms

- Elizabeth Rule's [Guide to Indigenous DC app \(Apple/iOS\)](#)
- [African American Heritage Trail](#), DC
- [Washington History, Vol. 32, No. 1/2, FALL 2020](#), "Meeting the Moment: SPECIAL ISSUE" Read as much as you want....can...

Films and Videos

- Indigenous Digital Humanities Lab- Indigenous tik tok <https://indigenousandigitalhumanities.wordpress.com/>
- The Texas Freedom Colonies Project <http://www.thetexasfreedomcoloniesproject.com/>
- <https://www.youtube.com/watch?v=06ix1cQPih8>

The Flickering Flame — Life and Legacy of Chief Turkey Tayac The story of the man who led the Piscataway Indian Nation and their revitalization in the 20th century. From his childhood and service in WWI to his work as an herbalist and traditionalist who embraced the advent of the American Indian Movement, to his last days and the campaign to have him buried in a national park that was once the ancient ...

- <https://www.youtube.com/watch?v=NCxESg11Lcw>

Hear Us, See Us: We Are More Than One Month is a series that explores the importance of telling all of our history all year around.

- <https://www.youtube.com/watch?v=iPa4N6l2GAE>

Conversation with Dr. Gabrielle Tayac Dr. Gabrielle Tayac talks about her amazing work honoring Indigenous communities.

- <https://youtu.be/SiYjKgv7yg0>Tobacco Talk 2021

Explore the human side of Tidewater tobacco culture, past and present. Download pre-recorded interviews and talks highlighting the varying perspectives and e...

- <https://www.youtube.com/watch?v=HLlcpzsbJ1k&t=364s>

Accokeek Foundation Land and River Series Recap The Land and River series was hosted by the Accokeek Foundation. This series was a conversation about the complicated history and complex relationships.