Each summer, UW-Madison’s Office of Multicultural Arts Initiatives (OMAI) teams up with Urban Word NYC to offer educators and community leaders a weeklong program to learn the best practices in hip hop and spoken word pedagogy. The Institute brings together the leading educators, professors, emcees and activists utilizing the media of spoken word, hip hop, and urban arts as relevant, dynamic and necessary educational tools to engage students across multi-disciplinary curricula.

Hip Hop in the Heartland draws from educational theories such as socio-cultural theory, culturally relevant pedagogy, critical race theory, and hip hop and social justice pedagogies, to help educators and community leaders connect hip hop as both an art form and an instructional tool to improve the academic success of students who remain marginalized in our schools.

Participants learn proven, hands-on techniques to develop lesson plans and strengthen their course study, as well as create a platform from which they will understand the scope of hip hop history, culture and politics. Evening programming consists of an all-star cast who will synthesize the day trainings with effective strategies and cutting-edge multicultural educational approaches.

**HIP HOP IN THE HEARTLAND IS SPECIFICALLY DESIGNED FOR:**
Classroom teachers, administrators, guidance counselors, school personnel, community educators, college educators, community leaders, education students, hip hop and spoken word educators and practitioners, and anyone committed to social justice and urban education.

Gain a better understanding of the scope of hip hop history, culture, and politics. Deepen your practice as a spoken word and hip hop educator, and engage in best practice approaches to student-centered liberatory education models.

- Discover the best practices in hip hop and spoken word pedagogy
- Learn skills to better reach and mentor your students
- Improve academic achievement, reduce behavior issues and energize your classroom
- Get practical strategies for increasing participation and building community
- Meet new colleagues and enjoy UW-Madison’s beautiful campus!
AGENDA OVERVIEW
Day-long sessions follow themes to strengthen participants’ knowledge and provide the tools to engage the 21st-century classroom. Each day wraps up with Write, Reflect and Build sessions where participants interact with the lesson planning process and build their own curricula that engage literacy, critical thinking and creative writing.

MONDAY
8 – 9 am     Registration
9 –10 am     Institute Welcome & Overview with Director, Michael Cirelli
10:30 – 12:30 pm  "Hip Hop Saved My Life": Subverting Pathological Frameworks of Students of Color
Dr. Arash Daneshzadeh, University of San Francisco, Communities
2 – 4 pm     Literacy is a Civil Write: The Art, Science and Soul of Transformative Classrooms
with Dr. Vajra Watson
4 – 5:30 pm   How To S.P.L.I.T. Open Text: A Facilitators guide to teaching text Analyzation to Students
with Steven Willis (Urban Word - Cohort)
4 – 5:30 pm   Workshop 1: Let’s talk: Hip Hop’s internal conversation of Good vs. Evil/Real vs. Fake/Conscious
vs. Gangster/etc. with Derrick Holt (First Wave - Cohort)

TUESDAY
10 – 12 pm   Artistic Resistance: Creating a Transformative Teaching Praxis Through Hip-Hop
with Dr. Vajra Watson
1:30 – 3 pm   Workshop 2: Let’s talk: Hip Hop’s internal conversation of Good vs. Evil/Real vs. Fake/Conscious
vs. Gangster/etc. with Derrick Holt (First Wave - Cohort)
1:30 – 3 pm   How To S.P.L.I.T. Open Text: A Facilitators guide to teaching text Analyzation to Students
with Steven Willis (Urban Word - Cohort)
3:30 – 5:30 pm Create Your Own Future: Engaging your Creative Community with Mazi Mutafa
7 pm     Institute Social Mixer

WEDNESDAY
10 –12 pm   Restorative Hip Hop: The Cypher, Healing, and Integrated Learning in Urban Classrooms
Dr. Arash Daneshzadeh, University of San Francisco, Communities
1:30 – 3:30 pm Hip-Hop Pedagogy in Practice: A Teachers’ Panel with Jon Balcerak and Miles Comiskey
4 – 5:30 pm   The Message: Creating Safer Spaces to Discuss Hip Hop Content in the Classroom
and Community with Tish Jones

THURSDAY
10 – 12 pm   Poetry for The People: A General Assembly with Aja Monet
1:30 - 3:30 pm The Struggle is Actually Real: Hip Hop as a Social Justice Based Movement and a Tool for
both Liberation AND Education with Tish Jones
4 – 5:30 pm   Music, Murals and Makers: Public Art and a Public Education with Mazi Mutafa
7 pm     Performance with Aja Monet

FRIDAY
10 - 12 am   Institute Wrap Up and Closing Ceremony
CREATE YOUR OWN FUTURE: ENGAGING YOUR CREATIVE COMMUNITY
Good educators recognize that the success of their students requires a continuum of engagement. This workshop is designed to give each participant a set of tools and strategies to assist the youth in their lives to build a community for themselves. The foundation activity will be a kind of asset mapping for your community, a scavenger hunt, career/activity fair, and hands on workshops.

RESTORATIVE HIP HOP: THE CYPHER, HEALING, AND INTEGRATED LEARNING IN URBAN CLASSROOMS
Description: Participants will explore restorative hip-hop as a vehicle for bilateral and critical communication pedagogy. Educators will participate in an integrated cypher space while presenter will demonstrate applied examples of community-school models in urban settings. These models will allow educators to create culturally-sustained spaces where students can better synthesize curriculum.

HOW TO S.P.L.I.T. OPEN TEXT: A FACILITATORS GUIDE TO TEACHING TEXT ANALYZATION TO STUDENTS
In this session facilitator Steven Willis explores the power of SPLITS, a text analysis acronym used for equipping students with the verbiage needed to actively engage, comprehend, and examine text.

WORKSHOP 1: LET’S TALK: HIP HOP’S INTERNAL CONVERSATION OF GOOD VS. EVIL/REAL VS. FAKE/CONSCIOUS VS. GANGSTER/ETC.
Hip Hop communities and subcultures have always held heated debates based on the above topics and corresponding opinions. During this discussion, we will delve into our own perceptions of and experiences with rap and hip hop as well as address the exaltation and villainization of different artists and genres. Who are some of these artists, and are their reputations (good & bad) valid? The media have their current darlings, but they have also demonized many rap and hip hop recording artists. Are the darlings truly angels and the demons purely evil? No story is that simple.

“HIP HOP SAVED MY LIFE”: SUBVERTING PATHOLOGICAL FRAMEWORKS OF STUDENTS OF COLOR
Hip Hop education is one of the most promising alternatives to Euro-colonial schooling. Espousing and enacting this mode of pedagogy is commonplace among grassroots organizations and is only now burgeoning between adult and juvenile justice systems and expanding to schools—even as a formal area of study. Counselor and teacher education programs must make critical attempts at uprooting the ways in which cultural fragmentation and erasure of Black and indigenous youth affects the interpretation, resource management, and emotional responses—particularly fear and hostility—that ground eugenic K-12 practices (e.g., draconian discipline, hyper-surveillance). This panel will discuss the pitfalls and lessons of deficit-oriented, unilateral, and sum-zero appropriations of hip hop education, that are intentionally severed from hiphop’s Black radical and liberatory vein; from the most local examples to those widespread across districts. In doing so, presenters will confront this contradictory dynamic by exploring research, literature, and community-based practices.

MUSIC, MURALS AND MAKERS: PUBLIC ART AND A PUBLIC EDUCATION
Every community has a history, usually unknown to its residents. This workshop will explore a set of strategies to help students learn about the history of a community through the lens of its public art, music and the people that built it. The culminating activity of this project will be for those young people to create works that shows that hidden history to educate themselves and the greater public.

LITERACY IS A CIVIL WRITE: THE ART, SCIENCE AND SOUL OF TRANSFORMATIVE CLASSROOMS
This workshops explores a creative writing poem that places community-based poet-mentor educators into low-income middle and high school classrooms to devise curricula that excavates student experiences as a basis for
learning. To unearth young people's capabilities, homegrown experts from the neighborhood shifted the classroom culture and opened the space up for courageous vulnerability and soul-stirring spoken word performance poetry. Throughout this process, young people and the teachers in this study came to use writing as an educational and emancipatory tool for reading the world, the world, and themselves anew. Building upon research on multiple literacies, this interactive workshop will demonstrate that learning is a social practice that is situated in the lives of participants. We will utilize social justice instruction models to turn education into a verb.

HIP-HOP PEDAGOGY IN PRACTICE: A TEACHERS’ PANEL
This interactive discussion will feature a panel of teachers who have attended Hip-Hop in the Heartland for several years and have been actively using hip-hop pedagogy in their classrooms. Among the topics that the panel will discuss will be awareness of teacher privilege; applying hip-hop pedagogy across ages and content areas; success stories; and roadblocks and difficulties encountered.

THE MESSAGE: CREATING SAFER SPACES TO DISCUSS HIP HOP CONTENT IN THE CLASSROOM AND COMMUNITY
Hip Hop has always been controversial. It always will be. The question is, how are we talking about it? How do we remove our biases when we stand before a sea of impressionable young leaders? What tools are we providing our students to be critical listeners and thinkers as they engage with the culture in and out of the classroom? This workshop will explore best practices when in conversation about the work. Ways to build and keep community through critical thinking, dialogue and personal accountability.

POETRY FOR THE PEOPLE: A GENERAL ASSEMBLY
Inspired by June Jordan’s poetry, activism, and community legacy, we will read and recite her work. We will write new and original poems prompted by the nuance of our lived experiences. What does poetry do? Why do we write and who for? How has injustice impacted our communities and our voices? We will examine ways to effectively communicate the complexity we confront within. If language is how we arrange the world then how do we use it to reimagine the world and uncover new ways of being with one another? All power to the people.

THE STRUGGLE IS ACTUALLY REAL: HIP HOP AS A SOCIAL JUSTICE BASED MOVEMENT AND A TOOL FOR BOTH LIBERATION AND EDUCATION
An interactive session that explores the impact of our work as Hip Hop educators and its alignment with Hip Hop as a form of resistance. Participants will engage briefly with the history, elements and origin of Hip Hop, explore classic and contemporary rap songs/verses that serve as examples of Hip Hop’s fight for social justice, and reflect on our work in the tradition. Are we teaching the tool? Are we in the struggle? Or, are we merely commenting and commodifying it? What’s the work?

ARTISTIC RESISTANCE: CREATING A TRANSFORMATIVE TEACHING PRAXIS THROUGH HIP-HOP
As an urban art form of creative expression, hip-hop is a force within youth culture that can inform our pedagogies. Yet it is important to first consider the context of the music. I examined over 1,000 lyrics, giving particular attention to the ways rappers conceptualize knowledge, learning, and school. Theories of cultural reproduction and resistance situate hip-hop as a seminal, street-based literary art form. Within the music, the rappers draw upon personal experience and social commentary to argue for community-based culturally relevant schooling and high expectations. Declarations within rap music resonate with youth, and their voices of critique about school are valuable and relevant to teachers. Educators can learn from rappers as well as use lyrics inside the classroom; the key is to learn from and elevate the content instead of simply commodify the genre.
GENERAL INFORMATION
Please see the Hip Hop in the Heartland website at www.go.wisc.edu/kc88io for more details on the Institute including a comprehensive agenda with session descriptions and full biographies of our faculty.

Dates: Monday-Friday, July 10-14, 2017

Registration: Online at http://go.wisc.edu/kc88io

Fees: The Institute fee is $400 per person, $350 per person for groups of 5-9 people, and $325 per person for groups of 10 or more. Please note we will break for lunch each day; most meals are not included in the registration fee.

Location: Pyle Center, 702 Langdon St., located on the northeast side of the UW-Madison campus.

Lodging: There will be a number of rooms available at the Lowell Center on the UW-Madison campus at 610 Langdon Street, Madison, WI 53703. Rooms can be reserved online at http://go.wisc.edu/vvm64r or by calling the Lowell Center at (608) 256-2121 and using the group code “Hip Hop”. The standard room rate is $98 per night. Public school employees may qualify for a reduced rate. When you call to reserve your room, ask the person taking your reservation if any “state rate” rooms are available.


Questions? Contact Matthew Freid at freid@wisc.edu or (716) 553-2654 for more information.

Cancellation Policy: If you have registered for Hip Hop in the Heartland and cancel 30 days or more before the event starts you will receive a full refund of the registration amount minus a $50 administrative fee. If you cancel less than 30 days in advance of the Institute there will be no refund. Please contact Matthew Freid at freid@wisc.edu for more information.

PROFESSIONAL RECOGNITION
Certificate of Completion
All participants who attend for the entire week will receive a Certificate of Completion that indicates 30 instructional contact hours.

Educator Professional Development
The Institute fulfills Wisconsin Professional Development Plan requirements. For more information on the WI Professional Development Plan and the License Renewal and Advancement process go to dpi.wi.gov/tepdl/pdp.html

NOTE: Educators from outside Wisconsin, please check with your state’s education agency for professional development and licensure requirements.

Professional Advancement Credits
MMSD teachers may be able to use their participation in Hip Hop in the Heartland towards PAC credits. Visit the following website for additional information: https://pd.madison.k12.wi.us/pacinfo.htm

Presented by the UW-Madison Office of Multicultural Arts Initiatives (OMAI), an office of the Division of Diversity, Equity, and Educational Achievement, and Urban Word, with sponsorship support from the UW-Madison Office of Continuing Studies.