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1. Please provide information on your research and/or the work of your office:

The Center for Folklife and Cultural Heritage produces the annual Smithsonian Folklife Festival, a ten-day outdoor cultural event on the National Mall. This research-based Festival features U.S. states, regions, and foreign countries each year. Preparations for the Festival include field and library research, and follow-ups on past Festivals include the creation of educational materials, exhibitions, and videos. For more information see www.festival.si.edu

The Center also administers Smithsonian Folkways Recordings, the Ralph Rinzler Folklife Archives and Collections, and various cultural heritage projects. See www.folklife.si.edu for an overview.

The supervisor is a Festival curator and education specialist with over 20 years experience at the Smithsonian Institution, and is also a Smith College graduate (Smith ’77).

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

A Smith student with excellent Spanish reading and writing skills and an interest in cultural education is sought for this project. The project involves help with the 2016/17 Global Folklorist Challenge and the 2017 July/August issue of Faces magazine, two partnerships between the Smithsonian Center for Folklife and Cultural Heritage and ePals/Cricket Media. The Global Folklorist Challenge invites students ages 8 - 18 to submit 6-minute videos highlighting a tradition bearer from their community, competing for prizes. More information and a link to the winning entries of 2015/16 can be seen

Faces magazine for children 9-14 features lively articles and features on the people and culture of various places around the world.  See  http://shop.cricketmedia.com/FACES-Magazine-for-Kids.html

The Global Folklorist Challenge portion of the project involves an expansion of the Challenge to Spanish-speaking communities within the U.S. and in Central and South America.  The intern will be responsible for identifying bilingual Spanish/English schools and organizations to send special invitations to enter the Challenge; translating key portions of the Challenge into Spanish; and communicating in Spanish and/or English to schools and organizations interested in participating.

The Faces magazine portion of the project involves research on topics relating to Cuban culture.  Cuba is to be featured at the 2017 Smithsonian Folklife Festival, and the Faces issue will follow some of the themes of the program.  (The 2015 issue was on Peru and the 2016 issue will be on Basque culture.)  The student will pick a topic that interests her, and will research the topic to draft an article for the Faces issue.  Topics in past issues have included sports, food, crafts, music and dance.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

The final project for the internship will be a position paper outlining the student’s ideas to better include and involve Spanish-speaking young people in the cultural work of the Center for Folklife and Cultural Heritage, based on the work the student has done during the semester.  The Center strives to reach new audiences with its programming and resources; it is imperative to research and explore innovative ways to include all audiences, including the youngest audience members.  The Global Folklorist Challenge and Faces magazine are two such efforts, and it is hoped that the intern will evaluate these means as well as thinking beyond them to suggest other ideas to build capacity to this important demographic.
1. Please provide information on your research and/or the work of your office:

The Department of Space History Department is the focal point for the space-related historical research, collecting, and exhibit work of the Museum. Curators and staff within the department research and publish; engage in public outreach through exhibitions, lectures, and other means; and collect and manage the care of rocket and space artifacts in the Museum's collection. The department embodies the Museum's mission to preserve, understand, and communicate the history of rocketry and space exploration as part of the larger story of United States and world history.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

The intern will conduct research in support of a new museum exhibition called “Planet Earth.” This exhibition focuses on the ways in which in the decades after World War II aviation and space technologies helped create a more interconnected, interdependent world, impacting human experience in everyday life—from use of communications, to travel, to our perceptions of Planet Earth as humanity’s home. As a member of the exhibition development team, the intern will conduct research relating to historical and scientific topics in the exhibition, to artifacts, and to relevant images and other visuals. He/she also will contribute to maintaining relevant databases used in tracking and managing the development of the exhibition. Students having a keen interest in 20th century history, environmentalism, globalization, or space technology may find this team project especially interesting.

On arrival, he/she will identify in consultation with the exhibition curator the specifics of their work tasks, depending on background. Learning objectives include:

- Gain skills in research techniques in support of a major museum exhibition.
- Learn how different skill sets (research, collections, and design) combine to create an exhibition.
- Learn the use of Museum databases in the project management of an exhibition.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

Within the above context, the curator and the intern will also identify a specific research project that draws on Museum resources. Possibilities include using Museum, written, visual, or artifact resources to research and further develop two stories directly relevant to the exhibition.
The first section of the exhibition explores the ways in which aviation and spaceflight became important avenues of global change in the years 1945-1965, setting the stage for latter transformations. World War II and the Cold War, through technology, politics, and culture, deepened the emphasis on the global aspects of human experience, but brought into heightened tension military and humanitarian views of it meanings. The student might, for example, look at how these broad reconfigurations can be understood through particular objects or visuals resources.

The second section of the exhibition focuses on the critical years between 1968-1972 in which space-based capabilities reached a new level of sophistication and fostered the transformation in human experience we take for granted today. These few years were bracketed by Apollo 8’s powerful Earth-rise image and Apollo 17’s “Whole Earth” image, reputedly the most accessed image in history. The collection of human and machine achievements in this period intersected powerfully with contemporary cultural developments, such as the environmental movement and an expanding international consumer society, and with the geopolitics of the Cold War. Again, the student might, look at how these broad reconfigurations might be understood through particular objects or visuals resources.

The student might also pursue, given their own interests and course training, a project that speaks to other aspects of the Space Age. In any case, the aim will be to develop a well-defined project suited to Smith requirements.
Smith College / Smithsonian Institution Internship Program

Research Project Proposal

Name of Supervisor(s): Pamela M. Henson

Department or Office: Institutional History Division
Museum/Unit: SI Archives

Phone Number: 202-633-5907
Email Address: hensonp@si.edu

1. Please provide information on your research and/or the work of your office:

The Institutional History program of Smithsonian Institution Archives is the public history office responsible for research and public outreach on the history of the Smithsonian Institution itself. Staff conduct an oral history project on the history of the Institution, supervise the research of pre and postdoctoral researchers, prepare websites, maintain databases and curate exhibits on SI history, respond to queries on SI history from Smithsonian management, scholars and the general public, and present public programs. Research topics include the history of museums, history of science, women’s history, and institutional history.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

The intern could work on one of several possible projects include 1) processing oral history collections of interviews with Smithsonian staff; 2) conducting research on a specific topic to prepare web pages and online database entries [http://siarchives.si.edu/history]; or 3) assisting with public outreach programs. Recent projects have included preparations for the 50th anniversary of the National Museum of American History in 2014, how the Civil War affected the Smithsonian, and the history of African Americans at the Institution. The specific topic will be determined so it is compatible with the intern’s academic interests. The intern will gain experience in primary and secondary source research, by working with the archival, oral history and library collections of the Smithsonian, and hands-on experience in public history. The intern is also very likely to gain experience in digital history – presenting research results to the public via websites and other digital media.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

The intern can complete a research paper on a specific topic, such as the history of a museum, or significant event in Smithsonian history, such as World War I or the opening of the Hirshhorn Museum, or a biography of a Smithsonian figure, or outreach programs at the Institution. The student can also work on a “hands-on” project to gain practical experience, tied to the research paper. This might include processing an oral history collection, writing blogs on their work, creating database entries that will be available on the website, drafting website pages on some aspect of the history of the Institution, assisting with a planned exhibition on the history of the Smithsonian or editing and preparing finding aids for oral history collections. The SI Archives Institutional History program website can be found at: http://siarchives.si.edu/history and the databases are in the History of the Smithsonian catalog, found here: www.siris.si.edu. Blogs by previous interns can be found at http://siarchives.si.edu/blog.
1. Please provide information on your research and/or the work of your office:

The Center for Folklife and Cultural Heritage (CFCH) produces the annual Smithsonian Folklife Festival, a ten-day outdoor cultural event on the National Mall. This research-based Festival features U.S. states, regions, foreign countries, and theme-based programs each year. Presentations for the Festival include field and library research, and the creation of educational materials, web features, exhibitions, and films. For more information see www.festival.si.edu

CFCH also administers Smithsonian Folkways Recordings, the Ralph Rinzler Folklife Archives and Collections, and various cultural heritage projects. For an overview see www.folklife.si.edu

The supervisor, Dr. Marjorie Hunt, is a Festival curator and folklorist with more than 25 years of experience at the Smithsonian Institution.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

Every year since 1982, the National Endowment for the Arts has awarded National Heritage Fellowships to a group of exemplary traditional artists in recognition of their artistic excellence and their contributions to our nation’s diverse cultural heritage. To date, more than 400 individuals and groups from every region of the country – an Afro-Cuban drummer, a Chicano singer, a Navajo basketmaker, a Cajun fiddler, a Laotian weaver, and many more – have received the nation’s highest award for excellence in the traditional arts. These master artists have not only achieved the highest standard of mastery in their tradition: as teachers, innovators, role models, and advocates, they have also made significant contributions to preserving the cultural heritage of their communities and the nation. Together they represent a remarkable portrait of America’s diverse living cultures.

The summer of 2017 marks the 35th anniversary of the National Heritage Fellowships and the 50th anniversary of the Smithsonian Folklife Festival. In partnership with the National Endowment for the Arts, CFCH is presenting a program at the 2017 Festival that will feature a diverse array of National Heritage Fellows and members of their communities.

In conjunction with the 2017 Festival program, the Center is working to develop an interactive, multimedia digital story map for the CFCH website that will feature the stories of the NEA National Heritage Fellows through photographs, text, audio, and video. This online educational resource will serve to amplify and extend the reach of Festival program beyond the National Mall.

A Smith student with excellent writing and research skills and an interest in cultural heritage is sought for this project. The project involves helping to research, identify, and select content for the Heritage Story Map, including photos, audio, and video. The intern will also be responsible for helping to write short, engaging one-paragraph descriptions/profiles of the National Heritage Fellows, using first-person quotations, that will be an integral part of the Story Map entries for each tradition bearer. Research for the Story Map will also feed into research for the 2017 Festival program, including fine-tuning the conceptual framework of the program, key messages and themes, recommendations for participants, and ideas and strategies for presentation and interpretation, including Festival signage and photo murals.
For more information on the NEA National Heritage Fellows see [https://www.arts.gov/honors/heritage](https://www.arts.gov/honors/heritage)

For an example of a Story Map produced in conjunction with a Smithsonian Folklife Festival program, see the 2013 Endangered Languages and Cultural Heritage Story Map [http://www.festival.si.edu/2013/one-world-many-voices/map smithsonian](http://www.festival.si.edu/2013/one-world-many-voices/map smithsonian)

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

The final project for the internship will be a two-pronged essay that reflects upon the major themes that emerged from the student’s research into diverse cultural traditions and communities in United States through the lives and experiences of the National Heritage Fellows and outlines how the student thinks these themes might best be addressed in context of the 2017 Festival program, the Story Map, and other web-based storytelling platforms at the Center. The essay would also address the student’s ideas for how the Center might best reach new and diverse audiences through the National Heritage Fellows Festival program, especially younger demographic groups.
Smith College / Smithsonian Institution Internship Program

Research Project Proposal

Name of Supervisor(s): Dr. Roger D. Launius

Department or Office: Assoc. Dir., Collections and Curatorial Affairs  Museum/Unit: NASM

Phone Number: 202-633-2428    Email Address: launiusr@si.edu

1. Please provide information on your research and/or the work of your office:

   The Department of Collections and Curatorial Affairs consists of the research divisions of Aeronautics, Space History, and Earth and Planetary Studies, as well as Archives, Collections, Publications, Research Fellowships, and Web and New Media. It is the core function of the museum, charged with both the increase and diffusion of knowledge.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

   I have a small grant from NASA to support the completion of a collected work exploring the history of aeronautical R&D in America during World War II. It will yield a complete scholarly monograph-length manuscript on focusing on R&D during the period between the latter 1930s and the end of the war in 1945.

   Through a succession of broadly analytical essays on major aspects of the history of aeronautical research and development in the 1930s and 1940 the intention is to recover the critical role of aviation engineers and managers in helping the United States win World War II and remake the technology of flight. This book will open new vistas in the understanding of the development of aeronautics in American history and the place of the NACA and other organizations in making these changes. This collection will be assembled from a set of path-breaking essays from a range of historians, other social scientists, and practitioners. I envision this book as considering, after seventy-five years the war, the state of knowledge about the history of this subject.

   This study will be unified by several central themes that are woven throughout the manuscript and combined to create a meaningful whole. Potential subjects for chapters include, but are not necessarily limited to the following:
   - The place of the NACA in aeronautical R&D during the war.
   - The place of military organizations in aeronautical R&D during the war.
   - The place of universities, industry, and other organizations aeronautical R&D during the war.
   - The organization of an R&D infrastructure in the United States.
   - The development of new individual aircraft that pushed aviation technology critical to success in World War II (e.g. new bombers, pursuit aircraft, specialized transports and reconnaissance aircraft, etc.).
   - The development of critical subsystems that enhanced aircraft capabilities (e.g. bomb sights, proximity fuses, navigational systems, jet engines, etc.).
   - The discovery, refinement, and management of new, innovative approaches to aircraft operations.
The intern will serve as research assistant for this project. She study will assist in the analysis of historical episodes in America relating to the critical activities discussed above. This will be history with an important public policy set of ramifications, especially on how to organize and accomplish large-scale technological research and development in a crisis situation.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

The intern will undertake research on specific issues concerning this study, helping to frame questions, seeking to fill in information necessary to answer questions, writing individual background pieces, and working with others to complete the research and writing project, including undertaking photo research and completing licensing issues. The intern would have the opportunity to develop firsthand knowledge of how a complex book project with a myriad of participants is created.

Intern will also work with the historians to research these various efforts. She must be a skilled, thorough, and creative researcher, adept at working with electronic and paper sources to perform an exhaustive search of the existing literature. In addition, the intern must be able to read and summarize scholarly and non-academic articles and books, taking clear notes on sources with complete references maintained for any and all material gleaned. Intern should be willing and able to visit multiple sites (Museum archives, Library of Congress, etc.) to conduct research. Clear writing, analytical thinking, and attention to detail are all requirements. Demonstrations of success in previous research work and computer skills (such as manipulating PDFs) are necessary.
The work would be related to a recently approved exhibition on silhouettes, entitled, “Black Out: Silhouettes Then and Now.” Despite its associations with ephemera and female parlor craft, silhouettes have been, and continue to be, a powerful form of portraiture, offering not only the virtually instantaneous likeness of everyone from cooks to presidents in the early 1800s, but also a sharp, modern eye towards individual identity and the inequities of social class. “Black Out” will explore silhouettes, the cutting of profiled portraits (usually made out of black paper), in terms of its forceful contemporary presence and rich historical roots. Its scope is part biography and portraiture – in terms of our extensive collection of early nineteenth-century August Edouart (1789-1861) and William Bache (1771-1845) silhouettes of Americans from all walks of life – and part art – in terms of the bold, imaginative ways artists are using silhouettes today. Silhouette-making has come to the forefront of the contemporary art scene in large part because of the renowned, MacArthur prize-winning artist Kara Walker. Transforming the traditional use of the silhouette as a domestic, anodyne, scrapbook-like object, Walker’s plantation vignettes and African-American figures – some as large as wall-sized murals – are fantastical, sometimes dark, portrayals that probe issues of race, gender, and violence. Another contemporary artist, Kristi Malakoff, takes silhouettes off the walls and blows them up into life-size sculptures with multiple, tiny hand-cut pieces (of the example below, we could perhaps borrow ten of the twenty life-sized child figures). A third artist, former Outwin Boochever Portrait Competition finalist Kumi Yamashita, “sculpts” light and shadow in combination with solid objects to create mixed media profile portraits that suggest the evaporation of modern-day materiality into the shadows of loneliness. Lastly, complementing these sculptural works would be an actual physiognotrace from the National Portrait Gallery’s collection. “Black Out” will explore the fascinating lens that silhouettes offer in terms of issues of biography, class, gender, memory, and history. (see images at end of document).

One of the focuses of this exhibition will be those individuals who traditionally have not been in the spotlight of American history, both in terms of gender and race. In the Portrait Gallery’s collection of silhouettes by nineteenth-century artists Edouart and Bache (a total of over 200 works), we find African-American laborers in New Orleans, deaf-blind pioneer Laura Dewey Bridgman, and female writers who broke barriers by focusing on interracial love stories, for example. Because of their affordability and accessibility, silhouettes offer a rare glimpse of – shine a light on, if you will – those who did not usually have their portrait painted in federal America. In short, they are a more democratic form of visual biography. The loan works will also put pressure on conceptualizations of national identity and portraiture as cultural document; Walker, in terms of race relations and the issue of slavery, and Yamashita and Malakoff, in terms of the ways that craft can be used to question assumptions about gender and modern identity.
2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

The intern would be working closely with the curator as she develops the exhibition, including evaluating the Portrait Gallery’s holdings of silhouettes (we have over two hundred), and locating other potential objects for the show. The intern also would be researching the life and work of the artists included in the show, including the many (famous or otherwise) sitters. In addition to researching works of art at the Portrait Gallery and primary source materials available at the Smithsonian (such as the National Museum of American History, the National Museum of African American History and Culture, the Archives of American Art), the intern would be in contact with the contemporary artists and/or their gallery representatives to facilitate the exchange of information and/or any published materials. The intern would be collating this information and developing an extensive file of each artist, as well as documenting, when appropriate, their practices and methods, the various illustrious writers, politicians, and public figures whom they depicted, and the nature of these relationships. This would require excellent research and writing skills, strong organizational skills, a familiarity with the prominent silhouette cutters circulating in America in the early 1800s (Eduoart, Bache, Charles Willson Peale, e.g.) and a willingness to research and learn about contemporary art. Attention to detail and fastidiousness in attributing sources are also desired.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

There are several research products that the intern could develop, both of which would offer the opportunity for original scholarship and/or highly advanced critical thinking skills. The first option is to write a research paper on a specific aspect or set of issues surrounding silhouettes, focusing on one artist’s body of work, for example, the visual culture of profiles and silhouettes in the early nineteenth century, the ways that silhouettes suggest the intersection of craft and fine art, and so forth. The second option would be the materialization of a mock Silhouettes exhibition, either virtually (should the intern have the commensurate web design skills) or as a written product complete with images curated by the intern for the mock exhibition. Both products offer the intern to move from researcher and compiler of information to curator and exhibition designer. The written portion of either product would allow the intern to demonstrate their ability to think more broadly about the works and the issues they raise, along with, of course, their ability to fashion a cogent written argument.
Auguste Edouart (1789-1861)

William Bache (1771-1845)
Kara Walker (b. 1969)

Kumi Yamashita (b. 1976?)
Kristi Malakoff (b. 1986?)  (Left: pole is 18 feet high)  (Right: detail of a figure)
1. Please provide information on your research and/or the work of your office:

The Smithsonian Institution’s Center for Folklife and Cultural Heritage promotes the understanding and continuity of contemporary grassroots cultures in the United States and abroad. The Center produces the Smithsonian Folklife Festival, Smithsonian/Folkways Recordings, exhibitions, documentary films and videos, symposia, and educational materials. The Center conducts ethnographic and cultural policy oriented research, maintains a documentary archival collection, and provides educational and research opportunities.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

Cultural Heritage Textile Industries Symposium will bring together an advisory body of cultural practitioners (traditional artisans, community based designers, and local entrepreneurs) academic specialists, social entrepreneurs, and resource persons in economic, social and public cultural organizations to expand and refine discourse on theory and practice regarding sustainable cultural heritage textile industries across disciplinary, social and cultural boundaries. Proposed topics for the symposium will be policy and practice of revitalizing and sustaining cultural heritage industries in intersection with theories of culture, globalization, private sector and government, synergies between local and national level policies, informal and formal economies, roles of family, ethnicity, in culture driven community based economic development, etc. Participants will examine the relationship between cultural heritage industries and political representation, economic pursuits, formal and informal education, artistic production. The intention is both to cross-fertilize sectors of cultural heritage industry work and to create opportunities for reciprocal learning between international and U.S. cultural practitioners, cultural institutions and policy makers.

Specific Project Title: Project Coordinator Assistant/ Research Assistant

As assistant to CFCH’s Cultural Industries Initiative, the intern will assist in planning, implementation and documentation for a Cultural Industries Symposium to be held in the winter of 2016 (specific dates to be determined.) The Symposium will serve as a component in the planning process for a 2018 Folklife Festival Program on Cultural Heritage Industries. Specific core duties of the internship position will involve project management responsibilities under the supervision of curator and project manager.
• Researching and preparing background bio and resource materials to be distributed at the symposium on cultural industries, and policy matters.

Project Management/Coordination
• Assistance with management of logistics of travel and accommodations for participants
• Assistance with logistics of venue, communication and assessment and solicitation of technical, translation and a/v needs
• Assistance with communications with participants
• Assistance with contact lists, invitations, etc.
• Assistance at symposium especially documentation of the event and planning meetings
• Assistance with follow-up tasks—correspondences, thank-yous etc.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

Research project will involve the creation of a document reviewing and summarizing the content of the symposium in a form to be distributed and published to participants and interested individuals.
Smith College / Smithsonian Institution Internship Program

Research Project Proposal

Name of Supervisor(s): Katherine Ott, PhD
Department or Office: History of Medicine and Science
Museum/Unit: NMAH
Phone Number: 633.3416
Email Address: ottk@si.edu

1. Please provide information on your research and/or the work of your office:

The Division of Medicine and Science at the National Museum of American History manages the largest and most significant collection of health-related artifacts in the Western Hemisphere. The Division was formed in 1881 with a large portion of the early collection made up of materia medica displayed at the 1876 Centennial Exhibition in Philadelphia. The Collection now includes more than 60,000 objects, from the unique and rare to the commonplace and familiar.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

The intern will work on topics and artifacts related to the history of medicine in one or more of the following areas, depending upon the student’s career goals/background/inclination: history of disability, race and health, history of hematology, history of EEG and brain scanning, LGBTQ history. The supervising curator will direct the student’s research and material culture study, including collections support in creating object entries and descriptions, gathering materials for posting on the web related to the selected topic, photographing objects, locating potential accessions, and similar artifact work. Research will involve work with primary materials from archival collections, special collections, accessioned objects and images, interviews with experts, and the subsequent interpretation of these materials using a material culture orientation. In addition to research, the intern will help with fact checking, answering public inquiries, attend a range of museum meetings, and generally participate in the life of a large and busy national museum and Washington, D.C.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

Depending upon the intern, the final product may take the form of a collection group on the museum’s website, a series of original object descriptions, blogging and social media, annotated bibliography, collecting guide, or a backgrounder on objects and issues related to the subject under examination.
1. Please provide information on your research and/or the work of your office: I am currently working on enhancing the Pride series of the Lesbian, Gay, Bisexual and Transgender (LGBT) Collection (AC1146) here at the Archives Center. Pride is loosely defined as a parade and/or street fair typically held during Pride month (June) or some other period commemorating LGBT history (October is LGBT History month in the United States). The goal is to continue to add to the collection so it may more accurately reflect the entirety of the United States. I am employed as an Archivist in the Archives Center, National Museum of American History. The Archives Center supports the mission of the National Museum of American History by preserving and providing access to documentary evidence of American’s past. The Archives Center’s collection complement the museum’s artifacts and are used for scholarly research, exhibitions, journalism, documentary productions, school programs, and other research and education activities. Over 1,300 Archives Center collections occupy more than 18,000 feet of shelving. In addition to paper-based textual records, many collections contain photographs, motion picture films, videotapes, and sound recordings. The broad topics of technology, advertising, and music offer one way to categorize the Archives Center’s varied holdings. The collections are also rich in material that cuts across these subjects.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation: The project will involve creating a “wish list” of material that compliments the existing Pride series of the LGBT Collection. The intern will research local Pride offices throughout the major cities of the United States. After gathering a master list of these offices their addresses and contact persons, the intern will make direct contact either by telephone or formal letter (to be decided) inquiring if there are materials that the office would be willing to donate to the LGBT Collection. Depending on the response to the request and the timely arrival of material, the intern may also process that material into the collection.

The intern should have solid research and writing skills and have completed courses with components in 20th century United States and gender, LGBT, women’s, and/or political and social history. Courses with a focus or segment in civil rights and social movements would most likely be helpful.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program: There is a wealth of primary sources within the Archives Center/NMAH. Building on their knowledge skills and research interests the intern may develop a paper based on material discovered and available in the LGBT Collection, from their assigned project or from any of the collections available in the Archives Center. Research products that may be created from this internship and project are: teaching guides, gender studies papers, possible articles for publication or research papers centering on gender roles and social studies, photography, advertising to the LGBT community, the civil rights movements for the overturn of Don’t Ask, Don’t Tell and for Marriage Equality as well as countless other products. The intern will also be given time to explore the full range of collections at the Archives Center and as time permits within the museum and other repositories with an eye to complimenting their end product.
Smith College / Smithsonian Institution Internship Program

Research Project Proposal

Name of Supervisor(s): Fath Davis Ruffins

Department or Office: Division of Home and Community Life
Museum/Unit: National Museum of American History

Phone Number: 202 633-3730
Email Address: ruffinsf@si.edu

1. Please provide information on your research and/or the work of your office:

Division of Home and Community Life

Within NMAH, the Division of Home and Community Life focuses on the architecture, foodways, and lifeways of Americans. This newly created division incorporates collections such as Ceramics and Glass, Costume, Textiles, Domestic Life (home furniture and furnishings; toys, games, and dolls; kitchenware; architecture, etc.). In addition, this Division holds collections on various American racial and ethnic groups, immigration, religion, folk music, and other materials. Within this division, I have a particular specialty in African American History and Culture as well as in immigration and ethnic history.

During this upcoming year (2016), I will principally be doing the artifactual, photographic, archival, and ethnomusicological research for a upcoming book manuscript on children and childhood, featuring objects related to childhood from the NMAH collections. I will also be involved in collecting several large archival and artifact rich collections, working with these donors, and adding images of objects to the SI DAMS on-line collections access system. I will also be preparing a number of research papers for presentation at professional conferences over the next year, principally on the history of race and ethnicity in advertising and other commercial imagery.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

Serving as a “Junior Curator”

Serving as a “junior curator” under my direction on one or more of these projects would allow the intern to participate in the extensive graphics, artifactual, audio-visual and bibliographic research process necessary for the interpretive development of the audiovisual and educational aspects of a museum book and public project ( which will include on-line components and possibly musical components); to participate in the intellectual process for acquiring and selecting objects, and other project related tasks. The student will learn a great deal about how the museum selects and prepares collections; about the research and interpretive elements of curatorial work; and about the preparation and development of public programming.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

Learning Objectives

This is an excellent opportunity for an American Studies, American History, Anthropology or Ethnic Studies (or related fields) student to utilize his/her prior training and apply this knowledge to the particular situation of producing a book project on a very general topic. In order to do this, the student will need to analyze historical and contemporary texts, prepare interpretive strategies based on those texts and their independent object research, and formulate component ideas and design strategies for the visual elements of the book and for a variety of different kinds of educational and public programming.
In addition, I make a concerted effort to visit local exhibitions and installations with my students in order to aid in the development of critical interpretive skills in analyzing and assessing “informal” educational zones such as museum exhibitions. Depending upon their interests, students are encouraged to prepare a variety of different kinds of research products from annotated bibliographies, highly detailed research reports based on research within NMAH or related collections, and/or traditional essays or papers for their final project.
Smith College / Smithsonian Institution Internship Program

Research Project Proposal

Name of Supervisor(s): Debbie Schaefer-Jacobs

Department or Office: Home & Community Life   Museum/Unit: Natl Museum of American History

Phone Number: 202-633-3782   Email Address: schaeferjacobsd@si.edu

1. Please provide information on your research and/or the work of your office:
I curate both the “Harry T. Peters America on Stone Collection” of 19th Century prints and the Education Collection in the Division of Home and Community Life. The Peters Collection is well known as a visual resource so we are trying to make it more accessible. I am actively collecting and cataloguing in the education collection and working on exhibits. This includes being a member of the exhibit team of Many Voices One Nation and providing objects and information several other exhibits including Little Rock Nine materials for American Stories and Patent Models for the 1st floor West exhibit cases. See Political Caricatures and Political Parties on the attached link of the old website: http://americanhistory.si.edu/petersprints/

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

Project Objectives: The project consists of completing research on both the depicted subject matter and artist research for 140 Political cartoons and prints from the Harry T. Peters America on Stone Collection and preparing the web labels for this group to be published on the museum’s web site under Collections and the Smithsonian’s Collections site. The prints have been catalogued, photographed, and preliminary research has been done on most of the records but in-depth research needs to occur and labels need to be written. As these are political prints the student would be expected to have some knowledge of 19th Century American political history and a talent for writing. A class in 19th Century art history is desirable but not required.

The Collection: Harry T. Peters (1881−1948), a wealthy New York coal merchant and sportsman, amassed his collection over the first four decades of the 20th century. A well-known author, collector, and researcher of 19th-century American prints, Peters bequeathed a portion of his collection to NMAH in 1960. Most of the prints are lithographs, which are created when designs are drawn, inked, and printed from stone. Other prints are engravings printed from metal plates or wood blocks, or posters printed from type. In the 19th century, these technologies offered many Americans affordable works of art and imagery. These prints are direct pictorial evidence of subjects and treatments used for home or business decoration, entertainment, advertising, illustration, moral uplift, and instruction. They visually document their times, offering a window into the past.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:
The student would gain experience in historical and biographical research of political cartoons for the first half of the 19th Century. The student would also become familiar with writing online exhibit labels while interning in a history museum with a variety of artifacts. If time permits, the student would also observe in divisional meetings, exhibit and staff meetings to get an insider’s view on work in a large history museum and perhaps work with cataloging objects for a large education accession.
1. Please provide background information on the work of your office and own research:


For advisor’s independent research see the following Smithsonian web sites:
http://www.nmnh.si.edu/anthro/wrensted
http://www.nmnh.si.edu/anthro/redcloud/
And publications:

2. Describe the proposed research projects including duties, nature and scope of the work, and indicate any particular academic background or specific courses needed as preparation to undertake this project:

Research on the subjects of North American Indian ethnology and photography and the history of anthropology. Current projects:

1-Ongoing projects include the transcription of Alice C. Fletcher’s original field notebook from her work among the Sioux and Omaha in 1881-1882. I am also preparing a second publication on A.C. Fletcher. This work-in-progress includes Fletcher’s firsthand observations of the Sioux Sun Dance and publication of her “Going Home with the Indians” an account of her escorting Sioux students from Carlisle Indian
Industrial School back to their reservations for their summer vacation.

2-An in-depth study of iconic images to bring back their identities such as “Migrant Mother” the famous photo by Dorothea Lange, 1936.

3-Production of web sites of several of advisor’s most well-known articles on North American Indian photography.

4-Historical research on two American artists: Raphael Strauss and W. Durette Stokes.

No courses required. Must have strong interest in Anthropology and/or American History and Native Americans. Attention to details is required and the ability to work independently.

3. Describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smiths College Program:

Research products could include a paper on many aspects of Alice Fletcher’s life and career especially comparing her unpublished manuscript with various published articles on subjects such as Omaha/Sioux women’s societies, subsistence activities, Indian myths, the reservation system, and mission school life. Other products could include creation of a web site on a number of historical photo research projects relating to advisor’s work, and a paper on unlimited number of photographers and artists who specialized in American Indian images. I will train the intern in my research methods and office procedures and will oversee the work product. The intern is expected to keep a journal during the course of the internship that will record the research, readings and work completed. Research will primarily be conducted at the Smithsonian’s Department of Anthropology Library, supervisor’s office in the National Museum of Natural History and National Anthropological Archives. Some research may be conducted at the Library of Congress and the National Archives and Records Administration. The goal of this internship is to provide the student with a working appreciation of research necessary to bring academic materials, mainly on North American Indians, to the public, either through exhibit or publication.
1. Please provide information on your research and/or the work of your office:

My research within the Division of Home and Community Life focuses on Latino/a history and experiences in the US, and the creation and maintenance of community, culture, and family. I also have a broad interest in food studies and the intersection of food, culture, community and politics. Currently I am working on immigration broadly, the Dominican presence in the US, Mexican vineyard workers, and the Cuban unaccompanied minor program known as Operation Peter Pan. I am also involved in food history programing and am interested in how we can tell stories of how migrants and the food landscape change in the U.S.

The Division of Home and Community Life Collections span an exceptionally broad range of American history subjects. Holdings include houses; household furnishings; appliances; food serving and preparation items; lighting; childhood artifacts; objects and documentation related to the manufacturing and merchandizing of household items; laces and needlework tools; men's, women's, and children's clothing and accessories; patent models; photographs, prints, and trade literature associated with collections; quilts and samplers; and sewing machines and textile manufacturing equipment.

Ethnic and religious collections include artifacts produced and/or used by ethnic groups and generally identified with their occupational, domestic, and religious activities, including furniture, architectural elements, food-related devices, clothing, tools, life cycles, ritual devices, decorations, arts and crafts.

Educational, civic, and voluntary organization artifacts are associated with teaching, scouting, youth and fraternal groups, police service, and fire-fighting, and include two complete school rooms, teaching equipment, school desk patent models, text books, uniforms, and insignia.

The research the Division undertakes is concerned with domestic and social environments and the intersection and tensions between public and private life. We explore changing notions of home, family, and community and how individuals and groups have reinforced or challenged accepted ideas of family, gender roles, community, age, religion, the division of labor, and social and political issues.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

Stories of Immigration: Food, Politics, Community, and Collections

What does the immigration experience mean for creation of home and community life? How do food traditions change and adapt? How has immigration shaped our food landscape? What objects in the
collections of the Smithsonian Institution help tell the story of the immigration experience?

The project will consist of three main objectives:

1) Searching online for primary sources such as oral histories and image collections dealing with immigration and food (broadly defined) and writing short summaries of the findings.

2) Search large newspapers like NY Times, LA Times, as well as other newspapers from 1924, 1965, and 1986, years which mark major changes in immigration policy to see what the popular press says about immigration and how new “ethnic” foods are discussed.

3) The intern will help to identify Museum collections in Home and Community Life and in other divisions within the museum to see what relevant objects and stories can be presented in relation to immigration and food. The intern will contextualize the objects and stories with primary and secondary research by writing short case studies on the objects.

Following scholars Donna Gabaccia and Vicki Ruiz’s study of migration as “a form of connection between locality, nation, and the wider world” I will look at four themes of immigration: transnationalism (the networks of migration), building or defining communities, making home (with elements of permanence and transiency or home making vs. making oneself at home), and citizenship (how gender, race, and class create boundaries around or create different routes to the privileges of citizenship).

This research will fall in line with The Division of Home and Community Life planning of a major new exhibition entitled Many Voices, One Nation on the history of migration and immigration. The exhibition will be located on the second floor, east wing of the museum. The exhibition is the culmination of larger multi-year initiative focusing on the American Experience. Activities include:

- New collaborations with university and museum partners
- A book that emerges from conference papers, 2016
- A national collecting effort for the new exhibition, 2010-2016
- Festival of American Folklife on the National Mall focused on immigration 2015-2017
- Opening anchor exhibition Many Voices, One Nation, 2017

Food studies and our American Food and Wine History Project is also one of the research anchors for the museum. Although early in the process, we hope to lay out a series of public activities, programs, web based blogs related to migration history and food history while contributing food related content for museum programs.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

Topics like immigration and food studies are full of research opportunities from historical, anthropological, ethnic studies, American studies, popular culture, and museum studies perspective. An interest and knowledge in food studies and Latino/a history and or Latin American history, or immigration history is desirable but not necessary.
Working with Home and Community Life the intern will learn:

1. **Orientation:** the intern will acquire an understanding of the overall function and operation of the Museum as she completes research, collections, and projects in the Division of Home & Community Life, at the National Museum of American History. Concurrent with daily activities, the intern will meet with staff members in other departments that sustain the intellectual direction of the museum to learn basic museum practices and career opportunities.

2. **Hands-on work with collections:** examine collections as required to complete research and writing/reading assignments.

3. **Historical research and interpretation:** the intern will enhance her research and interpretation skills through the use of objects, pictures, and narrative to assist with the development of outreach products, such as, a web-based products and case study exhibit approaches. Research venues may include the Museum, the Library of Congress, and the National Archives.

4. **Writing:** the intern will complete a scholarly research paper and report on an agreed upon topic relating to the history of the immigration combined with food related collections. The intern will also include an annotated working bibliography. Museum blog posts relating to the collection are also encouraged.

5. **Readings:** the intern and supervisor will meet regularly to discuss the connections between readings and daily work assignments.

These projects will be consistent with the student’s academic pursuits and should help define her/his professional objectives.
Name of Supervisor(s): Roger White, Curator

Department or Office: Work and Industry  
Museum/Unit: National Museum of American History

Phone Number: 202-633-3925  
Email Address: whiter@si.edu

1. Please provide information on your research and/or the work of your office:

I am responsible for research, writing, collecting, exhibits, collections management, and public service pertaining to the history of automobiles, trucks, buses, bicycles, motorcycles, carriages, highways, travel, and social and technological aspects of road transportation history. My current work is on the history of sustainability and survivability, including auto safety, emissions, energy consumption, and speed as a common denominator of both driving and safety.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

The intern will conduct research for an exhibition script titled “A Nation of Speed: America’s Pursuit of Going Fast.” The exhibition will open in 2020 at the National Air and Space Museum, and the National of American History will have significant input into the script and objects/images/video on display. The intern will work in the National Museum of American History. Applicable fields of study for the internship include (but are not limited to) history, American studies, journalism, communications, photography, media, education, library science, and material culture. The museum’s collection of race cars from 1902 to 1990 will be a primary focus of the research. Other topics to be researched include railroads, V-8 engines, advertising, superhighways, speed law enforcement, auto safety, emissions, muscle cars, auto racing, hot rods, and film icons. Most of the research will relate to and draw upon existing or incoming collections of objects. Diversity is another important goal of the research; Asian, Latino, and African-American auto racers will be included in the script. An emphasis on women race car drivers also will be a major feature of the exhibition.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

The intern will locate, copy, and study primary and secondary data about one or more of the above topics, particularly data that relates to and supports the central topic of speed. Some of the data will expand our knowledge of existing museum collections, while other research will be more subject-driven. The intern will prepare a file of copied information, both paper and digital, that will remain in the Road Transportation library of the National Museum of American History and will support the collection and script writing for “A Nation of Speed: America’s Pursuit of Going Fast.” The intern will have frequent discussions with the curator about research and collections. The intern may obtain leads on the availability of images, video, and objects for the exhibition.
Smith College / Smithsonian Institution Internship Program

Research Project Proposal

Name of Supervisor(s): Greg Adams, Assistant Archivist (with RRFAC’s Audio Specialist Dave Walker)

Department or Office: Ralph Rinzler Folklife Archives and Collections (RRFAC)
Museum/Unit: Center for Folklife and Cultural Heritage (CFCH)

Phone Number: 202-633-6512                                      Email Address: adams@si.edu

1. Please provide information on your research and/or the work of your office:

The Ralph Rinzler Folklife Archives and Collections is the home of several major recording collections and papers including Folkways Records, and also houses the written, audio, and visual records of projects and exhibits sponsored by the Center for Folklife and Cultural Heritage, most notably the Smithsonian Folklife Festival. (Please see http://www.folklife.si.edu/center/archives/archives_collections.html for additional information on some of our collections.) The archives have strong holdings of world ethnic music traditions, early Country music and bluegrass, blues, and the Folk Revival on Folkways and other labels available for in-house listening and research, as well as documentation (photos, audio, and video tapes) from the Smithsonian Folklife Festival going back to 1967. The Archives also have several significant photograph collections.

Beginning with grant-funded projects in 2002, the Center for Folklife and Cultural Heritage has carried out several in-house preservation digitization activities on its most fragile and culturally significant audio materials. As part of our continuing effort to ensure the long-term viability and accessibility of these recordings, our archivists are carrying out digitization as well as a variety of other activities focused on preparing materials for digitization such as the creation and enhancement of inventories as well as physical arrangement and description.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

The Smithsonian Folklife Festival Audio Digitization Project encompasses a full range of activities involved in the preparation and preservation reformatting of fragile analog audio materials generated during past Smithsonian Folklife Festivals (formerly the Festival of American Folklife). The audio recordings, which date back to 1967, feature musical performances, oral histories, storytelling, and other narratives will be digitized according to
specifications outlined in federal standards and requires an ability to handle/process fragile archival materials. A comprehensive list of festival programs and activities documented can be found here: http://www.festival.si.edu/explore-festivals/programs-by-year/smithsonian

The intern will be trained and supervised on a range of activities including:

- reviewing and enhancing descriptive records for each recording at the item level
- preparing tapes and equipment for digitization
- capturing high-resolution audio files for each recording in real time
- gathering metadata about the content of each tape through playback
- embedding metadata into audio files
- preparing digital files for ingest into the Smithsonian Institution Digital Asset Management System (SI DAMS)

No specific coursework or technical background is required for this project but an interest in archival science, audio recording, ethnomusicology, social history, media studies, or digital file management would be very useful. Experience with digital audio workstations is helpful but training will be provided in this area.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

Many potential research projects can result from this type of internship. For example, in the process of gathering descriptive information while digitizing in real time, one has the opportunity to listen intimately to the stories, presentations, and performances on record, with a wealth of information waiting to be analyzed and studied in scholarly contexts. The Smithsonian Folklife Festival blog, SI Collections blog, or Rinzler Archives blog are all potential platforms for a student to share knowledge gained through this project. See http://si-siris.blogspot.com/2014/10/from-sambusas-to-pupusas-washington-dc.html for an example. Furthermore from an archival standpoint, audiovisual materials pose unique challenges for cultural heritage stewards especially with regard to methods of processing, describing, and digitizing archival materials in efficient ways. This project would be an excellent opportunity for someone interested in the procedures of archival audiovisual work to produce an analysis of these issues in comparison with paper or photograph processing and digitization, or to write a research paper based on the digitized content.
Name of Supervisor(s): Stephanie Smith

Department or Office: Ralph Rinzler Folklife Archives & Collections    Museum/Unit: CFCH

Phone Number: 202-633-6439    Email Address: steph@si.edu

1. Please provide information on your research and/or the work of your office:

The Ralph Rinzler Folklife Archives and Collections is the home of several major recording collections and papers including Folkways Records, and also houses the written, audio, and visual records of projects and exhibits sponsored by the Center for Folklife and Cultural Heritage, most notably the Smithsonian Folklife Festival. (Please see http://www.folklife.si.edu.center/archives/archives_collections.html for additional information on some of our collections.) The archives have strong holdings of world ethnic music traditions, early country music and bluegrass, blues, and the Folk Revival on Folkways and other labels available for in-house listening and research, as well as documentation (photos, audio and video tapes) from the Smithsonian Folklife Festival going back to 1967. The archives also have several significant photograph collections, and collections resulting from various research projects undertaken by the Center.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

The project would be to assist with the processing, finding aid creation, and selective digitization of the English Country Dance Documentation Project Collection. The collection has its origins in a project to document English country dancing (ECD) and its history in the Eastern U.S., and even more importantly some of the significant dance leaders who have invigorated and inspired dancers in the past fifty years. The principal creators of the collection are CFCH Archives Director Stephanie Smith, CFCH Video Producer Charles Weber, and Daniel Walkowitz, Professor Emeritus of History and Metropolitan Studies at New York University. In the early stages of the project, the principles decided to produce a documentary film on ECD in America which has recently been completed, and awaits release on Smithsonian Folkways Recordings.

The collection consists of the planning documents, budgets, release forms, video and photograph logs, interview transcripts, and images scanned or acquired for the production of the film. The video footage is primarily on Betacam SP and Mini DV. The footage includes shoots of English country dance events, places of historic importance in the history of ECD, and interviews. The history of ECD in America, which involves the English folk song and dance collector Cecil Sharp (1859-1924), is deeply linked to the state of Massachusetts. It was Helen Storrow of Boston who befriended Sharp, participated in many of the dance teaching events that were organized for Sharp in his visits to America, and also funded his travel to collect English folk songs and ballads in Southern Appalachia. Storrow owned a Girl Scout camp on Long Pond, near Plymouth, MA, which eventually became Pinewoods Camp, where a lot of the project filming took place in 1999. Sharp held his first summer school of English country and ritual dance in Eliot, Maine, and in 1916 and 1917, the summer school was held in Amherst, MA on the grounds of what eventually became the University of Massachusetts, Amherst. Amherst was also the site for summer schools held in the late 1920s and early 1930s. This project was done in cooperation with support from the Country Dance and Song Society of America, now based in Easthampton, MA.

The duties will consist of reviewing all the components of the collection: papers, digital images, and video footage, and consulting with the supervisor and other archives staff on processing procedures,
with the goal of the creation of a preliminary finding aid in Archivists’ Toolkit. (Several collection finding aids in Archivists’ Toolkit that are complete have been made public here: http://sova.si.edu/search?q=*&f=Archival_Repository%3ARalph%20Rinzler%20Folklife%20Archives%20and%20Collections ). The intern will be trained to digitize the video and embed the metadata (information) into the video files using Adobe Bridge. The files will then be ingested into the Smithsonian’s Digital Asset Management System (DAMS). The intern will receive a DAMS account and will be trained in its use. The supervisor will try to make it possible through her assistance for the bulk of the collection processing to be completed in the course of the semester term.

No specific course background would be required for this project, but an interest or coursework in folk music and/or dance, social history, folklore, media studies, or photography would be very useful. Experience in a library or archive would be helpful but not required. Adobe Photoshop/Bridge skills are useful but the intern will be trained how to embed collections metadata into video files.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

There are several research products that an intern could undertake. One would be an analysis of the activity and challenges of processing, describing, and digitizing the collection, along with the completed finding aid. The intern might find a research topic within the video, the completed documentary film, or other collections material. As noted above, English country dance has a long and rich history in Massachusetts, and ECD is done regularly in Amherst (see http://amherstecd.org/), so there would be a chance for the intern to investigate the activity before coming to DC.

The intern would also have the opportunity to create one or more SI Collections Blog or Rinzler Archives blog posts about the collection. See http://si-siris.blogspot.com/2011/10/archival-issues-banjo-history.html for an example, and which was inspired by the collection being processed with the assistance of a Smith College intern.

Cecil Sharp (center facing camera) and students dance in Amherst, Massachusetts during a summer school of the English Folk Dance Society, American Branch, 1916 or 1917. From Pinewoods Camp Archives.
Smith College / Smithsonian Institution Internship Program

Research Project Proposal

Name of Supervisor(s): Dorothy Moss, Associate Curator of Painting and Sculpture

Department or Office: Curatorial
Museum/Unit: National Portrait Gallery

Phone Number: 202.633.8313
Email Address: mossd@si.edu

1. Please provide information on your research and/or the work of your office:

The Department of Painting and Sculpture is a curatorial department responsible for acquiring, cataloging, and researching all paintings and sculpture in the Portrait Gallery. Members of the department also conduct research for special exhibitions and for publications on the history of American portraiture, as well as handle numerous public inquiries.

Painting and Sculpture Internship Description

Interns in the department research objects in the NPG collections and conduct research on possible acquisitions. They may help with upcoming and current exhibitions curated by members of the department, and when appropriate they may support the Outwin Boochever Portrait Competition and the IDENTIFY performance art series.

Qualifications

An intern should have a sound academic background in art history, American studies, or American history; excellent research and writing skills; and basic computer and image management skills.

2. Describe the project (include duties, nature and scope of the work), and indicate any particular academic background or specific courses needed as preparation:

The intern will assist with research and plans for a proposed (yet untitled) exhibition on installation art as autobiography/self-portraiture with a focus on materiality and temporality. The exhibition will be part of the National Portrait Gallery’s ongoing Portraiture Now series and is planned to open in the spring of 2018. Artists under consideration for inclusion are Renée Stout (Washington, DC), Angela Ellsworth (New York), Whitfield Lovell (New York), Elsa Maria Meléndez + Zinthia Vazquez (Puerto Rico), Ebony Patterson (Chicago), Rose B. Simpson (Sante Fe), and Marie Watt (Portland).

The intern will research the artists, assist with the selection of objects for the exhibition, draft exhibition texts, and help develop ideas for public programming around the exhibition with curator Dorothy Moss and NPG historian Kate Lemay. Because the exhibition will involve site specific installations, the intern will work closely with the artists and the curator.

3. Please describe possible research products an intern might develop, either from the project or the work of your office, to fulfill the academic requirement of the Smith College Program:

The intern might develop a research paper on themes that run through the artists’ work related to autobiography and self-portraiture or write a focused paper on one of the new site specific installations being designed for the National Portrait Gallery. The intern might also write a research paper about other aspects of the artists’ work such as performance art or textile work. Other projects might include developing an exhibition proposal about works in the National Portrait Gallery’s collections that resonate with works or themes in the Portraiture Now exhibition. There are many possibilities for fruitful projects.