

## 2014 Schwartz Prize Nomination

Oregon Humanities is pleased to nominate our Idea Lab Summer Institute for the 2014 Helen and Martin Schwartz Prize for Public Humanities Programs.



## IDEA LAB SUMMER INSTITUTE

A summer program where Oregon teens and teachers explore **the pursuit of happiness**

Idea Lab is a three-day residential institute where Oregon high school teachers and 125-150 rising seniors from across the state explore the pursuit of happiness through workshops, lectures, films, and discussions.

Founded in 2006, the goals of Idea Lab are to provide a challenging, college-like experience for a diverse mix of teens, to help teens develop critical thinking skills and apply those skills in considering how the pursuit of happiness relates to areas such as consumer culture, religion, politics, education, and civic engagement; and to provide a unique professional development opportunity for teachers. Teachers and teens learning together make Idea Lab unique among teacher continuing education and college readiness programs in Oregon and nationwide.

Idea Lab was created through a unique partnership between Oregon Humanities and a small number of public school districts and private schools in the Portland area. The founding project team of school superintendents and principals identified a need for bright and motivated students to be challenged through a unique learning experience outside of the classroom, and to interact with peers from diverse schools and backgrounds. Since then, nearly 700 rising seniors have participated in Idea Lab. Oregon Humanities has also trained 133 teachers, who have designed our innovative and challenging curriculum and together helped deliver outstanding programming to young Oregonians each summer.

In determining the program's recurring theme —the pursuit of happiness— Oregon Humanities staff and the founding school partners' leaders were inspired not only by the recent upsurge of academic and public interest in the new field of happiness research, but also by the important work of Nel Noddings, author of *Happiness and Education*. Noddings notes, "Happiness and education are, properly, intimately connected.

Happiness should be an aim of education, and a good education should contribute significantly to personal and collective happiness.” Idea Lab embraces this idea and asks students to think critically about what happiness means in our society today. Idea Lab was created to serve as both intervention and inspiration at a critical period—the summer before teens decide their future educational and career plans.

Over the last nine years, Idea Lab has offered outstanding Oregon teachers a unique opportunity to deepen their humanities knowledge, recharge, and work alongside other teachers as they deliver a challenging, college-like experience to rising seniors from around the state. While there are numerous arts- and science-based youth programs, Idea Lab is the only humanities-based, interdisciplinary summer camp in Oregon. Idea Lab encourages young people to think critically about the world around them and see themselves as engaged citizens. One of our Idea Lab teachers recently told us:



"Idea Lab breaks down barriers of geographical and intellectual isolation in ways that leave a lasting impression on participants. Last year's students [from La Grande] have undertaken a local Happiness Project inspired by their Idea Lab experience... Their aim is to survey students and community members and to share the results with the community. No one has offered them credit to do this; rather, they are doing it to satisfy their own curiosity on the subject. That speaks volumes about the capacity of the experiences offered in Idea Lab to live on in the lives and actions of its participants."

After several successful years, as our organization's leadership role grew along with Idea Lab itself, Oregon Humanities began to consider two additional factors: 1) the very pressing need for college readiness resources for those who lack family and financial support, and 2) programming that addresses the achievement gap and summer learning loss. According to the National Summer Learning Association, more than half of the achievement gap between lower- and higher income youth can be explained by unequal access to summer learning opportunities. Missing out on structured learning and group activities over the summer means low-income youth are less likely to graduate from high school and enter college.



For these reasons, Oregon Humanities adapted Idea Lab into a residential program serving both high-achieving and intellectually curious but traditionally underperforming at-risk teens. The program's popularity and impact is clear: it bridges the urban-rural inequity that exists in educational opportunities, while addressing summer learning loss, achievement gaps, and equitable access for at-risk students.

On July 26, 2013 Governor John Kitzhaber and First Lady Cylvia Hayes delivered a challenge to an audience of Oregon teens and teachers at the 2013 Idea Lab Summer Institute: Work toward a world where happiness is valued alongside financial gain. "Economic growth and social well-being are not the same thing, necessarily. Economic growth should be a means to an end, not an end to itself," Kitzhaber said.

In a shared address, titled "Global Well-Being: Innovating Beyond GDP," the governor and first lady shared what they learned on their trip to Bhutan, a nation that measures its progress in terms of gross national happiness rather than gross domestic product, and their vision for the economic future of Oregon. "The most fundamental purpose of our government here in the United States is to secure the rights of life, liberty, and the pursuit of happiness. And to me that means a nation built on equity and opportunity," Kitzhaber said.

The Governor's and First Lady's remarks can be heard in its entirety [here](#).

### **What students say about Idea Lab**

"It was really nice being able to talk to people with a different point of view than me, or even the people that I'm usually around. There were so many points of view that I'd never even really considered, and being able to experience that was eye-opening to say the least."

--2013 Idea Lab student

"The best part of Idea Lab for me was gaining a more comprehensive and compassionate understanding of all the different ways in which we must approach happiness through the different breakout sessions, as well as simply being surrounded by other students and faculty just as eager to learn and discuss the philosophy of happiness as I am."

--2013 Idea Lab student

"The highlight of Idea Lab was the discussion on Plato's Allegory of the Cave because the discussion allowed us all to share if we valued truth or happiness more and the pros and cons of both, which taught me a new perspective on the two and their meanings."

--2013 Idea Lab student

"I was shocked to realize that other people have different views about happiness, but I was so relieved that other kids my age wanted to break outside the norm and ask difficult questions. These questions are never asked in a regular school setting, and if they are, they're never taken seriously. Thank you for organizing this, so we could see that we're not alone. Idea Lab was a huge experience for me."

--2014 Idea Lab student

### **What teachers say about Idea Lab**

"It was fun to watch the light bulbs go on. With both my think tank partner and my break out, I enjoyed seeing the different emphasis that each of us would bring. Besides being an incredible boon for the students, Idea Lab offers an opportunity for teachers to learn from each other, and I value that."

--2013 Idea Lab teacher

"It's helped push the reset button on me as a teacher. I don't know how to explain this, except to say that toiling away alone, year after year, can drain a person. Being part of the Idea Lab team has gone a long way toward helping me rejuvenate."

--2013 Idea Lab teacher

"By being able to meet colleagues from other parts of the state who teach different topics I was able to get new ideas on how to approach readings and discussions."

--2013 Idea Lab teacher

"Idea Lab was a unique professional development experience for me and a profound learning opportunity for my students. My time with Idea Lab has positively affected my approach to teaching and has created a learning environment at my school that meets the students' social and emotional learning needs. Although the curriculum is rigorous, it is intrinsically motivating as the students' exhibit grit as they want to know more about the concept of happiness. The Idea Lab curriculum empowers them to make a difference in their lives and in the community."


---2013 Idea Lab teacher

"My students discovered in Idea Lab that they are part of a community of learners who come from many different places and walks of life within the state of Oregon. Living as we do in a geographically isolated area, discoveries such as these are particularly precious and transformative. It is the synergy of the students together with the faculty, staff, and guest speakers that really accounts for the most enduring effects of Idea Lab. One cannot help but be inspired by the way these young people grapple rigorously with the issues and questions set before them. My students typically return to La Grande High School for their senior year with a

revised notion of what their senior year in high school can and should be about. Their influence on our school culture is palpable, provocative, and positive.”  
--2013 Idea Lab teacher

### Seeking Summer Scholars

High school juniors: join fellow students from around the state to explore the pursuit of happiness.



What is happiness? How do ideas about happiness shape our culture? Join fellow teens from around the state to tackle these and other fundamental questions about happiness.

**What is Idea Lab?**  
Idea Lab is a three-day residential camp for bright teens. Led by outstanding teachers from around the state, one hundred teens explore diverse philosophical, economic, historical, and scientific approaches to the pursuit of happiness.

**When and where is it held?**  
In 2013, Idea Lab will take place July 26-28 on the University of Portland campus. Summer Scholars will stay in chaperoned dorms and attend daily workshops, lectures, films, and other activities led by high school teachers and university faculty.

**What's expected of Summer Scholars?**  
Before Idea Lab, students receive a reading packet on happiness and several activities to complete.

Once at Idea Lab, Summer Scholars consider what thinkers from Plato to Benjamin Franklin to Ursula K. Le Guin to contemporary filmmakers have to say about happiness as it relates to literature, history, music, theater, psychology, relationships, sports, religion, science, and politics.

At Idea Lab, Summer Scholars can share ideas and have a great time doing it. Activities often include interactive improv games, writing workshops, comedic presentations from local celebrities, and creative outdoor events.

**What does it cost?**  
Schools, families, or Oregon Humanities cover the costs for students to participate. Full scholarships to cover the \$150 tuition fee are available, as well as travel stipends for those who qualify. Ability to pay does not determine eligibility to attend.

**Am I eligible?**  
If you are a high school junior and if a teacher from your school or district has been selected as an Idea Lab Teaching Fellow, you may be eligible to attend. If you are interested, contact Oregon Humanities, your Idea Lab Teaching Fellow, or your principal.

Any views, findings, conclusions, or recommendations expressed in this program do not necessarily reflect those of the National Endowment for the Humanities.

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"At Idea Lab, my whole perspective on happiness and the concept of success was blown away."  
—A recent Summer Scholar

### Who participates in Idea Lab?

Idea Lab is for high school juniors. The program is not just for high-achieving students. It is for high-curiosity students who have the most to gain from a weekend on a college campus, want to wrestle with big ideas, and want to think critically about their own pursuit of happiness. Idea Lab welcomes teens that may not have support or financial resources for college but for whom Idea Lab will inspire a new determination to pursue higher education.

Idea Lab intentionally partners with rural high schools, alternative high schools and schools with high percentages of students utilizing free-and-reduced lunch programs.

Idea Lab is for high school teachers interested in interdisciplinary learning and teaching and who want to work with a diverse group of colleagues and students to explore the pursuit of happiness. Teachers earn 45 hours of continuing education credits.

### How are Idea Lab Teaching Fellows selected?

Applicants must have a minimum of five years full-time high school teaching experience and be employed full-time in an accredited Oregon High School. Teachers must first contact their school principal or district administrator regarding the Sponsorship and Cost-Share Options available (see previous page). After determining which option best suits their school or district, teachers complete the online application posted at [oregonhumanities.org](http://oregonhumanities.org). Oregon Humanities selects Teaching Fellows based on strength of application and accompanying letter of support.

### Are Idea Lab Teaching Fellows paid?

Yes. Teaching Fellows are compensated either by their school principal or district or by Oregon Humanities. If paid by Oregon Humanities, Fellows earn a \$1,000 honorarium. If paid by their individual school or district, that school or district determines the honorarium. Oregon Humanities covers material costs, room, and board for all Fellows. Travel stipends are available for those who qualify.





### **How many CEU hours do Idea Lab Teaching Fellows earn?**

Teaching Fellows earn 45 CEU hours and are required to participate in the following:

3 hours of virtual meetings (three one-hour conference calls in spring/summer 2013, dates TBD)

8 hours at one day long planning meeting in Portland

6 hours of independent work and collaboration with teaching partners

28 hours on-site

### **How are Idea Lab students selected to participate?**

If selected as a Teaching Fellow, a teacher commits to recruiting 5 to 10 student participants from his or her school or district. Generally, teachers and counselors recommend students to participate and, once their recommendation is final and parental approval is confirmed, students complete an online registration form. If more students are interested than can be accommodated from one school or district, we recommend use of a selection process such as an essay contest. Oregon Humanities is happy to provide sample essay questions.

### **What is required of Idea Lab student participants?**

Students are required to complete independent reading and several challenging but activities prior to arrival at Idea Lab. Students are encouraged to meet throughout the year with the Idea Lab cohort from their school to discuss the readings and activities, bond as a group and prepare for Idea Lab.

### **How is Idea Lab funded?**

The budget for Idea Lab Summer Institute in 2014 is \$107,844. The program is funded through longtime annual support from the National Endowment for the Humanities, Oregon Cultural Trust, The Collins Foundation, Leotta Gordon Foundation, Lloyd and Marlene Ankeny Foundation, Autzen Foundation, U.S. Bank/US Bancorp Foundation, and several major donors. Over the past five years, earned income for this program has grown from under \$2,000 to more than \$18,000 as schools increasingly choose to participate as paying partners because they see the unique value of the program for their teachers and students.

To further develop sustained funding for programs going forward, Oregon Humanities is working on a campaign to build our endowment. Toward this goal, Oregon Humanities received a \$250,000 three-year challenge grant for the endowment from a major civic and philanthropic leader in 2013. Board members are spearheading this campaign, and have already raised nearly \$140,000 in the first 18 months of the challenge. In addition, all Oregon Humanities board members make annual financial commitments, engage in strategic planning, and serve on standing committees. Board members also advocate for the humanities programming both in their communities throughout Oregon and before elected officials at the state and federal level.

### **Idea Lab Funding Breakdown**

Idea Lab is supported by the National Endowment for the Humanities, foundations, and individuals, as well as through our cost-share partnerships. We use foundation and individual support for Fellowships and Scholarships, and to underwrite our program costs. As a result, while Oregon Humanities' actual cost per student is \$700, we ask only \$150 per student from cost-sharing schools, districts, and families.

#### **A. School Sponsorship** (average school investment = \$1,750 to \$2,500)

A school (or school district) nominates a Teaching Fellow and pays that Fellow directly for participating. The individual school or district determines the teacher honorarium. The school or district nominates 5 to 10 students, and contributes a \$150 fee per student participant.

#### **B. Oregon Humanities Sponsorship** (average school investment = \$0)

A limited number of Teaching Fellows whose schools or districts are unable to pay them for their participation will be selected and paid directly by Oregon Humanities. These Fellows receive a \$1,000 honorarium from Oregon Humanities. Oregon Humanities also provides full scholarships for 5 to 10 students nominated by these Teaching Fellows' schools and districts.

**C. School & Family Cost-Share** (average school investment = \$1,000)

A school or district nominates a Teaching Fellow and pays that Fellow directly for participating. The individual school or district determines the teacher honorarium. The school or district nominates 5 to 10 students, and the nominated students' parents contribute a \$150 fee for their child's participation. In cases where families cannot afford the fee, we recommend that the school or district offer financial assistance or support the students in raising funds within the community.

**D. School & Oregon Humanities Cost-Share** (average school investment = \$1,000)

A school or district nominates a Teaching Fellow and pays that Fellow directly for participating. The individual school or district determines the teacher honorarium. Oregon Humanities provides full scholarships for 5 to 10 students nominated by the school or district.

**What is the structure of Idea Lab?**

The Idea Lab Curriculum is comprised of subject-specific sessions, interspersed with seminar-style Think Tanks. Students are divided into breakout sessions (small group workshops) in which they explore the pursuit of happiness through a variety of disciplines with the Teaching Fellows. Between breakout sessions, students are assigned to meet with their Think Tank with the same small group of students meeting each time. Here, students share learning and ideas from the various breakout sessions they attend.

Each Teaching Fellow has two collaborative teaching partners: one partner in their Think Tank, one partner in their Breakout Session. Teachers work collaboratively to prepare and lead both their Think Tank and Breakout Session; this is consistently one of the highest rated attributes of Idea Lab. The opportunity for teacher to learn from one another and teach outside their typical discipline leads our faculty to consistently report feeling refreshed and enlivened to their profession.

In addition to Think Tanks and breakout sessions, students and teachers watch films related to happiness, take part in recreation time, and attend guest lectures on topics connected to happiness such as gender identity and pop cultural norms. Students also take part in an improv workshop on their first night at Idea Lab. This fun and interactive experience allows students get to know one another while also helping them process concepts of risk, failure and success in relation to happiness in a more kinesthetic fashion.

Students stay overnight at the University of Portland, rooming in the dorm with a student from another school—often from a different background (location, income, ethnic, etc.) than themselves. This intentional mixing of students—both in the classroom and in the dorm—provides students with a broad experience of intellectual, social and cultural learning.

Offering varied learning modalities—from a variety of disciplines and teaching styles—as well as new social and cultural experiences, allows Idea Lab to connect with each student on a variety of levels, solidifying and intensifying their program experience.

**Breakout Sessions**

**The Brain**

This session will focus on the neurobiology of happiness and its influence on behavior. Is happiness determined by preset chemical reactions in the brain or through acts of free will? We will explore the effect of dopamine on our physiological and emotional experiences and consider questions about the extent to which we can control our own happiness.

**Creativity + The Arts**

Are creativity and happiness linked? How do we benefit from fully involving ourselves in the creative process? Is the creative process the same as "flow"? Which is most important; the process of losing oneself in

the flow of creativity or the product of that creative expression? In this session you will use your “happy” song as inspiration to be fully involved in creating a written or visual product.

#### Food + Social Justice

“We are what we eat”, the saying goes. But how does what we eat influence our happiness? And if we all eat different things, then who are we, exactly? And how are happiness and justice connected to those similarities or differences? In this session, we’ll learn about food deserts, local food movements, and what sorts of foods lead to greater happiness.

#### Global Cultures

Why are some cultures happier than others? Is happiness defined more by culture or by the universal human experience? What cultural factors contribute or create barriers to happiness? Come ready to discuss and consider definitions and challenges to happiness as seen from a variety of global perspectives.

#### Media + Consumerism

How does media influence our happiness? Or does it? And what does “media” mean? In this session we will consider the extent to which we are influenced by the media, how the media seeks to shape our conception of happiness, and how the media’s portrayals of happiness relate to and influence our own conceptions of happiness.

#### Nature + Ecology

What does nature give to you? Do we have a responsibility to “give back” to nature? How is our happiness connected to nature? Through selected readings and shared outdoor experiences, students will gain a deeper understanding of ecological literacy, our role in ecological systems, and how our choices can promote a healthier planet as well as deepen our understanding and connection to our own backyards.

#### Relationships + Technology

Our personal relationships have a great deal of power to affect our happiness. In the 21st century technology has changed the nature of relationships, as well as the way we initiate and maintain those relationships. To what extent does technology enhance or limit the quality of our relationships? Are our personal relationships compromised or are they simply different? Are we more or less engaged in meaningful relationships than before the advent of social media? Does a world that is increasingly connected lead to a more virtuous and just society, or a more isolated and individualistic one? This breakout session will explore these questions and examine their implications for our happiness and the happiness of those we care about.

#### Philosophy + Spirituality

What happiness is there beyond the self? Can one find spiritual awareness and a kind of “eternal” happiness (that is beyond the limitations of our normal existence) by simply living life mindfully? How do western ways juxtapose with eastern thought? Come explore the spiritual and philosophical dimensions of the pursuit of happiness.

#### Think Tank Readings and Activities

Think Tanks are for synthesizing all the information students are gathering in Breakouts, and incorporating that information in considering the broad themes and questions below.

*What is happiness? Who decides how we define and pursue happiness?*

*To what extent can we control our happiness?*

*What societal messages shape your understanding and experience of happiness?*

*How important is freedom to happiness? What kinds of freedom?*

*How is happiness an individual pursuit? How is it a collective pursuit?*

*Do the pursuit of happiness AND being a rugged individualist—two things many define as particular to Americans—work against each other?*

*Can you be happy if others are suffering? How much does a healthy community work to encourage the happiness of its members?*

*How do our definitions of success influence how we pursue happiness?  
How do failure and struggle contribute to our understanding of happiness?  
What is the role of suffering in happiness?*

Idea Lab reading selections are complemented by pre-camp surveys, interviews, and other activities related to tracking media usage and food choices.

## **IDEA LAB READER (SAMPLE)**

### **The Brain**

“Meaningful Activities Protect the Brain from Depression”, Olga Khazan

### **Creativity + The Arts**

“Happiness and Creativity: Going with the Flow”, Mihaly Csikszentmihalyi

### **Food + Social Justice**

Multnomah Food Action Plan (Executive Summary)

“Teach every kid about food”, Jamie Oliver (TED Talk transcript)

### **Global Cultures**

“Happiness: Does Culture Matter?”, Carola Hommerich and Susanne Klien

“The Worlds Happiest (And Saddest) Countries, 2013”, Christopher Helman

### **Nature + Ecology**

“A Wind-storm in the forests”, John Muir

“Natural Happiness,” Paul Bloom

“Costa Rica is worlds greenest, happiest country”, Ashley Seager

### **Philosophy + Spirituality**

“The Dalai Lama’s Ski Trip”, Douglas Peterson

“Eating a Tangerine”, Thich Nhat Hanh

## **THINK TANK READINGS**

“Plato’s Allegory of the Cave,” C.D.C. Reeve (Ed.)

Excerpt from *The Declaration of Independence*

“The Ones Who Walk Away from Omelas”, Ursula K. Le Guin

Maslow’s Hierarchy of Needs (image)

The Five Levels of Maslow’s Hierarchy of Needs, Kendra Cherry

The Four Noble Truths of Buddhism, Rudy Harderwijk

“The Meaning of Life”, Jill Lepore (excerpts)

## **Anticipated outcomes for students**

- Students connect core humanities questions and ideas to their daily lives and decisions
- Students are motivated to explore intellectual pursuits and engage in civic activities outside the classroom in preparation for the responsibilities of citizenship
- Students are better able to apply critical thinking skills in considering a complex topic
- Students are more able and inclined to consider alternate points of view as a result of interacting with racially, culturally, geographically, and socio-economically diverse group
- Students have increased interest and confidence in pursuing a college degree
- Students who did not plan to attend college have more interest and confidence in applying

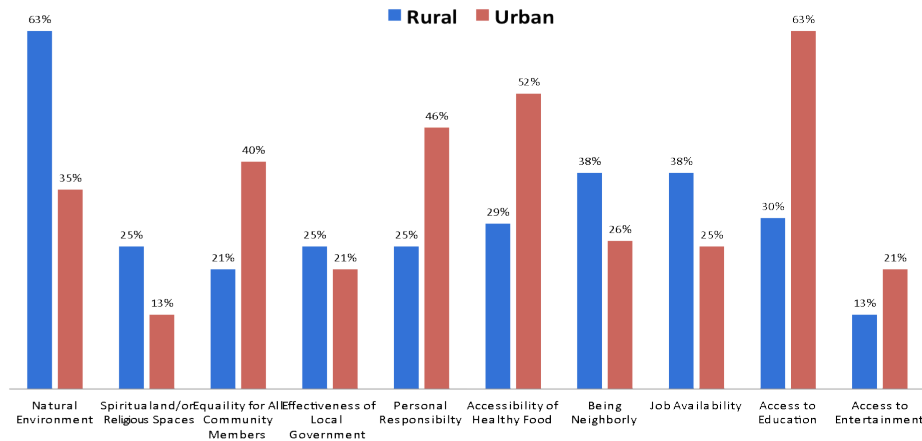
## **Anticipated outcomes for teachers**

- Teachers gain experience in designing curriculum to address Common Core standards through the Idea Lab curriculum



- Teachers are more willing and able to address interdisciplinary topics in the classroom
- Teachers use increased enthusiasm and strategies for engaging students
- Teachers employ new strategies and resources in teaching current topics
- Teachers have a network of peers statewide to serve as an ongoing resource

### What is 'very important' to the happiness of your community?



(2014 pre-Idea Lab student survey)

#### Evaluation tools

- Registration forms (demographic data)
- Pre-program survey of students and teachers assessing thinking around and conceptions of happiness
- Post-program surveys of students and teachers assessing quality and effectiveness of program. Student survey includes intellectual and behavioral measures to assess how students' understanding of happiness has changed and how they anticipate those changes will affect their attitudes and choices in future.

#### Program growth and impact

2010: 16 teachers, 89 students registered, 71 attended, 18 schools, 12% free/reduced  
18% outside tri-county area, 41% racial/ethnic minorities, program revenue = \$8,250

2011: 18 teachers, 125 students registered, 95 attended, 25 schools, 27% free/reduced  
16% outside tri-county area, 39% racial/ethnic minorities, program revenue = \$10,200

2012: 22 teachers, 168 students registered, 119 attended, 23 schools, 22% free/reduced  
27% outside tri-county area, 37% racial/ethnic minorities, program revenue = \$9,900

2013: 24 teachers, 171 students registered, 167 attended, 22 schools, 29% free/reduced,  
35% outside tri-county area, 25% racial/ethnic minorities, program revenue=\$14,850

2014: 16 teachers, 176 students registers, 136 attended, 18 schools, 14% free/reduced, 26% outside tri-county area, 26% racial/ethnic minorities, program revenue=\$18,500 (budgeted)

#### Based on student surveys:

- 98% share Idea Lab topics from camp with others.
- 65% change their perspective on the pursuit of happiness.
- 92% would recommend Idea Lab to fellow students.
- 39% had not spent any time on a college campus before
- 30% say that Idea Lab solidified their interest in college.
- 12% say that it increased their interest in attending college.



July 25–27, 2014  
University of Portland

Apply by March 22, 2014



TIM LABARGE

Oregon Humanities Idea Lab is generously supported by donations from the following:

National Endowment for the Humanities  
Oregon Cultural Trust  
The Collins Foundation  
Downtown Development Group and the Goodman Family  
University of Portland  
Juan Young Trust  
Lloyd and Marlene Ankeny Foundation  
Leotta Gordon Foundation  
U.S. Bank/U.S. Bancorp Foundation  
Jackson Foundation

Oregon Humanities is an independent, nonprofit affiliate of the National Endowment for the Humanities and a partner of the Oregon Cultural Trust. Established in 1971, our mission is to connect Oregonians to ideas that change lives and transform communities.

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Idea Lab is a summer institute where Oregon teens and teachers use the humanities to explore the pursuit of happiness and how it shapes our culture.

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Oregon  
Humanities

O. Hm.

A Summer  
Institute on  
the Pursuit  
of Happiness

Idea Lab  
Summer Scholars

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KIM NGUYEN



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—A recent Summer Scholar



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What is happiness? How do ideas about happiness shape our culture? Join fellow teens from around the state to tackle these and other fundamental questions about happiness.

## What is Idea Lab?

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## When and where is it held?

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## What's expected of Summer Scholars?

Before Idea Lab, students receive a reading packet and several activities to complete.

Once at Idea Lab, Summer Scholars consider what thinkers from Plato to Benjamin Franklin to Ursula K. Le Guin to contemporary filmmakers have to say about happiness as it relates to literature, history, music, psychology, relationships, sports, religion, science, and politics.

At Idea Lab, Summer Scholars can share ideas and have a great time doing it. In addition to small group discussions, activities include interactive improv games, writing workshops, comedic presentations from local celebrities, and hands-on projects.

## What does it cost?

Schools, families, or Oregon Humanities cover the costs for students to participate. Full scholarships to cover the \$150 tuition fee are available on a limited basis.

## Am I eligible?

If you are a high school junior and if a teacher from your school or district has been selected as an Idea Lab Teaching Fellow, you may be eligible to attend. If you are interested, contact Oregon Humanities, your Idea Lab Teaching Fellow, or your principal.

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