

ATLANTIC TRAVEL & TOURS

EDUCATIONAL TRAVELS FOR SCHOOLS,
UNIVERSITIES, CULTURAL
INSTITUTIONS

U S A - I N S P I R A T I O N A L
B R O C H U R E



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FROM THE CEO

Dear educators, researchers, and cultural professionals,

Atlantic Travel & Tours is your dedicated partner in organizing **tailor-made journeys** for **secondary schools, universities, and cultural institutions**. This brochure presents a curated selection of **interdisciplinary itineraries** across the USA, designed to meet the specific needs of each type of organization:

- **Secondary Schools – Dynamic and exploratory educational journeys**
- **Universities – In-depth research and experiential learning opportunities**
- **Cultural Institutions – Cultural exchange and heritage-focused projects**

Each itinerary is crafted to foster active learning and engagement, combining **innovative content with authentic places**.

We understand that every group has different goals and timelines. That's why we offer **full customization of duration, themes, and activities**—ensuring a truly unique and tailored experience.

Our team will support you at every stage, from planning to execution, guaranteeing **flexibility, high-quality service, and strong educational value**.

Choose Atlantic Travel & Tours to turn your journeys into memorable experiences of growth and exchange.



Steve Tabacchi

DR. STEVE TABACCHI
CEO - FOUNDER
ATLANTIC TRAVEL & TOURS



ARRIVING IN THE USA WITHOUT ENTERING THROUGH THE BORDER

For intercontinental flights arriving in the USA, prolonged waits at US borders are commonplace; however, after many hours of travel, fatigue and the time difference create an urgent necessity for rest.

If you intend to cross the US border prior to landing in the United States, this is feasible and will enable you to proceed directly to collect your luggage upon arrival without undergoing any inspections.

Should you wish to incorporate this option into your travel itinerary, we would be pleased to assist you.



NORTHEASTERN USA

**NEW YORK, NEW JERSEY,
MASSACHUSETTS, CONNECTICUT,
RHODE ISLAND, VERMONT, NEW
HAMPSHIRE, MAINE,
PENNSYLVANIA, DELAWARE,
MARYLAND, WASHINGTON D.C.**

BETWEEN HISTORICAL EDUCATION, CIVIC INNOVATION AND NARRATIVE LANDSCAPES

From the historic libraries of Massachusetts to the creative neighborhoods of Brooklyn, from the coast of Maine to the iconic classrooms of Washington, D.C., the Northeast is a crossroads of memory, research, and culture. Here, political revolutions, artistic avant-gardes, and migratory movements that define American identity intertwine. For schools, universities, and cultural institutions, it is fertile ground for educational programs that connect science, art, and citizenship. Every place becomes a space for active learning, where the dialogue between past and present fosters cross-cutting reflections and future collaborations





BETWEEN HISTORY, CULTURE, AND HIDDEN INNOVATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF NEW YORK

This itinerary explores the State of New York through lesser-known, yet deeply fascinating dimensions where history, art, and innovation intertwine in unique ways. From the creative neighborhoods of Brooklyn to the natural landscapes of the Hudson Valley, each stop offers engaging and stimulating experiences. Designed for secondary schools, universities, and cultural institutions, the journey includes specific activities that enhance interdisciplinary learning and active discovery. Through workshops, meetings, and exclusive visits, participants will explore off-the-beaten-path locations, delving into cultural, social, and technological themes. A dynamic program that fosters curiosity and dialogue across generations and disciplines, revealing New York as an extraordinary hub of knowledge and creativity.

DAY 1 – EXPLORING BROOKLYN: DUMBO AND ITS CREATIVE ROOTS

Between the ancient docks and stone arches overlooking the East River, **DUMBO** is a neighborhood where industrial history and contemporary creativity intertwine in a vibrant mosaic of urban art and cultural innovation. Here, every wall tells stories of transformation and resistance, offering an immersive experience off the beaten path. The activities will be hosted by **Art in DUMBO**, a network of studios, exhibition spaces, and galleries active in the neighborhood.

Secondary schools: will participate in a street art workshop to understand urban language as a form of social communication.

University: they will analyze the urban regeneration model and the dynamics of social innovation related to the neighborhood.

Cultural institutions: will meet with artists and curators to plan future collaborations and cultural exchanges.

DAY 2 – ALBANY AND THE STORIES HIDDEN BENEATH THE CITY

The state capital, **Albany**, hides a tangle of stories beneath its streets: ancient galleries and tunnels reveal the urban and industrial transformations that shaped the region. Exploring these subterranean spaces means rediscovering a little-known but crucial past. Activities will be based at the **New York State Museum**, which combines historical, archaeological, and anthropological exhibits.

Secondary schools: will experience an urban archaeology workshop to discover the city's hidden history.

University: they will explore the political and social dynamics of New York State through the analysis of historical infrastructure.

Cultural institutions: will collaborate with archivists to study rare documents and plan exhibitions on urban heritage.

DAY 3 – HUDSON VALLEY: ART EMBRACING NATURE

In the evocative setting of the **Hudson Valley**, sculptures and installations blend with the natural landscape in a harmonious dialogue. The **Storm King Art Center** becomes an open-air laboratory where art and environment meet in surprising and unconventional ways.

Secondary schools: will participate in an outdoor creative expression workshop, inspired by environmental works.

University: they will explore the relationship between public art and environmental sustainability.

Cultural institutions: will collaborate with curators to develop environmental art and public engagement programs.



DAY 4 – SYRACUSE AND DIALOGUE WITH INDIGENOUS CULTURES

In the heart of **Syracuse**, the Onondaga indigenous roots are powerfully resurfaced through cultural centers and traditional stories, offering an authentic glimpse into the still-living and vibrant native cultures. The focus of the day will be the **Onondaga Historical Association**, active in preserving the memory of the indigenous peoples and local history.

Secondary schools: will participate in traditional storytelling sessions to learn about local myths and legends.

Universities: they will study the integration of indigenous cultures into contemporary education systems.

Cultural institutions: will explore cultural enhancement projects and intercultural dialogue with indigenous communities.

DAY 5 – INNOVATION AND DESIGN IN ROCHESTER

Rochester, a city of great technological innovation and industrial design, is home to creative spaces where new ideas take shape in fab labs and prototyping labs. Activities will take place at the **Rochester Institute of Technology (RIT)**, a leading center for design, technology, and sustainability.

Secondary schools: will experience creative coding and digital prototyping in hands-on workshops.

Universities: they will analyze the socioeconomic impact of emerging technologies.

Cultural institutions: will study scientific dissemination strategies and participatory design for the community.

DAY 6 – QUEENS: NEW YORK'S MULTICULTURAL MELTING POT

Queens, a borough emblematic of global diversity, is a mosaic of languages, traditions, and flavors. Here, the encounter between cultures becomes an opportunity for growth and exchange. The focal point will be the **Queens Museum**, known for its programs dedicated to inclusion, cultural citizenship, and participatory art.

Secondary schools: will carry out a multilingual storytelling project to explore identities and personal stories.

University: they will study migration dynamics and cultural integration strategies.

Cultural institutions: will collaborate with local organizations to promote intercultural festivals and social cohesion initiatives.



BETWEEN INNOVATION, HISTORY AND VIBRANT COMMUNITIES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF NEW JERSEY

New Jersey, a crossroads of history, nature, and culture, offers a journey rich in contrasts and surprising discoveries. From revitalizing cities to pristine natural landscapes and vibrant communities, each stop tells a story of transformation and identity. This itinerary is designed for secondary schools, universities, and cultural institutions, with activities aimed at enhancing the diversity of knowledge and experiences. Participants will explore lesser-known places, engage with local communities, and engage in active learning, for a stimulating and interdisciplinary experience. From the urban culture of Newark to the wild Pine Barrens, through innovation and tradition, New Jersey reveals itself in all its complexity. This journey combines education, research, and cultural exchange in an original and engaging way.

DAY 1 – NEWARK: URBAN REVIVAL AND CONTEMPORARY ART

Newark is a city in rebirth, where urban art tells the story of the transformation of an industrial center into a hub of creativity and social inclusion. The heart of the activities will be the **Newark Museum of Art**, a space that intertwines art, science, and community with a strongly integrated educational vision.

Secondary schools: will participate in a participatory art workshop inspired by the neighborhood murals and the museum's collections.

University: they will study urban regeneration processes and cultural inclusion strategies by analyzing museum projects in the area.

Cultural institutions: will meet with local curators and artists to co-design socially oriented cultural events and initiatives.

DAY 2 – PRINCETON: ACADEMIC EXCELLENCE AND AMERICAN HISTORY

At **Princeton**, academic prestige and historical heritage coexist harmoniously. The day will center on the **Princeton University Art Museum**, a hub for dialogue across disciplines, eras, and cultural perspectives.

Secondary schools: will participate in an interactive workshop on American art and history with personalized educational activities.

University: they will explore ongoing interdisciplinary research projects at the museum and the humanities faculties.

Cultural institutions: will collaborate with the curatorial department to discuss cultural mediation and accessibility practices.

DAY 3 – JERSEY CITY: MULTICULTURALISM AND PUBLIC ART

Jersey City is a human and cultural mosaic. **Mana Contemporary**, a multidisciplinary cultural center housed in a former factory, will be the heart of the day: galleries, artist studios, and educational programs immersed in a dynamic multicultural environment.

Secondary schools: will create a public art and cultural identity workshop led by resident artists.

Universities: they will analyze the role of the visual arts in urban regeneration and social inclusion with visits to universities.

Cultural institutions: will participate in roundtable discussions with curators and cultural mediators to imagine replicable intercultural projects.



DAY 4 – THE PINE BARRENS: WILD NATURE AND MYSTERIOUS TRADITIONS

The Pine Barrens are a mysterious expanse of forests, bogs, and legends. The day's focal point will be the **Pinelands Preservation Alliance**, a research and outreach center committed to protecting the ecosystem and transmitting local traditions.

Secondary schools: will participate in excursions with educational activities related to the biodiversity and legends of the Pine Barrens.

University: they will conduct environmental studies and analyze area protection policies with local experts.

Cultural institutions: will develop environmental interpretation projects that combine science, oral history, and local communities.

DAY 5 – ATLANTIC CITY: CULTURE, MUSIC, AND URBAN REGENERATION

Beyond its casinos, **Atlantic City** is becoming an emerging cultural hub. **The Noyes Arts Garage at Stockton University**, a hybrid space between a gallery, workshop, and cultural center, will be a hub for activities related to urban creativity and community development.

Secondary schools: will participate in visual art and music production workshops inspired by the city's history.

Universities: they will study the socioeconomic impact of cultural initiatives on urban regeneration processes.

Cultural institutions: will collaborate with the center's artists and curators to plan public art initiatives and citizen engagement.

DAY 6 – CAPE MAY: HISTORY, ARCHITECTURE, AND COASTAL CONSERVATION

Cape May is a Victorian jewel overlooking the ocean, a model of architectural and environmental preservation. **The Mid-Atlantic Center for the Arts & Humanities (MAC)**, active in preserving local heritage, will be the hub of activities.

Secondary schools: will take part in guided tours with creative activities on historical architecture and the local memory.

University: they will analyze urban and environmental conservation policies and the relationship between tourism and sustainability.

Cultural institutions: will collaborate with MAC operators to design accessible cultural itineraries and integrated promotion projects.



BETWEEN HISTORY, INNOVATION AND CREATIVE COMMUNITIES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF MASSACHUSETTS

Massachusetts is a crossroads of history, innovation, and culture that has profoundly shaped American history. From its college towns and colonial architecture to its natural landscapes and creative communities, this state offers a rich and diverse heritage. This journey is designed for secondary schools, universities, and cultural institutions, offering diverse and in-depth experiences. Each stop emphasizes interdisciplinarity, combining historical, scientific, and artistic explorations in unconventional contexts. Participants will engage in workshops, guided tours, and meetings with experts, fostering critical reflection and intercultural dialogue. A dynamic and inspiring journey to discover the cultural and innovative heart of Massachusetts.

DAY 1 – BOSTON: BETWEEN REVOLUTION AND TECHNOLOGICAL INNOVATION

Boston, the birthplace of the American Revolution and a hub of innovation, tells stories of courage and progress among its historic alleyways and high-tech laboratories. A blend of past and future that stimulates curiosity and reflection. **The Boston Freedom Trail Foundation** and the **MIT Museum** will be the hubs for connecting past and future through active and participatory experiences.

Secondary schools: will follow an animated tour along the Freedom Trail with theatrical activities at historic sites of the revolution.

University: they will visit the MIT Museum and meet with researchers to discuss innovation and the social impact of technology.

Cultural institutions: will explore exhibition models and communication strategies between historical and scientific museums.

DAY 2 – CAMBRIDGE: THE UNIVERSITY THAT SHAPES THE WORLD

In **Cambridge**, where Harvard and MIT overlook vibrant squares and historic libraries, knowledge takes shape through research, art, and experimentation. **The Harvard Art Museums** will be the center of activity, offering collections and programs that blend the past and the present.

Secondary schools: will participate in guided tours and creative activities involving art, history, and technology at the museum.

Universities: they will engage with academics about ongoing interdisciplinary projects on the Harvard and MIT campuses.

Cultural institutions: will meet with curators and cultural designers to discuss accessibility, research, and public engagement.

DAY 3 – SALEM: BETWEEN MYTHS, HISTORY, AND COLLECTIVE MEMORY

Salem is a place of collective memory where myth, fear, and justice intertwine. Beyond legends, the city is a powerful tool for critical reflection on history. The day's focus will be the **Salem Witch Museum**, which offers insightful and up-to-date educational and interpretive tours.

Secondary schools: will take part in a workshop on witchcraft as a social and cultural phenomenon, through museum narration.

University: they will analyze the construction of memory and the dynamics of persecution with experts in historical and social studies.

Cultural institutions: will collaborate with the museum to design new educational and inclusive programs on the themes of justice and collective fear.



DAY 4 – CAPE COD: NATURE, CONSERVATION, AND MARITIME TRADITIONS

Cape Cod is a corner of pristine nature where the relationship between man and the sea is expressed through unique landscapes and ancient maritime traditions that are still alive. **The Center for Coastal Studies - Provincetown** will be the focal point of activities, combining scientific research and cultural dissemination.

Secondary schools: will participate in a workshop on climate change and the marine ecosystem with hands-on activities on the beach.

University: they will conduct studies on coastal adaptation and the impact of human activities on the environment.

Cultural institutions: will collaborate with researchers and educators to design exhibitions and educational programs about the sea and coastal communities.

DAY 5 – LOWELL: INDUSTRY AND CULTURAL TRANSFORMATIONS

Lowell, a city that symbolized the American Industrial Revolution, is today a living urban museum. The centerpiece of the visit is the **Boott Cotton Mills Museum**, part of the **Lowell National Historical Park**, where the memory of labor and immigration takes concrete form among machinery and artifacts.

Secondary schools: will take part in an immersive workshop on working in textile factories and the lives of 19th-century workers.

University: they will explore migration dynamics and industrialization processes through archives and meetings with local historians.

Cultural institutions: will explore museum storytelling strategies and industrial heritage enhancement projects with curators.

DAY 6 – BERKSHIRES: ART, MUSIC, AND REJUVENATING NATURE

The Berkshires, with their evocative landscapes and artist residencies, are a place where art, music, and nature blend together in a rejuvenating and inspiring experience. Nestled among the hills, the **Massachusetts Museum of Contemporary Art (MASS MoCA) - North Adams** becomes the hub of an immersive experience where art, sound, and space merge.

Secondary schools: will participate in interdisciplinary workshops that combine visual arts, environmental sound, and creative writing.

University: they will study the role of artistic residencies in cultural regeneration and community processes.

Cultural institutions: will collaborate with curatorial staff to explore innovative models of cultural management and artistic programming.



BETWEEN KNOWLEDGE, SEA AND INDUSTRIAL MEMORY

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF CONNECTICUT

Small yet densely layered, Connecticut is a treasure trove of ancient forests, Atlantic coasts, and cities that have shaped the history of American education and industry. On this itinerary, the landscape transforms into a book to be explored: legendary universities, coastal villages, and innovative cultural centers become places of reflection on identity, knowledge, and sustainability. The journey is conceived as a dialogue between tradition and innovation, between what remains and what is changing. Each stop invites you to look beyond the surface to rediscover the living fabric of local communities. An experience that combines learning, discovery, and active participation. Connecticut surprises precisely because it depicts America in its less obvious, deeper details.

DAY 1 – NEW HAVEN: THOUGHT, ART, AND URBAN SPACE

New Haven is much more than home to the prestigious Yale University: it is an urban laboratory where culture, architecture, and social inclusion intertwine. The focus of the day will be the Yale Center for British Art, a leading museum and educational institution.

Secondary schools: will participate in a creative workshop on portraiture and identity inspired by the center's collections.

University: they will analyze the relationship between art, power, and public space in the urban history of New Haven.

Cultural institutions: will engage with curators and museum designers on engagement strategies and interdisciplinary programming.

DAY 2 – MYSTIC: SEA, MEMORY, AND SUSTAINABILITY

On the coast of Mystic, time passes by to the rustling of sails and the tales of sailors. The Mystic Seaport Museum, the largest maritime museum in the United States, will be the focus of the day.

Secondary schools: will explore historic ships with a workshop on life on board and ocean routes.

University: they will explore the connection between maritime history, globalization, and environmental sustainability.

Cultural institutions: they will work with museum staff on historical narrative, accessibility, and innovation in cultural dissemination.

DAY 3 – HARTFORD: LITERATURE, RIGHTS, AND ACTIVISM

Hartford, the state capital and birthplace of Mark Twain and Harriet Beecher Stowe, is a place where literature and civic engagement intertwine. Activities will be held at the Mark Twain House and the Stowe Center, two adjacent and complementary institutions.

Secondary schools: will participate in a guided tour with a narrative workshop on the themes of justice and freedom.

University: they will analyze texts as tools for social transformation and the construction of the political imagination.

Cultural institutions: will collaborate with educators and archivists to design thematic itineraries on literature and activism.



DAY 4 – NEW BRITAIN: INDUSTRY AND ART IN URBAN TRANSFORMATION

New Britain, once a hub of engineering, is now reinventing itself through art and civic engagement. The centerpiece of the event will be the New Britain Museum of American Art, known for its eclectic collection and educational programs.

Secondary schools: will take part in a workshop on industrial realism and art as a narrative of work.

Universities: they will investigate the transition from the industrial city to the cultural city, focusing on regeneration policies.

Cultural institutions: will meet with the curatorial team to discuss museum practices related to the territory and communities.

DAY 5 – WETHERSFIELD: LIVING HISTORY AND COMMUNITY HERITAGE

One of New England's oldest villages, Wethersfield retains an intact historic fabric, animated by a community that embraces heritage as an active tool for identity. Its focal point will be the Webb-Deane-Stevens Museum, a house museum and public history center.

Secondary schools: will participate in an interactive journey through everyday life in the 18th century and civil revolutions.

University: they will explore the role of microhistory in the construction of collective memory.

Cultural institutions: will develop intergenerational participation and historical narrative strategies with local operators.

DAY 6 – NORWALK: MARINE TECHNOLOGY AND CULTURAL INCLUSION

On the South Coast, Norwalk offers a contemporary perspective on science education and the enhancement of marine biodiversity. Activities will take place at the Maritime Aquarium, a cutting-edge educational center for applied science.

Secondary schools: will take part in workshops on aquatic ecosystems and marine fauna protection.

University: they will study the interaction between science, the local community, and active citizenship.

Cultural institutions: will collaborate with the center to design accessible and multisensory environmental education programs.



ARCHITECTURES OF IDENTITY, SEA AND MEMORY

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF RHODE ISLAND

Small in size but immense in cultural density, Rhode Island is an unexpected crossroads of arts, knowledge, and civil strife. This journey traverses windswept coastlines, visionary art centers, and neighborhoods marked by the history of slavery and immigration. From the grandeur of 19th-century villas to the radical creativity of university campuses, each stop is an immersion in the profound core of American identity. The sea is ever-present, a living force and a metaphor for transitions, separations, and connections. Communities, institutions, and archives become active places of research, dialogue, and transformation. An experience that sparks reflection and invites us to listen to the stories that often remain submerged.

DAY 1 – PROVIDENCE: VISUAL ARTS AND SOCIAL JUSTICE

Providence is a rebellious university city, home to cutting-edge institutions and movements that use culture as a lever for change. The centerpiece of activities will be the **RISD Museum**, connected to the **Rhode Island School of Design**, an international arts hub.

Secondary schools: will participate in a visual workshop on the relationship between art, identity, and justice.

University: they will analyze the role of the visual arts in civil movements and practices of historical reparation.

Cultural institutions: will engage with curators and researchers on exhibition programs that address memory and inclusion.

DAY 2 – NEWPORT: SOCIAL ARCHITECTURE AND COLONIAL MEMORY

Newport, with its historic homes and harbors, tells the story of America's elite and oppressed past. Activities will center around the **Preservation Society of Newport County**, custodian of the city's grand historic homes, and the **Rogues and Remarkable Women Tour**, dedicated to the city's lesser-told history.

Secondary schools: will follow an experiential journey through historic African-American homes and neighborhoods.

University: they will study the relationship between architecture, power, and social inequality.

Cultural institutions: will explore forms of participatory storytelling and public history applied to cultural tourism.

DAY 3 – BRISTOL: SEA, SLAVERY, AND COMMUNITY TRANSFORMATION

Bristol, a historic port involved in the Atlantic slave trade, is now working to recount and transform that memory. The tour will be led by the **Linden Place Museum**, a former home to human traffickers and now an anti-racism education center.

Secondary schools: will participate in a theater and memory workshop to reflect on historical legacies and responsibilities.

Universities: they will explore postcolonial studies and paths of reconciliation in places of memory.

Cultural institutions: will collaborate with the museum to develop inclusive and interactive educational programs.



DAY 4 – SOUTH KINGSTOWN: COASTAL ECOLOGY AND INDIGENOUS KNOWLEDGE

In southern Rhode Island, the sandy shores and forests conceal profound stories linked to the **Narragansett**, the area's native people. Activities will be held at the **Tomaquag Museum**, an indigenous cultural center run by the community itself.

Secondary schools: will participate in oral storytelling and traditional art activities led by Native educators.

University: they will investigate cultural and environmental conservation policies on tribal reservations.

Cultural institutions: will meet with community leaders to explore respectful and sustainable forms of cultural collaboration.

DAY 5 – WARWICK: INNOVATION, TECHNOLOGIES, AND SKILLS OF THE FUTURE

A dynamic and rapidly developing city, **Warwick** is a key hub for technical and vocational training. Activities will take place at the **Warwick Center for Advanced Technology and Education**, which works with schools and businesses.

Secondary schools: will take part in robotics and sustainable design workshops.

Universities: they will study technical training models and the dialogue between academia and industry.

Cultural institutions: will analyze the transformations in exhibition languages related to STEM and innovation.

DAY 6 – BLOCK ISLAND: LANDSCAPE, STORYTELLING, AND BIODIVERSITY

Off the coast, **Block Island** is a delicate and fascinating ecosystem, protected by active communities and environmental research centers. The activities will be hosted by the **Block Island Maritime Institute**, committed to protecting natural and marine heritage.

Secondary schools: will experience a guided excursion to beaches and wetlands, with nature and creative writing activities.

Universities: they will conduct field observations and analyses of the climate impact on Atlantic islands.

Cultural institutions: will participate in workshops on environmental education and territorial storytelling in island contexts.



LANDSCAPES, RESISTANCES AND CREATIVE COMMUNITIES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF VERMONT

Vermont is a living laboratory of sustainability, critical thinking, and community creativity. This small state, nestled between forests and hills, cherishes profound values: self-sufficiency, social commitment, and a connection to the land. The journey winds through regenerative farms, artisanal towns, radical campuses, and mountains guarding indigenous memories. Here, learning becomes experiential: listening to the soil, engaging with artists, and designing shared futures. Every place becomes a meeting point between tradition and transformation, between academic knowledge and life practices. Vermont teaches us to slow down, observe, and act with awareness.

DAY 1 – BURLINGTON: URBAN ACTIVISM AND SOCIAL CREATIVITY

Overlooking Lake Champlain, **Burlington** is a vibrant city where environment, culture, and participation merge. Its centerpiece will be the **Burlington City Arts (BCA Center)**, a space that combines public art, education, and community engagement.

Secondary schools: will participate in a collective mural workshop focusing on ecological and social themes.

University: they will analyze participatory urban policies and art-as-regeneration projects.

Cultural institutions: will meet with activists, curators, and artists to discuss collaborative and community practices.

DAY 2 – MONTPELIER: CITIZENSHIP, MEMORY, AND MICROPOLITICS

The smallest capital in the United States, **Montpelier** is a civic and cultural gem. The day's focus will be the **Vermont Historical Society**, a hub for public history and civic education.

Secondary schools: will participate in a parliamentary simulation and workshops on active citizenship.

University: they will study local micro-politics as a model of participatory governance.

Cultural institutions: will work with archivists and historians to design educational programs related to the democratic history of the state.

DAY 3 – BRATTLEBORO: INDEPENDENT ART AND SOCIAL COOPERATION

Brattleboro is a vibrant town with a long tradition of artistic collectives and political engagement. The activities will be held at the **Brattleboro Museum & Art Center**, an independent center for contemporary art and inclusion.

Secondary schools: will participate in collaborative art workshops related to social justice issues.

Universities: will explore the role of independent spaces in decentralized cultural production.

Cultural institutions: will engage with curators and operators to develop networking projects between small towns and creative communities.



DAY 4 – MIDDLEBURY: KNOWLEDGE, ENVIRONMENT, AND LINGUISTIC PLURALISM

Home to the prestigious **Middlebury College**, the town is renowned for its excellence in environmental studies and language arts programs. The centerpiece will be the **Middlebury College Franklin Environmental Center**.

Secondary schools: will carry out nature exploration activities with multilingual readings and creative writing.

University: they will participate in seminars on climate change and intercultural communication.

Cultural institutions: will collaborate with teachers and students to develop participatory environmental initiatives in rural contexts.

DAY 5 – BARRE: SCULPTURE, MEMORY OF WORK, AND MIGRANT CULTURE

Barre is known for its granite quarries and the great sculptural tradition brought by European immigrants. The activities will be held at the **Vermont Granite Museum**, a repository of the region's labor and artistic heritage.

Secondary schools: will take part in an engraving and visual storytelling workshop related to the history of labor.

University: they will analyze the construction of migrant identity through art and manual practices.

Cultural institutions: will discuss material and immaterial conservation practices with museum operators.

DAY 6 – MOUNT MANSFIELD: DEEP ECOLOGY AND INDIGENOUS VISIONS

On Vermont's highest mountain, ecological knowledge, spirituality, and ancestral memory intersect. Activities will be led by environmental experts and representatives of the **Abenaki community**, the area's native people.

Secondary schools: will experience a field trip with ecological observation activities and emotional landscape mapping.

University: they will reflect on environmental ethics and the integration of indigenous knowledge into earth sciences.

Cultural institutions: will participate in a discussion circle with Abenaki representatives to design cultural practices that respect the land.



BETWEEN CIVIC NATURE AND RURAL IMAGINATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF NEW HAMPSHIRE

New Hampshire is a land where nature quietly dominates, yet beneath its forests and villages lie an ancient political culture, resilient craftsmanship, and bold artistic visions. On this journey, mountains alternate with cultural centers rooted in the community fabric, and educational experiences connect to civic life, the land, and memory. Here, grassroots democracy, a connection to the environment, and the preservation of marginalized histories are rediscovered. From art to governance, each stop becomes an immersive workshop for schools, universities, and cultural institutions, engaging with local communities of rare authenticity.

DAY 1 – CONCORD: CITIZENSHIP AS AN ACTIVE EXPERIENCE

Concord, the state capital, is the institutional heart where democratic tradition meets modernity. Activities will revolve around the **New Hampshire State House** and the **New Hampshire Historical Society**, key educational and civic centers.

Secondary schools: will participate in a simulated legislative debate activity inside the State House.

University: will explore New Hampshire's historical and contemporary role in U.S. primary elections.

Cultural institutions: will collaborate with archivists and historians to design exhibitions on American civic culture.

DAY 2 – PORTSMOUTH: PORT, MEMORY AND INTERCULTURALITY

Portsmouth is a port city with a complex past: a crossroads of trade, migration, and cultural resistance. **The Strawberry Banke Museum**, a living historic district, will be the focus of the day.

Secondary schools: will experience an active visit with workshops on the city's demographic transformations.

University: they will analyze urban memory through architecture, oral sources, and archaeology.

Cultural institutions: will explore immersive museum practices and engage with local communities on identity and heritage.

DAY 3 – HANOVER: RESEARCH, ETHICS, AND GLOBAL KNOWLEDGE

Hanover is home to the prestigious Dartmouth College, an institution with strong ties to Native American culture and interdisciplinary research. The day will take place at the **Hood Museum of Art** and the campus's **Native American Program**.

Secondary schools: will participate in an art and storytelling workshop inspired by indigenous collections.

University: they will explore issues of decolonization of knowledge and epistemological pluralism.

Cultural institutions: they will meet with professors and curators to develop collaboration strategies between museums and academia.



DAY 4 – KEENE: SOCIAL CINEMA AND COMMUNITY CREATIVITY

Keene is an emerging cultural hub, known for its independent film production and public art projects. Its focal points will be the **Monadnock International Film Festival** and the educational activities of the **Colonial Performing Arts Center**.

Secondary schools: will produce short films on social issues with the support of local filmmakers.

University: they will study audiovisual storytelling as a tool for social critique and transformation.

Cultural institutions: will work on new civic media formats and participatory cultural programming.

DAY 5 – FRANCONIA NOTCH: LANDSCAPE, IDENTITY, AND PHOTOGRAPHY

In the White Mountains, the New Hampshire landscape reaches its peak. Activities will be centered at **The Frost Place**, poet **Robert Frost's home and museum**, and the **New Hampshire Historical Society's Photo Archives**.

Secondary schools: will participate in excursions and landscape-inspired poetry workshops.

University: will reflect on the concept of territorial identity in American literature and photography.

Cultural institutions: they will work on projects for visual documentation of the territory and promotion of rural culture.

DAY 6 – PLYMOUTH: WORKING-CLASS MEMORY AND RURAL SUSTAINABILITY

Plymouth, home to **Plymouth State University**, is nestled in a mountainous community where agriculture, memory, and education intersect. Activities will take place at the **Museum of the White Mountains**, which is affiliated with the university.

Secondary schools: will take part in an art and environmental workshop based on the cycle of the seasons and rural life.

Universities: they will analyze sustainable development policies in mountain and rural areas.

Cultural institutions: will collaborate with the museum and the university to plan initiatives that combine art, ecology, and widespread education.



BETWEEN CREATIVE SILENCES AND COASTS OF KNOWLEDGE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF MAINE

Maine is a frontier, where forests plunge into the Atlantic and words seem to find more space among the wind, rocks, and silence. On this journey, the natural landscape is more than a backdrop: it is a conversationalist and a guide. Culture here is reflected in art studios overlooking the sea, in resilient communities, in centers that preserve marine, indigenous, and migrant memories. One learns by walking among lighthouses, ports, and forests, engaging in dialogue with those who build knowledge in harmony with the environment. Maine teaches a pedagogy of the essential, slow, profound, capable of transforming observation into responsibility.

DAY 1 – PORTLAND: ART, SEA, AND URBAN REGENERATION

Portland is Maine's most vibrant city, a rapidly evolving port and cultural hub. Its centerpiece will be the **Portland Museum of Art**, connecting the region's artistic history with its contemporary scene.

Secondary schools: will participate in a visual workshop on the relationship between identity and coastal landscape.

University: they will investigate urban regeneration processes and waterfront transformation.

Cultural institutions: will engage with curators on inclusive and participatory programming strategies in changing contexts.

DAY 2 – BRUNSWICK: COLONIAL MEMORY AND INDIGENOUS CULTURE

Brunswick is home to the **Pejepscot History Center** and is located near sites significant to the **Wabanaki community**, the region's native people.

Secondary schools: will participate in storytelling workshops inspired by indigenous oral traditions.

Universities: they will analyze colonial legacies and co-educational projects between universities and Indigenous communities.

Cultural institutions: will work with Wabanaki representatives to plan intercultural cultural exhibitions and activities.

DAY 3 – ROCKLAND: CONTEMPORARY ART BETWEEN LIGHT AND SILENCE

A small oceanfront town, **Rockland** is home to the refined **Center for Maine Contemporary Art**, a hub for experimental and site-specific art.

Secondary schools: will create a collective visual project related to the themes of isolation and relationships.

University: they will explore contemporary artistic production in non-urban contexts.

Cultural institutions: will meet with artists and curators to discuss exhibition and residency practices in remote locations.



DAY 4 – CAMDEN: LITERATURE, NATURE, AND INNER WRITING

Nestled between hills and bays, **Camden** is deeply rooted in writing and reflection. Activities will take place at the **Camden Public Library**, which actively organizes educational programs related to the landscape.

Secondary schools: will participate in an autobiographical and environmental writing workshop.

University: they will work on ecocriticism and landscape as text.

Cultural institutions: will explore strategies to promote reading and local storytelling as an educational tool.

DAY 5 – ACADIA NATIONAL PARK: ECOLOGY AND THE PERCEPTION OF THE SUBLIME

One of the most iconic national parks in the United States, **Acadia** offers a remarkable combination of biodiversity and poetic landscape. The focal point will be the **Schoodic Institute**, the park's science and education center.

Secondary schools: will participate in a field trip with scientific-creative activities on ecosystems and sensory observation.

Universities: will develop citizen science and participatory conservation projects.

Cultural institutions: will collaborate with rangers to develop environmental education and art-in-nature programs.

DAY 6 – LEWISTON: MIGRATION, IDENTITY, AND SOCIAL MEMORY

A working-class city that has undergone profound transformation thanks to its Somali community, **Lewiston** is today a symbol of coexistence and resilience.

The Lewiston Public Library and the **Immigrant Resource Center of Maine** will serve as its base.

Secondary schools: will work on photographic and narrative projects to tell the story of new local identities.

University: they will analyze migration processes in peripheral areas and the construction of a sense of belonging.

Cultural institutions: will collaborate with communities to design events and installations on intercultural dialogue and living memory.



REVOLUTIONS, VISIONS AND TERRITORIES OF CHANGE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF PENNSYLVANIA

Pennsylvania is a stage for American history, but also a contemporary laboratory of transformation. From the birthplace of American democracy to the factories converted into arts centers, this state offers a rich and layered journey. Cities like Philadelphia and Pittsburgh host some of the country's most dynamic cultural and academic institutions, while rural areas preserve traditions, environmental movements, and alternative communities. It is a land of labor struggles, religious coexistence, industrial memory, and possible futures. A journey that stimulates critical thinking, civic vision, and collective imagination.

DAY 1 – PHILADELPHIA: THE BIRTH OF DEMOCRACY AND NEW ACTIVISM

Philadelphia, the first capital of the United States, remains a crossroads of ideals and tensions. The focus of the day will be **Independence National Historical Park** and the **African American Museum in Philadelphia**.

Secondary schools: will participate in an educational treasure hunt among the city's historical sites and a workshop on civil rights.

University: they will analyze the historical contradictions of American democracy between ideal declarations and social realities.

Cultural institutions: will collaborate with museums to design educational experiences related to active and inclusive citizenship.

DAY 2 – PITTSBURGH: INDUSTRY, ART, AND URBAN TRANSFORMATION

Once a steel hub, **Pittsburgh** is now a symbol of cultural and technological regeneration. Activities will take place at the **Carnegie Museum of Art & Natural History** and the art fablabs of the **Neighborhood Innovation District**.

Secondary schools: will participate in urban-making and public art workshops in former industrial spaces.

University: they will explore the relationship between technological innovation, urban regeneration, and social justice.

Cultural institutions: will meet with artists and urban planners to design new exhibition formats and local activations.

DAY 3 – GETTYSBURG: MEMORY, CONFLICT, AND HISTORICAL NARRATION

Gettysburg is a symbolic site of the Civil War, but also a laboratory for how the conflict is narrated. The focal point will be the **Gettysburg National Military Park Museum and Visitor Center**.

Secondary schools: will participate in an active visit and a theater workshop on the construction of historical discourses.

University: they will study the role of historical rhetoric in American identity processes.

Cultural institutions: will collaborate with historians and curators on models of critical narrative of national memory.



DAY 4 – LANCASTER: ALTERNATIVE CULTURES AND RURAL SUSTAINABILITY

Lancaster is home to the historic Amish community and an emerging network of agroecological initiatives. The day will feature the **Lancaster History Center** and an educational regenerative farm.

Secondary schools: will experience an immersive day exploring sustainable agriculture, manual crafts, and the stories of local cultures.

University: they will analyze alternative models of coexistence, local economy, and ecological resilience.

Cultural institutions: will explore the role of rural practices in building post-consumerist cultural models.

DAY 5 – BETHLEHEM: INDUSTRY, WORK, AND THE PERFORMING ARTS

Bethlehem, the former heart of American steel, has now been reborn as a center of art and music. Activities will be held at the **SteelStacks Arts Campus**, built on the ruins of the steel mill.

Secondary schools: will participate in music and digital storytelling workshops on working-class memory.

Universities: they will study post-industrial transformations in the northeastern regions.

Cultural institutions: will collaborate with curators and educators to create projects on work, memory, and performative culture.

DAY 6 – SCRANTON: ENERGY, ECOLOGY, AND ENVIRONMENTAL JUSTICE

Scranton, a city synonymous with coal mining, is now facing the challenges of the energy transition. The activities will be hosted by the **Anthracite Heritage Museum** and environmental education centers.

Secondary schools: will explore abandoned mines and participate in a creative workshop on energy and the future.

University: they will study the dynamics of environmental justice in post-industrial contexts.

Cultural institutions: will develop exhibition and educational programs related to ecology, labor, and local narratives.



HISTORY, LANDSCAPES AND INNOVATION BEYOND TOURISM

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF DELAWARE

Despite being one of the smallest states in the US, Delaware is a land rich in vital history and captivating natural landscapes. From the deep colonial roots evident in historic towns like Dover and New Castle, to the protected shores of Rehoboth Beach and the vibrant and innovative arts scene of Wilmington, this itinerary offers an interdisciplinary immersion that connects the past to the present. Historic museums, nature parks, and select cultural centers become epicenters of learning and experimentation for schools, universities, and cultural institutions, allowing them to explore issues of governance, the environment, art, and rural communities in engaging and innovative ways.

DAY 1 – DOVER: THE STATE'S CIVIC HEART, BETWEEN HISTORY AND PARTICIPATION

A compact yet significant capital, **Dover** preserves the state's institutional origins and its deep connection to the American Constitution. Activities take place in the **First State Heritage Park** and the **State Capitol**, symbols of federal democracy.

Secondary schools: will participate in an interactive workshop on the Constitution and civil rights.

Universities: they will conduct seminars on legislative processes and federal dynamics through archival documents.

Cultural institutions: will collaborate with historians and archivists to design thematic exhibitions on active citizenship.

DAY 2 – WILMINGTON: CREATIVE INNOVATION AND SOCIAL REGENERATION

Wilmington is a crossroads of art, inclusion, and urban transformation, in constant dialogue with local communities. Activities take place at the **Delaware Art Museum** and the **Creative District**, the epicenter of the city's cultural renaissance.

Secondary schools: will attend a workshop on visual expression and urban muralism.

University: will explore models of cultural regeneration through case studies in the neighborhood.

Cultural institutions: will meet with artists and urban planners to plan participatory public art initiatives.

DAY 3 – NEW CASTLE: COLONIAL MEMORY AND LOCAL IDENTITIES

New Castle captivates with its architectural integrity and colonial-era atmosphere, still alive in the urban fabric. Activities are centered at the **Old New Castle Court House Museum**, the heart of Delaware's historical and legal narrative.

Secondary schools: will take part in historical judicial reenactments and theater workshops.

University: will analyze the developments of colonial law in relation to the processes of state formation.

Cultural institutions: will develop local development programs in collaboration with the museum.



DAY 4 – REHOBOTH BEACH: COASTAL ECOLOGY AND ENVIRONMENTAL CITIZENSHIP

Rehoboth Beach offers one of the state's most fragile and precious landscapes, ideal for understanding contemporary environmental challenges. Activities take place in **Delaware Seashore State Park**, a natural laboratory nestled between ocean, sand, and coastal biodiversity.

Secondary schools: will participate in guided explorations on biodiversity and climate change.

University: they will conduct practical studies on coastal erosion and sustainable shoreline management.

Cultural institutions: will carry out artistic and educational projects in collaboration with environmental educators.

DAY 5 – LEWES: MARITIME TRADITION AND TRANSATLANTIC MEMORIES

Lewes tells stories of transatlantic migration and exchange, evidenced by its maritime culture and Dutch roots. Activities are held at the **Zwaanendael Museum**, a space for historical research and intercultural interpretation.

Secondary schools: will develop visual and audio narratives for a digital archive of the city's memory.

University: they will analyze material and documentary sources to compare Dutch and British colonialism.

Cultural institutions: will collaborate on participatory museum tours dedicated to international school audiences.

DAY 6 – MILFORD: RURALITY AND INNOVATION IN COMMUNITY LANDSCAPES

Milford is a living example of how agricultural tradition can be transformed into social innovation and local sustainability. Activities are centered around the **Milford Museum** and in collaboration with farms and community initiatives.

Secondary schools: will be involved in a workshop on urban agriculture and the circular economy.

University: they will study rural governance models and the social impact of environmental policies.

Cultural institutions: will co-plan cultural events with local associations, aimed at local development.



CULTURAL FRONTIERS, HISTORICAL MEMORY, AND SOCIAL INNOVATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF MARYLAND

Maryland is a symbolic hub between North and South, capable of depicting America in its historical, social, and ecological tensions. Small towns, bayous, and rural landscapes are transformed into laboratories for interdisciplinary study and dialogue. Issues such as slavery, federal governance, ecology, and urban regeneration are explored here. Schools, universities, and cultural institutions find ideal spaces to explore the region's complexity. Far from traditional tourism, every stop becomes an opportunity for encounters, research, and experimentation. Baltimore, Annapolis, Chesapeake Bay, and St. Mary's City are just a few of the centers activated. An itinerary that intertwines history, environment, and active citizenship in a participatory manner.

DAY 1 – ANNAPOLIS: THE LANGUAGE OF INSTITUTIONS BETWEEN DEMOCRACY AND THE SEA

Small and orderly, Annapolis preserves centuries of political history and maritime tradition in an intimate and authentic balance. Activities will take place between the **Maryland State House**, a symbol of the birth of American democracy, and the **Maritime Museum**, where the sea becomes cultural memory.

Secondary schools: will participate in a workshop on the Constitution and the principles of representation.

University: they will explore the role of Annapolis in the formation of America's federal identity.

Cultural institutions: will co-design educational programs on the relationship between government, territory, and naval heritage.

DAY 2 – BALTIMORE: PERIPHERAL VOICES AND REGENERATION THROUGH THE ARTS

Baltimore, with its African-American stratification and untamed artistic energy, reveals transforming spaces that speak of resistance and creativity. Activities will take place in the **Station North Arts District** and the **Reginald F. Lewis Museum**, where art and civic memory merge in a contemporary way.

Secondary schools: will participate in urban mural workshops related to community stories.

University: they will study social regeneration processes in historically marginalized neighborhoods.

Cultural institutions: will develop cultural justice practices in collaboration with local curators and activists.

DAY 3 – FREDERICK: THE RURAL LANDSCAPE AS A SPACE OF MEMORY AND CONFLICT

Amidst rolling hills and silence, **Frederick** preserves traces of the civil wars and agricultural networks that shaped its history. Activities will take place at the **National Museum of Civil War Medicine** and on farms pioneering sustainable practices.

Secondary schools: will experience an immersive workshop on the Civil War and healthcare of the era.

University: they will explore the relationship between conflict, memory, and territory through historical sources and landscapes.

Cultural institutions: they will design participatory archives and initiatives to enhance local memories.



DAY 4 – CHESAPEAKE BAY: THE FRAGILE BALANCE BETWEEN NATURE AND COMMUNITY

The calm waters of the bay conceal an ecological history of exploitation, regeneration, and environmental cooperation. Activities will take place at the **Chesapeake Bay Environmental Center**, a crucial hub for education, research, and sustainability.

Secondary schools: will participate in outdoor workshops on biodiversity and ecosystem protection.

Universities: they will analyze environmental policies and coastal resilience related to climate change.

Cultural institutions: will develop scientific communication and environmental art projects with the education center.

DAY 5 – GREENBELT: URBAN UTOPIA AND COOPERATIVE CITIZENSHIP

Greenbelt, born as a social experiment in the 1930s, is today a living example of supportive coexistence and collective planning. Activities will be held at the **Greenbelt Museum** and in the still-active residential cooperative.

Secondary schools: will be involved in role-playing games and community participation activities.

University: will examine the Greenbelt urban planning and socio-political model as a case study.

Cultural institutions: will collaborate with residents to build oral archives and shared memory projects.

DAY 6 – ST. MARY'S CITY: PUBLIC ARCHAEOLOGY AND PEDAGOGY OF THE PAST

Surrounded by nature, the former colonial capital offers a unique setting for rediscovering history through experiential archaeology. Activities will take place at **Historic St. Mary's City**, a living archaeological site that combines research, reenactment, and education.

Secondary schools: will participate in simulated excavations and interactive workshops with professional archaeologists.

University: they will develop micro-field research and reflect on the methods of public archaeology.

Cultural institutions: will co-create educational itineraries and storytelling tools for the general public.



POWER, MEMORY AND FUTURE VISIONS

AN INTERDISCIPLINARY JOURNEY TO WASHINGTON D.C.

Washington, D.C., represents the political and cultural heart of the United States, a crossroads of power, memory, and innovation. The city offers a unique platform for reflecting on issues of citizenship, civil rights, and democracy through educational experiences off the beaten path. The neighborhoods of Anacostia, Shaw, Capitol Hill, Foggy Bottom, Brookland, and Georgetown become living laboratories for schools, universities, and cultural institutions. Here, stories of resistance, diplomacy, spirituality, and sustainability intertwine, to be explored through interdisciplinary activities. The trip stimulates critical analysis and intercultural dialogue, with a particular focus on little-known yet meaningful contexts. Participants experience participatory practices and shared reflections. Washington, D.C. thus proves to be a space for active and transformative learning.

DAY 1 – ANACOSTIA: URBAN RESILIENCE AND AFRICAN-AMERICAN IDENTITY

Anacostia, a historic and symbolic neighborhood, showcases the resilience and cultural vitality of Washington's African-American community. Activities will take place at the **Anacostia Community Museum**, a space that explores urban and social identity through active participation.

Secondary schools: will participate in a visual storytelling workshop on civil rights and African-American culture.

Universities: they will analyze the role of community museums in building collective memory.

Cultural institutions: will collaborate with local curators to design projects for inclusion and social justice through art.

DAY 2 – FOGGY BOTTOM: DIPLOMACY, POWER, AND INTERNATIONAL POLITICS

Between embassies and universities, **Foggy Bottom** is the diplomatic heart of the capital, where education and geopolitics intertwine. Activities will be held on the **George Washington University** campus, in collaboration with its **Elliott School of International Affairs**.

Secondary schools: will participate in a simulated UN assembly focusing on international crises.

Universities: they will conduct workshops on public diplomacy, negotiation, and policy analysis.

Cultural institutions: will explore the role of universities as hubs of global culture and academic cooperation.

DAY 3 – SHAW: CIVIL RIGHTS MEMORIAL AND PUBLIC ART

Shaw is one of the most significant neighborhoods in the history of the civil rights struggle and is currently experiencing a grassroots artistic renaissance. Activities will take place at the **African American Civil War Museum** and among the neighborhood's urban installations.

Secondary schools: will create an interactive narrative map of the neighborhood's iconic locations.

Universities: they will conduct research on the evolution of civil movements through oral and artistic sources.

Cultural institutions: they will design traveling exhibitions and urban storytelling tools in collaboration with local art collectives.



DAY 4 – CAPITOL HILL: DEMOCRATIC PARTICIPATION AND REPRESENTATION

Capitol Hill is the institutional center of the United States, but also a place of symbolic representation, active citizenship, and ideological conflict. Activities will take place at the **U.S. Capitol Visitor Center**, with tours reserved for educational groups.

Secondary schools: will participate in a role-playing game on legislation and political debate.

Universities: will examine decision-making processes and lobbying from a critical perspective.

Cultural institutions: will develop educational materials and civic education programs based on public archives.

DAY 5 – UNION MARKET AND IVY CITY: URBAN CREATIVITY AND SUSTAINABLE REGENERATION

From converted industrial warehouses to artisan workshops, the **Union Market** and **Ivy City** neighborhoods showcase a new Washington, D.C., centered on creative entrepreneurship and social inclusion. Activities will take place in the **NoMa Design District** and **The Dock5**, hybrid spaces combining art, food innovation, and cultural production.

Secondary schools: will create a sustainable urban design workshop inspired by the neighborhood's regenerated spaces.

Universities: they will analyze the processes of economic transformation and the social impact of the creative industries.

Cultural institutions: will collaborate with local entities to co-design cultural events and content related to participatory urban development.

DAY 6 – GEORGETOWN: HISTORIC LANDSCAPE AND URBAN SUSTAINABILITY

Georgetown captivates with its cobblestone streets and its diverse identity, blending a colonial past with an innovative present. Activities will be held at **Georgetown University** and its environmental and social research centers.

Secondary schools: will participate in workshops on urban sustainability and responsible lifestyles.

University: they will explore the relationship between urban space, the environment, and social justice.

Cultural institutions: will collaborate with academic centers to co-design local activities and inclusive narratives.

S O U T H E A S T U S A

**VIRGINIA, WEST VIRGINIA,
NORTH CAROLINA, SOUTH
CAROLINA, GEORGIA, FLORIDA,
ALABAMA, MISSISSIPPI,
TENNESSEE, KENTUCKY,
ARKANSAS, LOUISIANA**

BETWEEN LIVING MEMORY, ROOTED CULTURES AND FORMS OF RESILIENCE

From the jazz of New Orleans to the rural landscapes of Mississippi, from the progressive universities of North Carolina to the iconic civil rights sites of Alabama, the Southeast US is an intense, multilayered, and formative region. Here, African-American history, agricultural traditions, social innovation, and collective memories converge, creating a vibrant balance between past and present. Perfect for unconventional educational trips, it offers ideal spaces and communities for schools, universities, and cultural institutions seeking to explore themes of identity, justice, and transformation. An itinerary through the cultural and political heart of America, where the land is a school, a witness, and a story





ORIGINS, TRANSFORMATIONS, AND THE FUTURE OF AMERICAN DEMOCRACY

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF VIRGINIA

Virginia is a mirror of American history in all its contradictions: cradle of the nation, stage for conflict, and a contemporary laboratory of regeneration and intercultural dialogue. In this itinerary, historic cities, rural landscapes, and repurposed areas become dynamic spaces to explore themes of citizenship, rights, environment, and memory. The focus is on locations off the traditional tourist routes, promoting active and shared learning. The selected places – including Richmond, Charlottesville, Norfolk, Harrisonburg, Roanoke, and the Appalachian Mountains – host activities designed for schools, universities, and cultural institutions. Each stop is meant to spark critical reflection and participatory practices. Thus, Virginia becomes a living research ground, where history engages with the challenges of the present.

DAY 1 – RICHMOND: POWER, SLAVERY, AND HISTORICAL JUSTICE

Capital of the Confederacy and today a crossroads of social equity movements, **Richmond** preserves living memories in its monuments and neighborhoods. Activities will take place at the **American Civil War Museum** and the **Richmond Slave Trail**, sites that narrate American history through a critical lens.

Secondary schools: will participate in a historical mapping workshop to analyze urban transformations linked to slavery.

Universities: they will conduct analyses on public memory policies and monuments in contested spaces.

Cultural institutions: will collaborate with curators and activists to develop projects on the role of memory in social justice processes.

DAY 2 – CHARLOTTESVILLE: CRITICAL THINKING AND AMERICAN IDENTITY

A quintessential college town, **Charlottesville** reflects on its contradictions between Jeffersonian idealism and contemporary racial tensions. Activities will take place at the **University of Virginia's Memory Project Lab** and at the city's civic history spaces.

Secondary schools: will work on a narrative path that compares historical figures and contemporary activists.

Universities: they will reflect on the practices of decolonizing education and academic spaces.

Cultural institutions: will participate in working groups to co-design intercultural and intergenerational educational programs.

DAY 3 – NORFOLK: MARINE ECOSYSTEMS AND ENVIRONMENTAL JUSTICE

A port city and fragile outpost against climate change, **Norfolk** is an open-air laboratory for studying the interaction between environment, community, and innovation. Activities will take place at the **Elizabeth River Project**, a hub for urban ecological regeneration.

Secondary schools: will explore the environmental dynamics of the coastal zone through practical field experiences.

Universities: they will conduct studies on climate adaptation in vulnerable urban environments.

Cultural institutions: will develop environmental art and scientific storytelling projects in collaboration with local activists.



DAY 4 – ROANOKE: JOBS, RAILROADS, AND COMMUNITY RESILIENCE

A former industrial hub in the heart of the Appalachian Mountains, **Roanoke** showcases the transformation of labor and the cultural revitalization of mountain communities. Activities will take place at the **Virginia Museum of Transportation** and the **Gainsboro History Project**, a living archive of African-American history.

Secondary schools: will participate in an oral history workshop to recover memories of work and migration.

Universities: they will analyze the relationship between infrastructure, inequality, and sustainable development.

Cultural institutions: will collaborate with local communities to create participatory installations and traveling exhibitions.

DAY 5 – HARRISONBURG: REFUGEES, COOPERATION, AND COEXISTENCE

Located in the heart of the Shenandoah Valley, **Harrisonburg** is now a shining example of integration and social innovation thanks to a strong refugee community. Activities will be held at the **New Bridges Immigrant Resource Center** and local cooperatives.

Secondary schools: will be involved in intercultural workshops with young people from diverse backgrounds.

University: they will study migration dynamics and local practices of reception and inclusion.

Cultural institutions: will develop community initiatives to enhance the intangible heritage of migrant communities.

DAY 6 – APPALACHIAN MOUNTAINS (FLOYD AND BLUE RIDGE): LOCAL CULTURES AND RURAL SUSTAINABILITY

Nestled in the tranquility of the mountains, the **Blue Ridge** villages offer a unique opportunity to explore Appalachian cultural heritage and sustainable living. Activities will take place between the **Floyd Center for the Arts** and community-run farms.

Secondary schools: will take part in workshops on traditional music and rural storytelling.

University: they will explore circular and community economy models in mountain contexts.

Cultural institutions: will co-design residency and exchange programs with local artists and cultural professionals.



MINING MEMORIES, COMMUNITY RESILIENCE, AND NATURE IN TRANSFORMATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF WEST VIRGINIA

West Virginia is a borderland where rugged nature and social history intertwine in a rich and layered narrative. Cradle of coal mining and Appalachian music, it is now also a laboratory for sustainability, environmental justice, and cultural regeneration. Far from major tourist flows, the region offers immersive experiences that explore its industrial past, labor struggles, and the emerging challenges of rural communities. Activities will take place in research centers, local museums, and cultural hubs born in places marked by collective labor and social redemption. Locations such as Beckley, Morgantown, Matewan, Lewisburg, Fayetteville, and Elkins have been selected as focal points for educational experiences. Schools, universities, and cultural institutions will be involved in interdisciplinary programs focused on memory, environment, and community practices. This is a journey into the deep heart of America, where identity is rebuilt through the relationship between culture and place.

DAY 1 – BECKLEY: INVISIBLE LABOR AND MINING MEMORY

From underground tunnels to coal-scarred hills, **Beckley** reveals the harsh and often forgotten history of its mine workers. Activities will take place at the **Beckley Exhibition Coal Mine**, an immersive museum built on a real mine that operated until the 1950s.

Secondary schools: will participate in a narrative workshop on the daily lives of miners and their families.

University: they will analyze the evolution of extractive labor and its socioeconomic impact in rural areas.

Cultural institutions: will collaborate with the museum to design exhibition projects and traveling educational activities on labor heritage.

DAY 2 – MATEWAN: WORKER RESISTANCE AND CIVIL RIGHTS

In small **Matewan**, the site of the famous 1920 labor dispute, the past is intertwined with struggles for social justice and workers' rights. Activities will be held at the **West Virginia Mine Wars Museum**, created and run by local activists and historians.

Secondary schools: will experience an interactive historical simulation of the miners' strike and the Battle of Matewan.

University: they will explore grassroots movements in American history and forms of collective resistance.

Cultural institutions: will collaborate with curators to develop dissemination materials and participatory strategies for civic memory.

DAY 3 – FAYETTEVILLE: SUSTAINABILITY, ENVIRONMENT, AND OUTDOOR EDUCATION

At the foot of the New River Gorge, one of the world's oldest natural heritage sites, **Fayetteville** is today a symbol of ecological rebirth and environmental education. Activities will take place at the **New River Gorge Learning Center**, a leading outdoor learning hub.

Secondary schools: will participate in guided excursions with citizen science and environmental storytelling activities.

University: they will study integrated conservation models between local communities and natural landscapes.

Cultural institutions: will co-design ecological education initiatives in collaboration with rangers and environmental mediators.



DAY 4 – MORGANTOWN: SOCIAL INNOVATION AND THE LOCAL UNIVERSITY

Home to West Virginia University, **Morgantown** is today an example of collaboration between academic knowledge and local development. Activities will take place at the **Center for Resilient Communities**, an incubator for projects involving research, social justice, and the community.

Secondary schools: will visit university laboratories with interactive activities on urban agriculture and sustainable nutrition.

Universities: they will participate in workshops on participatory research methods and community well-being policies.

Cultural institutions: will explore models of cooperation between museums, libraries, and universities in rural and marginalized contexts.

DAY 5 – LEWISBURG: THEATER, CULTURE, AND URBAN REGENERATION

A creative town and home to numerous festivals, **Lewisburg** is a successful example of cultural development in rural areas. Activities will take place at the **Greenbrier Valley Theatre** and the town's arts studios.

Secondary schools: will take part in a theatre workshop inspired by local stories and traditions.

University: they will study regeneration models through cultural economics and the performing arts.

Cultural institutions: will collaborate with local operators to design artistic residencies and community engagement programs.

DAY 6 – ELKINS: APPALACHIAN TRADITIONS AND SHARED CULTURES

Surrounded by the Allegheny Mountains, **Elkins** is a vibrant center for traditional music, crafts, and oral history. Activities will take place at the **Augusta Heritage Center**, a place of education and transmission of Appalachian arts.

Secondary schools: will participate in music, weaving, and storytelling workshops with local artists.

Universities: will reflect on the processes of cultural transmission and forms of living heritage.

Cultural institutions: will design digital archives and educational activities in collaboration with local communities.



COMMUNITIES, MEMORY, AND INNOVATION AMONG MOUNTAINS, CITIES, AND COASTS

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF NORTH CAROLINA

North Carolina offers a complex educational landscape: from the Blue Ridge Mountains to the Atlantic shores, it weaves stories of resilience, creativity, and social transformation. This itinerary explores revitalized cities, innovative rural communities, and territories marked by historical tensions and cultural experimentation. The journey focuses on places off the beaten path to stimulate interdisciplinary reflections on environmental racism, regional identities, emerging technologies, and civic participation. Selected stops — Asheville, Greensboro, Durham, Kinston, Wilmington, and the Outer Banks — become active centers for dialogue. Schools, universities, and cultural institutions will be engaged in dialogic, creative, and project-based practices directly connected to the territory. North Carolina thus presents itself as a dynamic educational space where past and future meet to generate critical thinking and civic imagination.

DAY 1 – GREENSBORO: ACTIVE MEMORY AND CIVIL RIGHTS

A city symbolic of the civil rights movement, **Greensboro** preserves a vibrant legacy of peaceful struggle and student activism. The activities will take place at the **International Civil Rights Center & Museum**, housed in the former Woolworths, site of the famous 1960 sit-ins.

Secondary schools: will participate in an immersive workshop on civil disobedience and youthful courage throughout history.

University: they will conduct a critical reflection on contemporary practices of intersectional activism.

Cultural institutions: will engage with local historians and activists to co-design traveling exhibitions and educational materials.

DAY 2 – DURHAM: URBAN REGENERATION AND ECONOMIC JUSTICE

A former manufacturing hub and now a model of social transformation, **Durham** demonstrates how the creative economy can engage with African-American roots. Activities will take place at the **Hayti Heritage Center** and in the creative districts of the historic center.

Secondary schools: will explore urban memory practices through guided tours and creative mapping.

University: they will study the dynamics of gentrification, economic resilience, and the social impact of cultural entrepreneurship.

Cultural institutions: will develop co-design strategies with local communities to support inclusive cultural projects.

DAY 3 – KINSTON: SOCIAL ART AND COMMUNITY PARTICIPATION

A small city in the Neuse River region, **Kinston** is now an example of how art can spark new collective narratives. The activities will take place at the **SmART Kinston City Project Foundation**, a meeting space for artists.

Secondary schools: will take part in a participatory public art workshop, building symbolic installations.

University: they will analyze models of regeneration through creativity in post-industrial rural contexts.

Cultural institutions: will collaborate with local curators to create cultural events related to the local memory.



DAY 4 – ASHEVILLE: APPALACHIAN ECOLOGY, COMMUNITY, AND CULTURE

Nestled in the Blue Ridge Mountains, **Asheville** stands out for its practices of sustainability, mutualism, and the valorization of local cultures. Activities will be held at the **Center for Participatory Change**, a hub for community activism.

Secondary schools: will have an environmental education experience by collaborating with local agricultural cooperatives.

University: they will study forms of solidarity economy and horizontal governance in mountain areas.

Cultural institutions: will plan relational art and collective storytelling initiatives with Appalachian communities.

DAY 5 – WILMINGTON: FRAGILE COASTS AND PLURAL IDENTITIES

A coastal city marked by the history of slavery and current environmental challenges, **Wilmington** offers a complex and multi-layered educational landscape. Activities will take place at the **Cameron Art Museum** and along the **Gullah Geechee Cultural Heritage Corridor**.

Secondary schools: will participate in a journey of discovery into Gullah Geechee culture and the dynamics of African-American identity.

University: they will analyze the effects of climate change on coastal areas and local communities' adaptation strategies.

Cultural institutions: will co-design digital archives and installations with the involvement of Afro-descendant cultural groups.

DAY 6 – OUTER BANKS: EXPLORATION, MIGRATION, AND THE FUTURE OF THE COASTS

A fragile and fascinating archipelago, the **Outer Banks** are a place of historic exploration, unique biodiversity, and a frontier of climate change. Activities will be held at the **Outer Banks Center for Wildlife Education** and the science labs in **Corolla**.

Secondary schools: will take part in a citizen science activity on monitoring marine ecosystems.

University: they will study models of coexistence between environmental conservation and sustainable tourism.

Cultural institutions: will develop traveling educational projects to raise awareness about natural migration, geography, and climate change.



SUBMERGED VOICES, CULTURAL LANDSCAPES, AND PATHS OF TRANSFORMATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF SOUTH CAROLINA

South Carolina holds a deep memory marked by African American cultures, civil conflicts, vernacular art, and identities in constant redefinition. From repurposed plantations turned cultural spaces to the Gullah Geechee communities preserving their roots, the region reveals itself as an extraordinary educational laboratory. This journey, focused on unconventional places, allows schools, universities, and cultural institutions to engage with tensions between memory, resilience, and innovation. The stops include Charleston, Penn Center (St. Helena Island), Columbia, Spartanburg, Conway, and the rural areas of the Pee Dee region. Each location becomes a hub for project-based activities centered on rights, environment, collective storytelling, and historical justice. Far from a touristic approach, the journey promotes a critical and participatory perspective on the American South. South Carolina thus emerges as a living space for dialogue between past and future.

DAY 1 – CHARLESTON: SHATTERED MEMORIES AND ENDURING VOICES

A port city and crossroads of the Atlantic trade, **Charleston** is at the center of a complex history of violence and resilience. The activities will take place at the **International African American Museum**, overlooking **Gadsden's Wharf**, where thousands of Africans were disembarked in chains.

Secondary schools: will participate in a historical reconstruction workshop on slavery and freedom, through period documents and digital storytelling.

University: they will analyze the connections between public memory, systemic racism, and postcolonial urban space.

Cultural institutions: will collaborate with curators and Afro-descendant communities to develop intercultural and itinerant projects.

DAY 2 – PENN CENTER (ST. HELENA ISLAND): EDUCATION, SELF-RELIANCE, AND GULLAH GEECHEE CULTURE

In the heart of the **Sea Islands**, **Penn Center** was one of the first schools for freed people after the Civil War, and today it is a vibrant center of Gullah Geechee culture. Activities will be held at the **Penn Center Heritage Campus**, immersed in oral traditions, spirituality, and sustainable agriculture.

Secondary schools: will have a firsthand experience with workshops on Gullah language, cuisine, and music, led by local educators.

Universities: they will explore post-emancipation educational models and the role of communities in building knowledge.

Cultural institutions: will participate in working groups on how to preserve and transmit intangible heritage in a contemporary way.

DAY 3 – COLUMBIA: CIVIC SPACES AND EDUCATIONAL JUSTICE

As the state capital and center of historic political tensions, **Columbia** offers a complex educational landscape, encompassing institutional architecture and student activism. Activities will take place at the **University of South Carolina's Center for Civil Rights History and Research**.

Middle schools: build an interactive map of civil rights history in Columbia, including little-known landmarks and figures.

Universities: they will conduct research on educational justice, segregation, and access to public space.

Cultural institutions: will collaborate with archives and documentation centers to create traveling exhibitions on youth social movements.



DAY 4 – SPARTANBURG: PUBLIC ARTS AND COMMUNITY REGENERATION

A former industrial center now revitalized by artistic and participatory initiatives, **Spartanburg** exemplifies how art can support social development. Activities will be held at the **Chapman Cultural Center** and in neighborhoods participating in urban art projects.

Secondary schools: will participate in mural and collective installation workshops related to the city's memory.

University: they will study models of cultural regeneration and policies for access to art in peripheral contexts.

Cultural institutions: will engage with artists and cultural mediators to co-design initiatives that can be replicated in other marginalized areas.

DAY 5 – CONWAY: RIVER LANDSCAPES AND THE MEMORY OF RURAL AFRICAN-AMERICAN COMMUNITIES

Overlooking the Waccamaw River, **Conway** preserves a natural and human landscape marked by African-American presence in agricultural and forested settings. Activities will take place at the **Horry County Museum** and along the **Riverside African American Heritage Trail**.

Secondary schools: will participate in an educational walk with oral history collection and documentary photography.

University: they will explore the relationship between the environment, environmental racism, and local history.

Cultural institutions: they will design landscape interpretation itineraries and enhance rural memory.

DAY 6 – PEE DEE REGION (BENNETTSVILLE AND SURROUNDING AREAS): TRANSFORMING TERRITORIES AND RURAL COOPERATION

An agricultural region marked by poverty and resilience, the **Pee Dee** is now a space for social experimentation, mutualism, and cultural revival. Activities will take place at the **Gullah Farmers Cooperative** and grassroots community centers.

Secondary schools: will take part in practical workshops on sustainable agriculture, biodiversity, and conscious nutrition.

University: they will study the dynamics of the solidarity economy, food justice, and horizontal governance.

Cultural institutions: will work with cooperatives to develop residency programs, local storytelling, and local empowerment.



COMMUNITY KNOWLEDGE, SOCIAL JUSTICE, AND LANDSCAPES IN TRANSITION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF GEORGIA

Georgia is a land where history, activism, and creativity intertwine along complex and nonlinear trajectories. From the African American neighborhoods of Atlanta to the agricultural towns of the South, passing through revitalized spaces, living archives, and resilient communities, the state offers a rich array of unconventional experiences. This itinerary guides schools, universities, and cultural institutions through an educational path focused on public memory, social transformations, and artistic practices rooted in local territories. Key locations include Atlanta, Macon, Milledgeville, Savannah, Athens, and Albany, all chosen for their capacity to foster interdisciplinary and intergenerational experiences. Each stop becomes a laboratory for dialogue between past and future, tangible heritage and collective imagination. Georgia presents itself as an open field for critical reflection, participatory creativity, and conscious civic action.

DAY 1 – ATLANTA: URBAN DYNAMICS AND DEEP-ROOTED ACTIVISM

Georgia's capital is a vibrant hub of civic history and social innovation. Activities are concentrated at the **Center for Civil and Human Rights**, a hub for memory and reflection on rights.

Secondary schools: will participate in an interactive workshop on civil rights movements and contemporary struggles.

University: they will analyze strategies of urban activism and political narrative in Southern cities.

Cultural institutions: will collaborate with local organizers to plan cultural and social participation initiatives.

DAY 2 – MACON: MUSIC, TRADITION, AND SOCIAL TRANSFORMATION

Macon is a city with a rich musical history and a vibrant cultural landscape, lesser-known to the mainstream tourists. The centerpiece of the program will be the **Tubman Museum**, dedicated to African-American culture and visual art.

Secondary schools: will discover the city's cultural and social roots through music and storytelling workshops.

University: they will study the role of music in the construction of cultural identities and social resistance.

Cultural institutions: they will work on projects promoting art and cultural dissemination in local communities.

DAY 3 – MILLEDGEVILLE: PRISON MEMORY AND RESILIENCE

The historic former state capital, **Milledgeville** now hosts research centers and spaces for dialogue on the prison system and its social implications. Activities will take place at the **Georgia College & State University Prison Education Program**.

Secondary schools: will participate in storytelling workshops to understand stories of reintegration and restorative justice.

Universities: they will explore prison policies and innovative educational programs.

Cultural institutions: will collaborate to develop exhibitions and awareness-raising initiatives on the theme of social justice.



DAY 4 – SAVANNAH: ARCHITECTURE, CULTURAL LANDSCAPES, AND SHARED NARRATIVES

Savannah enchants with its historic squares and harbor, but it also hides stories of invisible communities and evolving cultural landscapes. Activities are concentrated in the **Telfair Museums' Owens-Thomas House & Slave Quarters**.

Secondary schools: will visit the spaces with educational activities on the history of slavery and cultural heritage.

Universities: they will analyze the dynamics of preservation and reinterpretation of cultural heritage.

Cultural institutions: they will work on participatory storytelling and public engagement projects.

DAY 5 – ATHENS: YOUTH CREATIVITY AND SOCIAL INNOVATION

Athens, known for its alternative music scene, is also a hub for educational and cultural experimentation, with independent spaces and creative workshops. Activities take place at the **Georgia Museum of Art** and the city's cultural coworking spaces.

Secondary schools: will carry out artistic and multimedia projects on local identities.

University: they will study models of cultural innovation and creative entrepreneurship.

Cultural institutions: will collaborate to co-design events and programs to support young artists.

DAY 6 – ALBANY: RURAL LANDSCAPES AND STORIES OF COMMUNITY RESILIENCE

Albany and the surrounding region tell a story of economic challenges and strong community ties, in an area where agricultural tradition and social innovation interact. Activities will be held at the **Thronateeska Heritage Center** and surrounding rural spaces.

Secondary schools: will participate in historical collection workshops and oral biographies in local communities.

University: they will explore issues of rural development and social sustainability.

Cultural institutions: will develop community participation programs and promote intangible heritage.



BETWEEN BIODIVERSITY, CULTURES IN MOTION, AND SOCIAL INNOVATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF FLORIDA

Florida is a state of dynamic contrasts, where wild nature intertwines with vibrant metropolises and cultures from around the world. From the Everglades to the coasts of Miami, passing through historic cities and innovation hubs, this itinerary offers an educational journey that goes beyond traditional tourist routes. Selected locations—including Miami, St. Augustine, Tampa, Gainesville, Key West, and Orlando—provide unique settings to explore environmental, social, and cultural themes. Each stop becomes an interdisciplinary laboratory for experimenting with research methods, creativity, and intercultural dialogue. Schools, universities, and cultural institutions can engage with biodiversity, migrations, local traditions, and contemporary challenges in an engaging and innovative way. Florida thus presents itself as a frontier of immersive learning among natural landscapes, multicultural histories, and new social frontiers.

DAY 1 – MIAMI: CULTURAL MELTING POT AND URBAN INNOVATION

Miami is a global crossroads where cultures, art, and the environment meet in a vibrant urban kaleidoscope. Activities take place at **Wynwood Walls** and **PAMM (Perez Art Museum Miami)**, centers of contemporary art and intercultural dialogue.

Secondary schools: will conduct urban art and multilingual storytelling workshops to explore identity and diversity.

University: they will analyze urban regeneration models and social inclusion policies.

Cultural institutions: will collaborate to develop cultural education and community participation programs.

DAY 2 – ST. AUGUSTINE: COLONIAL ROOTS AND COMPLEX HISTORICAL NARRATIVES

St. Augustine, the oldest city in the United States, is a laboratory of historical memory that transcends traditional tourism. Activities are concentrated in the **Castillo de San Marcos** and the **Lightner Museum**, which explore themes of colonialism and cultural interactions.

Secondary schools: will participate in critical history workshops and role-plays on colonial dynamics.

University: they will explore memory-building processes and post-colonial history.

Cultural institutions: will develop projects to enhance heritage and include marginalized narratives.

DAY 3 – TAMPA: URBAN ECOSYSTEMS AND ENVIRONMENTAL SUSTAINABILITY

Tampa offers an opportunity to study the balance between urbanization and nature, with a particular focus on coastlines and protected species. Activities take place at the **Florida Aquarium** and the **Tampa Bay Estuary Program**.

Secondary schools: will experiment with citizen science and environmental monitoring activities.

University: they will study sustainable management models and conservation policies.

Cultural institutions: will collaborate on awareness-raising and scientific dissemination campaigns.



DAY 4 – GAINESVILLE: ACADEMIC INNOVATION AND BIODIVERSITY

Gainesville, home to the University of Florida, is a hub of advanced research and biodiversity, with laboratories open to educational collaboration. Activities are held at the **Florida Museum of Natural History** and the **Butterfly Rainforest**.

Secondary schools: will participate in interactive workshops on ecology and conservation.

Universities: they will deepen scientific research and interdisciplinary approaches to nature.

Cultural institutions: will work on environmental education projects and interactive exhibitions.

DAY 5 – KEY WEST: MARITIME CULTURES AND ISLAND SUSTAINABILITY

Key West represents a microcosm of biodiversity and maritime cultures, yet with significant environmental challenges. Activities take place at the **Key West Aquarium** and the **Mel Fisher Maritime Museum**.

Secondary schools: will explore workshops on marine ecosystem protection and local history.

Universities: will study environmental impacts and coastal resilience strategies.

Cultural institutions: will develop historical preservation and dissemination programs.

DAY 6 – ORLANDO: TECHNOLOGY, CREATIVITY, AND CONTEMPORARY SOCIAL DYNAMICS

Beyond its theme parks, **Orlando** is also a hub for emerging technological and cultural innovation. Activities are concentrated at the **Orlando Science Center** and the **CityArts Factory**.

Secondary schools: will experiment with creative coding, robotics, and art workshops.

Universities: they will analyze the impact of technology on local communities and economies.

Cultural institutions: will collaborate to develop STEAM education and participatory art projects.



CIVIL RIGHTS, HISTORIC LANDSCAPES, AND COMMUNITY RESILIENCE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF ALABAMA

Alabama is a land where the tensions of the past and the aspirations of the present meet in a deeply educational space. From civil rights struggles to pristine natural spaces, through revitalized cities and resilient communities, this itinerary addresses crucial themes such as social justice, collective memory, and territorial equity. Key stops — Birmingham, Montgomery, Selma, Tuskegee, Mobile, and Huntsville — offer experiences off the conventional routes, all connected to cultural centers, living archives, and places of research and participation. Schools, universities, and cultural institutions will find in Alabama a multidisciplinary laboratory where education intertwines with the territory and living history. This journey is designed to read the present through the depth of the past, with a focus on transformative practices and active citizenship.

DAY 1 – BIRMINGHAM: INDUSTRIAL HISTORY AND CIVIL RIGHTS

Birmingham, the heart of Southern industry, is also one of the most powerful symbols of the civil rights struggles of the 1960s. Activities take place at the **Birmingham Civil Rights Institute**, where historical memory is activated through testimonies, images, and immersive spaces.

Secondary schools: will participate in experiential workshops on key figures in the civil rights movement.

Universities: they will analyze the social and political dynamics of post-industrial urban transformations.

Cultural institutions: will collaborate with the center to develop traveling cultural projects related to active memory.

DAY 2 – MONTGOMERY: JUSTICE, MEMORY, AND PUBLIC NARRATION

Montgomery is an open-air museum of American social change, where every corner tells a crucial story. Activities are held at the **Equal Justice Initiative's Legacy Museum**, a place where the slave-holding past interacts with contemporary inequalities.

Secondary schools: will explore thematic paths on segregation and resilience through documents and testimonies.

University: they will reflect on the use of public spaces as tools for social justice and reparation.

Cultural institutions: they will work on temporary exhibitions on systemic racism and collective memory.

DAY 3 – SELMA: BRIDGES OF HISTORY AND COMMUNITIES ON THE MOVE

Selma retains the symbolic power of the voter movement, amidst historic bridges and little-told local stories. Activities are concentrated at the **Edmund Pettus Bridge** and the **Selma Interpretive Center**, emblematic sites of the march to Montgomery.

Secondary schools: will enjoy an immersive experience in the form of a theatrical story and a guided urban walk.

Universities: they will conduct interviews with local activists for oral history and participatory research projects.

Cultural institutions: will develop proposals for educational itineraries and cultural exchanges between communities in the South.



DAY 4 – TUSKEGEE: AFRICAN-AMERICAN EDUCATION AND LEADERSHIP

Tuskegee is a cradle of African-American educational initiatives and scientific innovations in marginalized contexts. These activities are conducted at the **Tuskegee University Archives** and **Legacy Museum**, home to a unique intellectual heritage.

Secondary schools: will participate in workshops on Booker T. Washington, self-determination, and critical thinking.

Universities: they will explore the role of HBCUs (Historically Black Colleges and Universities) in developing African-American leadership.

Cultural institutions: they will plan exhibitions and meetings to foster intergenerational dialogue on African-American history.

DAY 5 – MOBILE: PORTS, MIGRATIONS, AND CULTURES OF THE GULF

Mobile, a seaside city with strong French, Caribbean, and African influences, is a treasure trove of cultural and social diversity. Activities take place at the **Africatown Heritage House**, a space created to commemorate the last slaves arriving illegally in the United States.

Secondary schools: will explore the history of Africatown through historical maps, multimedia stories, and group activities.

University: they will analyze historical migratory flows and the region's socio-environmental transformations.

Cultural institutions: will work on models for valorizing intangible heritage and diasporic communities.

DAY 6 – HUNTSVILLE: SCIENCE, SPACE, AND LOCAL MEMORY

Huntsville combines agricultural memories and space dreams in a unique blend of technology and folk history. Activities take place at the **U.S. Space & Rocket Center**, where science education becomes an immersive experience.

Secondary schools: will participate in simulations and scientific games related to the history of space exploration.

Universities: they will study the interconnections between technological innovation, public policies, and local territories.

Cultural institutions: will explore educational and scientific inclusion pathways in interactive museums.



DEEP ROOTS, INVISIBLE VOICES, AND NEW NARRATIVES OF THE SOUTH

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF MISSISSIPPI

Mississippi is a layered land where the tensions of American history emerge strongly: from plantations to civil rights struggles, from Delta music to cultural regeneration movements. It is not a state to be traversed casually: it requires attention, listening, and tools to decipher both past and present. The itinerary unfolds through Jackson, Clarksdale, Greenwood, Oxford, Natchez, and Biloxi, with activities in institutions that become spaces for critical reflection, laboratory work, and living memory. Here, schools, universities, and cultural institutions can engage with identity, inequalities, and the transformation of challenged yet vibrant territories. Mississippi offers an ideal context for educational journeys beyond clichés, where each stop provokes questions, dialogue, and awareness.

DAY 1 – JACKSON: POWER, MEMORY, AND ACTIVE CITIZENSHIP

Jackson, the state capital, is the beating heart of contemporary Mississippi and its historical contradictions. Activities take place at the **Mississippi Civil Rights Museum**, where the events of the social justice movement take on an immersive form.

Secondary schools: will participate in interactive workshops on the protagonists of the civil rights movement.

University: they will analyze the relationship between museum architecture, public pedagogy, and social memory.

Cultural institutions: will work with curators and archives to design traveling initiatives on justice and citizenship.

DAY 2 – CLARKSDALE: BLUES, ORALITY, AND CULTURAL RESISTANCE

In the heart of the Delta, **Clarksdale** preserves the sound and spirit of the blues as a form of popular storytelling and resistance. Activities take place at the **Delta Blues Museum**, a vibrant space for African-American music, history, and identity.

Secondary schools: will participate in writing and music workshops inspired by the oral tradition of the blues.

University: they will study the intersections between popular culture, rights, and territorial belonging.

Cultural institutions: will collaborate in the co-creation of sound archives and participatory art projects.

DAY 3 – GREENWOOD: RURAL TERRITORIES AND ECONOMIC JUSTICE

Greenwood symbolizes great contrasts: fertile lands, structural injustices, and new practices of social activation. Activities take place at the **Leflore County Civic Center**, a hub for community memory and dialogue.

Secondary schools: will explore themes of economic justice and rural development through role-playing games and interactive maps.

Universities: they will conduct field studies on access to resources, agricultural labor, and inequalities.

Cultural institutions: will work with local leaders to create visual narratives about local communities and social equity.



DAY 4 – OXFORD: LITERATURE, LANGUAGE, AND THE IMAGERY OF THE SOUTH

Oxford, birthplace of William Faulkner, is today a vibrant cultural hub where literature becomes a key to understanding the Deep South. Activities are held at the **Center for the Study of Southern Culture at the University of Mississippi**.

Secondary schools: will participate in creative writing workshops on narrative landscapes and family memory.

University: they will analyze Southern literature as a critical tool for social and political understanding.

Cultural institutions: will co-design narrative paths through archives, communities, and museums.

DAY 5 – NATCHEZ: ARCHITECTURAL LEGACY AND COMPLEX IDENTITIES

Natchez tells the story of the great contradictions of Southern history through antebellum homes and communities still marked by divisions. The activities take place at the **Natchez Museum of African American History and Culture**.

Secondary schools: will explore the relationship between built space and invisible histories through critical maps and guided tours.

University: they will reflect on the legacy of slavery and the processes of decolonization of the gaze.

Cultural institutions: they will create exhibition projects that bring private memories and public space into dialogue.

DAY 6 – BILOXI: COASTAL ENVIRONMENTS, DISASTERS, AND COMMUNITY RESILIENCE

Biloxi, overlooking the Gulf, is an ideal laboratory for understanding environmental challenges and community responses. Activities take place at the **Maritime and Seafood Industry Museum**, where nature, labor, and culture intertwine.

Secondary schools: will participate in simulations and creative activities on climate change and coastal life.

University: they will study environmental adaptation processes and the relationship between crisis and social cohesion.

Cultural institutions: will develop visual communication and storytelling tools for ecological memory projects.



SOUND MEMORIES, SOCIAL MOVEMENTS, AND TERRITORIES IN TRANSFORMATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF TENNESSEE

Tennessee is a state living in the fertile tension between tradition and innovation. From the ancestral sounds of Memphis and Nashville, to the Appalachian Mountains, and to the university campuses of Knoxville, the journey touches spaces where music, memory, and social change become tools for deep understanding. Each stop is designed for schools, universities, and cultural institutions seeking to explore collective identities, processes of urban transformation, social justice, and territorial sustainability. Activities take place in symbolic and unconventional locations: sound museums, community research centers, and educational and environmental innovation labs. Tennessee thus reveals itself as a living archive of experiences and an educational platform that weaves together artistic languages, historical memory, and new social visions.

DAY 1 – MEMPHIS: BLUES, ACTIVISM, AND AFRICAN-AMERICAN HERITAGE

A city on the Mississippi River, **Memphis** is the heart of the blues and the site of crucial civil rights struggles. Activities take place at the **National Civil Rights Museum**, housed in the **Lorraine Motel**, where Martin Luther King Jr. was assassinated.

Secondary schools: will follow a guided narrative path with interactive activities on civil disobedience and leadership.

University: they will analyze the historical and sociopolitical implications of the civil rights movement in the urban South.

Cultural institutions: will collaborate with archivists to develop models for the public restitution of African-American memory.

DAY 2 – NASHVILLE: MUSIC, LANGUAGES, AND THE CULTURAL INDUSTRY

Nashville is the country music capital, but also a constantly evolving creative ecosystem. Activities take place at the **National Museum of African American Music**, an immersive and interdisciplinary space.

Secondary schools: will participate in workshops on rhythms, instruments, and texts as a language of identity.

University: they will study the relationships between cultural production, the market, and the construction of American narratives.

Cultural institutions: will explore curatorial projects that combine musical heritage and civic participation.

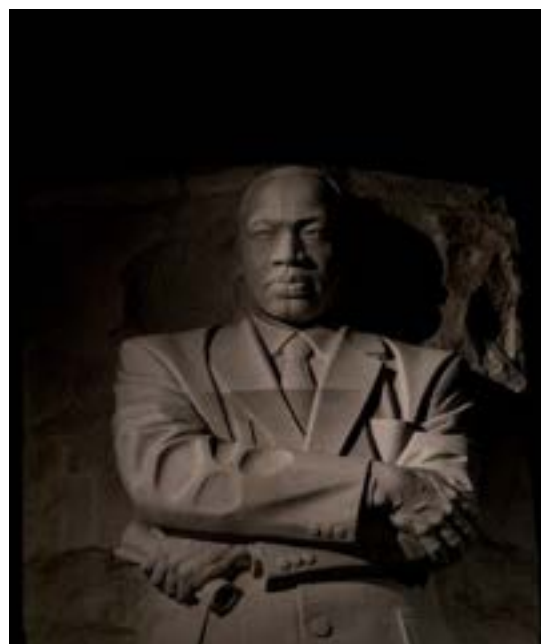
DAY 3 – KNOXVILLE: SUSTAINABILITY AND A CHANGING CITY

Knoxville, a university city nestled between rivers and hills, is a hub of urban and environmental innovation. Activities are held at the **UTK Sustainability Center**, where practices for a sustainable future for cities are being tested.

Secondary schools: will carry out participatory design activities in public spaces and urban greenery.

Universities: they will conduct studies on environmental policies, climate change, and urban planning.

Cultural institutions: will work with artists and activists to narrate ecological change through creative languages.



DAY 4 – CHATTANOOGA: RIVER REGENERATION AND INDUSTRIAL MEMORY

Chattanooga is an example of a post-industrial city that has reinvented its relationship with the environment and community. Activities take place at the **Tennessee Riverpark** and the **Creative Discovery Museum**.

Secondary schools: will participate in educational programs on water as a natural and symbolic resource.

University: they will explore models of ecological transition and social inclusion in former industrial areas.

Cultural institutions: will design urban itineraries and narrative installations on the history of work and the environment.

DAY 5 – OAK RIDGE: SCIENCE, ETHICS, AND THE MEMORY OF MODERNITY

Oak Ridge was the secret heart of the Manhattan Project and today is a center for scientific research and ethical reflection. Activities are held at the **American Museum of Science and Energy**.

Secondary schools: will discover the history of energy and its ethical dimension through interactive exhibits.

University: will critically discuss the ethical and environmental implications of science in contexts of war and power.

Cultural institutions: will develop scientific dissemination models that pay attention to historical complexity.

DAY 6 – JOHNSON CITY: APPALACHIA, RURAL CULTURE, AND SOCIAL RESILIENCE

In the heart of Appalachia, **Johnson City** preserves deep rural traditions and new social experiments. Activities are held at the **Appalachian Studies Center** at **East Tennessee State University**.

Secondary schools: will participate in workshops on oral traditions, folklore, and crafts.

Universities: they will conduct research on territorial marginalization, public health, and sustainable development.

Cultural institutions: will work with local communities on practices for valorizing intangible heritage.



TRADITIONS, TRANSITIONS, AND TRANSFORMING TERRITORIES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF KENTUCKY

Kentucky is a region marked by productive tensions between rural life and innovation, local identity and global openness.

It is a land of horses and mines, popular spirituality and activism, where traditional narratives intertwine with practices of social and cultural regeneration. The journey unfolds through Louisville, Lexington, Berea, Hazard, Paducah, and Bowling Green, visiting educational centers, community archives, and experimental laboratories. Each stop becomes an opportunity to explore themes such as environmental justice, rural memories, social economy, and the role of culture in territorial cohesion. The activities are designed for schools, universities, and cultural institutions seeking a South that is less touristic but deeply transformative. Kentucky, experienced in this way, is a fertile ground for authentic and rooted interdisciplinary learning.

DAY 1 – LOUISVILLE: URBAN HERITAGE AND SOCIAL JUSTICE

Overlooking the Ohio River, **Louisville** is a city in dialogue between memory, African-American culture, and contemporary civic movements. Activities take place at the **Muhammad Ali Center**, a space for reflection on sports, rights, and social transformation.

Secondary schools: will participate in experiential workshops on courage, justice, and activism through the figure of Ali.

University: they will analyze practices of identity construction and public communication in urban contexts.

Cultural institutions: will collaborate with the center to design exhibitions on sports and active citizenship.

DAY 2 – LEXINGTON: RURAL TERRITORIES AND SUSTAINABLE INNOVATION

Lexington, the horse capital and advanced agricultural center, represents the intersection of rural culture and ecological experimentation. Activities take place at the **Kentucky Horse Park** and the **FoodChain Urban Farm Lab**.

Secondary schools: will discover urban agriculture and food sustainability practices through hands-on experiences.

University: they will study agro-ecological reconversion and sustainable territorial development policies.

Cultural institutions: they will plan initiatives to enhance the agricultural landscape and peasant knowledge.

DAY 3 – BEREА: CRAFTS, EDUCATION, AND COMMUNITY

Berea is an example of a self-managed educational community, based on inclusion, art, and collaborative work. Activities take place at the **Berea College Crafts Center**, where tradition and education intertwine.

Secondary schools: will participate in craft workshops to understand the value of making as a form of education.

University: they will explore the Berea model as an example of alternative, equitable, and intercultural education.

Cultural institutions: will co-design temporary exhibitions on the intersection of applied arts and social transformation.



DAY 4 – HAZARD: APPALACHIA, MINING MEMORY, AND REGENERATION

In the heart of Appalachia, **Hazard** explores the complexities of the post-extraction transition in scarred but vibrant communities. The activities take place at the **Appalachian Center for the Arts and Civic Engagement**.

Secondary schools: will experience theatrical and documentary activities on mining memory and family resilience.

University: they will analyze environmental justice in former industrial areas and forms of civic engagement.

Cultural institutions: will work with local communities to produce multimedia narratives and visual archives.

DAY 5 – PADUCAH: CREATIVE CITY AND TEXTILE HERITAGE

Paducah is recognized by UNESCO as a Creative City for its role in promoting textile crafts and design. Activities take place at the **National Quilt Museum**, a crossroads of art, history, and community.

Secondary schools: will create collaborative art projects inspired by the quilting tradition.

University: they will study the role of material culture in the construction of local identities.

Cultural institutions: they will plan exchanges between artists, artisans, and cultural centers in the global creative circuit.

DAY 6 – BOWLING GREEN: SCIENCE, MOBILITY, AND NEW GENERATIONS

Bowling Green, a college town and automotive hub, is a hub of technical innovation and science education. Activities take place at the **National Corvette Museum** and **WKU Innovation Campus**.

Secondary schools: will participate in educational experiences on sustainable mobility and technological design.

Universities: they will deepen the interaction between industry, research, and intelligent territorial development.

Cultural institutions: will explore models of technical dissemination and museum co-creation with students and families.



INVISIBLE LANDSCAPES, CIVIC MEMORIES, AND NEW FORMS OF LEARNING

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF ARKANSAS

Arkansas is one of the most underrated states and, at the same time, one of the richest in untold stories in the United States. Nestled among mountains, forests, and rivers, it is a territory marked by civil rights struggles, educational experiments, and a popular culture still alive in local communities. This itinerary touches symbolic cities such as Little Rock, Fayetteville, Helena-West Helena, Eureka Springs, Pine Bluff, and Hot Springs, offering an immersive approach to history, environment, and social justice. Activities, hosted in museums, cultural centers, universities, and community institutions, are designed for schools, universities, and cultural organizations seeking a more complex and participatory understanding of the South. Arkansas thus becomes a dynamic educational space where different disciplines meet to interrogate the present through the fractures and promises of the past.

DAY 1 – LITTLE ROCK: CIVIL RIGHTS AND EDUCATIONAL CHALLENGES

In the political and historical heart of the state, **Little Rock** is a symbol of the fight for school integration and social justice. Activities take place at the **Little Rock Central High School National Historic Site**, a symbol of desegregation.

Secondary schools: will participate in an interactive simulation on the 1957 crisis and the courage of the Little Rock Nine.

University: they will analyze models of institutional resistance and educational activism in American history.

Cultural institutions: will collaborate with the historic center to design exhibitions and participatory memory paths.

DAY 2 – FAYETTEVILLE: SOCIAL RESEARCH AND PARTICIPATORY CULTURE

Fayetteville is a vibrant college town, home to active citizenship practices and applied research. Activities are held at the **University of Arkansas's Community and Family Institute**.

Secondary schools: will explore themes related to community, diversity, and inclusion through role-playing and field activities.

Universities: they will develop micro-research projects on social cohesion, urban transformation, and migration dynamics.

Cultural institutions: will participate in workshops with researchers to co-design tools for interpreting the territory.

DAY 3 – HELENA-WEST HELENA: BLUES, RIVER, AND AFRICAN-AMERICAN CULTURE

Overlooking the Mississippi River, **Helena** is steeped in a deep African-American and musical identity. Activities take place at the **Delta Cultural Center**, where history, music, and community meet.

Secondary schools: will participate in narrative and musical workshops on the Delta's culture and its heritage.

University: they will analyze the blues as a form of resistance and historical documentation.

Cultural institutions: will collaborate with musicians and historians to produce audio and visual content on local cultural roots.



DAY 4 – EUREKA SPRINGS: ARTS, DIVERSITY, AND LOCAL UTOPIAS

Eureka Springs, nestled in the Ozark Mountains, is known for its alternative arts scene and intercultural dialogue. Activities are held at the **Eureka Springs School of the Arts**.

Secondary schools: will participate in artistic expression workshops on themes related to identity and the environment.

University: they will study the city as a case study of artistic regeneration and social openness in a rural area.

Cultural institutions: will develop participatory projects on the role of art in small towns and cultural cohesion.

DAY 5 – PINE BLUFF: INDUSTRIAL MEMORY AND EDUCATIONAL INNOVATION

A city in transformation, **Pine Bluff** is now facing new challenges, including industrial redevelopment and civic engagement. Activities are taking place at the **University of Arkansas at Pine Bluff** and the **Delta Rivers Nature Center**.

Secondary schools: will explore the connections between environment, citizenship, and identity through scientific-narrative activities.

University: they will explore the role of universities in territorial justice and sustainability processes.

Cultural institutions: will collaborate on projects involving nature, education, and community archives.

DAY 6 – HOT SPRINGS: HEALTH, WEATHER, AND URBAN TRANSFORMATIONS

Known for its thermal springs and unique social history, **Hot Springs** is today a hub for urban revitalization and community well-being. Activities take place at **Hot Springs National Park** and the **Gangster Museum of America**.

Secondary schools: will experience a narrative journey through the city's transformations related to health, legality, and leisure.

University: they will investigate urban history as a space of marginality, power, and resilience.

Cultural institutions: will co-design educational itineraries that combine nature, history, and sustainable tourism.



CREOLITY, RESILIENCE, AND BORDERLAND CULTURES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF LOUISIANA

Louisiana is a land of deep blends, where languages, peoples, and memories overlap in a unique identity mosaic. From the historic neighborhoods of New Orleans to the bayou swamps, and the cities of Baton Rouge, Lafayette, and Shreveport, this journey crosses territories that tell stories of slavery, creolization, music as a language of resistance, and the fight for environmental justice. Activities, hosted in local institutions, universities, arts centers, and living archives, offer opportunities to explore the relationships between material culture, social and environmental transformation, and community pedagogies. High schools, universities, and cultural institutions can engage with a reality beyond conventional tourism, where learning means navigating the contradictions of a vibrant yet fragile South. Louisiana, more than a state, reveals itself as an educational threshold where every discipline finds space in dialogue with complexity.

DAY 1 – NEW ORLEANS: CREOLE IDENTITY AND NEIGHBORHOOD LANGUAGES

A city of music, diaspora, and resistance, **New Orleans** is a living laboratory of cultures coexisting amidst historical layers and daily life. Activities take place at the **Backstreet Cultural Museum** in Tremé, the heart of Afro-Creole culture.

Secondary schools: will participate in a workshop on street rituals, from second lines to Mardi Gras Indians.

University: they will analyze Creole cultural practices as forms of identity construction and urban politics.

Cultural institutions: will explore community archiving models and cultural restitution processes.

DAY 2 – BATON ROUGE: POLITICAL MEMORY AND SPACES OF JUSTICE

As the state capital and a crossroads of historical tensions, **Baton Rouge** is a hub for governance, activism, and spatial segregation. Activities take place at the **Old State Capitol** and the **LSU Museum of Art**.

Secondary schools: will follow an educational path combining political history and the visual representation of power.

University: they will study state legislative dynamics and urban conflicts related to race and territory.

Cultural institutions: will collaborate with local curators and activists to design exhibitions on civic memory.

DAY 3 – LAFAYETTE: LIVING LANGUAGES AND ORAL CULTURES

In the heart of Acadian Country, **Lafayette** is a custodian of minority Francophone cultures and resilient oral practices. Activities are held at the **Center for Louisiana Studies** at the **University of Louisiana**.

Secondary schools: will participate in language storytelling and cultural translation workshops between English and Cajun French.

University: they will explore phenomena of bilingualism, linguistic minorities, and collective identities.

Cultural institutions: will collaborate on publishing projects and digital archives of local oral histories.



DAY 4 – HOUMA: ENVIRONMENT, BAYOUS, AND COASTAL RESILIENCE

With its canals and mangroves, **Houma** is among the communities most affected by climate change and the Delta's environmental crisis. Activities take place at the **South Louisiana Wetlands Discovery Center**.

Secondary schools: will carry out exploratory activities between science, ecology, and territorial narration.

University: they will study the interactions between geography, indigenous communities, and environmental disasters.

Cultural institutions: will co-design cultural practices for ecological resilience and environmental memory.

DAY 5 – SHREVEPORT: INDUSTRY, MARGINALITY, AND NEW CULTURAL ECONOMIES

Shreveport, a former industrial city, is now a hub for initiatives that combine the creative economy, working-class heritage, and youth engagement. Activities are held at the **Shreveport Common Arts District**.

Secondary schools: will participate in artistic and urban self-representation workshops with local collectives.

Universities: they will analyze the transformation of post-industrial cities through cultural regeneration practices.

Cultural institutions: will explore local development models linked to art as a lever for cohesion and social enterprise.

DAY 6 – NEW IBERIA: SOUTHERN NARRATIVE AND MEMORY WRITINGS

New Iberia is a town rich in literary charm and Creole history, linked to the writer Ernest J. Gaines. Activities are held at the **Ernest J. Gaines Center** at the **University of Louisiana** at Lafayette.

Secondary schools: will participate in autobiographical writing workshops inspired by African-American fiction.

University: they will study the poetics of the place, the concepts of the "Deep South," and the relationship between land and identity.

Cultural institutions: will develop interdisciplinary cultural itineraries involving literature, local history, and family archives.

NORTH-CENTRAL USA

**OHIO, INDIANA, ILLINOIS,
MICHIGAN, WISCONSIN,
MINNESOTA, IOWA, MISSOURI,
NORTH DAKOTA, SOUTH DAKOTA,
NEBRASKA, KANSAS**

BETWEEN INDUSTRY, GREAT LAKES AND WORK CULTURE

From Iowa's agricultural heartland to Chicago's metropolitan shores, North Central is a region of working-class roots, industrial innovation, and emblematic twentieth-century landscapes. Here, the memory of labor intertwines with urban transformation and the environmental challenges of the Great Lakes. Ideal for schools, universities, and cultural institutions, it offers spaces for interdisciplinary explorations of economics, social history, and urban planning. Museums, cultural districts, and civic centers become places of discussion and learning, fostering critical reflection and shared action





INDUSTRIAL MEMORIES, CIVIC INNOVATION, AND TERRITORIES OF THE FUTURE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF OHIO

Ohio is a crossroads of deep America and social experimentation, of post-industrial cities in transition and rural landscapes seeking new vocations. From Cleveland to Cincinnati, passing through Columbus, Oberlin, Yellow Springs, and Toledo, this journey traverses the visible and invisible traces of industrialization, the labor movement, educational avant-gardes, and cultural innovation. In a territory often told only through an economic lens, the proposed activities reveal a vibrant panorama of urban regeneration, youth participation, scientific research, and civic arts. Schools will explore these places as spaces of storytelling and collective responsibility, universities as complex case studies, and cultural institutions as potential platforms for cohesion. Ohio thus emerges as fertile ground for learning through the intersection of history, community, and shared planning.

DAY 1 – CLEVELAND: URBAN REGENERATION AND ENVIRONMENTAL JUSTICE

Cleveland, a city on Lake Erie scarred by deindustrialization, is today a model of resilience and regeneration. Activities take place at **Cleveland Neighborhood Progress**, a hub dedicated to community development and urban sustainability.

Secondary schools: will participate in a creative mapping of neighborhoods undergoing transformation, with workshops on space and identity.

Universities: they will analyze sustainable regeneration projects and civic participation in the post-industrial context.

Cultural institutions: will collaborate with local networks to co-design cultural initiatives with a local impact.

DAY 2 – OBERLIN: RADICAL EDUCATION AND ACTIVE CITIZENSHIP

Oberlin is a small town known for its progressive college and long tradition of educational and social activism. Activities take place at the **Oberlin College Bonner Center for Community-Engaged Learning**.

Secondary schools: will experiment with activities on critical thinking and social responsibility through role-playing and dialogue.

Universities: they will explore service learning practices and transformative education models.

Cultural institutions: will explore forms of collaboration between schools, museums, and communities for widespread education.

DAY 3 – COLUMBUS: CIVIC INNOVATION AND DIGITAL INCLUSION

Ohio's capital and university hub, **Columbus** is a hub for urban innovation, technology, and social cohesion. Activities take place at the **Smart Columbus Experience Center**, where the future of mobility and urban data is explored.

Secondary schools: will participate in interactive activities on digital citizenship, smart cities, and civic data.

Universities: they will study the ethical and social implications of urban technologies and intelligent systems.

Cultural institutions: will collaborate in the development of cultural strategies for civic participation through innovation.



DAY 4 – YELLOW SPRINGS: CREATIVE COMMUNITIES AND ALTERNATIVE PRACTICES

A village founded by educators and activists, **Yellow Springs** is known for its radical history and openness to experimental practices. Activities take place at the **Antioch College Community Studio**.

Secondary schools: will create collective narratives on community, local identity, and diversity.

Universities: they will analyze models of democratic education, grassroots cultural production, and mutualism.

Cultural institutions: will engage with artists and educators to design spaces for participatory culture and horizontal learning.

DAY 5 – TOLEDO: VISUAL ARTS AND WORKERS' MEMORY

Toledo, a city linked to industrial production and glass, is today a center of artistic experimentation and heritage revival. Activities take place at the **Toledo Museum of Art and the Glass Pavilion**.

Secondary schools: will participate in art and material workshops, between working-class memory and contemporary creativity.

University: they will study the cultural transformations of the city through the aesthetics of work and the industrial landscape.

Cultural institutions: will co-design exhibition practices related to labor history, applied arts, and youth engagement.

DAY 6 – CINCINNATI: URBAN BOUNDARIES AND INTERCULTURAL INCLUSION

Overlooking the Ohio River, **Cincinnati** is a symbolic place to understand the history of slavery, migration, and the challenges of integration. Activities take place at the **National Underground Railroad Freedom Center**.

Secondary schools: will have a narrative and museum-like experience about freedom, escape, and the construction of dignity.

Universities: they will explore collective memory and marginalized narratives in educational processes.

Cultural institutions: will collaborate with the center to design intercultural itineraries and historical co-creation workshops.



BORDERLAND TERRITORIES BETWEEN WORK, NATURE, AND SOCIAL EXPERIMENTATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF INDIANA

Indiana presents itself as a state of transition and layering, where rural tradition meets social, educational, and environmental experiments beyond conventional routes. Amid agricultural landscapes, post-industrial cities, and resilient local communities, this journey crosses symbolic places such as Indianapolis, Bloomington, Gary, Terre Haute, Columbus, and New Harmony. Here, repurposed factories, ethical parks, civic centers, and experimental universities become reference points for exploring themes of labor, social utopia, and cultural regeneration. Indiana thus offers an unexpected field of study where schools, universities, and cultural institutions can engage with lesser-known but essential stories. In this research space, alternative pedagogy, social ecology, and material culture intertwine, providing insights for interdisciplinary, inclusive, and active learning.

DAY 1 – INDIANAPOLIS: CIVIC SPACES AND ACTIVE CITIZENSHIP

As the capital of Indiana, **Indianapolis** surprises with its repurposed public spaces and widespread civic initiatives. Activities take place at **Indianapolis City Market** and the **Lugar Center for Renewable Energy**, where sustainability and participation intertwine.

Secondary schools: will participate in a workshop on active citizenship and urban space planning.

Universities: they will analyze urban policies, energy transition, and community planning.

Cultural institutions: will collaborate with civic networks to design inclusive cultural programs in transforming neighborhoods.

DAY 2 – BLOOMINGTON: UNIVERSITY CULTURE AND SOCIAL EXPERIMENTATION

Home to Indiana University, **Bloomington** is a vibrant hub where art, education, and community meet. Activities are held at the university's **Center for Research on Teaching and Learning**.

Secondary schools: will participate in workshops on cooperative learning and media education.

Universities: they will explore participatory pedagogical methods and inclusion practices in higher education.

Cultural institutions: will explore partnership models between universities and local communities for shared cultural production.

DAY 3 – GARY: POST-INDUSTRIAL LANDSCAPES AND THE MEMORY OF WORK

Gary, a former center of the steel industry, is now an emblematic place for exploring the transformations of labor and urban identity. Activities take place at the **Steel Yard** and **Decay Devils Collective**.

Secondary schools: will explore the city through photo walks and urban storytelling.

University: they will study post-industrial reversion and the social implications of deindustrialization.

Cultural institutions: will collaborate with local collectives to develop art projects and community museums.



DAY 4 – TERRE HAUTE: HUMAN RIGHTS AND PRISON MEMORY

A symbolic city for its federal prison and human rights struggles, **Terre Haute** invites reflection on the relationship between justice and society. Activities take place at the **Candles Holocaust Museum and Education Center**.

Secondary schools: will participate in a workshop on historical justice through testimonies and archives.

University: they will explore the connections between memory, incarceration, and transformations of the penal system.

Cultural institutions: will work with historians and educators on projects to disseminate memory and civil rights.

DAY 5 – COLUMBUS: CIVIC DESIGN AND COMMUNITY ARCHITECTURE

Columbus is a surprising laboratory of social architecture, where urban innovation meets civic spirit. Activities take place at the **Miller House and Garden** and the **Cummins Foundation**.

Secondary schools: will explore the connection between school spaces and architecture through guided tours and visual workshops.

University: they will study models of civic design and ethical architecture applied to the urban context.

Cultural institutions: will co-design cultural experiences that enhance the public function of the designed spaces.

DAY 6 – NEW HARMONY: SOCIAL UTOPIA AND COMMUNITY EXPERIMENTATION

Founded as a utopian community in the 19th century, **New Harmony** is today a vibrant place for dialogue between history, secular spirituality, and alternative pedagogy. Activities take place at the **Atheneum** and the **Historic New Harmony Center**.

Secondary schools: will have an immersive experience exploring symbolic architecture, ecology, and community life.

University: they will study the history of intentional communities and the relationship between utopia, education, and territory.

Cultural institutions: will develop experiential courses on utopian cultures and unconventional educational practices.



BETWEEN LABORATORY CITIES, CREATIVE SUBURBS, AND FIELDS OPEN TO TRANSFORMATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF ILLINOIS

Illinois is much more than Chicago: it is a territory rich in contrasts between global metropolises and rural landscapes, between industrial history and new cultural practices. In this itinerary, the experimental urbanity of the Windy City stands alongside the educational vitality of Urbana-Champaign, the social initiatives in suburbs like Rockford, and the reworked agrarian memories between Peoria and Carbondale. The goal is to observe how communities reinvent social, educational, and cultural spaces beyond conventional centers through civic architecture, community networks, and inclusive design. The journey offers an interdisciplinary experience aimed at schools, universities, and cultural institutions, which can explore connections between urban regeneration, social rights, civic technologies, and the environment. Illinois emerges as a vibrant field of inquiry and experimentation, where every place is a space of possibilities.

DAY 1 – CHICAGO: URBAN REGENERATION AND CIVIC ARCHITECTURE

From skyscrapers symbolizing modernity to neighborhoods undergoing transformation, **Chicago** is a vibrant observatory on the social use of architecture. Activities take place at the **Chicago Architecture Center** and in the neighborhoods of **Bronzeville** and **Pilsen**.

Secondary schools: will participate in an urban exploration workshop to understand how built space influences social life.

University: they will analyze architectural regeneration projects and participatory planning in historically marginalized neighborhoods.

Cultural institutions: will collaborate with local architects and activists to design initiatives that narrate the memory of community spaces.

DAY 2 – URBANA-CHAMPAIGN: PUBLIC EDUCATION AND ACADEMIC INNOVATION

A university town and center of excellence, **Urbana-Champaign** is home to advanced practices in education and social work. Activities are conducted at the **University of Illinois' College of Education** and the **Siebel Center for Design**.

Secondary schools: will experience innovative teaching through creativity, technology, and collaborative learning.

Universities: they will explore interdisciplinary training methods and design thinking practices applied to educational contexts.

Cultural institutions: will explore partnership models between universities, museums, and schools for inclusive public education.

DAY 3 – ROCKFORD: WORKING-CLASS CULTURE AND SOCIAL JUSTICE

A former industrial stronghold, **Rockford** is now an example of local resilience and grassroots civic renewal. Activities are held at the **Rockford Area Arts Council** and the **Midway Village Museum**.

Secondary schools: will participate in a narrative journey through photography and the history of work in working-class neighborhoods.

University: they will study the processes of deindustrialization, urban marginalization, and redemption through culture.

Cultural institutions: will collaborate with local authorities to creatively enhance workers' memories and community knowledge.



DAY 4 – PEORIA: RURAL COMMUNITIES AND SUSTAINABLE FOOD CULTURE

Nestled on the Illinois River, **Peoria** combines agricultural tradition with local innovation in the agri-food sector. Activities are held at the **Peoria Riverfront Museum** and the **Urban Agriculture Co-op**.

Secondary schools: will participate in a workshop on conscious eating and the short supply chain.

University: they will analyze the relationship between rural areas, sustainable development, and the resilience of local communities.

Cultural institutions: will design thematic itineraries related to food culture, urban agriculture, and community economies.

DAY 5 – SPRINGFIELD: CITIZENSHIP, CIVIL MEMORY, AND DEMOCRATIC NARRATIVE

The capital of Illinois and the birthplace of Lincoln, **Springfield** is a space for reflection on the history of American democracy. Activities take place at the **Lincoln Presidential Library and Museum** and the **State Capitol Building**.

Secondary schools: will take part in an immersive journey through the history of civil rights and democratic processes.

University: they will explore the concept of civic leadership and the construction of national memory.

Cultural institutions: will engage with curators and historians to create educational tools related to the public narrative of politics.

DAY 6 – CARBONDALE: SOCIAL ECOLOGY AND SUSTAINABILITY PRACTICES

In Southern Illinois, **Carbondale** is an active hub of ecological education and environmental innovation. Activities are held at **Southern Illinois University's Touch of Nature Environmental Center**.

Secondary schools: will participate in outdoor workshops on biodiversity, land conservation, and sustainability practices.

Universities: they will study the environmental impact of human activities and ecological adaptation strategies.

Cultural institutions: will collaborate on environmental awareness projects related to natural heritage and landscape culture.



SOCIAL INNOVATION, WATER TERRITORIES, AND INDUSTRIAL MEMORIES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF MICHIGAN

Michigan is a living laboratory where water, industry, and cultural revival intertwine powerfully. From Detroit to Ann Arbor, Flint to Grand Rapids, and up to the northern shores of the Great Lakes, the state tells stories of decline and regeneration, environmental crises, and collective responses. Its urban and natural landscapes become rich educational spaces: from automobile manufacturing to water sustainability, from civil rights to participatory culture. The experience is designed to foster a critical and creative perspective, promoting alternative educational paths. Schools gain tools to understand active citizenship and local identity; universities address environmental justice, design, and inclusion; cultural institutions explore regeneration models through art and territory.

DAY 1 – DETROIT: A LABORATORY CITY FOR URBAN REBIRTH

Detroit is the icon of American rebirth: from the automobile capital to the epicenter of community regeneration, art, and urban agriculture. Activities take place at the **Boggs Center** and the **Detroit Urban Research Center**, spaces where the future is being designed from the ground up.

Secondary schools: will participate in creative workshops in community gardens and active citizenship workshops.

Universities: they will analyze post-industrial regeneration processes, environmental justice, and civic networks.

Cultural institutions: they will engage with local organizations to develop cultural projects rooted in the region.

DAY 2 – ANN ARBOR: EDUCATIONAL RESEARCH AND COLLABORATIVE PRACTICES

Home to the University of Michigan, **Ann Arbor** is a center of excellence where academic knowledge and social innovation merge. Activities are held at the **Ginsberg Center for Community Service and Learning**.

Secondary schools: will participate in simulations and role-plays on the topics of inclusion and civic dialogue.

Universities: they will explore models of university engagement and interdisciplinary planning with the local community.

Cultural institutions: will explore partnerships between museums, schools, and universities to disseminate public culture.

DAY 3 – FLINT: WATER CRISIS AND COMMUNITY RESILIENCE

Flint has become a global symbol of environmental inequality and collective responses to the crisis. Activities take place at the **Flint Public Art Project** and the **Urban Renaissance Center**.

Secondary schools: will participate in art workshops related to the right to water and environmental justice.

University: they will study the Flint case as a paradigm of systemic crisis and community response.

Cultural institutions: will collaborate on cultural itineraries and participatory documentaries on the city's memories.



DAY 4 – GRAND RAPIDS: PUBLIC ART AND URBAN SUSTAINABILITY

Grand Rapids is a booming cultural hub, known for its ArtPrize and commitment to sustainability. Activities are held at the **Urban Institute for Contemporary Arts (UICA)**.

Secondary schools: will create collective installations inspired by the relationship between art and public space.

Universities: they will explore the role of the arts in urban transformation and sustainability policies.

Cultural institutions: will collaborate with curators and activists to create cultural events with civic impact.

DAY 5 – LANSING: CIVIC EDUCATION AND PARTICIPATORY DEMOCRACY

As the state capital, **Lansing** is the hub of public institutions and citizenship education. Activities take place at the **Michigan State Capitol** and the **Center for Civic Engagement**.

Secondary schools: will participate in parliamentary simulations and debates on current democratic issues.

Universities: they will analyze the role of active citizenship in legislative processes and student movements.

Cultural institutions: will develop educational programs related to the history of their institutions and civic information.

DAY 6 – TRAVERSE CITY: LAKE ECOSYSTEMS AND RESPONSIBLE TOURISM

Overlooking Lake Michigan, **Traverse City** combines landscape, sustainable agriculture, and environmental culture. Activities take place at the **Great Lakes Center for the Arts** and the **Boardman River Nature Center**.

Secondary schools: will explore lake ecosystems through educational programs and outdoor activities.

University: they will study climate change, water management, and eco-tourism.

Cultural institutions: will collaborate on environmental storytelling projects and ecotourism awareness strategies.



RURAL KNOWLEDGE, WORK CULTURES, AND ECOLOGICAL CITIZENSHIP

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF WISCONSIN

Wisconsin is a state where agricultural and industrial identity blends with a vibrant cultural scene and strong ecological awareness. Between university towns, agricultural cooperatives, research centers, and community projects, a fertile ground opens up to reflect on work, territory, and collective culture. Madison, Milwaukee, Eau Claire, Racine, and the landscapes of the Driftless Area become spaces to explore connections between education, environment, and social transformation. This itinerary is designed for schools, universities, and cultural institutions seeking to explore models of civic participation, widespread creativity, and integrated sustainability. Wisconsin offers a formative experience beyond conventional routes, where the landscape itself becomes a living subject of study and experimentation. Amid stories of cooperation, rural innovation, and community art, an interdisciplinary journey rich in meaning is built.

DAY 1 – MADISON: PUBLIC EDUCATION AND DEMOCRATIC PARTICIPATION

Wisconsin's capital and home to one of the country's most active public universities, **Madison** is an open-air civic and academic laboratory. Activities are conducted at the **University of Wisconsin's Morgridge Center for Public Service**.

Secondary schools: will participate in simulations and civic games on topics related to democracy, information, and rights.

Universities: they will explore public participation models and co-design processes with citizens.

Cultural institutions: will collaborate with educational and civic networks to develop educational programs on activism and social communication.

DAY 2 – MILWAUKEE: URBAN REGENERATION AND ENVIRONMENTAL JUSTICE

A rapidly transforming industrial city, **Milwaukee** hosts urban and community regeneration projects in working-class neighborhoods. Activities take place at **Alice's Garden Urban Farm** and the **Fondy Food Center**, at the heart of the city's agroecological initiatives.

Secondary schools: will take part in an urban agriculture and food education workshop.

University: they will study the intersections of race, environment, and social regeneration in complex urban contexts.

Cultural institutions: will engage with activists and curators to explore new cultural languages related to environmental justice and social memory.

DAY 3 – RACINE: INDUSTRIAL DESIGN AND CREATIVE INNOVATION

Overlooking Lake Michigan, **Racine** is a historic hub of industrial design and cooperative manufacturing. Activities are centered around the historic **SC Johnson headquarters** and the **Racine Art Museum**.

Secondary schools: will participate in an interactive journey on design, sustainability, and material culture.

Universities: they will analyze the relationship between industry, aesthetics, and function in the context of the circular economy.

Cultural institutions: will develop curatorial activities on industrial design and architecture collections for educational purposes.



DAY 4 – EAU CLAIRE: COLLABORATIVE ARTS AND CULTURAL REGENERATION

Eau Claire is a small town that has become a symbol of cultural regeneration thanks to the prominence of local artists and young people. Activities take place at the **Confluence Arts Center**, the heart of interdisciplinary artistic production.

Secondary schools: will participate in participatory art and visual storytelling workshops.

University: they will explore regeneration practices through performing arts and civic engagement.

Cultural institutions: will work with cultural operators to design temporary exhibition formats in unconventional contexts.

DAY 5 – DRIFTLESS AREA: ECOLOGY AND RESILIENT LANDSCAPES

The **Driftless Area**, with its pristine landscapes and terrain shaped by glaciation, is a unique ecosystem for reflecting on the balance between humanity and nature. Activities take place at the **Kickapoo Valley Reserve Education Center**.

Secondary schools: will explore the area's biodiversity through nature activities and ecological mapping.

University: they will study agroecological models and sustainability in marginal rural areas.

Cultural institutions: will collaborate with environmental educators to design cultural and sensory itineraries related to the landscape.

DAY 6 – GREEN BAY: INDIGENOUS CULTURE AND RESOURCE GOVERNANCE

In the north of the state, **Green Bay** is a meeting point between contemporary culture and Native American heritage. Activities take place at the **Ojibwa Nation Museum** and the **Bay Beach Wildlife Sanctuary**.

Secondary schools: will participate in storytelling sessions with representatives of indigenous communities on the relationship between territory and spirituality.

University: they will explore shared environmental governance models and indigenous cultural practices.

Cultural institutions: will work on the co-design of intercultural narrative tools and participatory museography.



RESILIENT COMMUNITIES, CULTURAL INCLUSION, AND SUSTAINABLE LANDSCAPES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF MINNESOTA

Minnesota is one of the most interesting social and environmental laboratories in the United States. With Minneapolis and Saint Paul at the center of profound civic transformations, and a territory rich in lakes, nature reserves, and Indigenous communities, the state offers unique opportunities for critical learning. This itinerary touches on centers of social justice, agricultural cooperatives, civic museums, and intercultural projects that tell stories of grassroots change. It is a journey aimed at schools, universities, and cultural institutions seeking to reflect on rights, ecology, participation, and art as tools for cohesion. Cities become places of active memory, suburbs scenes of collective innovation, and natural resources catalysts for sustainable education. Minnesota offers a participatory and inclusive perspective on how strong communities are built in the most unexpected places.

DAY 1 – MINNEAPOLIS: CIVIL RIGHTS AND SPACES OF ACTIVE MEMORY

Minneapolis is today a symbol of civic renewal and engagement with American historical memory. Activities are held at the **George Floyd Global Memorial** and the **Minnesota African American Heritage Museum**.

Secondary schools: will participate in narrative and artistic workshops on social justice and civil rights.

University: they will analyze the dynamics of urban activism and the evolution of movements for racial equity.

Cultural institutions: will work with curators and activists to develop exhibition projects related to collective memory.

DAY 2 – SAINT PAUL: MIGRANT CULTURES AND INTERCULTURAL COHESION

The state capital and a city with a strong immigrant identity, **Saint Paul** is home to Hmong, Somali, and African-American communities. Activities take place at the **Immigrant History Research Center** and the **Hmong Cultural Center Museum**.

Secondary schools: will take part in intercultural workshops on identity, migration, and oral memory.

University: they will study policies of cultural inclusion and representation of urban diasporas.

Cultural institutions: will collaborate with community centers to co-design tools for ethnographic storytelling and archiving.

DAY 3 – DULUTH: LAKESCAPE AND SUSTAINABLE TRANSFORMATION

Overlooking Lake Superior, **Duluth** is a crossroads of natural beauty and environmental regeneration. Activities take place at the **Great Lakes Aquarium** and the **Lake Superior National Estuarine Research Reserve**.

Secondary schools: will have citizen science experiences related to the lake ecosystem and climate change.

University: they will explore topics related to sustainable water resource management and environmental education.

Cultural institutions: will collaborate with biologists, curators, and researchers to design educational content and traveling exhibitions on water as a common good.



DAY 4 – NORTHFIELD: DEMOCRATIC EDUCATION AND YOUTH PLANNING

Home to two top-class colleges, **Northfield** is an experimental hub for civic education and youth initiatives. Activities are held at **Carleton College's Center for Community and Civic Engagement**.

Secondary schools: will participate in parliamentary simulations and social planning workshops.

University: they will work on applied civic education practices and collaborative learning communities.

Cultural institutions: will study replicable models of interaction between culture, education, and local participation.

DAY 5 – MANKATO: INDIGENOUS HISTORY AND CULTURAL RECONCILIATION

Mankato is a key place to understand the history of the Dakota Natives and the processes of reconciliation and historical justice. Activities are held at the **Blue Earth County Historical Society** and the **Dakota Wokiksuye Memorials**.

Secondary schools: will take part in oral storytelling sessions and workshops on local indigenous history.

University: they will study the relationship between colonial memory, conflict, and processes of historical reconciliation.

Cultural institutions: will collaborate with Dakota representatives and historians to design cultural restitution programs and inclusive museums.

DAY 6 – ROCHESTER: HEALTHCARE INNOVATION AND COMMUNITY WELL-BEING

Rochester, home to the Mayo Clinic, is a global center for medical research and public health. Activities are conducted at the **Mayo Clinic Center for Health Equity and Community Engagement Research**.

Secondary schools: will discover educational paths related to health and psychophysical well-being in the community.

Universities: they will analyze participatory medicine practices, health equity, and collaborative research.

Cultural institutions: will develop narrative tools to promote public health, prevention, and equitable access to care.



RURAL TERRITORIES, SOCIAL INNOVATION, AND WORK CULTURE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF IOWA

Iowa is an open landscape that reveals much more than it seems: from its agricultural communities emerge advanced forms of cooperation, civic education, and social innovation. Not just fields of grain and prairies, but widespread cultural laboratories, rural research centers, and museums that highlight everyday ingenuity. Between Des Moines, Iowa City, Decorah, and the Mississippi River valleys, this journey explores the sense of community, the connection to the land, and the widespread creativity found in small towns.

This itinerary is designed for schools, universities, and cultural institutions aiming to explore the dynamics between rural life, education, and a sustainable future. Iowa offers a fertile space to reflect on the role of education in internal territories, balancing practical knowledge with collective imagination. Away from urban circuits, here the transformative value of shared culture is rediscovered.

DAY 1 – DES MOINES: CIVIC CREATIVITY AND URBAN INNOVATION

Iowa's capital is a constantly evolving hub, where public art, urban regeneration, and youth activism redefine community space. Activities take place at the **Des Moines Social Club**, an independent cultural hub in the heart of the city.

Secondary schools: will participate in workshops on urban art, citizenship, and community creativity.

University: they will study the practices of social innovation and participatory design in urban spaces.

Cultural institutions: will collaborate with artists and curators to co-design civic and temporary cultural initiatives.

DAY 2 – IOWA CITY: WRITING, PUBLISHING, AND LITERARY COMMUNITIES

A UNESCO World Heritage Site as a "City of Literature," **Iowa City** is home to one of the most vibrant literary communities in the country. Activities are conducted through the **University of Iowa's International Writing Program**.

Secondary schools: will participate in creative writing workshops and public readings with local authors.

University: they will analyze editorial production circuits and social storytelling practices.

Cultural institutions: will explore forms of independent publishing and the role of libraries as active cultural spaces.

DAY 3 – GRINNELL: SOCIAL ENGAGEMENT AND INCLUSIVE EDUCATION

A college town nestled in the rural landscape, **Grinnell** is a living laboratory of inclusion, sustainability, and equitable access to education. Activities take place at **Grinnell College's Center for Careers, Life, and Service**.

Secondary schools: will participate in cooperative games and courses on scholastic and social inclusion.

University: they will explore civic engagement practices and the connections between education and social justice.

Cultural institutions: will engage with teachers and activists to develop collaborative tools between schools and the local community.



DAY 4 – DECORAH: CULTURAL ECOLOGY AND LOCAL KNOWLEDGE

In rural northern Iowa, **Decorah** hosts cutting-edge experiences in applied ecology and the appreciation of Nordic-American culture. Activities take place at the **Seed Savers Exchange** and the **Vesterheim Norwegian-American Museum**.

Secondary schools: will explore agricultural biodiversity with activities on seed preservation and food memory.

University: they will study sustainable agriculture practices and cultural identity in rural contexts.

Cultural institutions: will collaborate with museums and agricultural centers to co-design exhibitions on landscape and rural memory.

DAY 5 – DUBUQUE: URBAN SUSTAINABILITY AND RIVERINE TERRITORY

Overlooking the Mississippi, **Dubuque** is an example of ecological redevelopment integrated between the urban environment and the river. Activities take place at the **National Mississippi River Museum & Aquarium**.

Secondary schools: will participate in interactive workshops on river ecology, biodiversity, and environmental citizenship.

University: they will analyze urban sustainability policies related to river areas and climate resilience.

Cultural institutions: will work with environmental experts and mediators to create tools for local scientific dissemination.

DAY 6 – AMES: SCIENCE, TECHNOLOGY, AND RURAL INNOVATION

Home to Iowa State University, **Ames** is a cutting-edge science hub for agriculture, robotics, and the environment. Activities are conducted at the **Student Innovation Center** and the **Leopold Center for Sustainable Agriculture**.

Secondary schools: will experience rural coding, technological innovation, and environmental sustainability activities.

Universities: they will deepen their applied research in the fields of agricultural science, food, and environmental robotics.

Cultural institutions: will collaborate with scientists and mediators to develop museum itineraries on science and rurality.



CULTURAL FRONTIERS, LOCAL INGENUITY, AND SOCIAL RESILIENCE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF MISSOURI

Missouri, a crossroads between the Midwest and the South, is a state that combines deep historical contrasts with a continuously bubbling creative energy. Cities like St. Louis and Kansas City serve as true laboratories of urban transformation and social justice, while small inland towns tell stories of resilience, agricultural innovation, and multicultural identities. In this journey, schools, universities, and cultural institutions explore territories where culture and technology intertwine, giving voice to communities through art, memory, and collaborative projects. Selected sites, such as social museums, community arts centers, and scientific institutions, offer learning experiences centered on local engagement and direct involvement. Missouri thus reveals itself as a living laboratory where history and the future engage in dialogue, providing interdisciplinary and educational insights in a setting far from typical tourist clichés. This journey is designed to teach observation, collaboration, and transformation, with a critical and participatory perspective on contemporary challenges.

DAY 1 – ST. LOUIS: URBAN MEMORY AND SOCIAL TRANSFORMATION

St. Louis is a city that continues to grapple with its past, but it does so by reinventing itself socially and culturally. Activities take place at the **Griot Museum of Black History**, a space for storytelling and community engagement.

Secondary schools: will participate in a civic storytelling and oral memory workshop.

University: they will study the connections between African-American heritage, urbanization, and civil rights.

Cultural institutions: will work with educators and curators to co-design traveling exhibitions on history and community.

DAY 2 – KANSAS CITY: COLLECTIVE ARTS AND CULTURAL INNOVATION

Famous for its jazz heritage, **Kansas City** is also one of the most vibrant cities for participatory arts. Activities take place at the **Charlotte Street Foundation**, a residency and artistic co-creation space.

Secondary schools: will take part in expressive workshops on music, urban dance, and identity.

University: they will analyze models of independent cultural production and collaborative processes.

Cultural institutions: will collaborate with artists in residence to develop strategies for local engagement and cultural regeneration.

DAY 3 – COLUMBIA: SCIENCE, MEDIA, AND CRITICAL THINKING

Home to the University of Missouri, **Columbia** is a vibrant academic center and a hub for information and civic research. Activities take place at the **Reynolds Journalism Institute** and interdisciplinary laboratories on campus.

Secondary schools: will participate in journalism simulations to teach critical reporting.

University: they will study civic media, information ethics, and emerging technologies in communication.

Cultural institutions: will explore the role of visual and digital arts in territorial storytelling.



DAY 4 – HANNIBAL: LITERARY LANDSCAPES AND AMERICAN MEMORY

Overlooking the Mississippi River, **Hannibal** is Mark Twain's birthplace and today a center of American frontier narrative. Activities take place at the **Mark Twain Boyhood Home & Museum**.

Secondary schools: will take part in interactive narrative courses on the Bildungsroman and riverine America.

University: they will analyze the themes of identity, travel, and frontiers in literature and cultural history.

Cultural institutions: will reflect on how to enhance literary heritage in a participatory and contemporary way.

DAY 5 – JEFFERSON CITY: INSTITUTIONS, CITIZENSHIP, AND RIGHTS

As the state capital, **Jefferson City** is a key place to understand how democracy works at the local level. Activities take place at the **Missouri State Capitol** and the **Missouri State Museum**.

Secondary schools: will participate in workshops on the legislative process and the role of the citizen.

University: they will study the relationships between local governance, constitutional history, and policy-making.

Cultural institutions: will work on educational projects that promote transparency, civic memory, and institutional accessibility.

DAY 6 – SPRINGFIELD: SUSTAINABILITY, CIRCULAR ECONOMY, AND RURAL DESIGN

Springfield is an emerging hub of projects related to the local economy, sustainability, and artisan communities. Activities take place at the **Ozarks Environmental and Water Resources Institute** and the **Creamery Arts Center**.

Secondary schools: will participate in workshops on creative reuse, recycling, and social design.

Universities: they will explore sustainable rural development models and circular design.

Cultural institutions: will collaborate with artists, farmers, and designers to co-create environmental installations and educational programs.



TERRITORIES ROOTED IN ANCESTRY, FUTURE ENERGIES, AND RESILIENT COMMUNITIES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF NORTH DAKOTA

North Dakota is one of the least explored states in the USA, yet also one of the most intense for those seeking authentic experiences beyond conventional circuits. Its vast prairies, indigenous reserves, energy research centers, and small farming communities offer unique opportunities for interdisciplinary projects on environment, culture, and social innovation. This itinerary guides schools, universities, and cultural institutions through ancestral Dakota territories, vulnerable ecosystems, and towns experimenting with models of sustainability and inclusion. Far from metropolitan areas, North Dakota becomes a laboratory of listening, observation, and dialogue with the memories of the land. The visited sites—such as tribal museums, university centers, agricultural and cultural hubs—open spaces for intergenerational and interethnic exchange. A journey to understand the complexity of change and the value of collective belonging.

DAY 1 – BISMARCK: INDIGENOUS HISTORY AND CIVIC MEMORY

As the state capital and a meeting point between past and present, **Bismarck** preserves profound traces of its native culture and institutional structure. Activities take place at the **North Dakota Heritage Center & State Museum**, a hub of history, archaeology, and anthropology.

Secondary schools: will participate in an immersive workshop on Dakota and Mandan tribal cultures.

University: they will analyze the impact of federal policies on indigenous territories and the development of the modern state.

Cultural institutions: will collaborate with curators and tribal representatives to design intercultural development programs.

DAY 2 – FORT YATES: SOVEREIGNTY AND SELF-DETERMINATION ON THE RESERVATIONS

Located in the heart of the Standing Rock Reservation, **Fort Yates** is a key place to understand the struggle for sovereignty and indigenous cultural resurgence. Activities are held at the **Standing Rock Sioux Tribal Historic Preservation Office**.

Secondary schools: will listen to oral storytelling and participate in Lakota language and craft activities.

University: will explore the dynamics of political self-determination and indigenous governance.

Cultural institutions: will work with local leaders to envision decolonial cultural exchanges and programs.

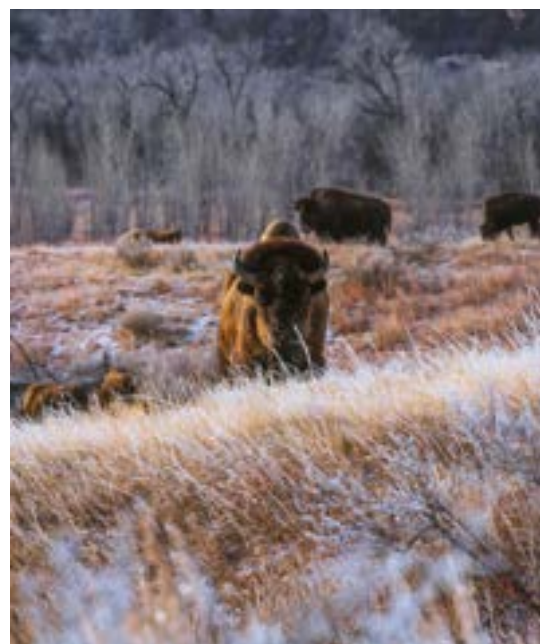
DAY 3 – FARGO: A CREATIVE CITY OF DESIGN, MEDIA, AND INCLUSION

Fargo, a dynamic and growing city, has become a model for creative regeneration and social experimentation. Activities take place at the **Fargo-Moorhead Community Theater** and the **Plains Art Museum**.

Secondary schools: will take part in workshops on social theatre, identity, and visual storytelling.

University: they will study civic media practices, participatory design, and urban inclusion.

Cultural institutions: will co-design cultural formats to foster intercultural dialogue between communities.



DAY 4 – GRAND FORKS: CLIMATE RESEARCH AND ENVIRONMENTAL EDUCATION

In the north of the state, **Grand Forks** is home to one of the most active universities in environmental and climate studies. Its activities are conducted at the **University of North Dakota's Energy & Environmental Research Center (EERC)**.

Secondary schools: will participate in experiments on climate change and renewable energy models.

Universities: will explore projects on energy transition and decarbonization.

Cultural institutions: will collaborate with researchers to create climate education programs for the general public.

DAY 5 – MINOT: CULTURAL RESILIENCE AND MIGRANT COMMUNITIES

Minot is a city with a strong multicultural presence, the result of waves of Scandinavian immigration and new global presences. Activities take place at the **Scandinavian Heritage Park** and the **Minot Cultural Diversity Council**.

Secondary schools: will participate in intercultural activities on the traditions, symbols, and languages of the communities present.

University: they will study migratory phenomena and the construction of local identity in the North American context.

Cultural institutions: they will work on models of a distributed museum and participatory narrative of migrant heritage.

DAY 6 – MEDORA: LANDSCAPE, CONSERVATION AND TERRITORIAL NARRATION

In the heart of the Badlands, **Medora** offers breathtaking natural scenery and insights into the relationship between people and the land. Activities take place within **Theodore Roosevelt National Park**.

Secondary schools: will experience immersive environmental education and ecological storytelling.

University: they will analyze the history of conservation and the current ecological challenges of America's parks.

Cultural institutions: will design interpretive experiences to enhance the landscape as an archive of ecological and historical memories.



SACRED LANDS, ENVIRONMENTAL JUSTICE, AND COLLECTIVE MEMORY

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF SOUTH DAKOTA

South Dakota is a land of profound landscapes and layered histories, where the Black Hills, sacred Native sites, and frontier towns tell the story of an often-forgotten America. This journey explores the identity of the territory as a space of conflict, renewal, and vision, through places offering experiences beyond conventional routes. The Lakota communities, ecological initiatives, and emerging cultural centers serve as tools to reinterpret history and envision the future. Among reservations, parks, small universities, and artistic hubs, the itinerary fosters a dialogue between knowledge and social awareness. South Dakota thus reveals itself as a laboratory for those seeking a transformative and engaged education—an opportunity to listen, traverse, and act.

DAY 1 – RAPID CITY: INDIGENOUS ART AND URBAN DIALOGUE

At the gateway to the Black Hills, **Rapid City** is a crossroads of urban culture and Native American roots, where murals and public spaces become tools for identity and storytelling. Activities take place at **Art Alley** and the **Dahl Arts Center**, epicenters of local creativity.

Secondary schools: will conduct a street art workshop on social and identity issues.

University: they will analyze the role of public art in processes of inclusion and urban memory.

Cultural institutions: will engage with artists and curators on creative and participatory regeneration practices.

DAY 2 – PINE RIDGE: LAKOTA CULTURE AND SELF-DETERMINATION

Within the Pine Ridge Reservation, you'll experience firsthand the resilience of Lakota communities. Activities take place at the **Oglala Lakota College** and the **Red Cloud Heritage Center**, both educational and heritage sites.

Secondary schools: will participate in meetings with young activists on language, art, and self-determination.

Universities: they will study indigenous educational models and cultural sovereignty strategies.

Cultural institutions: will collaborate with tribal leaders to co-create intercultural museum itineraries.

DAY 3 – BADLANDS NATIONAL PARK: ECOLOGY AND LANDSCAPE NARRATION

Between canyons and prairies, the **Badlands** landscape becomes a space for reflection on the relationship between man and nature. Activities take place inside the **Ben Reifel Visitor Center**, the heart of the park's educational activities.

Secondary schools: they will experience citizen science and ecological storytelling.

Universities: they will conduct studies on climate change and the conservation of local biodiversity.

Cultural institutions: will develop environmental outreach formats related to landscape as a narrative heritage.



DAY 4 – WOUNDED KNEE: PLACES OF MEMORY AND HISTORICAL RESPONSIBILITY

At **Wounded Knee Hill**, a symbolic site of colonial violence, the weight of history and the value of active memory are reflected upon. The activities are held in collaboration with the **Oglala Lakota Historical Society**.

Secondary schools: will participate in a speaking circle led by local witnesses and educators.

University: they will study the relationships between colonial history, law, and public narrative.

Cultural institutions: will co-design tools for the participatory preservation of historical memory.

DAY 5 – BROOKINGS: AGRICULTURAL INNOVATION AND RURAL SUSTAINABILITY

Brookings, home to South Dakota State University, is an active center for environmental and rural development research. Activities are conducted at the **South Dakota Agricultural Heritage Museum** and university laboratories.

Secondary schools: will explore the relationship between food, land, and climate change.

Universities: they will explore regenerative agriculture models and rural governance.

Cultural institutions: will collaborate with scientists and educators to design interactive museum tours on agriculture and innovation.

DAY 6 – VERMILLION: LANGUAGES, MUSIC, AND LOCAL IDENTITY

Home to the University of South Dakota, **Vermillion** is also a cultural hub brimming with artistic energy and experimentation. Activities are held at the **National Music Museum**, which houses instruments from around the world.

Secondary schools: will participate in sound workshops on music and cultural identity.

University: they will study music as an intercultural language and a vehicle for collective memory.

Cultural institutions: they will design immersive and inclusive experiences to reinterpret traditional collections and sounds.



LANDSCAPES OF MEMORY, RURAL INNOVATION, AND COMMUNITIES IN TRANSFORMATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF NEBRASKA

Nebraska, often overlooked on traditional tourist maps, reveals itself as a land of extraordinary cultural and environmental complexity. From vast prairies to vibrant urban centers, this journey guides students, scholars, and cultural practitioners through paths that intertwine migration history, rural innovation, and social resilience. The agricultural context is not just a backdrop but an active subject of experimentation in sustainability, education, and cooperative enterprise. University towns and community museums become places to rethink the concept of belonging in a changing America. Nebraska offers fertile ground for those who want to study the territory not as an object, but as a living voice. A laboratory to rethink collective identity, from the local to the global.

DAY 1 – LINCOLN: ACTIVE CITIZENSHIP AND PUBLIC CULTURE

As the state capital and college town, **Lincoln** is also an open civic hub, where culture and participation meet in community spaces. Activities take place at the **Nebraska History Museum** and the **University of Nebraska's Center for Civic Engagement**.

Secondary schools: will participate in democratic simulations and courses on civil rights and social responsibility.

Universities: they will analyze models of active citizenship and engagement in local democracies.

Cultural institutions: will co-design educational projects involving archives, public art, and participatory memory.

DAY 2 – OMAHA: INCLUSION, MIGRATION, AND CULTURAL REGENERATION

Omaha, the state's most populous city, is marked by stories of migration, social transformation, and artistic vitality. Activities take place at **El Museo Latino** and the **Union for Contemporary Art**.

Secondary schools: will take part in intercultural workshops on identity, narrative, and migrant memory.

University: they will study diaspora phenomena, integration processes, and grassroots cultural production.

Cultural institutions: will engage with artists and activists to explore practices for a widespread and participatory museum.

DAY 3 – KEARNEY: COMMUNICATION, MUSEUMS, AND COLLECTIVE HERITAGE

In the heart of Nebraska, **Kearney** is home to museums that tell the story of American migration and communication. Activities take place at the **Great Platte River Road Archway**.

Secondary schools: will conduct a workshop on travel as a metaphor for growth and knowledge.

University: they will explore the dynamics of territorial storytelling and experiential museology.

Cultural institutions: they will work on interpretive itineraries that combine communication, history, and a young audience.



DAY 4 – SCOTTSBLUFF: LANDSCAPE AND MEMORY OF THE FRONTIER

At the foot of the monumental bluffs, the town of **Scottsbluff** preserves the living memory of the pioneers' journey. Activities take place at the **Scotts Bluff National Monument Visitor Center**.

Secondary schools: will explore the history of the frontier through maps, stories, and creative workshops.

University: they will reflect on the narratives of conquest and the ecology of western migration.

Cultural institutions: will develop landscape interpretation projects and engage local communities.

DAY 5 – NORTH PLATTE: INFRASTRUCTURE AND RAILROAD LIFE

North Platte has historically been a strategic hub for the American rail network and today is a place to reflect on the infrastructure of the past. Activities take place at the **Golden Spike Tower** and the **Cody Park Railroad Museum**.

Secondary schools: will participate in educational programs on the history of transportation and collective labor.

Universities: they will analyze the impact of infrastructure networks on territorial and urban development.

Cultural institutions: will study strategies for narrating and preserving tangible and intangible railway heritage.

DAY 6 – HASTINGS: ENERGY INNOVATION AND AGRICULTURAL SUSTAINABILITY

A small town with a strong experimental vocation, **Hastings** is now a hub for renewable energy and sustainable agriculture projects. Activities are conducted at the **Hastings College Sustainability Center**.

Secondary schools: will carry out activities on the resource cycle, circular economy, and environmental planning.

Universities: they will explore the challenges of resilient agriculture and sustainable resource management.

Cultural institutions: will co-design training programs that combine scientific dissemination and social innovation.



CULTURAL FRONTIERS, AGRICULTURAL INNOVATION, AND SOCIAL JUSTICE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF KANSAS

Kansas, the geographical heart of the United States, is a space where grand historical narratives intertwine with contemporary challenges related to sustainability, equity, and identity. This journey crosses university towns, preserved prairies, archives of the civil rights struggle, and centers of advanced agricultural experimentation. Far from rural stereotypes, Kansas reveals a vibrant social, educational, and cultural fabric, with communities engaged in a dialogue between tradition and innovation. The activities highlight collective memory, sustainable design, and critical thinking through immersive experiences. Schools will discover living history; universities will explore themes related to environmental governance; cultural institutions will activate connections between territory and citizenship. Kansas thus becomes a setting for shared and transformative learning.

DAY 1 – TOPEKA: CIVIL RIGHTS AND INFORMED CITIZENSHIP

As the state capital and a key site of the battle for school integration, **Topeka** offers an opportunity to explore the relationship between education, memory, and justice. Activities take place at the **Brown v. Board of Education National Historical Park**.

Secondary schools: will participate in a workshop on civil rights and the challenges of educational equity.

Universities: they will study the connections between educational policy, the constitution, and the fight against segregation.

Cultural institutions: will collaborate with the site's educators to design educational programs on historical justice.

DAY 2 – LAWRENCE: UNIVERSITY CITY AND SOCIAL INNOVATION

Home to the University of Kansas, **Lawrence** combines a progressive spirit with a vibrant arts and civic engagement scene. Activities take place at the **Spencer Museum of Art** and the **KU Commons**, spaces for interdisciplinary exchange.

Secondary schools: will participate in creative workshops on art as a tool for social transformation.

Universities: they will explore public research practices, collaborative art, and academic activism.

Cultural institutions: will engage in dialogue with curators and researchers on participatory museum models and cultural co-creation processes.

DAY 3 – TALLGRASS PRAIRIE: ECOLOGY, LANDSCAPE, AND CONSERVATION

In the great central prairies, you'll experience a resilient and delicate ecosystem, guardian of biodiversity and agricultural culture. Activities take place in the **Tallgrass Prairie National Preserve**, a rare, intact habitat.

Secondary schools: will explore nature trails with environmental education and land art activities.

University: they will study the sustainable management of ecosystems and the conservation of native species.

Cultural institutions: will co-design ecological storytelling formats integrated with science and artistic practices.



DAY 4 – WICHITA: INDUSTRIAL INNOVATION AND AEROSPACE TECHNOLOGY

A city synonymous with the aeronautics industry, **Wichita** hosts educational spaces dedicated to ingenuity, mechanics, and exploration. Activities take place at **Exploration Place**, an interactive science museum.

Secondary schools: will create prototypes and STEAM activities related to engineering and flight.

Universities: they will analyze the challenges of industrial innovation and sustainable technological development.

Cultural institutions: will study approaches to scientific dissemination and experiential museology in local contexts.

DAY 5 – GREENSBURG: URBAN RESILIENCE AND RADICAL SUSTAINABILITY

Rebuilt entirely according to ecological principles after a devastating tornado, **Greensburg** is today an "eco-town" that exemplifies transformation. Activities take place at **Greensburg GreenTown** and **Kiowa County Schools**.

Secondary schools: will explore low-impact architectural and urban design.

Universities: they will conduct case studies on ecological regeneration, participatory urban planning, and renewable energy.

Cultural institutions: will collaborate with local designers and educators to develop narrative experiences on territorial resilience.

DAY 6 – DODGE CITY: FRONTIER NARRATIVES AND LOCAL IDENTITY

A symbolic city of the Old West, **Dodge City** offers an opportunity to critically reflect on the construction of American mythologies. Activities take place at the **Boot Hill Museum**, an interactive museum on the history of the frontier.

Secondary schools: will take part in a critical study on stereotypes, Western cinema, and American identity.

University: they will study the representation of the border in the media, history, and cultural imagination.

Cultural institutions: will explore innovative approaches to public narratives of local history through performances, exhibitions, and oral history.

SOUTHWESTERN USA

**TEXAS, OKLAHOMA, NEW
MEXICO, ARIZONA**

**BETWEEN MYTHICAL LANDSCAPES,
NATIVE CULTURES AND LIVING DESERTS**

From the red desert of Arizona to the multicultural metropolises of Texas, the Southwest blends Native American traditions and Hispanic heritage in a unique and evocative landscape. Here, archaeology, contemporary art, and cultural innovation intertwine, offering interdisciplinary programs for schools, universities, and cultural institutions. Colonial missions, majestic canyons, and innovative campuses become ideal settings for educational experiences and profound cultural dialogue. This region fosters creativity, reflection, and connections between the past and the future





BORDERS, CULTURAL PLURALISM, AND CHALLENGES OF THE FUTURE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF TEXAS

Texas, with its vast geography and complex history, is much more than an American icon: it is a space where colonial legacies, plural identities, and centers of scientific and social innovation coexist. This itinerary moves beyond clichés, guiding students, researchers, and cultural professionals through places where innovation, justice, and heritage live in tension and dialogue. From global cities to deserts, from civil rights centers to Indigenous and Latinx communities, Texas offers itself as a dynamic learning laboratory. The involved institutions provide opportunities to explore boundaries—geographic, cultural, and conceptual—through concrete experiences. Schools, universities, and cultural organizations are invited to foster critical thinking, interdisciplinary connections, and social design. An immersive journey through memory, change, and coexistence.

DAY 1 – HOUSTON: SPACE, SCIENCE, AND GLOBAL CITIES

A cosmopolitan city and a crossroads of cultures, **Houston** is home to one of the most advanced concentrations of aerospace and technology research. Activities are conducted at the **Johnson Space Center** and the **Rice University Kinder Institute for Urban Research**.

Secondary schools: will participate in STEM workshops inspired by space exploration and technological innovation.

University: they will analyze the role of smart cities and urban governance in the multicultural context of Texas.

Cultural institutions: will engage with curators and scientists to explore new ways to communicate about science and society.

DAY 2 – AUSTIN: PARTICIPATORY CULTURE AND CIVIC CREATIVITY

As the state capital and a hub for independent culture, **Austin** unites art, activism, and progressive urban politics. Activities take place at **The Contemporary Austin** and the **Center for Community Engagement at UT Austin**.

Secondary schools: will explore urban art and independent music as forms of creative citizenship.

University: they will study the intersections between artistic practices, environmental activism, and public space.

Cultural institutions: will participate in project discussions with local stakeholders on culture and urban regeneration.

DAY 3 – SAN ANTONIO: IDENTITY, HERITAGE, AND THE LATINO COMMUNITY

San Antonio has a deep multicultural heritage, with strong Mexican, indigenous, and African-American roots. Activities take place at the **Esperanza Peace and Justice Center** and the **San Antonio Missions National Historical Park**.

Secondary schools: will participate in intercultural workshops on heritage as told by local communities.

University: they will analyze historical justice and processes of cultural decolonization.

Cultural institutions: will co-design paths to enhance community heritage through oral history and artistic practices.



DAY 4 – EL PASO: BORDER, MIGRATION, AND URBAN RESILIENCE

Situated on the Mexican border, **El Paso** offers a unique vantage point for observing migration dynamics and cultural integration. Activities take place at the **UTEP Borderland Institute** and the **El Paso Art Museum**.

Secondary schools: will work on multilingual projects on identity, borders, and family histories of migration.

Universities: they will conduct research on cross-border dynamics, mobility, and reception policies.

Cultural institutions: will meet with artists and researchers to develop practices for visual narratives of the border.

DAY 5 – LUBBOCK: AGRICULTURAL INNOVATION AND RURAL LANDSCAPE

In the Northwest Plains, **Lubbock** is a hub for research on sustainable agriculture, water resources, and rural communities. Activities are conducted at the **Texas Tech University Water Resources Center** and the **American Wind Power Center**.

Secondary schools: will participate in hands-on activities on renewable energy and water saving.

Universities: they will study resilient agricultural models and climate adaptation in rural contexts.

Cultural institutions: will develop educational strategies to engage communities undergoing ecological transition.

DAY 6 – GALVESTON: ENVIRONMENT, MARITIME MEMORY, AND CLIMATE CHANGE

A coastal city rich in history and now exposed to future environmental challenges, **Galveston** is a natural and cultural observatory on the relationship between man and the sea. Activities take place at the **Ocean Star Offshore Energy Center** and the **Galveston Historical Foundation**.

Secondary schools: will explore marine sustainability topics through simulations and immersive activities.

Universities: they will conduct studies on the interactions between the coastal environment, communities, and port infrastructure.

Cultural institutions: will plan initiatives to integrate maritime memory and climate awareness.



INDIGENOUS ROOTS, EMERGING ENERGIES, AND LANDSCAPES OF RESILIENCE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF OKLAHOMA

Oklahoma is a state of cultural, historical, and ecological frontier, marked by deep indigenous roots and an identity in continuous transformation. Its cities, rural areas, and tribal reserves offer extraordinary educational settings to explore themes such as historical memory, sustainability, environmental justice, and intercultural dynamics. Here coexist innovative tribal museums, scientific centers focused on climate change, regenerative agriculture labs, and archives of African American migration. The journey unfolds through experiences of dialogue, research, and shared creation, connecting schools, universities, and cultural institutions with the living fabric of communities. This is not about observing but participating: this itinerary transforms each stop into an opportunity to question the present and imagine new social scenarios. Oklahoma is not a periphery but a moving center of identity, resilience, and innovation.

DAY 1 – OKLAHOMA CITY: MEMORY, RIGHTS, AND URBAN REGENERATION

As the state capital and a symbol of civic rebirth, **Oklahoma City** combines dramatic memories with social and cultural innovation. Activities take place at the **Oklahoma City National Memorial & Museum** and the **Scissortail Park Civic Hub**.

Secondary schools: will participate in a workshop on the theme of collective memory and building the common good.

Universities: they will explore post-trauma urban policies and processes of architectural and social resilience.

Cultural institutions: will collaborate with curators and urban planners to develop exhibitions on justice and reconstruction.

DAY 2 – NORMAN: PUBLIC RESEARCH, LANGUAGES, AND INCLUSION

A university city open to educational innovation, **Norman** offers spaces to explore the relationship between communication, knowledge, and cultural pluralism. Activities take place at the **Sam Noble Oklahoma Museum of Natural History** and the **University of Oklahoma Center for Faculty Excellence**.

Secondary schools: will participate in experiential visits to discover the natural sciences with narrative and creative approaches.

Universities: will explore interdisciplinary research models with civic impact, particularly on issues of educational equity.

Cultural institutions: will co-design inclusive dissemination tools and collaborations between museums and academic communities.

DAY 3 – TULSA: HISTORIC JUSTICE AND AFRICAN- AMERICAN INNOVATION

Marked by the tragedy of the Greenwood Massacre and today a hub for African-American memory and empowerment, **Tulsa** is a vibrant hub of cultural production. Activities take place at the **Greenwood Cultural Center** and the **Woody Guthrie Center**.

Secondary schools: will participate in oral history and storytelling workshops on memory, music, and civil rights.

Universities: they will conduct research on urban segregation, social movements, and decolonial narratives.

Cultural institutions: will develop participatory curatorial projects on racial justice and African-American artistic production.



DAY 4 – TAHLEQUAH: INDIGENOUS IDENTITIES AND SELF-GOVERNANCE

As the capital of the Cherokee Nation, **Tahlequah** is a key site for understanding the processes of self-determination and cultural continuity of Native peoples. Activities are conducted at the **Cherokee National Research Center** and the **Northeastern State University Indigenous Studies Program**.

Secondary schools: discover native language, art, and storytelling with activities led by Cherokee educators.

Universities: they will analyze models of tribal self-governance and forms of indigenous knowledge in academic contexts.

Cultural institutions: will collaborate with local leaders to design cultural restitution and valorization initiatives.

DAY 5 – STILLWATER: SUSTAINABLE AGRICULTURE AND EARTH SCIENCES

A hub of applied agricultural and environmental research, **Stillwater** is one of the most advanced centers in the dialogue between science and sustainability. Activities are conducted through the **Sustainable Agriculture Research & Education Program** at **Oklahoma State University**.

Secondary schools: will participate in hands-on experiences on regenerative farming, water, and biodiversity.

Universities: they will study agroecological systems and the interactions between rural communities, climate, and territory.

Cultural institutions: will explore environmental narratives applied to cultural and museum projects related to the territory.

DAY 6 – MEDICINE PARK: LANDSCAPE, BIODIVERSITY, AND SOCIAL WELL-BEING

A small town at the foot of the Wichita Mountains, **Medicine Park** is a model of slow tourism, environmental conservation, and a creative community. Activities take place at the **Wichita Mountains Wildlife Refuge** and the **Medicine Park Art Walk Collective**.

Secondary schools: will have an immersive experience of ecology, art, and land conservation through sensory itineraries.

Universities: they will explore the balance between development, conservation, and mental health in natural settings.

Cultural institutions: will develop public and community art formats related to landscape and social regeneration.



ANCESTRAL HORIZONS, EXPERIMENTATION, AND LANDSCAPE MEMORY

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF NEW MEXICO

New Mexico is a land where indigenous spirituality, artistic avant-garde, and nuclear history coexist within an intense and symbolic geography. From Pueblo reservations to scientific laboratories, passing through art centers nestled in the desert, this state offers unique educational opportunities, radically outside conventional paths. Here, ancient knowledge, cutting-edge science, territorial ecology, and collective memory can be explored in an integrated and multidisciplinary way. Schools, universities, and cultural institutions will be engaged in practices of co-creation, historical reflection, and artistic experimentation, often in dialogue with local communities. New Mexico is not just a place to visit, but a mental landscape to traverse with care and respect. This journey thus becomes a transformative learning process, between deep past and possible futures.

DAY 1 – SANTA FE: CONTEMPORARY ART AND CULTURAL ROOTS

A cultural capital nestled in the highlands, **Santa Fe** blends Native American traditions, Hispanic influences, and contemporary creativity. Activities take place at **SITE Santa Fe** and the **Museum of Indian Arts and Culture**.

Secondary schools: will participate in contemporary art workshops inspired by native visual traditions and landscapes.

Universities: they will analyze the role of museums in decolonizing historical and visual narratives.

Cultural institutions: will collaborate with local curators and artists to design intercultural programs and traveling exhibitions.

DAY 2 – TAOS: INDIGENOUS COMMUNITIES AND SUSTAINABLE ARCHITECTURE

In the upper north valley, **Taos** is home to the thousand-year-old Taos Pueblo and unique architectural experiments. Activities take place at **Taos Pueblo** and the **Earthship Biotechture Community**.

Secondary schools: will explore Pueblo community life and participate in a sustainable construction workshop using natural materials.

University: they will study alternative housing models and the dialogue between tradition and environmental sustainability.

Cultural institutions: will develop interpretive paths between vernacular architecture and new forms of living.

DAY 3 – LOS ALAMOS: SCIENCE, ETHICS, AND NUCLEAR MEMORY

A city that symbolizes scientific innovation and its ethical implications, **Los Alamos** invites critical reflection on modernity. Activities take place at the **Bradbury Science Museum** and the **Los Alamos Historical Society**.

Secondary schools: will participate in educational experiences on the development of nuclear physics and the related moral dilemmas.

University: they will analyze the relationship between scientific knowledge, social responsibility, and global conflict.

Cultural institutions: they will design interactive exhibitions to narrate science and memory in civic contexts.



DAY 4 – ALBUQUERQUE: VISUAL LANGUAGES AND INTERCULTURAL IDENTITIES

A dynamic and multicultural city, **Albuquerque** is a hub for coexistence between indigenous, Hispanic, and migrant identities. Activities take place at the **National Hispanic Cultural Center** and the **Indian Pueblo Cultural Center**.

Secondary schools: will create a visual project on the plurality of cultural identities, through art, symbols, and storytelling.

University: they will study visual language as a tool for agency and intercultural representation.

Cultural institutions: will build connections between community archives, art, and accessible educational programs.

DAY 5 – CHACO CANYON: SACRED LANDSCAPE AND ANCESTRAL ASTRONOMY

In the desert northwest, the ruins of **Chaco Canyon** tell the story of a civilization that intertwined architecture, astronomy, and spirituality. Activities take place at **Chaco Culture National Historical Park**.

Secondary schools: will participate in guided tours on ancient astronomy and the solar orientation of buildings.

University: they will delve deeper into Pueblo cosmology and the connection between environment, time, and knowledge.

Cultural institutions: will develop enhancement projects that integrate science, culture, and landscape protection.

DAY 6 – SILVER CITY: MINES, ECOLOGY, AND THE MEMORY OF LABOR

On the edge of the Gila Wilderness, **Silver City** is a mining town transformed into an eco-friendly and arts community. Activities take place at the **Western New Mexico University Museum** and the **Silver City Museum**.

Secondary schools: will explore the region's industrial and environmental history through maps, materials, and testimonies.

Universities: they will study the ecological consequences of extraction and the post-industrial transition pathways.

Cultural institutions: they will design exhibitions on work, the environment, and community, with a participatory and local approach.



MOBILE BOUNDARIES BETWEEN NATURE, CULTURE, AND RESISTANCE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF ARIZONA

Arizona is a powerful crossroads of contrasts and connections: ancient deserts and hyper-contemporary cities, native peoples and migration frontiers, geological memory and geopolitical tensions. This state, marked by a strong visual and symbolic identity, offers an immersive educational experience on crucial themes such as water management, environmental justice, indigenous cultures, public art, and border dynamics. The landscapes—both natural and human—become spaces for active study, participatory observation, and shared cultural production. Travelers are not merely observers but are called to interpret, decode, and co-create within an interdisciplinary perspective. This territory provides a space for critical reflection on the present and its deep roots. A journey here is an exercise in listening, discovery, and responsibility.

DAY 1 – PHOENIX: A SPRAWLING CITY AND TRANSITIONING CREATIVITY

In the heart of one of North America's hottest cities, **Phoenix** is an urban laboratory where climate, art, and citizenship intertwine. Activities take place at the **Roosevelt Row Arts District** and **ASU Herberger Institute for Design and the Arts**.

Secondary schools: will create collective murals on environmental and social justice issues, led by local street artists.

Universities: will explore resilient urban practices and climate design strategies in hostile environments.

Cultural institutions: will collaborate with independent spaces to develop artistic programs for social regeneration.

DAY 2 – SEDONA: LANDSCAPE, GEOLOGY, AND SECULAR SPIRITUALITY

Surrounded by red rock formations and canyons, **Sedona** is a hub of earth sciences, landscape perception, and creativity. Activities take place at **Red Rock State Park** and the **Sedona Arts Center**.

Secondary schools: will participate in experiential landscape tours through excursions and land art workshops.

University: they will analyze the impact of emotional geography on cognitive and environmental processes.

Cultural institutions: will design exhibition practices related to geology and the cultural perception of the landscape.

DAY 3 – FLAGSTAFF: PLANETARY SCIENCE AND SUSTAINABILITY AT HIGH ALTITUDE

Nestled among forests and extinct volcanoes, **Flagstaff** is a recognized center for space research and science education. Activities take place at the **Lowell Observatory** and the **Museum of Northern Arizona**.

Secondary schools: will participate in workshops on astronomical observation and accessible universe science.

Universities: will explore the connections between planetary sciences, terrestrial geology, and sustainable development.

Cultural institutions: will collaborate on museum educational projects to communicate science, local communities, and global citizenship.



DAY 4 – NAVAJO NATION (TUBA CITY): INDIGENOUS MEMORY AND CULTURAL SELF-DETERMINATION

In the heart of the Diné Nation, the visit offers an opportunity to listen to original narratives, indigenous educational practices, and alternative worldviews. Activities take place at the **Explore Navajo Interactive Museum** and **Diné College**.

Secondary schools: will meet with Diné educators to explore oral histories, traditional art, and Native language.

Universities: they will analyze tribal education and governance models as forms of resilience and social innovation.

Cultural institutions: will work with cultural leaders to co-design restitution tools and participatory archives.

DAY 5 – TUCSON: BORDERS, MIGRATION, AND THE RIGHT TO MOBILITY

Tucson, a city near the Mexican border, is a hub for studies and civic practices related to migration, identity, and border justice. Activities take place at the **Binational Migration Institute** and the **Tucson Museum of Art**.

Secondary schools: will participate in narrative workshops on border stories and intercultural dialogue.

University: they will conduct research on the concept of border and migrant rights in the US-Mexico context.

Cultural institutions: will develop collaborative exhibition formats with migrant archives and cross-border collectives.

DAY 6 – BISBEE: MINING MEMORY AND COMMUNITY TRANSFORMATION

A former mining town transformed into a creative community, **Bisbee** is today a symbol of cultural regeneration and labor memory. Activities take place at the **Bisbee Mining & Historical Museum** and independent cultural spaces in **Old Town**.

Secondary schools: will explore the history of work through objects, stories, and sensory journeys through the mining tunnels.

University: they will study the economic cycles of the territory and the relationship between work, territory, and cultural practices.

Cultural institutions: will co-design urban regeneration initiatives inspired by industrial archaeology and social design.

WESTERN USA

**MONTANA, WYOMING, IDAHO,
UTAH, COLORADO, NEVADA
WASHINGTON, OREGON,
CALIFORNIA, ALASKA, HAWAII**

BETWEEN NATURE, INNOVATION AND INDIGENOUS CULTURES

From the majestic mountains of Montana to the volcanic coasts of Hawaii, the American West is a crossroads of extraordinary ecosystems and ancient cultures. Between national parks and cutting-edge cities, the region offers an ideal setting for educational trips focused on environmental sustainability, technological innovation, and the valorization of indigenous traditions. Schools, universities, and cultural institutions will find unique learning spaces to explore topics of ecology, contemporary art, and intercultural dialogue. A journey that combines study, discovery, and responsibility for the future of the planet





DEEP LAND OF STORIES, ENVIRONMENTS, AND RESISTANCES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF MONTANA

Montana, with its vast landscapes, monumental natural parks, and deep-rooted Indigenous memories, is much more than a scenic destination: it is a living laboratory for understanding the connections between environment, culture, and historical conflict. Its geography, shaped by glaciers and prairies, today hosts environmental research centers, Indigenous history museums, and resilient communities. Here, themes of sustainability, territorial justice, collective memory, and biodiversity are explored, opening immersive and profoundly interdisciplinary educational pathways. Montana does not offer itself to quick tourism but welcomes those who wish to learn with slowness and depth. It is a land that invites reflection on boundaries—physical, cultural, ecological—and the construction of new shared narratives. A formative journey here means listening to a territory that still struggles to be told.

DAY 1 – MISSOULA: CULTURAL AND ENVIRONMENTAL REGENERATION

Missoula, a river city surrounded by mountains, is a vibrant hub where nature, art, and the memory of industrial labor intertwine. Activities take place at the **Missoula Art Museum** and the **Clark Fork Watershed Education Program**.

Secondary schools: will participate in a workshop on urban ecological art and waterway protection.

Universities: they will analyze environmental regeneration projects and the role of active citizenship in resource management.

Cultural institutions: will collaborate with local museums and foundations to design educational programs that connect art, community, and landscape.

DAY 2 – FLATHEAD INDIAN RESERVATION: SELF-DETERMINATION AND SALISH-KOOTENAI CULTURE

On the Salish and Kootenai Reservation, indigenous culture is expressed through education, art, and land conservation. Activities take place at the **World People's Center in Pablo** and **Salish Kootenai College**.

Secondary schools: will participate in workshops on oral storytelling, traditional art, and the Salish language.

University: they will study tribal education models and sustainable management of community resources.

Cultural institutions: will work with oral archives and cultural centers to co-design tools for ethical restitution and interpretation.

DAY 3 – BUTTE: INDUSTRIAL ARCHAEOLOGY AND SOCIAL RESILIENCE

Once a mining capital, **Butte** today tells a story of exploitation, decline, and rebirth through the memories of its residents. Activities are held at the **World Museum of Mining** and the **Archives and History Center at Butte-Silver Bow**.

Secondary schools: will visit historic mining facilities and participate in workshops on working-class life and collective memory.

Universities: they will analyze the dynamics of deindustrialization and strategies for urban and social resilience.

Cultural institutions: will design participatory museum initiatives and itineraries on the archaeology of work and urban transformation.



DAY 4 – HELENA: TERRITORIAL GOVERNANCE AND CIVIC NARRATIVES

The state capital, **Helena** is both an institutional center and a place with a strong historical impact in the mountainous setting. Activities take place at the **Montana Historical Society** and the **Capitol Building**.

Secondary schools: will explore how state institutions work and develop guided civic education programs.

University: they will explore the relationship between territory, governance, and political representation in the mountain context.

Cultural institutions: will work with archivists and cultural workers to design traveling exhibitions on politics, the environment, and community.

DAY 5 – BOZEMAN: SCIENCE, ENVIRONMENT, AND OPEN SOURCE CULTURE

Bozeman is today an innovative hub of science, technology, and respect for nature, nestled in the Rocky Mountains. Activities take place at **Montana State University's Museum of the Rockies** and the **Montana Outdoor Science School**.

Secondary schools: will participate in immersive experiences on dinosaurs, geology, and biodiversity conservation.

Universities: they will analyze the intersections between scientific research, accessibility, and environmental storytelling.

Cultural institutions: will collaborate on interactive museum projects and cross-media educational campaigns for the public.

DAY 6 – BIG HOLE VALLEY: HISTORIC LANDSCAPE AND MEMORY CONFLICTS

In the epic silence of **Big Hole Valley**, one of the most painful chapters of the wars against the Nez Perce is revisited. Activities take place at **Big Hole National Battlefield**.

Secondary schools: will experience a narrative journey through the conflict, accompanied by writing and historical reflection workshops.

University: they will explore the long-term dynamics of internal colonialism and indigenous resistance.

Cultural institutions: will work on exhibition projects and memorial itineraries shared with Native communities and the park's cultural rangers.



OPEN SPACES, IDENTITIES IN FORMATION, AND RELATIONSHIPS WITH NATURE

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF WYOMING

Wyoming is often perceived as a land of vast silences, spectacular canyons, and endless skies. But beneath this iconic image lies a complex web of historical tensions, indigenous memories, environmental transformations, and social changes. Between wind-sculpted valleys and towns born from mines and railroads, ecological innovation centers, active museums, and independent cultural projects are now emerging. This journey offers experiences that combine territorial exploration and critical reflection: from the relationship between humans and the landscape to the construction of collective identities. Wyoming is not just a backdrop, but a context to be questioned and experimented within. An open-air school for those seeking deep and interdisciplinary learning.

DAY 1 – CHEYENNE: RAILWAY MEMORY AND EXPANSION IMAGINATIONS

A city that symbolizes the conquest of the West, **Cheyenne** preserves the legacy of the railroad and the contradictions of American expansion. Activities take place at the **Cheyenne Depot Museum** and the **Union Pacific Railroad Complex**.

Secondary schools: they will reconstruct the lives of pioneers through immersive workshops on transportation, work, and mobility.

University: will analyze the social, economic, and environmental implications of 19th-century infrastructure growth.

Cultural institutions: will explore museum narratives and design critical exhibition devices on the theme of expansion.

DAY 2 – WIND RIVER RESERVATION: INDIGENOUS CULTURES AND EDUCATIONAL SELF-DETERMINATION

The **Eastern Shoshone and Northern Arapaho Reservation** is a vibrant territory of culture, language, and autonomous planning. Activities take place at the **Wind River Tribal College** and the **Northern Arapaho Experience Room**.

Secondary schools: will participate in workshops on storytelling, symbolism, and indigenous artistic creation.

Universities: they will study bilingual education models and curricular decolonization strategies.

Cultural institutions: will collaborate with local leaders to co-design digital archives and cultural restitution programs.

DAY 3 – CASPER: ENERGY, TRANSITIONS, AND VISIONS OF THE FUTURE

From a mining town to a center for environmental education, **Casper** is now a hub for reflection on energy and ecological transition. Activities take place at the **Science Zone** and the **National Historic Trails Interpretive Center**.

Secondary schools: will explore the topic of renewable energy through interactive experiences and STEAM activities.

University: they will analyze the economic conversion processes and the socio-environmental challenges of the region.

Cultural institutions: they will plan educational initiatives on energy and the future, involving local communities and scientific centers.



DAY 4 – CODY: WESTERN MYTHOLOGIES AND IMAGE CULTURE

Founded by Buffalo Bill, **Cody** is a key place to understand how popular culture has shaped the imagery of the West. Activities take place at the **Buffalo Bill Center of the West**.

Secondary schools: will analyze myths and stereotypes of the Wild West through visual paths and critical workshops.

University: they will study the processes of identity construction through narrative, media, and public memory.

Cultural institutions: will reflect on the cultural representation of the West and design alternative exhibition itineraries.

DAY 5 – JACKSON AND YELLOWSTONE: EXPERIENCING THE ENVIRONMENT, BEYOND CONTEMPLATION

Jackson, overlooking the southern slope of the Grand Teton, is the ideal gateway to explore Yellowstone not only as a park, but as a complex system of natural and cultural phenomena. Activities take place in the **West Thumb Geyser Basin area**, near Lake Yellowstone, and at the **Grant Visitor Center**, in collaboration with **National Park Service** environmental interpreters.

Secondary schools: will explore the West Thumb Geyser Basin with a scientific guide, collecting data and images to create a multimedia nature diary on the theme of "geothermal energy and extreme life."

University: will participate in a field seminar at the Grant Visitor Center with park experts, focusing on human impacts on geothermal ecosystems and environmental governance.

Cultural institutions: will conduct a participatory design workshop with the center's interpreters to develop new exhibition and digital formats related to environmental storytelling and science education in public parks.

DAY 6 – THERMOPOLIS: GEOTHERMAL ENERGY, SCIENCE, AND SOCIAL WELL-BEING

Famous for its hot springs, **Thermopolis** is also a hub for science education and natural health. Activities take place at the **Wyoming Dinosaur Center** and **Hot Springs State Park**.

Secondary schools: will explore the history of the Earth through fossils and experiential geological workshops.

University: they will study the relationship between geothermal energy, collective well-being, and sustainable development.

Cultural institutions: will develop interactive formats combining science, health, and environmental education.



TERRITORIES OF MEMORY, INNOVATION, AND FRAGILE BIODIVERSITY

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF IDAHO

Idaho is a borderland—not only geographically but culturally—where mountains, rivers, and canyons provide the backdrop for stories of resilience, quiet innovation, and environmental justice. Its smaller towns and rural areas host dynamic museums, research centers, indigenous reserves, and visionary architecture. Here, the dialogue between past and future unfolds: from the memory of Japanese internments to agroecological experimentation, from biodiversity conservation to maker culture. This journey does not offer a postcard view of the West but a critical reflection on the relationship between landscape and identity. Idaho is a region to be experienced slowly, to listen to its cracks, silences, and transformations. Each stop becomes a multidisciplinary and civically engaged educational experience.

DAY 1 – BOISE: A LABORATORY CITY FOR CIVIL RIGHTS AND SOCIAL INNOVATION

A transforming capital city, **Boise** combines river landscapes with a vibrant and progressive cultural scene. Activities take place at the **Boise City Department of Arts & History** and the **Idaho Anne Frank Human Rights Memorial**.

Secondary schools: will explore the Human Rights Memorial with a guided tour, developing a civic communication project.

University: they will analyze the dynamics of urban regeneration and the public use of memory in post-industrial contexts.

Cultural institutions: will meet with activists and curators to co-design cultural initiatives based on rights, community, and inclusion.

DAY 2 – MINIDOKA: REMEMBRANCE OF JAPANESE INTERNMENT AND COLLECTIVE RESPONSIBILITY

In the agricultural heart of Idaho, **Minidoka** recounts a forgotten chapter in American history: the forced internment of Japanese-American citizens during World War II. Activities take place at the **Minidoka National Historic Site**.

Secondary schools: will participate in a visual storytelling workshop to interpret the history of internment.

University: they will reflect on historical justice, racialization, and the construction of the enemy in democratic systems.

Cultural institutions: will design museum restitution strategies and intergenerational educational activities.

DAY 3 – COEUR D'ALENE: ENVIRONMENTAL TENSIONS AND INDIGENOUS COMMUNITY RIGHTS

Surrounded by lakes and forests, **Coeur d'Alene** is also at the center of controversies related to mining pollution and tribal self-determination. Activities are conducted by the **Coeur d'Alene Tribe's Natural Resources Department**.

Secondary schools: will participate in a workshop on water and land with practical biomonitoring experiences.

University: they will study models of tribal environmental governance and indigenous ecology practices.

Cultural institutions: will collaborate in the construction of ecocritical narratives with the reserve's cultural centers.



DAY 4 – TWIN FALLS: AGRICULTURE, MIGRATION, AND SUSTAINABILITY IN THE RURAL HEARTLAND

In rural southern Idaho, nestled between canyons and fields, **Twin Falls** is now a crossroads of migrant cultures and agri-food innovations. Activities are held at the **College of Southern Idaho's Refugee Center** and **Agricultural Research Center**.

Secondary schools: will learn about food supply chains by participating in workshops on ethical production and conscious consumption.

University: they will study agro-industrial systems and migration policies related to agricultural work.

Cultural institutions: will document social transformations through visual ethnography and storytelling practices.

DAY 5 – KETCHUM AND SUN VALLEY: MAKER CULTURE AND HIGH-ALTITUDE CREATIVITY

Nestled between mountains and contemporary architecture, **Ketchum** hosts art and technology workshops focused on sustainability. Activities take place at the **Sun Valley Museum of Art** and the **Ketchum Innovation Center**.

Secondary schools: will participate in maker workshops to create low-impact objects from recycled materials.

University: they will analyze the role of culture in the revitalization of mountain and isolated communities.

Cultural institutions: will develop networks with local institutions to plan interdisciplinary artistic residencies.

DAY 6 – CRATERS OF THE MOON: EXTREME LANDSCAPES AND SCIENTIFIC IMAGINATION

In the surreal setting of **Craters of the Moon**, geology becomes a narrative and a laboratory for ecological imagination. Activities take place at **Craters of the Moon National Monument and Preserve**.

Secondary schools: will explore volcanic landscapes through sensory maps and creative journeys between science and art.

University: they will study geological phenomena as tools for rethinking the relationship between humans and nature.

Cultural institutions: they will design narrative devices and site-specific installations to enhance the experience of the park as a symbolic space.



LIMINAL SPACES, COLLECTIVE MEMORY, AND SYMBOLIC GEOGRAPHIES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF UTAH

Utah is a state of fertile paradoxes: vast and silent territories inhabited by indigenous, pioneer, and scientific memories that coexist and compete for space. Cities grow amid lunar deserts, layered canyons, and sacred landscapes, offering a unique reflection on the relationship between humans, environment, and secular spirituality. In this journey, the narrative shifts from iconic parks to independent cultural centers, from sites of scientific experimentation to places of memory and resistance. A territory that becomes a laboratory of deep ecology, visual culture, anthropology, and radical educational practices. The chosen routes aim to generate critical awareness, sensory experiences, and connections with local communities. A state where apparent emptiness transforms into cultural density and profound reflection.

DAY 1 – SALT LAKE CITY: COEXISTENCE, CIVIC ARCHITECTURE, AND RIGHTS

An inclusive and diverse capital city, **Salt Lake City** is a crossroads of religious history, civic activism, and urban design. Activities take place between the **Utah Museum of Contemporary Art (UMOCA)** and the **City & County Building**.

Secondary schools: will participate in a visual workshop on urban space and the representation of civic identities.

Universities: they will explore public policies and forms of civic activism through seminars with urban planners and architects.

Cultural institutions: will co-design initiatives with UMOCA to engage communities in cultural regeneration processes.

DAY 2 – OGDEN: RAILWAYS, WORK, AND LANDSCAPE TRANSFORMATIONS

A city founded at the crossroads of great railroads, **Ogden** illustrates the changing nature of work and mobility in the industrial West. Activities take place at the **Utah State Railroad Museum** and **Union Station Complex**.

Secondary schools: will participate in an interactive historical reconstruction of migration and railway work.

Universities: they will analyze the economic and environmental transformations of Western transportation systems.

Cultural institutions: will collaborate with local archives to develop installations and narrative paths on workers' history.

DAY 3 – MONUMENT VALLEY: BORDERS, INDIGENOUS VISIONS, AND SPIRITUAL GEOGRAPHIES

Monument Valley, iconic and sacred, is much more than a landscape: it is a living, breathing space and a place of meaning for the Navajo Nation. Activities take place at **Monument Valley Navajo Tribal Park** with local cultural facilitators.

Secondary schools: will experience oral and visual storytelling with Navajo artists and storytellers.

University: they will study the tensions between landscape conservation and indigenous self-determination.

Cultural institutions: will work with tribal centers to design participatory cultural communication materials.



DAY 4 – MOAB: GEOLOGY, TOURISM, AND SUSTAINABILITY IN EXTREME LANDSCAPES

Amid stone arches and sculpted canyons, **Moab** is the epicenter of pressing questions about human impact and conservation. Activities take place at **Arches National Park** and the **Moab Sustainability Office**.

Secondary schools: will participate in an educational field trip to rock formations with creative geodrawing activities.

University: they will analyze outdoor tourism as a socioeconomic and environmental phenomenon, engaging with local experts.

Cultural institutions: will co-design museum initiatives and educational materials on geology as a narrative of deep time.

DAY 5 – SPIRAL JETTY: ENVIRONMENTAL ART AND LANDSCAPE PERCEPTION

On the shores of the Great Salt Lake, Robert Smithson's **Spiral Jetty** is a work that transforms natural space into language. Activities take place directly at the **Spiral Jetty** with the support of the **Dia Art Foundation**.

Secondary schools: will carry out writing and photography exercises inspired by land art to reflect on time, form, and nature.

University: they will analyze land art as an aesthetic and political practice of the territory.

Cultural institutions: will collaborate with the foundation to develop new educational formats related to environmental art.

DAY 6 – BLUFF AND BEARS EARS: DISPUTED TERRITORIES, ARCHAEOLOGY, AND CULTURAL RIGHTS

In the southwest of the state, **Bluff** opens its doors to Bears Ears, a sacred landscape and symbol of the fight to protect ancestral lands. Activities take place at the **Bears Ears Education Center** and nearby archaeological sites.

Secondary schools: will participate in a guided tour to learn about the cultural and spiritual value of petroglyphs and ancient sites.

University: they will address the debate on federal park management policies and the rights of Native communities.

Cultural institutions: will work with activists and archaeologists to imagine new models of co-management and participatory storytelling.



HIGH THRESHOLDS OF CULTURE, LANDSCAPE, AND CIVIC EXPERIMENTATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF COLORADO

Colorado is a land of extreme altitudes, not only geographical but also cultural and social. From the artistic neighborhoods of Denver to self-managed mountain communities, from the scientific laboratories in Boulder to the archaeological parks in the southern desert, this state offers itself as a territory for non-linear educational exploration. Here, nature and technology, tradition and research, environment and memory intertwine, creating profound and multifaceted learning experiences. The selected stops prioritize places where knowledge is produced collaboratively, with critical and creative approaches. Colorado thus becomes a place to reflect on the future, the role of institutions, and the responsibility of new generations. Each day opens a window onto a different dimension of the relationship between knowledge, space, and community.

DAY 1 – DENVER: PUBLIC ART, SOCIAL JUSTICE, AND NEW URBAN IMAGINARIES

Denver is a dynamic and constantly evolving city, where art and activism redefine public space. Activities take place at the **RedLine Contemporary Art Center** and the **Five Points Neighborhood**.

Secondary schools: will participate in an urban mural workshop to explore the visual language of social justice.

University: they will analyze the demographic and cultural transformations of the Five Points neighborhood as a case study in gentrification.

Cultural institutions: will collaborate with independent curators to design participatory public art strategies.

DAY 2 – BOULDER: SCIENCE, ENVIRONMENT, AND COLLABORATIVE RESEARCH MODELS

Boulder is home to some of the most important environmental science research centers in the United States. Activities are conducted at the **National Center for Atmospheric Research (NCAR)** and the **Institute of Arctic and Alpine Research (INSTAAR)**.

Secondary schools: will visit laboratories to discover global climate processes through hands-on activities and scientific storytelling.

Universities: they will participate in seminars with researchers on climate, data, and public responsibility in science communication.

Cultural institutions: will explore outreach models and design exhibition formats on climate change.

DAY 3 – COLORADO SPRINGS: MILITARY MEMORY, ETHICS, AND FUTURE TECHNOLOGIES

Colorado Springs is home to military and technology institutions that raise critical questions about the relationship between innovation and power. Activities take place at the **National Museum of World War II Aviation** and the **Space Foundation Discovery Center**.

Secondary schools: will participate in a guided tour on the advances in aviation with a focus on conflict, ethics, and society.

Universities: they will engage in a critical discussion on the civil and military use of space technologies.

Cultural institutions: will design exhibition narratives that question the boundaries between memory, future, and collective responsibility.



DAY 4 – TRINIDAD: RURAL REGENERATION, QUEER CULTURES, AND LOCAL IDENTITIES

On the border with New Mexico, **Trinidad** is today an unexpected creative hub and a place for cultural experimentation in a rural setting. Activities take place at the **Corazón de Trinidad Creative District** and the **Trinidad History Museum**.

Secondary schools: will explore the concept of local identity by creating emotional and collective maps of the town.

University: they will study creative regeneration processes in rural areas through ethnographic and socioeconomic approaches.

Cultural institutions: will collaborate with independent cultural spaces to develop participatory archives and traveling exhibitions.

DAY 5 – MESA VERDE: LIVING ARCHAEOLOGY AND THE RELATIONSHIP BETWEEN HERITAGE AND TERRITORY

Mesa Verde is not just an archaeological site, but a centuries-old landscape that questions our relationship with time. Activities take place at **Mesa Verde National Park** and with representatives of the Pueblo communities.

Secondary schools: will participate in a narrative journey on cave dwellings and the daily life of ancient communities.

University: they will analyze cultural heritage management policies in an indigenous context.

Cultural institutions: will co-design new approaches to heritage interpretation with curators and tribal representatives.

DAY 6 – PAONIA: REGENERATIVE AGRICULTURE, COOPERATION, AND RURAL CREATIVITY

In the heart of the North Fork Valley, **Paonia** is a living laboratory of sustainable agriculture and independent culture. Activities take place at **Elsewhere Studios** and the **Valley Organic Growers Association (VOGA)**.

Secondary schools: will take part in a creative workshop combining art and nature, including land art and agriculture practices.

University: they will explore cooperative economic models and resilient communities in the context of the ecological transition.

Cultural institutions: will work with artists in residence to develop site-specific cultural projects related to the environment.



VISIONS IN THE DESERT, EXPERIMENTATION, AND SHIFTING BOUNDARIES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF NEVADA

Nevada is often perceived as a land of extremes: artificial metropolises and vast deserts, consumption and silence, frontier and future. But behind these contrasts lies a living network of artistic, ecological, and civic initiatives that make the desert a place of critical inquiry and radical imagination. From the installations at Black Rock, the abandoned mines in the north, environmental research centers, to the cultural outskirts of Reno and Las Vegas, the journey becomes an exploration of thresholds. The experience unfolds in territories where infrastructure meets vision, and knowledge is created through science, art, and participation. Nevada thus reveals itself as a living laboratory of landscape and society. An educational arena where emptiness fills with meaning.

DAY 1 – RENO: INDEPENDENT ART AND INDUSTRIAL MEMORY BETWEEN RAIL AND RIVER

Reno is a city in transformation, poised between its railroad heritage, cultural innovation, and urban experimentation. Activities take place at the **Nevada Museum of Art** and the **UNR Innovation Center**.

Secondary schools: will participate in an urban photography workshop to tell the story of the city's transformation.

University: they will analyze urban regeneration policies and the relationship between art, economics, and public space.

Cultural institutions: will collaborate with local artists and urban planners to co-design installations and participatory practices.

DAY 2 – VIRGINIA CITY: MINING HERITAGE AND ALTERNATIVE HISTORY

Deep in the mountains, **Virginia City** tells the story of the forgotten memories of America's mining epic. Activities take place at the **Comstock Historic District** and the **Mackay Mansion Museum**.

Secondary schools: will experience an interactive visit to the mining sites to explore the living and working conditions of the 19th century.

University: they will study the connection between natural resources, social conflict, and territorial change.

Cultural institutions: will work with archivists and historians to develop exhibition projects on the mining landscape.

DAY 3 – BLACK ROCK DESERT: ECOLOGY, EPHEMERAL ART, AND TEMPORARY CULTURES

Among the salt flats of **Black Rock Desert**, radical artistic and community experiences emerge and disappear every year. Activities take place in the **Black Rock Playa** area, in collaboration with former members of the **Burning Man Project**.

Secondary schools: will participate in an ephemeral art workshop to reflect on impermanence, community, and nature.

University: they will study forms of cultural self-organization and sustainability in temporary communities.

Cultural institutions: will analyze the potential of land art and environmental installations as educational practices.



DAY 4 – CARSON CITY: GOVERNANCE, CIVIC CULTURE, AND INSTITUTIONAL HERITAGE

As the state capital, **Carson City** offers a unique opportunity to explore the relationship between land, legislation, and civic identity. Activities take place at the **Nevada State Museum** and the **Nevada State Legislature**.

Secondary schools: will participate in a parliamentary simulation to understand public decision-making processes.

University: they will delve into federalism and Nevada's environmental policies through sessions with officials and analysts.

Cultural institutions: will co-design civic narratives and documentation of institutional heritage with local authorities.

DAY 5 – LAS VEGAS: URBAN IMAGINARIES, MARGINALITY, AND UNDERGROUND CREATIVITY

Beyond the casinos and the Strip, **Las Vegas** is a complex melting pot of inequality and underground cultural innovation. Activities take place at **The Neon Museum** and the **Left of Center Art Gallery** in North Las Vegas.

Secondary schools: will explore the city's hidden corners by participating in a narrative workshop exploring the city's outskirts and visual icons.

University: they will investigate the economic, social, and symbolic dynamics that define the urban planning of the "spectacle city."

Cultural institutions: will meet with activists and curators to imagine new ways to narrate a city beyond stereotypes.

DAY 6 – GREAT BASIN NATIONAL PARK: BIODIVERSITY, GEOLOGIC TIME, AND ASTRONOMY

In the silence of the **Great Basin**, where ancient caves coexist with some of America's darkest skies, the landscape becomes knowledge. Activities take place at the **Great Basin Visitor Center** and the **Lehman Caves System**.

Secondary schools: will have environmental education experiences including nighttime astronomy and alpine biodiversity.

University: will explore the relationship between geology, water resources, and environmental conservation policies.

Cultural institutions: will develop scientific communication proposals in collaboration with park rangers and researchers.



BETWEEN INNOVATION, NATURE, AND COLLECTIVE MEMORY

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF WASHINGTON

The State of Washington is a fertile crossroads between technology and the environment, cities and forests, ocean and volcanoes. Here, creative energy meets deep history and critical reflection on models of development, sustainability, and social justice. From Seattle's research centers to indigenous lands, from industrial ports to volcanic landscapes, each stop becomes an opportunity for integrated and transformative learning. The itinerary prioritizes places of cultural experimentation, knowledge exchange, and active citizenship. The spaces visited are not just settings but true laboratories where schools, universities, and cultural institutions can act, learn, and co-create. Washington thus becomes a territory in which to rethink the future and challenge the status quo. A journey at the intersection of knowledge, ecology, and responsibility.

DAY 1 – SEATTLE: PORT CITY, INNOVATION, AND STORIES HIDDEN BENEATH THE SURFACE

Seattle is a layered metropolis, built on water and memory: modern and ancient, high-tech and profoundly human. Activities take place at the **Wing Luke Museum** and the **Seattle Underground Tunnels**.

Secondary schools: will participate in an underground narrative trail to explore the city's origins and themes of migration.

Universities: they will analyze urban stratification and intercultural policies in relation to Asian migration flows.

Cultural institutions: will work with historians and museum curators to develop collective restitution and community memory projects.

DAY 2 – TACOMA: INDUSTRIAL REGENERATION AND A DIALOGUE BETWEEN ART, ENVIRONMENT, AND TERRITORY

A former port city transformed into a hub for art and environmental innovation, **Tacoma** is now a symbol of conscious transformation. Activities take place at the **Museum of Glass** and the **Tacoma Urban Performing Arts Center (T.U.P.A.C.)**.

Secondary schools: will participate in glass art workshops to reflect on the processes of creation and recycling.

University: they will study urban regeneration processes and new post-industrial cultural ecosystems.

Cultural institutions: will collaborate with artists and performers to develop inclusive projects on art, memory, and spatial reuse.

DAY 3 – MOUNT ST. HELENS: BETWEEN GEOLOGY, CATASTROPHE, AND ENVIRONMENTAL RESILIENCE

Mount St. Helens is a landscape sculpted by the force of nature, a symbol of destruction and constant regeneration. Activities take place at the **Mount St. Helens Science and Learning Center**.

Secondary schools: will explore the post-eruption ecosystem with guided activities on biodiversity and adaptation.

University: they will analyze environmental resilience models and the geological implications of the 1980 disaster.

Cultural institutions: will develop immersive narratives on the relationship between nature, disaster, and local communities.



DAY 4 – OLYMPIA: ACTIVE CITIZENSHIP, INSTITUTIONS AND DEMOCRATIC PRACTICES

As the state capital, **Olympia** is home to intense civic and legislative activity, a crossroads between local communities and governance. Activities take place at the **Washington State Capitol** and the **Hands On Children's Museum**, an educational experimentation space.

Secondary schools: will participate in a parliamentary role-playing game to understand the mechanisms of state democracy.

Universities: they will analyze the influence of local movements on public policies regarding the environment and inclusion.

Cultural institutions: will co-design cultural citizenship programs and community participation tools.

DAY 5 – BELLINGHAM: SUSTAINABILITY, ENVIRONMENTAL EDUCATION, AND A CULTURE OF COOPERATION

Overlooking the Pacific, **Bellingham** is a hub for urban and community sustainability, home to innovative educational projects. Activities are held at **Western Washington University** and the **Bellingham Food Co-op**.

Secondary schools: will participate in workshops on environmental education, school gardens, and responsible consumption.

University: they will study cooperative economics practices and participatory resource management.

Cultural institutions: will collaborate with local operators to develop outreach programs on nutrition and ecological citizenship.

DAY 6 – SPOKANE: MULTICULTURAL IDENTITY AND NATIVE MEMORIES IN THE FRONTIER CITY

Spokane is a city in transformation, bridging Native cultures and contemporary urban development. Activities take place at the **Northwest Museum of Arts and Culture** and the **Spokane Tribal Gathering Place**.

Secondary schools: will participate in meetings with indigenous storytellers to hear myths, stories, and community practices.

Universities: they will explore the policies of recognition and coexistence between tribal institutions and cultures.

Cultural institutions: they will work on intercultural projects to foster dialogue between tradition, art, and urban memory.



GREEN FRONTIERS, CIVIC CREATIVITY, AND CULTURAL GEOGRAPHIES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF OREGON

Oregon is a frontier state where nature, culture, and activism are deeply intertwined. From the cliffs of the Pacific Ocean to Portland's creative neighborhoods, passing through the volcanoes of the Cascade Range and ancient forests, the territory offers continuous insights to explore themes related to the environment, social innovation, and marginalized histories. Here, sustainability is not just an abstract concept but a widespread practice, while art and education become tools to give voice to communities. The journey offers spaces for reflection and experimentation off the typical tourist paths, where learning happens through doing and dialogue is built. Oregon thus reveals itself as a living laboratory of conscious citizenship, balancing ecology, rights, and collective imagination.

DAY 1 – PORTLAND: A LABORATORY CITY OF URBAN ACTIVISM AND INDEPENDENT ART

Portland is a crossroads of civic innovation, street art, and urban sustainability. Activities take place in the **Alberta Arts District**, at the **Independent Publishing Resource Center** and local creative spaces.

Secondary schools: will participate in an independent publishing workshop to share their vision of an ideal city.

University: they will analyze the dynamics of civic participation, urban regeneration, and DIY culture.

Cultural institutions: will collaborate with artistic collectives to design initiatives focusing on the relationship between public space and community.

DAY 2 – COLUMBIA RIVER GORGE: BALANCING ECOSYSTEMS AND LANDSCAPE EXPLORATION

The **Columbia River Gorge** is a landscape sculpted by wind and water, where nature and history are powerfully intertwined. Activities take place at the **Columbia Gorge Discovery Center** and along the **Mosier Plateau Trail**.

Secondary schools: will participate in guided active ecology and geological observation tours.

Universities: they will study water resource management and the impact of climate change on biodiversity.

Cultural institutions: they will design landscape narratives in dialogue with nature guides and environmental historians.

DAY 3 – EUGENE: SUSTAINABILITY AND BOTTOM-UP UNIVERSITY COOPERATION

Eugene is an alternative education hub, known for its ecological commitment, culture of cooperation, and student activism. Activities are held at the **University of Oregon's Center for Environmental Futures**.

Secondary schools: will visit university community gardens and creative upcycling workshops.

Universities: they will participate in seminars on environmental justice, social equity, and the role of education.

Cultural institutions: will explore sustainable communication models and collaborative practices with local researchers and practitioners.



DAY 4 – OREGON DUNES: SHIFTING GEOGRAPHY, CLIMATE, AND THE SCIENTIFIC IMAGINATION

Oregon's coastal dunes are a dynamic landscape where sand, wind, and water reveal the land's constant changes. Activities take place at the **Oregon Dunes Visitor Center** and at sites in the **Siuslaw National Forest**.

Secondary schools: will take part in naturalistic field explorations focusing on biological adaptations.

University: they will study the geomorphological processes and conservation challenges of a vulnerable ecosystem.

Cultural institutions: will develop narrative projects on environmental change and landscape perception.

DAY 5 – KLAMATH FALLS: CONTESTED WATERS AND ECOLOGICAL COEXISTENCE

In the **Klamath** region, water is at the heart of historic tensions between farmers, Native communities, and natural environments. Activities take place at the **Klamath Tribes Youth Center** and along the **Link River Trail**.

Secondary schools: will listen to stories from indigenous communities and create emotional maps of the area.

University: they will analyze environmental and legal conflicts related to water management.

Cultural institutions: will design tools for cultural mediation and narrative restitution in contexts of ecological tension.

DAY 6 – ASTORIA: MARITIME MEMORY AND INVISIBLE FRONTIER STORIES

Astoria is the meeting point of river, ocean, and migration, a port city rich in often overlooked histories. Activities take place at the **Columbia River Maritime Museum** and along the **Astoria Riverwalk Trail**.

Secondary schools: will participate in a workshop on the topic of migration through objects and testimonies.

University: they will study the historical dynamics of the maritime frontier and transpacific trade routes.

Cultural institutions: will collaborate with the museum to create a temporary exhibition on the work, identity, and memory of the port.



ALTERNATIVE VISIONS BETWEEN TECHNOLOGY, DIVERSITY, AND GEOGRAPHIES OF THE IMAGINATION

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF CALIFORNIA

California is a land of contrasts and future visions: deserts and megacities, mountains and creative industries, ancient missions and digital avant-gardes. Beyond the cinematic clichés, the most populous state in the USA is also a social and cultural laboratory in continuous experimentation. The itinerary moves through places where environmental, technological, and identity issues intersect, and where critical reflection merges with concrete action. From the Bay Area to the indigenous lands of the Sierra Nevada, from agricultural cooperatives to tech factories, the proposed stops generate a lively dialogue between knowledge and territory. The journey offers unconventional paths to explore present challenges through experience, dialogue, and transformation. In California, futures are imagined, but the responsibilities of the past are also questioned.

DAY 1 – SAN FRANCISCO: CITY OF COUNTERCULTURE AND SOCIAL INNOVATION

San Francisco is a melting pot of rebellious stories and urban utopias, where civil rights struggles meet social experimentation. Activities take place in the **Mission District**, at the **Precita Eyes Mural Center**.

Secondary schools: will participate in a mural workshop to reflect on identity and social justice.

University: they will study the evolution of urban movements and the impact of gentrification on cultural fabrics.

Cultural institutions: will collaborate with local artists to design visual narratives about memory and community transformation.

DAY 2 – SILICON VALLEY: TECHNOLOGY, ETHICS, AND THE ALGORITHMIC SOCIETY

Behind the glossy facade of digital innovation, **Silicon Valley** is also a place of inequality and complex ethical questions. Activities take place at the **Computer History Museum** in Mountain View and the **Code for America Civic Lab**.

Secondary schools: will participate in a workshop on civic coding and designing ethical digital solutions.

University: they will analyze algorithmic governance models and the relationship between data, privacy, and social justice.

Cultural institutions: will explore cultural mediation strategies between citizenship, technology, and access to innovation.

DAY 3 – CENTRAL VALLEY: FARMWORK, MIGRATION, AND ENVIRONMENTAL JUSTICE

In the productive heart of California, the invisible stories of those who cultivate the land intertwine. Activities take place in Fresno, at the **Centro Binacional para el Desarrollo Indígena Oaxaqueño**.

Secondary schools: will participate in a meeting with activists and young agricultural workers to discuss rights and working conditions.

University: they will study the mechanisms of agricultural exploitation and the resilience strategies of migrant communities.

Cultural institutions: will co-design cultural initiatives with the center to give visibility to these marginalized narratives.



DAY 4 – SIERRA NEVADA: DEEP ECOLOGY AND INDIGENOUS PRACTICES OF THE TERRITORY

The **Sierra Nevada Mountains** are home to unique biodiversity and native communities who have practiced sustainable forms of connection with nature for centuries. Activities take place in the **Yosemite Valley** area, in collaboration with the **Southern Sierra Miwuk Nation Cultural Center**.

Secondary schools: will participate in a workshop on oral traditions and emotional mapping of the territory.

University: they will explore the connection between ecology, decolonization, and community management of natural resources.

Cultural institutions: will develop ethnographic documentation and participatory restitution projects with the Miwuk community.

DAY 5 – LOS ANGELES: URBAN IMAGINARIES AND GRASSROOTS ARTISTIC PRACTICES

Los Angeles is a metropolis of visions, marked by contrasts, layered memories, and independent arts that give voice to the marginalized. The activities take place in the Leimert Park neighborhood, at the **William Grant Still Arts Center**.

Secondary schools: will participate in an urban storytelling workshop featuring music, poetry, and visual arts.

University: they will analyze African-American artistic practices as forms of cultural resistance.

Cultural institutions: will collaborate with local operators to develop projects for inclusion and citizenship through the arts.

DAY 6 – SALTON SEA: ENVIRONMENTAL CRISIS, ABANDONED LANDSCAPES, AND FUTURE VISIONS

Once a seaside paradise, the **Salton Sea** is now one of the most disturbing and significant sites of America's ecological crisis. The activities take place in Bombay Beach, at the **Bombay Beach Biennale Residency Space**.

Secondary schools: will create a visual project on the relationship between decadence and hope.

University: they will study the environmental crisis of the watershed and its socio-political implications.

Cultural institutions: will meet with resident artists to reflect on the role of art in post-industrial landscapes.



EXTREME TERRITORIES, INDIGENOUS MEMORIES, AND ENVIRONMENTAL CHALLENGES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF ALASKA

Alaska is a universe apart, where the landscape dominates every experience and where the relationship between humans and nature is intense, fragile, and deeply cultural. Here, ancient Indigenous traditions coexist with rapidly accelerating ecological transformations, pristine environments, and communities striving to preserve their identity. The itinerary leads through villages, glaciers, and research centers, with particular attention to the role of native communities, the challenges of extreme climates, and the narratives of often marginalized territories. Alaska thus becomes a living field of study to explore themes of sustainability, ancestral knowledge, and environmental justice. A journey that trains the eye to grasp the complexity of the ever-evolving human and natural ecosystem.

DAY 1 – ANCHORAGE: AN URBAN FRONTIER BETWEEN INDIGENOUS MEMORY AND CLIMATE ADAPTATION

Anchorage is an Arctic metropolis where modern architecture and ancestral roots intertwine. Activities take place at the **Alaska Native Heritage Center**, a vibrant hub of Native culture and education.

Secondary schools: will participate in a traditional craft workshop focusing on local materials and symbolic meanings.

Universities: they will deepen the integration of indigenous knowledge into climate adaptation programs.

Cultural institutions: will collaborate with local educators to design intercultural programs and institutional exchanges.

DAY 2 – MATANUSKA GLACIER: EXPLORING GEOGRAPHY ON THE MOVE

Just a few miles from Palmer, **Matanuska** is one of the few glaciers accessible by road, a living mass that retreats year after year. Activities are held at the **Matanuska Glacier Outdoor Center**, with expert guides.

Secondary schools: will take guided field trips to observe the signs of climate change.

Universities: they will collect data on morphology, retreat rate, and impacts on surrounding ecosystems.

Cultural institutions: will develop visual and audio narratives about the glacier as a natural and symbolic archive.

DAY 3 – FAIRBANKS: LIGHT, SCIENCE, AND CULTURE BELOW THE ARCTIC CIRCLE

Fairbanks is a northern laboratory city, where the aurora borealis and permafrost are studied, and where life and culture are experimented with in extreme environments. Activities take place at the **International Arctic Research Center**.

Secondary schools: will visit the weather station and participate in a simulated extreme weather experience.

Universities: they will participate in seminars on Arctic governance, natural resources, and environmental justice.

Cultural institutions: will engage in dialogue with local researchers and artists on the creative interpretation of science.



DAY 4 – NOME: INDIGENOUS RESILIENCE AND BORDERLANDS

Overlooking the Bering Sea, **Nome** is a remote place where Iñupiat peoples, gold mines, and emerging environmental vulnerabilities meet. Activities take place at the **Katirvik Cultural Center**, the beating heart of local culture.

Secondary schools: will participate in oral history workshops to collect stories from elders about hunting, snow, and transformation.

Universities: they will analyze policies of self-determination and cultural sovereignty in the Arctic regions.

Cultural institutions: will work with the center to co-design community digital archives and traveling exhibitions.

DAY 5 – TALKEETNA: MICROCOMMUNITIES AND MOUNTAIN STORIES

A small village at the foot of Denali, **Talkeetna** maintains a strong independent identity and sustainable relationships with the local area. Activities take place at the **Denali Education Center**, the area's educational hub.

Secondary schools: will participate in workshops on wildlife and environmental monitoring.

University: they will explore the dynamics between sustainable tourism, community resilience, and park protection.

Cultural institutions: will collect visual materials to design narrative itineraries related to the mountain landscape and remote life.

DAY 6 – KODIAK ISLAND: MARINE BIODIVERSITY AND ISLAND CULTURES

Surrounded by the Pacific Ocean, **Kodiak** is a land where fishing communities, bears, and Alutiiq traditions coexist in a fragile balance. Activities take place at the **Alutiiq Museum and Archaeological Repository**.

Secondary schools: will participate in interactive workshops on maritime history and ocean wildlife conservation.

University: they will study the effects of industrial fishing on biodiversity and coastal communities.

Cultural institutions: will collaborate with the museum to develop Indigenous storytelling and participatory conservation strategies.



ARCHIPELAGO OF RESISTANCE, ANCESTRAL KNOWLEDGE, AND BALANCED LANDSCAPES

AN INTERDISCIPLINARY JOURNEY TO THE STATE OF HAWAII

Hawaii is not only a natural paradise but also a complex archipelago where identities, territorial issues, and ancestral knowledge are intertwined. Beyond the tourist image, the islands provide spaces to explore indigenous sovereignty, traditional ecological knowledge, and the cultural resilience of local communities. Each stage of the itinerary is designed to foster an exchange between learners and custodians: from agricultural regeneration to oceanic arts, from community resource management to storytelling as a tool for self-determination. In this way, Hawaii becomes an immersive laboratory for examining the relationships between culture, nature, and the future. It is a journey that encourages listening to the land as a living and political voice.

DAY 1 – O'AHU: HONOLULU'S HIDDEN STORIES OF RESISTANCE AND MEMORY

Beyond the resorts, **Honolulu** holds a living history of colonization, self-determination, and Native art practices. Activities take place in the Kaka'ako neighborhood at the **Pu'uhonua Society Art & Activism Center**.

Secondary schools: will participate in an urban art and oral history workshop with local activists.

University: will explore the relationships between decolonization, urban space, and Native cultural practices.

Cultural institutions: will collaborate on the creation of a traveling micro-exhibition on urban indigenous narratives.

DAY 2 – NORTH SHORE (O'AHU): COASTAL ECOLOGY AND OCEAN CULTURES

O'ahu's north shore is a surfing sanctuary, but also a sacred place for Hawaiian culture and the marine ecosystem. Activities take place at the **Waimea Valley Cultural and Botanical Center**.

Secondary schools: will take part in a workshop on the relationship between native plants and traditional knowledge.

University: they will study the sustainable management of coastal resources according to the principles of mālama 'āina.

Cultural institutions: will participate in a curatorial workshop on ethnobotany and local cultural transmission.

DAY 3 – MOLOKA'I: THE ISLAND OF COMMUNITY AND FOOD SOVEREIGNTY

Moloka'i is a shining example of resistance to standardization: here, local communities promote autonomy, regenerative agriculture, and daily spirituality. Activities take place at the **Hōkūnui Learning Farm**.

Secondary schools: they will work in the fields to learn agroecology and local cooperation techniques.

University: they will analyze food sovereignty models and indigenous agricultural policies.

Cultural institutions: will collaborate with farmers and storytellers to document sustainable rural practices.



DAY 4 – MAUI: ENVIRONMENTAL ART AND NEW FORMS OF CLIMATE ACTIVISM

On the island of **Maui**, artists and activists are collaborating to address the climate crisis through art, education, and community. Activities are taking place in Kahului, at the **Maui Arts & Cultural Center**.

Secondary schools: will participate in a participatory art workshop inspired by the changing landscape.

University: they will study contemporary forms of eco-activism through collective artistic practices.

Cultural institutions: will engage in dialogue with curators and artists on models of environmental education through art.

DAY 5 – HAWAII ISLAND (BIG ISLAND): VOLCANOES, MYTHOLOGIES, AND INDIGENOUS GEOLOGICAL KNOWLEDGE

The **Big Island** is a land in the making where Kīlauea volcano is both a natural force and a living deity. Activities take place at **Hawai'i Volcanoes National Park** and the **Kīlauea Visitor Center**.

Secondary schools: will experience a guided tour of Hawaiian geology and cosmology, with hands-on learning activities.

Universities: they will analyze the connections between territory, sacredness, and cultural sovereignty in environmental sciences.

Cultural institutions: will plan cultural mediation initiatives between scientific knowledge and indigenous knowledge.

DAY 6 – HILO: LIVING ARCHIVES AND ISLAND NARRATIVES

Hilo is the cultural heart of the Big Island, where oral history, community archival research, and intercultural education intertwine. Activities take place at the **Lyman Museum and Mission House** and the **'Imiloa Astronomy Center**.

Secondary schools: will participate in workshops on digital storytelling and community memory mapping.

University: they will explore the relationship between natural sciences, astronomy, and Hawaiian cosmology.

Cultural institutions: will engage with archivists and educators to design cultural restitution practices.



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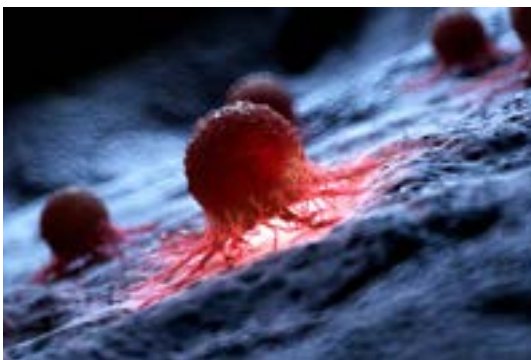
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