Learning Legacies
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Published by University of Michigan Press

Robbins, Sarah Ruffing.
Learning Legacies: Archive to Action through Women's Cross-Cultural Teaching.

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Bibliography

Archives: Major Collections Consulted and Key Content There

American Antiquarian Society, Worcester, Massachusetts. Numerous publications by and about Hampton Institute, Indian Boarding Schools, and Indian Assimilation.


Jane Addams Memorial Collection. Richard J. Daley Special Collections, University of Illinois at Chicago University Library. Hull-House Records. Papers and materials on/by various women leaders of the settlement, including the *Hull-House Bulletin* and yearbooks, Addams’s scrapbooks, and her extensive personal papers.


Note: Archival sources such as stories in the *Spelman Messenger* are cited within the text and endnotes.

Interviews, Conversations, and Email Exchanges

Note: The research partners listed below held multiple conversations with me, over several years, in each case. Most also read and responded to drafts of manuscript sections where their input was being incorporated. Accordingly, for a typical quota-
tion or reference within the text, readers should not expect to see a specific date listed but, instead, to find a time frame for the particular reference provided within the text.


Site Visits

Heard Museum, Phoenix, Arizona.
Exhibits: Remembering Our Indian School Days: The Boarding School Experience; We Are! Arizona’s First People; N. Scott Momaday: Art and Poetry.
Huhugam Heritage Center, Gila River Indian Community, Arizona.
Jane Addams Hull-House Museum, 800 South Halsted Street, Chicago, Illinois.
Klahowya Village, Stanley Park, Vancouver, Canada.
Museum of Anthropology, University of British Columbia, Vancouver, British Columbia, Canada.
Museum of the Cherokee Indian, Cherokee, North Carolina.
National Museum of the American Indian, 4th Street and Independence Avenue, SW, Washington, DC.
New Echota Historic Site, Calhoun, Georgia.
Oconaluftee Indian Village, Cherokee, North Carolina.
Saxman Native Village, Ketchikan, Alaska.
Sisters Chapel, Spelman College, 350 Spelman Lane, SW, Atlanta, Georgia.
Sweet Auburn Historic District, Atlanta, Georgia.
“Unto These Hills” Outdoor Drama, Cherokee, North Carolina.

Websites and Web-based Articles
Chicago Freedom School Homepage. http://chicagofreedschool.org
“Chronology of the KCAC Project’s Initial Work.” KCAC. http://kcac.kennesaw.edu/welcome/chron.html
Contagion, Quarantine, and Social Conscience: Albert Camus’s *The Plague* (Discussion Board). https://jvrfiresides.wordpress.com/discuss
Discovering Global Citizenship. http://qep.tcu.edu/initiatives


“Look at It This Way.” http://hullhouse.uic.edu/hull/look/index.html


Ranallo, Anne Brooks. “NYC Public Historian New Director of UIC’s Hull-House


“TCU/About TCU: TCU History.” http://www.tcu.edu/90.asp


“Thematic Content.” KCAC. http://kcac.kennesaw.edu/thematic_content/themes.html


**Print and Additional Sources**


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Linked to a Writing-based Institutional Partnership.” *CCC: College Composition and Communication*. Forthcoming, 2017.


“Educating the Indians—Scenes at the Government Training School at Carlisle, Pa.—From Photographs and Sketches by Joseph Becker” [illustration/figure]. *Frank Leslie’s Illustrated Newspaper* (March 15, 1884): 56–57


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Green, Kenneth, producer. Founders Day 2011; Spelman College: Celebrating the 130th Year. DVD. April 11, 2011.


Jacobs, Margaret D. *White Mother to a Dark Race: Settler Colonialism, Maternalism,


King, Lisa. “Sovereignty, Rhetorical Sovereignty, and Representation: Keywords


Martin, Sandy D. “Spelman’s Emma B. Delaney and the African Mission.” In This...


New-England Freedmen’s Aid Society. Extracts from Letters of Teachers and Super-


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Spruill, Sylvia. “Assessment in Secondary Environments: How Co-Teachers Nav-
igate the Competing Demands of Theory, Policy, and Practice.” EdD Diss., Kennesaw State University, 2013.


