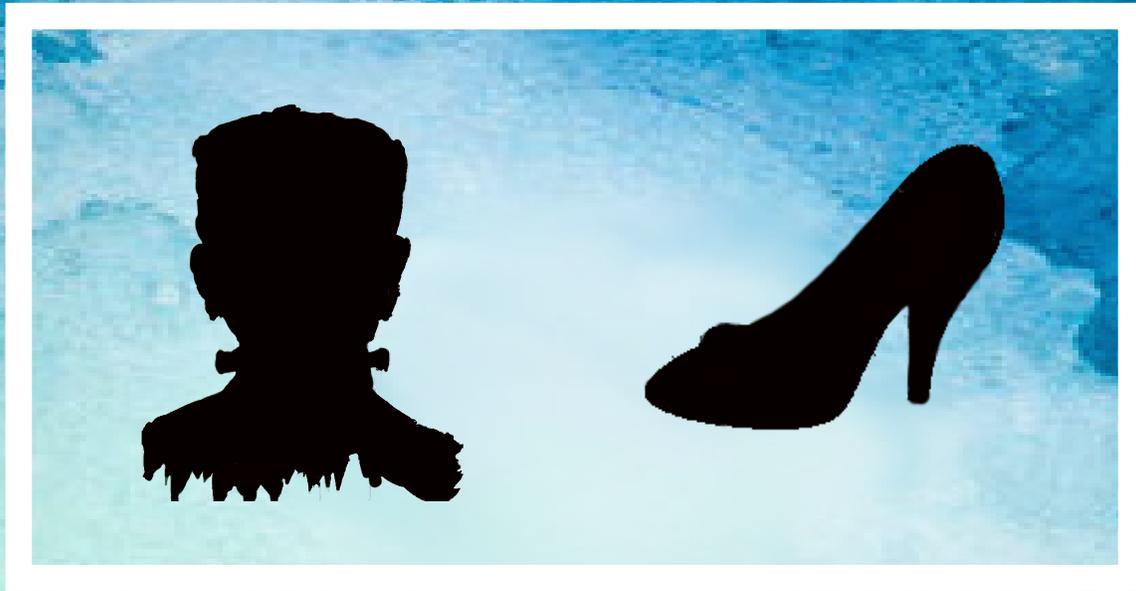


NEH SUMMER INSTITUTE FOR SCHOOL TEACHERS

Remaking Monsters & Heroines

Adapting Classic Literature for Contemporary Audiences



June 17-30, 2018

Focusing on *Frankenstein* & *Cinderella*, as well as adaptations of these stories in film, drama, young adult fiction, children's picture books, and graphic novels, this Summer Institute will offer teachers multiple opportunities to investigate the theoretical and aesthetic considerations of adaptation, to participate in intellectually rigorous conversations about the challenges of this work, and to develop curricular materials designed to support and engage diverse learners.

CONTACT:



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Contact Information

Institute Team:



Dr. Sean Connors, Project Co-Director

sconnors@uark.edu

Dr. Connors is an Associate Professor of English Education, where he works with pre-service and in-service English teachers in a graduate secondary teacher licensure program. His research and scholarship focus on Young Adult literature, new literacies, and multimodality, and he has written extensively about comics and graphic novels. Prior to earning his doctorate from Ohio State University, Dr. Connors taught high school English for twelve years. He is excited about sharing his passion for YA lit and graphic novels with the Summer Scholars!



Dr. Lissette Szwydky-Davis, Project Co-Director

lissette@uark.edu

Dr. Szwydky-Davis is an Assistant Professor of English at the University of Arkansas, where she teaches and publishes in the areas of 19th c. Brit. Lit. and Culture, Adaptation Studies, and Gender Studies. She regularly teaches “Frankenstein: A Multimedia Cultural History” covering the novel’s historical and literary contexts as well as its cultural legacy via adaptations. Dr. Szwydky-Davis also has an expansive collection of Frankenstein items - filling almost two suitcases (because she brings them to her class), it includes children’s books, articles of clothing, various collectables, and other fascinating memorabilia.



Erin Daugherty, Project Manager

ed006@uark.edu

Erin Daugherty is a doctoral student in the English Department. Her research focuses on the ways that spaces and places—physical and virtual—and materiality are active participants in public rhetorics and literacy-related activities, and how student knowledge of these networks of meaning can be valued in writing and literacy education classrooms. When she graduates, Erin plans to teach English in the secondary public school system and learn from students about the ways that their home has shaped their literacy, lives, and identities.

2018 Summer Scholar Cohort



Barbara Barklow

An English teacher at Thornton Academy in the seacoast town of Saco, ME. I grew up in Concord, NH and my love of reading started in the 2nd grade when I was introduced to Nancy Drew. When I realized I wasn't going to be a girl detective with a cool car, I studied English at Lafayette College, literature at the Bread Loaf School of English, Middlebury College and am currently in a post-masters program at the University of Southern Maine. When not teaching, I love literature & film (I still love a good mystery) and time with family & friends.



Rosemary Been

The story of heading to college to become a chemical engineer and getting spit out the other end as an English teacher is a story I love to tell my students: life is unpredictable. Also unpredictable is that this Midwestern girl and her husband would move from Chicago to the Rockies "for a couple of years". Twenty-five years later, our almost-grown boys are Colorado natives. I love my profession. What a joy it is to be a part of the lives of young people who will impact the future in what I suspect will be amazing ways.



Ellen Boyd

I teach at Lee High School in Midland, TX which is in the desert of West Texas where the oil business is our main industry. In my 14th year of teaching, I currently teach AP Literature and Composition and dual credit English and serve as my campus English department chair. Our area is known for Friday Night Lights, where baby Jessica fell down the well, and the childhood home of former President George W. Bush. I love my job and look forward to meeting all of you!



Catelyn Boze

I'm finishing my third year of teaching in rural Northeastern Florida. Currently, I teach 10th Grade AICE English General Paper and 11th Grade AICE Global Perspectives/Research. AICE is a program similar to AP or IB. Our students take AS and A level exams like students in the UK. I have a B.A. in Geography and Medieval Studies from the University of Florida, plus an M.Ed. in English Education. I live in Gainesville with my husband, Ian, and our two dogs, Luke and Leia. Outside the classroom, I enjoy hiking, biking and kayaking through swampy North Florida.



Julia Butz

My name is Julia Butz and I live in Sacramento, California. I am 47 years old and I have been teaching for twenty-six years. I am currently teaching a self-contained sixth grade at an elementary school. I am married and have two daughters, one in college and one in the sixth grade. I enjoy walking my dog, traveling, swimming, and reading. I have been to many NEH Landmark classes, this is my first seminar. I am looking forward to coming to Arkansas meeting everyone this summer!



Christina Cereghini

I live in Bryant, AR. Born and raised in California until my parents' divorce, my mom decided to make Arkansas our new home. I attended the University of Arkansas at Little Rock. I have a B.A. in English, an M.Ed. in Secondary Education, an M.Ed. in Learning Systems Technology and by the time we get to the institute I will have obtained my Ph.D. in Reading. I have been an educator for almost 13 years with the Little Rock School District and my current position is as a Literacy Instructional Facilitator. I have 2 children who are 11 years apart so they definitely keep my on my toes.



Tracy Clavin

I was unaware that one day I would choose teaching as a career. My grandmother taught school between the two World Wars. My mother taught elementary and middle school during the last decades of the 20th Century, and I started my teaching career 2 years after she retired. Ancestry won the day, and I have been enchanted and exhausted, bewildered and ecstatic, cautious and giggly, ever since. Working with high school students is a predictable paradox: gift and burden. A gift because people are remarkable, and high school students have such disparate talents and perspectives; a burden because of my concern for teaching missteps that might set students back in learning or in life. I have been very grateful in my career to date.



Drew Daehne

I'm from Orange Park, Florida. I teach at Orange Park Junior High School for grades 7 and 8 in the gifted curriculum. This is my second year in the classroom. I graduated from the University of Florida in 2016 with a major in English (focus on children's literature) and a minor in art history. Outside of teaching in the classroom I play tennis and I'm also a certified cycle instructor. I'm in the pursuits of a Master's in English at the University of North Florida with the hopes for a doctorate program.



Adam Dennis



Stephanie DiFrancesco

Hi. I currently teach 2nd and 3rd grade at UCP of Central Florida, Osceola Campus. We are an inclusive Charter School in Kissimmee, FL. I am also team lead for our K and above classrooms. I have two Master's Degrees and am dual certified Pre-K to 3rd Grade and ESE K-12. Differentiation is the name of the game in my classroom and Arts Integration and Technology are two of the tools that I use to reach the various needs of my students. I am looking forward to learning alongside each of the other Scholars!



Kathleen Esling

Kathleen Esling is an associate librarian at Convent & Stuart Hall in San Francisco. In the library, she helps students learn how to find what they need in addition to exploring different genres and ways of reading. Outside the library, Kathleen performs other duties at the school including teaching a unit in the Middle Form health curriculum, leading a study skills class, and acting as an Extended Essay supervisor for the high school's International Baccalaureate Diploma Program. Kathleen's background as an English major and theatre minor drives her interest in storytelling and story sharing.



Jenna Faller

Hi All! I'm Jenna Faller, a 6th grade teacher at Millsboro Middle School in Millsboro, DE. I'm a New Jersey transplant to the Eastern Shore of Maryland where I live with my family and two pups. I love working out, especially running, lifting weights, and cycling. When I'm not teaching or working out, I enjoy traveling, reading, and spending time on the beach. I look forward to meeting all of you this summer!



Christine Ferrone

My life is overfull: stressful, but joyful; enervating, but inspiring; challenging, but fulfilling. As a mother of two, Nate age 12 and Iyla age 8, and a full-time teacher, my days are busy. I am fortunate to live on the beautiful island of Martha's Vineyard where I can take daily walks on the beach or in the woods with my black labrador, Remi, as way to decompress from the day and restore myself. My husband, Chip, a second grade teacher, keeps me buoyed and laughing. My attempts at pursuing a creative life through writing and theater breed humility and serve as a reminder of what it means to be a learner. Sometimes I wonder how much I can hold in my head and heart as I navigate the daily tumult of teaching and mothering and creating, but more often than not I feel a deep sense of gratitude for the opportunities for growth it offers and the truths of which I am reminded everyday.



Rachel Finkelstein

Hello! My name is Rachel Finkelstein and I'm excited to be in my third year of teaching. I grew up in St. Louis, Missouri, and later relocated to Chapel Hill, North Carolina (go Tar Heels!). After moving to Chapel Hill, I began my career as a high school English teacher at Woods Charter school where I currently teach tenth and twelfth grade (my seniors actually happen to be in the middle of reading *Frankenstein*). Prior to joining the faculty at Woods, I taught English and creative writing at the University of Montana. When I teach, I use inquiry-based learning techniques that encourage students to follow their curiosities, pose original questions, and apply their interests. Besides reading and writing, I enjoy Vietnamese food, podcasts, and space heaters during the winter months. What I'm most excited about this summer is to see my favorite novels and tales in a new light.



Jamie Gillette

I've been teaching high school English for eighteen years, currently in a rural public school on the Maine coast. My family [husband John, children Acer (15) and Hazel (12)] live in a house we built ourselves on country acres. The work of teaching and consuming language (including attending theater, reading graphic novels, and writing personal memoir) balance out a life that is otherwise consumed with cutting wood for the winter woodstove, cross-country skiing, and vegetable gardening. Current anchor texts: *The Odyssey*, *The Great Gatsby*, *Hamlet*. I led students adapting *The Odyssey* into a one-act play; maybe *Gatsby* next?



Alyson Greenwood



Mae Hill

Hello! My name is Mae Hill and I am thrilled to say that this is my seventh year teaching. I grew up in Goodrich, MI and was fortunate to have access to such incredibly inspiring teachers (including my mom, sister, and cousin). After graduating from the University of Michigan, I taught English and Reading courses at Baker College in Flint, MI. I learned so much about my adult-learners that I knew would serve students of all ages well. I currently teach 8th grade History and English within the Whitehall School District. I enjoy spending time with my family, road trips, fishing, swimming, reading, writing, and coaching soccer. I have always been interested in inquiry-based learning, and appreciate deeply that my participation in RMH will allow me the opportunity to explore humanities from a new angle in order to keep my teaching fresh and engaging for new generations of students.



Heather Hogue

I currently teach remedial English at a Title I high school outside of Dallas, Texas. Previously, I taught ELA at a magnet school for gifted middle schoolers outside of Washington, D.C. It is my belief that good teachers should teach students on both sides of the spectrum. I am a military brat and wife, and while attending high school in the UK, my parents occasionally allowed me to skip class to attend plays in London—awakening in me a love of the theater. In my free time, I enjoy going to estate sales and taking pictures of creepy clowns.



Lauren Kluck

I am a librarian at Westwood High School in Austin, Texas. This is my third year at Westwood and my 8th as a librarian. Before becoming a librarian, I taught Spanish in Georgetown, Texas. I graduated from Texas A&M with a degree in Spanish and a minor in Business then got my master's in Library and Information Science from the University of North Texas. I always loved to read, but I had never read a fantasy novel until I read Harry Potter in college. Since then, I have been a fan and many of my favorites are fairy tale adaptations.



Melissa Leaym-Fernandez



Emily Lucas

Hello, my name is Emily Lucas and I am a second year teacher in lovely Pinedale, Wyoming where I teach Language Arts to grades 6, 7 and 8. Pinedale is a community of around 2,000 at the base of the Continental Divide and has a history full of mountain men and cattle ranchers. I am absorbed with the outdoors, especially the variations of water, and languages. I appreciate homegrown food and book recommendations.



Molly Menickelly

Molly Menickelly is an English teacher from Virginia, which, confusingly is a commonwealth, and not a state, due to its predilection for traditional colonial nomenclature. A native of the fair commonwealth, Molly returned to her high school to teach in the spring of 2016, precisely forty-three hours after she walked across a stage at William and Mary to receive her Master's in Education. She enjoys the study of literature, as well as its intersections in the social and life sciences. Molly teaches high school sophomores—currently perusing Golding's *Lord of the Flies*—and also teaches freshmen every other year.



Stephanie Myers

Stephanie Myers has a Master of Arts in Education with an emphasis in children's literature from the University of Findlay (OH). She also earned a B.S. in Education from the same institution. She teaches in the Pandora Gilboa Local Schools as an elementary intervention specialist working with kindergarten through fourth grade students. Stephanie is responsible for teaching math, language arts, and reading. Her passion is helping students push past preconceived notions about themselves and helping struggling students achieve more than they thought possible. She loves children's literature and introducing her students to new books that will ignite their imaginations and inspire them in their daily lives. A future goal is for her to pursue a Ph.D. in children's literature.



Rachel Poor

My name is Rachel Poor. I have taught 8th grade language arts for 12 years at my hometown school here in Waldron, Arkansas! I have a BA in English Education, an MEd in English Education, and a MA in Teaching English to Speakers of Other Languages, all from Arkansas Tech University. I have presented at the Arkansas Readers Association conferences three years. And last year I achieved National Board Certification! YAY! I have been married for twelve years and have four dogs and four cats. I also have eleven nieces and nephews from two sisters, so my share the of the babies were covered. I hike, read, write, travel, and go to Renaissance festivals for fun.



Gabrielle Popp

My name is Gabrielle Popp, and I am from Detroit, Michigan. I am a special educator/secondary English teacher at Beacon Day Treatment, a center based program for children with severe emotional and behavioral disorders.. This is my tenth-year teaching, and I have taught in many different places/ environments- at an elementary school in Ypsilanti, Michigan, a rural university in Oaxaca, Mexico, a detention center in Detroit, Michigan, and at a preschool in Hangzhou, China. I have a masters and an educational specialist degree in special education leadership. Aside from teaching, I love reading, quilting, listening to podcasts, traveling, and coaching basketball with Special Olympics. I look forward to meeting everyone and learning from you all this summer.



Cindy Reyes

Hello! I love that I was born in a south Texas border town and raised in a bilingual and bicultural home. I have been a public school elementary teacher for about ten years now. I currently work as K-5 Reading and Math Intervention Teacher. I earned a Bachelor's Degree in English, with a minor in Psychology. During my first few years of teaching, I earned my Master's Degree in Bicultural-Bilingual Education. I am highly interested in the study of foreign languages and linguistics, cultures, history, and literature. I have always enjoyed learning about children's literature and constantly seek books I can use to teach my students about history, civics education, and character education. I was a UIL Oral Reading Coach for three years, and I loved it because I would see my students grow from shy and quiet readers to confident and enthusiastic readers. On my spare time, I love to travel, learn new things, listen to music, read, attend cultural festivals, theater shows & concerts, visit museums & historic landmarks, watch tv & movies, and spend time with my family and friends.



Chris Rust

Christopher Rust is a high school choir director from Portland, OR. In his professional life he stays busy preparing for concerts, working on the school musical and teaching music composition. He has written and produced seven children's musicals and has had his choral compositions performed by various high school and professional choirs around the nation. In his personal life he stays busy coaching/supporting his children's sports teams, running and trying (usually unsuccessfully) to see all of the Oscar Best Picture nominees!



Peter Saunders

Peter Saunders was born in New York City, and grew up in Eastern Pennsylvania. He earned a BA in Speech & Theatre from St. Lawrence University in Canton, NY, and an MFA in Theatre from the University of Portland, in Portland, Oregon. Peter began his career teaching Acting at the Hotchkiss School, in Northwest Connecticut, and then spent 9 years as the Theater Director at St. Albans School and the National Cathedral School in Washington, DC. From there, he moved to Minneapolis, where he taught Theater and English, coached Mock Trial, and served as the Director of Academic Technology at Breck School. Two years ago, Peter and his family moved to Memphis, Tennessee where he teaches American Literature to Sophomores at Hutchison School. Peter, and his wife Christine, have two daughters, who also attend Hutchison School: Aurie, who is 5, and Evelyn, who is 8.



Cheryl Smith

Cheryl Smith currently teaches Spanish and is the high school gifted/talented teacher at Saydel High School in Des Moines IA where she lives with her husband and three children. Cheryl also coaches middle and high school Mock Trial and is a National Honor Society co-adviser. Next year she will serve as her district's K-12 Gifted and Talented Coordinator. When not at work, Cheryl is an avid reader, gardener, and walker. She can be reached at smithcheryl@sayel.net and @SraCSmith.



Lisa Sragovicz

Lisa is a San Diego native. She earned her BA in Latin American and Latino Studies from the University of California at Santa Cruz. Her Spanish Credential and MS in Education are from California State University Long Beach. She is an active curriculum developer and new teacher mentor for her district. Her curriculum passion is Mesoamerica, and she has traveled extensively in Oaxaca and Chiapas, with her favorite historian, Elise Weisenbach. She is interested in adapting Spanish classics such as *Marianela*, *Quijote*, and *Los amantes de Teruel*. Former students have used their Spanish while hiking the Camino de Santiago, joining the Peace Corps, and teaching in Spain. Her interests include gardening, kayaking, and floating in the pool.



Tracy Tensen

Hi! My name is Tracy Tensen, and I am a high school English teacher in Gilbert, Iowa, a smallish suburban community not far from my home in Des Moines. I have been teaching for 24 years—mostly at the high school level. My master's degree is in literature, and next year I am acquiring our school's AP Lit class. I love teaching composition as well, and responding to essays is how I spend a few too many of my evenings and weekends during the school year. I have presented at NCTE, have done some publishing in the *English Journal*, and play around with writing poetry. I have 2 fun kids (Max and Zoey), 2 noisy cats (Ragnar and Raven), and an artistic husband (Guy). My favorite activities are gardening, knitting, reading, attending plays, and writing. My party trick is reciting "The Jabberwocky" or "Annabel Lee" on demand.



Christine Tigie

Greetings from a Texan in Atlanta, Georgia! I am completing my 19th year in education and currently a media specialist at Hope-Hill Elementary School. My husband, spoiled dog, and I live a few miles from Downtown Atlanta in a historic home that is always in need of repair. Some of my favorite activities include cycling, hiking, knitting, gardening, and cooking. My reading taste span from *There's Boy in the Girls' Bathroom* to *Hillbilly Elegy* to *A Gentleman in Moscow*. I look forward to meeting everyone in Arkansas.



Marc Vickers

Hi! My name is Marc. I've been teaching English and Drama for the past twenty two years in the UK and the US. I'm originally from Sussex, England, but I currently live in Detroit, Michigan with my husband and our two beagles. I teach World Literature to freshmen and seniors and run the drama program at the International Academy, a public high school that delivers the International Baccalaureate program. I love reading fiction and watching film and theatre. I also enjoy cooking and global travel. I look forward to working with you all!



Elise Weisenbach

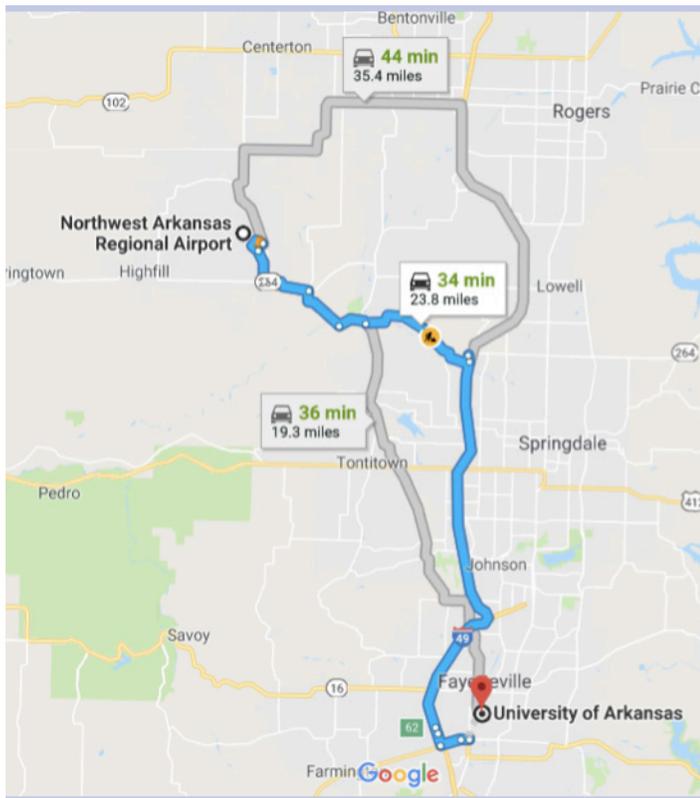
I am Elise Weisenbach and I teach Spanish and University of Connecticut Early College Experience Latin American Studies at Branford High School in Branford, CT. I received a BA and MA in Latin American Studies from Tulane University with concentrations in anthropology and history and a MAT from Quinnipiac University. I have enjoyed volunteering for many years at the Yale University Peabody Museum of Natural History and, from 2012-2014, I was the teacher advisor for the Peabody Museum's Indigenous Peoples of the Americas Summer Institutes for Teachers. I am looking forward to participating in the Monsters and Heroines summer institute and working with the other summer scholars.



Katie Wilson

My name is Katie Wilson, and I teach at a small public high school in Howe, Texas, which is about an hour north of Dallas. I have a B.A. in English from Abilene Christian University and an M.A. in English from the University of Dayton. I've been at Howe High School for my entire teaching career of five years, and I absolutely love the small school atmosphere: getting to know all my kids, getting to see them succeed in things other than academics, and getting to see them and how they grow between their freshman year and their senior year. I teach Dual Credit English 1301, English IV: British Literature, Journalism, a peer leadership course, and Theater, and I love every minute of this hectic schedule!

Transportation & Arrival to Campus



Northwest Arkansas Regional Airport (XNA), the airport we recommend Summer Scholars fly into, is about 30 miles from the University of Arkansas campus in Fayetteville. Due to logistical challenges, our team will not be able to provide shuttle service to and from the airport, but there are a couple of options for Summer Scholars who are flying into XNA and seeking transportation to the U of A at a reasonable price:

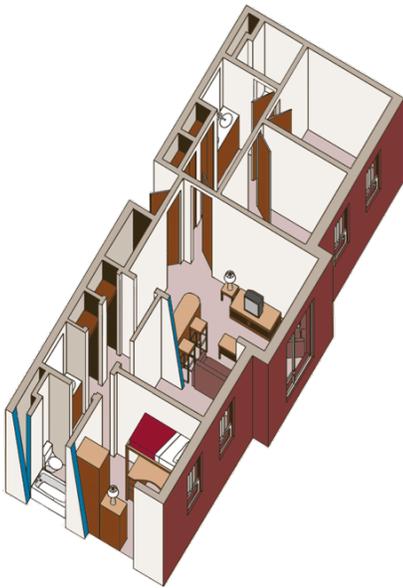
[Buses, Shuttles, and Taxi services provided at XNA.](#)
[Setting up a group carpool with other Summer Scholars](#)

Check-In & Settling In on Campus

Our Project Team will be on hand for check-in to the university residence hall from 12:00 pm to 3:30 p.m. on Sunday, June 17. Summer Scholars staying on-campus will be housed in the Northwest Quad, a suite-style facility. At check-in, Summer Scholars will be assigned a single room in Northwest Quad and receive room keys and a dining hall pass. While checking in, Summer Scholars will need to provide information for an Emergency Contact. After checking in, Summer Scholars will be free to settle into their rooms and explore the area until our first official Institute event at 3:30 p.m.

Room, Board, & On-Campus Housing Amenities

Summer Scholars staying on campus will be housed in the Northwest Quad's four-room super suites. Each four-room suite consists of four single-person bedrooms, two bathrooms, and a shared common space. Each Summer Scholar will be assigned a single bedroom with an adjacent bathroom shared between two persons and a common space shared among 4 persons.



Bedroom and Bathroom Amenities

Each Northwest Quad bedroom includes the following amenities: a locking door, carpeted floors, individual, locking closets keyed to the bedroom door key, data port and cable outlet, ethernet connection, individual climate-control, and lofted bed with desk, chair, wardrobe, and chest of drawers. Additional information about and photos of room and furniture dimensions, residence hall floor plans, and proximity to other campus resources can be found [here](#).

Northwest Quad Amenities & Resources

While staying at Northwest Quad, Summer Scholars will be able to utilize several other amenities and resources provided by the residence hall. These include an elevator, community computer lab, kitchen, laundry room, lounges, and free Wi-Fi. In addition, Conference Services provides a weekly linen service; for \$14, Summer Scholars can receive a linen packet that includes a flat and fitted sheet, pillow and pillowcase, towel, washcloth, and blanket. If necessary, Summer Scholars can receive fresh towels free-of-charge from the Northwest Quad front desk during the Institute. Summer Scholars should note that while they are welcome to use any of these resources, the Institute Project Team nor Conferences Services can guarantee availability of, for example, dishes or pots and pans in the community kitchen or laundry detergent in the laundry room. Summer Scholars planning to make use of these facilities should plan to provide any additional materials on an individual basis, if necessary.

Dining On-Campus in Fulbright Dining Hall

The Northwest Quad is connected to Fulbright Dining Hall, where we will be eating all on-campus meals for the duration of the Institute. Fulbright provides an array of dining options, including options for Summer Scholars in need of vegan and gluten-free options. For more information about healthy dining options and allergen-free dining, visit their site [here](#). To get a sense of what an average daily menu includes at Fulbright, browse [here](#).

Summer Scholar Stipend and Cost of Room & Board

As indicated on the Stipend Deduction Form, each Summer Scholar will have a portion of their \$2100 stipend deducted for one of the following reasons: to cover the cost of on-campus housing and on-campus meals, or to cover the cost of on-campus meals for those staying off-campus. Summer Scholars staying on-campus and dining on-campus can expect the following rates to apply to their cost of room and board:

\$34.27 per night for room;

\$29.87 for three meals per day in Fulbright Dining Hall;

\$14 one-time fee for a week's linen service.

University and Housing Policies

As with any university-owned facility, Northwest Quad asks all residents to adhere to certain university policies. For Summer Scholars, it may be helpful to note that the University of Arkansas campus and all facilities are smoke and tobacco-free. Additionally, Conference Services maintains alcohol-free facilities during summer operations; this applies to residents over the legal drinking age as well. For more information about campus policies, refer to the academic year handbook, found [here](#).

Campus Facilities & Resources

Resources

Summer Scholars will have access to—and be staying within walking distance of—several campus resources outside of the Northwest Quad residence hall. These resources include Mullins Library, located at the heart of campus, and, for a \$23 fee, the Donna Axum Fitness Center, located on the 2nd floor of the HPER building on the U of A campus. Summer Scholars will have the opportunity to request a pass to the on-campus fitness center, which our Project Team will be glad to obtain and distribute during check-in.



Workout facilities at the University of Arkansas

Supplemental Campus Dining Options

While Summer Scholars can expect to eat regular meals as a cohort in Fulbright Dining Hall, there are several additional dining options that will be accessible during down time. These on-campus dining options include Starbucks, Au Bon Pain, Einstein's, Slim Chicken's, and Rocket Taco. Summer Scholars should note that the dining hall passes they receive at check-in cannot be used at these dining locations.

About the Area:



If you are new to the area, here is a little bit about the area to help make your stay here the most enjoyable.

The University of Arkansas is a public land-grant, doctoral research university located in Fayetteville, Arkansas. It is the flagship campus of the University of Arkansas System and the largest, best-known university in the state. More than 27,500 students are enrolled in over 200 undergraduate, graduate, and professional programs. It is classified by the Carnegie Foundation as a research university with the highest level of research activity. Founded as Arkansas Industrial University in 1871, its present name was adopted in 1899 and classes were first held on January 22, 1872. It is noted for its strong architecture, agriculture (particularly animal science and poultry science), business, communication disorders, creative writing, history, law, and Middle Eastern studies programs. The university campus consists of 378 buildings spread across 512 acres of land in Fayetteville, Arkansas. Some well known architecture on campus includes Old Main, the first permanent academic building erected. Academic programs are in excess of 200. The ratio of students to faculty is approximately 19:1. The university also received a combined total of \$103.2 million in research awards for the 2017 fiscal year.

University of Arkansas

Fayetteville, AR
Population: 73,580

Est. in 1871

Enrollment:

Undergraduate - 23,044
Graduate - 4,161
Law - 353

Degrees Awarded:

Baccalaureate - 4524
Master's - 1192
Doctoral - 168



Although we'll be meeting during the day for our Institute, feel free to check out any of these places on your downtime.



Sunrise over the Ozark Mountains.
If you are a morning person, check out the sunrise at Artist's Point.



Crystal Bridges Museum in Bentonville, AR
We will visit Crystal Bridges - and other art sites - on Sunday, June 24.



Fayetteville Farmer's Market
The Farmer's Market takes place each Saturday in the Fayetteville Square



Mount Sequoyah
If you want to explore Fayetteville, this site is one of our most picturesque.

Local Places to visit:

- **Arsaga's coffee**
- **Bliss Cupcakes**
- **Rick's Bakery**
- **Smoke and Barrell**
- **Shindig Paperie**
- **Riffraff**



Scenic Fayetteville Square
The Square is home to the Farmer's Market and other local boutiques/stores.



Fayetteville Public Library
FPL is a great resource to do additional research or just grab a local coffee.

Fayetteville Climate & Dress Code

Fayetteville in June is hot - average temperatures will be in the low 90s and upwards. It will also be very humid, and although Summer Scholars will be inside during the daily activities, the short walk to and from the classrooms and the dining hall will be outside. Summer Scholars should pack appropriate clothing for this heat, as well as any additional clothing or sweaters for our AC filled classrooms.

As for the dress code for the Institute, Summer Scholars should not feel the need to dress up for the Institute. We are not expecting business professional or even business casual: instead, we encourage Summer Scholars to wear what they would feel comfortable teaching in.

Daily Schedule:

Participants will be asked to read five novels before the Institute begins: see Reading List on page 30 for a list. All meals are built into the schedule. Morning activities occur after breakfast (8:30-11:30 am); afternoon activities occur after lunch (1:00-4:45 pm); evening activities occur after dinner (7:00pm). All scheduled events are in Central Standard Time (CST).

Day	Date	Topic, Readings, Activities
Sun	06/17	<p><u>Arrivals and Registration</u> (Program begins late afternoon)</p> <p>3:30 - 4:30 pm Greetings and introduction at NWQB 108</p> <ul style="list-style-type: none"> • Lissette Szwydky-Davis and Sean Connors • David Jolliffe <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>7:00 - 8:30 pm Welcome Reception at Carnal Hall</p> <ul style="list-style-type: none"> • Invite Provost Coleman, Dean Todd Shields, Dean Michael Miller • NEH Summer Scholars Meet-and-Greet • Light refreshments and pictures with Razorback mascot
Mon	06/18	<p><u>Topic: Introduction to Adaptation Studies</u></p> <p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>9:00 - 11:00 am Morning Lecture and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Presentation: "A Multimedia Cultural History of Frankenstein" • Essential Questions: Why study literature through its adaptations? What constitutes an adaptation? What are different types of adaptations? What is the cultural function of adaptation? • Readings due for discussion: Thomas Leitch, "Introduction" to <i>Film Adaptation and Its Discontents</i> <p>11:00 - 1:00 pm Lunch and Independent Reading Time at Fulbright Dining Hall</p>

		<p>2:00 - 5:00 pm Afternoon Lecture and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Essential Questions: Why study literature through its adaptations? What constitutes an adaptation? What are different types of adaptations? What is the cultural function of adaptation? • Readings Due for discussion: (4 groups of 9; choose one of the following) <ul style="list-style-type: none"> ◦ Thomas Leitch, "Entry-Level Classics," from <i>Film Adaptation and Its Discontents</i> (2007) ◦ Linda Hutcheon and Gary Bortolotti, "On the Origins of Adaptations: Rethinking 'Success' Biologically" (2007) ◦ Julie Grossman, "Introduction" to <i>Literature, Film, and their Hideous Progeny</i> (2015) ◦ Kate Newell, from <i>Expanding Adaptation Networks</i> (2017) <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>Evening: Independent Reading/Work time at NW Quad</p>
Tue	06/19	<p><u>Topic: Teaching Mary Shelley's <i>Frankenstein</i></u></p> <p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>8:30 - 11:30 am Morning Lecture and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Presentation: Historical and Literary Contexts of Mary Shelley's Novel <i>Frankenstein</i> (1818) • Essential Questions: What are the sociopolitics of Shelley's novel? What social and political events shaped <i>Frankenstein</i>? What does <i>Frankenstein</i> have to say about education and democracy? • Readings due for discussion: Mary Shelley, <i>Frankenstein</i> <p>11:30 am - 1:00 pm Lunch at Fulbright Dining Hall</p> <p>1:00 - 4:00 pm Afternoon Lecture and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Workshop and discussion: Identifying and Resituating Themes in Adaptations • Essential Question: What is the place of YA and other pop culture adaptations in the literature curriculum? • Readings due for discussion: Kenneth Oppell, <i>This Dark Endeavor: The Apprenticeship of Victor Frankenstein</i> (Book 1) <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p>

		<p>7:00 - 8:00 pm Evening Activity at NWQB 108</p> <ul style="list-style-type: none"> • Visiting Artist: Kenneth Oppel (via Skype)
Wed	06/20	<p><u>Adaptation Forms and Media: Part 1</u></p> <p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>8:30 - 9:30 am</p> <ul style="list-style-type: none"> • Listen to and discuss sample <i>Frankenstein</i> audio/radio adaptations. • Elizabeth DeMeo on the craft of writing and creating "It's Alive: The Podcast" (http://itsalivenpodcast.weebly.com/) <p>9:45 - 11:30 am Plenary and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Visiting Scholar: Dr. Thomas Leitch • Essential Question: How do adaptations both sustain the literary canon and empower students to critique and remake it? <p>11:30 - 1:00 pm Lunch at Fulbright Dining Hall</p> <p>1:00 - 2:30 pm</p> <ul style="list-style-type: none"> • Discussion with Dr. Thomas Leitch • Readings due: TBA <p>2:45 - 5:00 pm Afternoon Presentation and Computer Workshop at</p> <ul style="list-style-type: none"> • Overview of audio editing software and podcast production. Participants will create a short audio file related to the topic of <i>Frankenstein</i> and adaptation. <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>Evening:</p> <ul style="list-style-type: none"> • Film screening: <i>Frankenstein</i> (1931) and <i>Bride of Frankenstein</i> (1935)
Thu	06/21	<p><u>Adaptation Forms and Media: Part 2</u></p> <p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>9:00 - 11:00 am Plenary and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Visiting Scholar: Glenn Jellenik • Essential Question: How do the languages of literature and other media

		<p>intersect in adaptations?</p> <ul style="list-style-type: none"> • Readings due: TBA <p>11:00 - 1:00 pm Lunch at Fulbright Dining Hall</p> <p>1:00 - 4:00 pm Afternoon Computer Lab Workshop at EPLEY 118</p> <ul style="list-style-type: none"> • Screening and discussion: Pemberley Digital / PBS Digital adaptation <i>Frankenstein, MD</i> (2014) and short video formats • Overview of video editing software. Participants will create short videos related to the Institute theme and topics incorporating skills covered during the workshop. <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>Evening:</p> <ul style="list-style-type: none"> • Independent Reading/Work time
Fri	06/22	<p><u>Topic: Comic Books, Graphic Novels, and Illustrated Children's Books</u></p> <p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>9:00 - 11:00 am Morning Lecture and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Essential Question: How do readers draw on the multimodal design of comics to make meaning? • Visual literacies • Readings due for discussion: <ul style="list-style-type: none"> ◦ Sean Connors, "Expanding Students' Analytical Frameworks Through the Study of Graphic Novels" ◦ <i>Gris Grimly's Frankenstein</i> <p>11:00 - 1:00 pm Lunch at Fulbright Dining Hall</p> <p>1:00 - 4:00 pm Afternoon Plenary and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Essential Question: What questions and decisions drive the process of adaptation? • Visiting Artist: P. Craig Russell • Activity: Creating storyboards and planning comic book adaptations <p>4:00 - 5:00 pm Individual Studio Time at EPLEY 118</p> <ul style="list-style-type: none"> • Meet with Project Directors and Institute Team Members for independent

		<p>work time, consultation, and guidance on final projects.</p> <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>Evening:</p> <ul style="list-style-type: none"> • Independent Reading/Work time
Sat	06/23	<p><u>Frankenstein Animated and Illustrated</u></p> <p>8:30 - 10:30 am Saturday Morning Cartoons at NWQB 108 (<i>Frankenberry</i> and bagels to be provided)</p> <ul style="list-style-type: none"> • Screening and Discussion of <i>Frankenweenie</i> (2012) <p>11:00 am - 1:00 pm Brunch at Fulbright Dining Hall</p> <p>1:00 - 3:00 pm</p> <ul style="list-style-type: none"> • Essential Question: How do readers draw on the multimodal design of comics to make meaning? • Readings due for discussion: <ul style="list-style-type: none"> ◦ Victor LaValle's <i>Distractions</i> <p>3:00 - 4:00 pm Afternoon Computer Lab Workshop at EPLEY 118</p> <ul style="list-style-type: none"> • Introduction to Comic Life software <p>4:00-5:00 pm Individual Studio Time at EPLEY 118</p> <ul style="list-style-type: none"> • Meet with Project Directors and Institute Team Members for independent work time, consultation, and guidance on final projects. <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>Evening: Explore Fayetteville</p> <ul style="list-style-type: none"> • Local arts attractions
Sun	06/24	<p><u>Field Trip #1:</u></p> <p>9:30 am departure - 4:30 pm return (Breakfast and lunch to be provided)</p> <ul style="list-style-type: none"> • Crystal Bridges Art Museum <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p>

		<p>Evening: Explore Fayetteville</p> <ul style="list-style-type: none"> • Local arts attractions
Mon	06/25	<p><u>Topic: Representational Issues in Literary Adaptation</u></p> <p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>9:00 - 11:00 am Field Trip #2 :</p> <ul style="list-style-type: none"> • Fayetteville Public Library: "Cinderellas from Around The World" • Essential Question: How can putting multiple adaptations in conversation with one another open up larger questions about identity, representation, and culture? How can comparative approaches support critical analysis and multicultural understanding? <p>11:00 am - 1:00 pm Lunch at Fulbright Dining Hall</p> <p>1:00 - 3:00 pm Afternoon Lecture and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Discussion of several Cinderella stories from around the world. <p>3:00 - 4:00 pm</p> <ul style="list-style-type: none"> • Optional meetings with Project Directors and Institute Team Members for independent work time, consultation, and guidance on final projects. <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>7:00 - 8:00 pm Evening Activity at NWQB 108</p> <ul style="list-style-type: none"> • Musical Performance and Discussion • Visiting Artist: Donna and Kelly Mullhollan (Still on the Hill)
Tue	06/26	<p><u>Textual Adaptations and YA Literature</u></p> <p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>9:00 - 11:00 am Morning Lecture and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Essential Question: How do adaptations both reproduce and complicate single stories about social constructs such as race, gender, and ability? • Single Stories and Counter-stories in Young Adult Literature • Readings due for discussion:

		<ul style="list-style-type: none"> ◦ Marissa Meyer's <i>Cinder</i> (2012; YA novel) ◦ Hughes-Hassell's "Multicultural Young Adult Literature as a Form of Counter-Storytelling" <p>11:00 am - 1:00 pm Lunch at Fulbright Dining Hall</p> <p>1:00 - 4:00 pm Afternoon Individual Studio Time at EPLEY 118</p> <ul style="list-style-type: none"> • Meet with Project Directors and Institute Team Members for independent work time, consultation, and guidance on final projects. <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>Evening: Independent Reading/Work time</p>
Wed	06/27	<p><u>Creating Dramatic Adaptations of Literary Texts</u></p> <p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>9:00 - 11:00 am Morning Lecture and Discussion at NWQB 108</p> <ul style="list-style-type: none"> • Essential Questions: What are the historical inheritances of dramatic play? How can teachers use adaptations to bring participatory culture and interactive play into the classroom? • History of 19th Century Toy Theaters and Paper Toys <p>11:00 am - 1:00 pm Lunch at Fulbright Dining Hall</p> <p>1:00 - 4:00 pm Afternoon Individual Studio Time at EPLEY 118</p> <ul style="list-style-type: none"> • Meet with Project Directors and Institute Team Members for individualized instruction, consultation, and guidance on final projects. <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>Evening: Film screening and discussion: Extended clips from several Cinderella films</p>
Thu	06/28	<p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>9:30 am departure - 4:30 pm return</p>

		<p>Field Trip #3:</p> <ul style="list-style-type: none"> • Trike Theatre performance of <i>Adelita y su Caballo: A Cinderella Historia for Niños</i> to be followed by a Q & A with playwright, director, and cast • Essential Questions: What questions and decisions drive the process of dramatic adaptation? How does enacting a literary text support student comprehension and engagement? <p>Lunch Time: 12:00 - 1:00 pm</p> <p>1:00 - 4:00 pm Experiential Theatre & Adaptation Workshop</p> <ul style="list-style-type: none"> • Visiting Artists: Christopher Parks and Kassie Misiewicz <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>Evening: Independent Reading/Work time</p>
Fri	06/29	<p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>8:30 - 11:00 am Morning Individual Studio Time at EPLEY 118</p> <ul style="list-style-type: none"> • Meet with Project Directors and Institute Team Members for individualized instruction, consultation, and guidance on final projects. <p>11:00 am - 1:00 pm Lunch at Fulbright Dining Hall</p> <p>1:00 - 4:00 pm Afternoon Individual Studio Time at EPLEY 118</p> <ul style="list-style-type: none"> • Meet with Project Directors and Institute Team Members for individualized instruction, consultation, and guidance on final projects. <p>5:00 - 6:30 pm Dinner at Fulbright Dining Hall</p> <p>Evening: Team Project Meetings</p>
Sat	06/30	<p>7:00 - 8:30 am Breakfast at Fulbright Dining Hall</p> <p>9:00 - 11:00 am Showcase of Final Projects at NWQB 108</p> <p>11:00 am - 1:00 pm</p>

		<p>Lunch at Fulbright Dining Hall</p> <p>1:00 - 3:00 pm Showcase of Final Projects at NWQB 108</p> <p>1:00 - 3:00 pm Closing Remarks at NWQB 108</p> <p>Dinner: 5:00 - 6:30 pm (Fulbright Dining Hall)</p>
Sun	07/01	Check-out and travel home

Reading List

Primary Texts

Gaiman, Neil, and P. Craig Russell. *Coraline: The Graphic Novel*. Harper Trophy, 2009.

Grimly, Gris, and Mary Wollstonecraft Shelley. *Gris Grimly's Frankenstein*. Balzer + Bray, 2014.

LaValle, Victor D., et al. *Victor LaValles Destroyer*. BOOM! Studios, 2018.

Meyer, Marissa. *Cinder*. (Lunar Chronicles, Book 1). Thorndike Press, 2012

Oppel, Kenneth. *This Dark Endeavor: The Apprenticeship of Victor Frankenstein* (Book 1). Simon & Schuster, 2012.

Perrault, Charles, et al. *Cinderella: The Ultimate Collection*. Enhanced, 2014.

Shelley, Mary Wollstonecraft. *Frankenstein, or, The Modern Prometheus*. Edited by Susan J. Wolfson, 2nd ed., Pearson Longman, 2007.

These will arrive by May 1, 2018, which should give you adequate time to complete the reading before arriving in Fayetteville. Other reading selections will be shared on our Institute Blackboard page, which you can access with the username and password you will be provided. We strongly recommend you design a reading schedule that will permit your comfortably completing the assigned readings before you arrive on campus.

Travel & Stipend Information

Participants will be responsible for their travel arrangements to Fayetteville. Plan your airline or car travel now and expect to pay yourself back once you receive the first payment of your stipend.

Arrival Date: Sunday, June 17th, before 3:00 PM

Make your airline or car travel arrangements now to ARRIVE on Sunday, June 17th, 2018. Consider the following before making your travel reservations and itineraries:

1. Arrive on Sunday BEFORE 3:00 PM. We have a welcome with light appetizers that is scheduled to begin promptly at 5:30 PM.
2. Make sure you've booked your flight early.

Departure Date: Saturday, June 30th, in the morning hours

Make your flight reservation now to DEPART on Saturday morning, June 30th, 2018. Consider the following before making your travel reservations and itineraries:

1. Depart on Saturday morning. We will not have any scheduled programming other than to fly out. Friday is not an option for departure, since we have an evening program scheduled on Fri., June 29th.
2. Schedule your departure with enough time for check-out and to arrive at the airport.

There are times when people feel the need for a little extra security. This could be due to a personal issue or other security concern. The UARK Police Department will provide safety escorts to all locations on campus 24 hours a day. Police Officers and Public Safety Officers provide this service. Students may request a Safety Escort by calling the UARK Police Department at (915) 747-5611 or by using one of the "Blue-Light" emergency phones on campus or the emergency phones located in various hallways and elevators of buildings.

Mailing and Street Addresses

The address to receive USPS mail and special packages to your housing residence will be provided by UARK Department of Residence Life by June 13th, 2018.

The addresses to the housing complexes of the UARK Department of Residence Life are posted here.

Stipend

Teachers selected to participate in our two-week project will receive a stipend of \$2,100 (subject to taxes).

Stipends are intended to help cover travel expenses to and from the project location, housing, food, and basic research expenses. The Institute will cover the cost of your books as well as any fees to museums and historical sites.

Participants who cannot, or choose not to complete the full tenure of the project—including attendance, participation, and e-portfolio—will receive a reduced stipend.

As such, Institute participants are required to attend and actively participate in all Institute meetings, planned field trips, and e-portfolio requirements. Summer Scholars must devote their full attention to the Institute and not engage in outside professional activities unrelated to the Institute's goals and activities.

Expenses and Meals

Fayetteville is a relatively inexpensive city (download estimated expenses sheet [HERE](#)). Food is cheap, depending on where you eat. In the vicinity of the University, expect to spend anywhere from \$10.00 – \$25.00 for dinner. There are several off-campus restaurants within reach on foot, and public transportation is available to downtown Fayetteville.

Transportation

If you are bringing your own vehicle to UARK, be advised that you will need a parking permit to park on UARK property.

Taxis are a bit more expensive from the airport and in the city, so Über may be a better alternative. There is a fairly cheap and reliable bus system that can take you most anywhere in Fayetteville.

Frequently Asked Questions

Q: Will there be Wi-Fi access?

A: Yes, you will be assigned a UARK campus username and password that you will be able to use to a) log on to campus computers and b) log on to wifi.

Q: Can I bring my service animal?

A: If you require a service animal, please notify the Institute leaders in your application. Although we recognize the necessity of such an accommodation, there will be certain forms and permissions through our campus services to provide this service. You will be staying in an on-campus residence hall so this will need to be cleared with Housing as well. The Center for Educational Access (CEA), University Housing and Dining Services work closely together to ensure accommodation needs are appropriately implemented for students with disabilities living on campus. To initiate a request for housing and/or dining accommodations, please contact the CEA at <http://cea.uark.edu/>

Q: Is the University campus handicap accessible?

A: If you are wheelchair or motorized-vehicle bound, our campus buildings are handicap accessible. We will be utilizing a small portion of campus - all within walking distance of your on-campus residence hall - and should be accessible to you. Please notify us at your earliest convenience of this and we will make sure to provide appropriate accommodations for your stay on campus. If you have further questions, please contact the CEA at <http://cea.uark.edu/>

Q: Can my dietary restrictions be accommodated?

A: Because you will be staying in an on-campus residence hall, you will be dining in Fulbright Dining Hall. This is a full-service dining hall. As such, there may be options that will accommodate your dietary restrictions but these will be limited. Fulbright Dining does have a station that is gluten and allergy free. Click here to view the dining hall website and partial menu.

Q: What are the technical competency/skills required for this NEH Institute?

A: Although much of our coursework will include certain technology-based assignments, you are not required to have specific skills before the Institute. Part of our coursework will focus on instruction in the specific programs we will be utilizing. In addition, we will supply access to computers that have the software for our coursework.

Q: Aside from the daily meetings & lecture time, will there be time each night to work on the project?

A: We will meet for instruction each day from 9:00am until around 4:00pm. After this time, you will be released for dinner with your cohort and have time to spend as you choose. Every other night, we may have optional evening activities. Our Institute leaders are cognizant of your night-time assignments and will plan accordingly.

Q: What will we be expected to do at night for homework?

A: There will be light reading assignments on some nights. However: the co-directors have put together a schedule that will keep overnight reading assignments at a minimum.

Q: When can we expect to have the books for the Institute?

A: Before arriving in Fayetteville, you are expected to have read the following texts: Shelley's *Frankenstein*, Perrault's *Cinderella*, Meyer's *Cinder*, Opper's *This Dark Endeavor*, Gris Grimly's *Frankenstein*, and Gaiman's *Coraline*. These will arrive by May 1, 2018, which should give you adequate time to complete the reading before arriving in Fayetteville. Other reading selections will be shared on our Institute Blackboard page, which you can access with the username and password you will be provided. We strongly recommend you design a reading schedule that will permit your comfortably completing the assigned readings before you arrive on campus.

Q: What kind of access will participants have to campus facilities?

A: Participants are free to use all communal spaces including laundry rooms, lounges, community kitchens, and the computer lab. You will be provided a username and login to access both the computer lab and log onto Wi-Fi from your individual devices. Please note that the laundry rooms and kitchen are fully functioning, but you will need to provide your own laundry detergent and cooking materials (both food and utensils) should you choose to use them. Click [here](#) to find pictures of Northwest Quad room/suite, floor plans, and pictures of the residence hall.

Q: Can I have alcohol in my suite?

A: Although many (if not most) of our participants will be over the age of 21, according to campus policy, we do have a completely dry campus during summer operations meaning that no alcohol is allowed in residence halls, even if participants are over 21 years old. This includes our staff as well.

Q: If I find another Summer Scholar who is willing, can we be assigned to the same suite?

A: Yes. We cannot assign you to the same room, but we can assign you to the same suite. We will contact our Summer Scholars about housing via email in the near future and you may specify this request at that time.

Q: When will I receive my stipend?

A: Each participant will have a stipend of \$2,100 to offset the costs of participation in the Institute, a portion of which will be deducted to reserve and pay for room, meals, and board. You will receive the first half of my stipend when you arrive at the University of Arkansas at the beginning of the Institute, and will receive the remaining balance of the stipend upon your successful completion of the Institute. The Co-Directors have arranged for room and meals for all participants at a reasonable rate of \$66 per day. Participants who elect to stay in the on-campus accommodations (strongly recommended) will have a total of \$925 deducted from their stipend to cover the costs of lodging and meals. Participants who elect to stay off-site are responsible for arranging their own accommodations and transportation to and from the Institute each day, but will have \$418 deducted from their stipend to cover the costs of on-campus and field trip meals. Any questions about these terms should be sent via email to AdaptLit@uark.edu. (Participants are responsible for arranging their travel to Arkansas.)

Q: Will I receive academic credit for this Institute?

A: At this time, we will not be awarding academic credit for attending the Institute.

List of Items to Pack

Checklist: Recommended Items to Pack and Bring

In preparation for your travel, the following items are recommended to consider bringing with you:

- Athletic wear (gym)
- Backpack
- Books (or arrange now to share with someone)
- Cap (broad-rimmed)
- Clothes (to keep cool at 80 – 100+ degrees F)
- Credit or debit card
- Eyeglasses
- Hat (sun)
- Headphones or earbuds
- Health insurance card
- Identification card (driver license and/or ID)
- Itinerary (flights)
- Laptop
- Laptop cord and accessories
- Medication
- Phone with camera
- Phone charger
- Sandals
- Shoes (flip flops, running, tennis, walking)
- Snacks (protein bars and powder)
- Sunglasses (2)
- Sunscreen (2)
- Toiletries
- Water bottle (2)
- _____

Although a few items will be provided by UARK Department of Residence Life if you're staying on campus, you may wish to bring your own to be most comfortable and at ease. These items are as follows:

- Blanket
- Pillow
- Sheets (twin-bed sizing)
- Towels (bath, washcloth)

Plan to have space in your luggage for any items you've purchased, including books, or plan to ship these.