Have you ever thought or wondered, “I just wanted to see a little effort from my students - it doesn't need to be perfect,” “A little participation would be nice,” or “Why didn’t my students reach out to me so I could help?” The truth is, taking academic risks, participating in class, and asking for help all require what are known as “self-determination skills.” Self-determination skills are the skills students need to access content knowledge, yet very few teachers explicitly teach them, for a variety of reasons. Self-determination skills are particularly important as an equity issue for two reasons: first, teachers carry implicit biases, and their own experiences and expectations about how students should engage may not align with those of their students; and second, self-determination skills represent the majority of the top qualities desired of students by their future employers. Therefore, in order to provide all students with access to the content we teach and to prepare our students for desirable post-secondary opportunities, teachers must incorporate explicit instruction to develop self-determination skills in the classroom - especially in virtual settings. In this seminar, we will explore examples of self-determination skills, understand how they relate to the content we teach, and learn and practice tools that will help any teacher strengthen their students’ self-determination skills during virtual instruction.

Teachers are increasingly being asked to help their students understand and apply the methods and skills of historical inquiry. This seminar introduces teachers to the Seven Strategies approach, which is now being taught in methods courses in university education departments around the country. It provides a structured but highly flexible way of teaching students how to extract information from all kinds of primary source material.

Please note that attendance in all scheduled seminar sessions is required for full CPDU credit.
Teaching Race, Gender, and Sexuality on Screen
Andy Owens, University of Iowa
Friday October 2, 2020
9:30-11am (1.5 CPDUs)

This seminar provides an introduction to representations of racial, ethnic, gender, and sexual diversity across American film and television of the 20th and 21st centuries. We'll consider questions of identity as they have and continue to intersect with representations of, and issues related to, race, ethnicity, femininity, masculinity, heteronormativity, and LGBTQ+ identities throughout American screen history. We'll also examine the roles of intersecting systems of oppression (e.g., racism, sexism, homophobia, transphobia, etc.), feminist activism, and contemporary LGBTQ+ cultures on screen. Some key texts we will discuss may include excerpts from *Ethnic Notions* (1987), *Morocco* (1930), *Paris is Burning* (1990), and *Moonlight* (2016).

The 2020 Elections
Wayne Steger, DePaul University
Tuesday October 6, 2020
9:30am-12:30pm (3 CPDUs)

This session will look at the fundamentals of elections, which will be the most important factors in the 2020 election. The session will be broken into three parts. The first will cover partisanship and political polarization as it affects social relations, who votes, and vote choice. Partisanship is now as great a force dividing American people as race or religion, the traditional social cleavages. Partisanship also is the most important factor in the decision whether or not to vote as well as who people vote for. The second part will focus on the factors that influence voter turnout, including battles to expand or constrict voter turnout. Political scientists expect turnout to be the highest since the 1950s. We will look at why that is. The final part will focus on vote choice. There are long-term and short-term forces that influence voter choices. We will look at those factors and how it influences vote choice. As a matter of preparation, I would recommend attendees regularly follow [https://fivethirtyeight.com/](https://fivethirtyeight.com/) for daily updated polling and forecasting results.

Immigration and Citizenship in the United States, 1890-1924
Daniel Greene, Newberry Library
Thursday October 8, 2020
9:30-11am (1.5 CPDUs)

Debates over immigration frequently appear in today’s newspaper headlines and political discourse. Although some of the particularities may be new, almost since the founding of the republic, Americans have weighed the benefits of welcoming new arrivals against the benefits of restricting immigration, monitoring the activities of the foreign born in the United States, and narrowing the path to citizenship. This seminar focuses on debates over immigration between the 1890s and the 1920s, a particularly
contentious period that culminated with a series of laws that dramatically restricted immigration to the United States. As we consider how Americans’ thoughts about immigration one hundred years ago, we'll also ask about continuities and discontinuities between the past and the present and explore some enduring questions in American history: What role has immigration played in the formation of national identity in the United States? In what ways are immigrants central to American ideals and in what ways have they been perceived as threats to those ideals?

Teaching & Learning
Teaching in the Visual Realm: Fostering Visual Literacy
Hilary Mac Austin and Kathleen Thompson, authors of Examining the Evidence: Seven Strategies for Teaching with Primary Sources
Friday October 9, 2020
9:30-11am (1.5 CPDUs)

In a world in which the visual is increasingly dominant, teaching with photographs, charts and graphs, infographics, and primary sources such as political cartoons has become very important. It’s also crucial preparation for the current stimulus-based trend in assessment. This seminar gives teachers techniques for helping their students “read” and understand visual material.

Teaching & Learning
Teaching Intersectionality
Carla Della Gatta, Florida State University
Thursday October 15, 2020
9:30-11am (1.5 CPDUs)

This workshop will focus on the pedagogy of intersectionality and creating an equitable classroom. We will discuss strategies that reach across race, ethnicity, gender, sexuality, and ability. The workshop will also include pedagogies for first-generation, ESL, and Generation 1.5 speakers, and neurodiverse students. How can we teach our subjects to a complex and diverse student body? How do we address and recognize our students’ intersectional identities? What is our responsibility and strategy for revealing our own identity and position?

We will define intersectionalism and how this practice can be actualized via teaching methods in the classroom and in our person. Practicing intersectionality is a process and it is labor. This workshop will serve as both an introduction and offer tools for extending your practice. In addition, the workshop will cover definitions for key terms in critical race and ethnicity theory, gender and sexuality studies, and language and heritage diversity. Along with practical strategies for creating a productive and welcoming intersectional classroom, a list of resources for further study and expansion on these topics will be included.
Set on an unknown island ruled by a tyrant who wields his power over the land’s indigenous inhabitants, Shakespeare’s *The Tempest* thematizes issues of colonization, exploitation, and dispossession. In this course, we will explore how multicultural authors ‘talk back’ to Shakespeare through reinterpretations and appropriations of *The Tempest*. Putting poems and other textual revisions in conversation with the Shakespearean original, we will consider how authors of Caribbean and South Asian descent revive and revise Shakespeare to assert their own national identities, dismantle colonial logics, and forward strategic political visions. Why, for example, does Caliban ‘clap back’ to Prospero with “Uhuru,” the Swahili cry for freedom, in Aimé Césaire’s Caribbean adaptation of the play? To what effect does the South Asian poet, Suniti Namjoshi, present Sycorax’s return to the island after Prospero’s exodus? Pursuing these and other questions, we will brainstorm ways to encourage students to imagine other revisions of *The Tempest* and to put Shakespeare in conversation with Black Lives Matter and other contemporary anti-racism movements.

A versatile author, Gloria Anzaldúa (1942-2004) published poetry, short stories, essays, autobiographical narratives, interviews, children’s books, philosophy, and multi-genre anthologies. As the author of *Borderlands/La Frontera: The New Mestiza* (1987), Anzaldúa offered an innovative approach to autobiographical narrative and played a major role in shaping contemporary Chicano/a and lesbian/queer identities. And as editor or co-editor of three multicultural anthologies, including *This Bridge Called My Back: Writings by Radical Women of Color* (1981), she played an equally vital role in developing an inclusive feminist movement and new forms of alliance-making. This seminar offers an overview of Anzaldúa and her work, focusing on her innovative contributions U.S. American literature and contemporary theory.

As individuals, our perceived racial identities often send messages well before we are able to speak. Just as in everyday living, students and educators engage race from spaces of curiosity, confusion, and trepidation. Currently, classrooms, curricula, and teaching practices are being scrutinized as places
where race ‘plays out’ in the school landscape in often harrowing and unbeknownst ways. The cost: professional, pedagogical, and personal complication. Such complication and confusion is an invitation to all educators to look beyond text choice and curricular shifts and include the ways personal racial identity is a significant part of the teaching dynamic. This two-part session will explore how one’s personal racial identity intersects with professional teaching roles to create classroom dynamics.

Participants will engage in the practice of specific self-reflection, read a summary from a major research institute and articles from scientists, listen to a podcast about racial self-awareness, discuss emerging ideas, and implement sustainable self-awareness practices. This two-day seminar is designed for those who are beyond the introductory phases of racial awareness and who are willing to investigate how their personal racial identity is functioning in the classroom with or without their conscious awareness.

Selected texts may include publications by Stacey A. Gibson, Resma Menakem, Erica Meiners, and Laura Brewer.

*Please note that attendance in all scheduled seminar sessions is required for full CPDU credit.*

*Literature & Drama (United States)*

**Mississippi River Literature**

Sara Černe, Northwestern University

**Thursday October 22, 2020**

9:30-11am (1.5 CPDUs)

Snaking its way through the Midwest and the South from Lake Itasca in northern Minnesota to the Gulf of Mexico beyond the Louisiana delta, the Mississippi River acts as a conduit for the cultural imagination of a vast multiregional area. Who gets to speak for the river, and whose voices define it? This seminar traces representations of the Mississippi in multi-ethnic literatures, focusing on African American and Indigenous rewritings of this iconic American space, which is typically associated with the most idyllic river chapters from Mark Twain’s *Adventures of Huckleberry Finn* (1884).

The discussion will focus on John Keene’s short story “Rivers” (2015), which reframes Twain’s narrative of interracial friendship from the perspective of the formerly enslaved Jim, who now goes by James Alton Rivers to honor the waterway that brought him to freedom, and on Poet Laureate Joy Harjo’s “New Orleans” (1983). The poem uses the Mississippi as a vehicle of Native memory, highlighting histories and voices erased from settler records and connecting ancestral homelands along the Lower River to post-removal Creek lands in Oklahoma. On the one hand, the Mississippi in literature of the long twentieth century emerges as a battleground for racial ideology and a nostalgic symbol with ongoing currency in American memory. On the other, it serves as a repository of many different stories of life along its banks, providing an insight into sedimented histories of dispossession and extraction as well as of resistance.
In 1920 voters in the United States responded to four years of profound change during which the country entered a worldwide conflict, survived a global pandemic, prohibited a common behavior, expanded the electorate, and experienced a summer of unrest connected to prejudice and inequities around race and class that had existed since before the nation’s founding. The campaigns of the two major parties offered voters a choice: forward into the new decade of the 1920s, or a return to the way the country was at the start of the 20th century. The means through which the campaigns got their messages across to voters were both old-fashioned and decidedly modern, making use of emerging mass media and communication technologies—and not always in ways one might expect. In this Newberry Teachers’ Consortium, offered in conjunction with the fall exhibition Decision 1920: A Return to “Normalcy,” we’ll explore the various strategies deployed by the Democratic and Republican campaigns, which set the pattern for national elections moving forward.


Virginia Woolf, in A Room of One’s Own, chastises Charlotte Brontë for allowing her anger to well up to the surface of Jane Eyre. In this course, we will examine the thread of radical outrage that weaves through three of the sisters’ novels. In the guise of marriage plot novels, the Brontës published cris de coeurs against the sexual double standard, the burden of unwanted reproduction on women, labor inequity, and domestic violence. Using readily available online resources such as contemporary reviews, publication ephemera, and historical and biographical material, we will discuss how to help students recontextualize Jane Eyre, Wuthering Heights, and The Tenant of Wildfell Hall as literary experiments and social justice crusades rather than sedate, school-friendly romances. Please note that attendance in all scheduled seminar sessions is required for full CPDU credit.

Please note that attendance in all scheduled seminar sessions is required for full CPDU credit.
American Studies

The Visual Culture of Women’s Suffrage
Mark Pohlad, DePaul University

Wednesday October 28, 2020
9:30-11am (1.5 CPDUs)

The year 2020 marks (only!) the centennial of the passage of the 19th Amendment, which gave American women the right to vote. The story of the fight for universal suffrage is dramatic and rich, and intensely relevant in this Presidential election year. The text and imagery associated with the struggle reveals how it was imagined, publicized, debated, and documented. Our session begins with a discussion of the history and major figures of the women’s suffragism movement. We then pause to consider enfranchisement writ large, including some consideration of the African American experience, along with the sad and ongoing history of voter suppression. Equipped with a nuanced historical background, we will then examine rich primary sources from the Newberry’s own collection—newspapers, pamphlets, imagery, and letters—brining this crucial topic to life. Narrated PowerPoint lectures and activities help guide this intensely relevant session.

History (World)

Coffee, Global Exchange, and Empire
Valentina Tikoff, DePaul University

Thursday October 29, 2020
9:30am-12:30pm (3 CPDUs)

From the first European coffee shops of the seventeenth century to the ubiquity of Starbucks in airports around the globe today, coffee has played an important role in the cultural history of the West and its relationship to other parts of the world. Since coffee is a tropical product, Western coffee culture has always depended on supplies from other parts of the world, procured through international trade, colonization, and neo-imperialism. This global supply nexus also has shaped coffee’s cultural associations, from early modern Europeans’ “Orientalist” views of coffee as an exotic product of the East, to late-nineteenth-century U.S. assessments of Hawaii, Puerto Rico, and Cuba—all areas incorporated into the expanding American empire in 1898—as sites of coffee cultivation. This seminar will focus on the late seventeenth to early twentieth centuries and will include discussion of primary source materials held at the Newberry Library (made available digitally).

Literature & Drama (World)

The United States through Foreign Eyes
Nora Eltahawy, Daley College

Friday October 30, 2020
9:30-11am (1.5 CPDUs)

What does the United States of America signify to the rest of the world? How does it appear to recent immigrants or to travelers passing through? In this seminar, we will examine works that engage with the U.S. from the “outside,” in either the metaphorical or literal sense of the word. Turning our attention to works written by foreign-born authors, and to those that represent the experience of new immigrants, we will explore the image of the United States through the eyes of those who see it for the first time.
what ways does the U.S. appear differently—or similarly—to these authors and characters than to citizens or longtime residents? How do these authors or characters synthesize their respective cultural heritages with their experiences in the U.S.? How do they “explain” the US to audiences from their nations of origin? These questions will guide our analysis of the transnational connections these figures forge inside the United States as well as the new perspectives on the country that their work can offer us.

History (United States)

Rap and Politics: Exploring the Rise of Rap Music as a Response to Worsening Local Conditions in 25 US (and Nearby) Locations
Lavar Pope, Arrupe College
Wednesday November 4, 2020
9:30am-12:30pm (3 CPDUs)

This seminar emphasizes the different political, economic, and social conditions faced by Black Americans in the aftermath of the Civil Rights Movement, and centers on rap music’s unique ability to weaponize the voice as an instrument in response to worsening local conditions. In particular, we will look at 25 local, underground rap music scenes in the U.S. (with approximately five regions). To do so, each seminar participant will be assigned a specific reading (and/or multimedia playlist) about a specific rap city or location. Each participant will be part of a regional team of five participants and will meet with their group during our seminar for some active engagement! The seminar will act as a live forum to do active listening and content analysis, explore themes and build upon frameworks discussed in readings, and Q&A into how to develop activities and content similar to the material presented in the seminar.

Political Science & Economics

The 2020 Elections: Follow Up and Explanations
Wayne Steger, DePaul University
Thursday November 5, 2020
9:30am-12:30pm (3 CPDUs)

This session will look at the fundamentals of elections, which will be the most important factors in the 2020 election. The session will break into three parts. The first will cover partisanship and political polarization as it affects social relations, who votes, and vote choice. Partisanship is now as great a force dividing American people as race or religion, the traditional social cleavages. Partisanship also is the most important factor in the decision whether or not to vote as well as who people vote for. The second part will focus on the factors that influence voter turnout, including battles to expand or constrict voter turnout. Political scientists expect turnout to be the highest since the 1950s. We will look at why that is, with attention to differences between mail-in voting, early voting, and election day voting. The final part will focus on vote choice. There are long-term and short-term forces that influence voter choices. We will look at those factors and how it influences vote choice. As a matter of preparation, I would recommend attendees familiarize themselves with exit poll results.
History (European)

Technology and Invention in the Renaissance: Stradanus’s Nova Reperta Engravings
Lia Markey, Newberry Library

Tuesday November 10, 2020
9:30-11am (1.5 CPDUs)

The Renaissance, as the period’s name tells us, is generally conceived of as a time of “rebirth” when there was an intense interest in looking back to antiquity. This seminar will consider another aspect of Renaissance studies and question what was new in the Renaissance through an exploration of a renowned print series, entitled the Nova Reperta. Designed in Florence and printed in Antwerp in the late sixteenth century, the images represented in these engravings document such post-classical novelties as the Americas, syphilis, the printing press, the cannon, and the clock. What can these inventions tell us of early modern culture and of the Renaissance conception of technology? The seminar coincides with a Newberry exhibition focused on these engravings. Beyond the print series at the heart of the seminar, we will examine related Renaissance books about navigation, the Americas, colonization, machines, warfare, and visuality. Highlights will include analysis of the writings of Vespucci, Vasari, and other Renaissance thinkers, as well as the study of Renaissance maps. In turn, we will use the Nova Reperta to question the role of technology and innovation today and to reconceive the way in which the Renaissance can be taught in the contemporary classroom.

This seminar is scheduled alongside the Newberry’s exhibition, Renaissance Invention: Stradanus’s “Nova Reperta” (August 28-November 28, 2020).

Literature & Drama (United States)

“Stove by a Whale”: The Essex Shipwreck at 200
Will Hansen, Newberry Library

Thursday November 12, 2020
9:30am-12:30pm (3 CPDUs)

Two centuries ago, on November 20, 1820, a sperm whale attacked and sunk the whaleship Essex far from land in the Pacific Ocean. Of the twenty men in the Essex crew, only eight survived their harrowing attempt to reach land.

In this seminar we will investigate the enduring fascination with this infamous incident and its grisly aftermath from cultural, literary, and ecological angles. Beyond the power of the incident itself, the Essex tragedy is an excellent case study for the adaptation of primary sources into historical narrative, fiction, and film: the incident and particularly the written account of survivor Owen Chase were a major inspiration for Herman Melville’s work Moby-Dick, and Nathaniel Philbrick drew on Chase’s account along with that of another survivor, Thomas Nickerson, and many other primary sources for his bestseller In the Heart of the Sea (adapted into a 2015 film), among other works.
American Studies
Native American and Indigenous Peoples and Photography
Analú María López, Newberry Library
Friday November 13, 2020
9:30-11am (1.5 CPDUs)

This seminar will provide a brief introduction to the history of photography while critically analyzing how Native American and Indigenous Peoples were documented by non-Native photographers in the 19th and 20th centuries. We will explore photographs from the American Indian and Indigenous Studies collection (otherwise known as the Edward E. Ayer Collection) at the Newberry Library. We will also see how stereotypical portraits created in studios or as part of government-run assimilation programs for Native people are later turned into powerful statements of resiliency by Native photographers. We will then turn to how contemporary Native American and Indigenous photographers have contributed to the field of photography since the inception of the medium.

Literature & Drama (United States)
Apocalyptic Fiction and Cultural Fear: Using Sci-Fi Historically
Laura Passin, St. Mary’s Academy
Monday November 16, 2020
4-5:30pm (1.5 CPDUs)

Apocalyptic fiction is more relevant than ever in the era of looming climate catastrophe, viral pandemics, and the omnipresence of surveillance technology. From fears of nuclear war to biological terrorism and environmental collapse, pressing historical fears have shaped dystopian and post-apocalyptic narratives from the 1950s to today. Why are we fascinated by the depiction of the end of civilization(s)? What can thinking historically about science fiction tell us about the past, as well as the future? This seminar will discuss how to think about apocalyptic science fiction as a historically inflected sub-genre—as well as an exciting read.

Teaching & Learning
Cultivating Student Leaders through Social Emotional Learning
Evan Dutmer, Culver Academies
Tuesday November 17, 2020
4-5:30pm (1.5 CPDUs)

Recent literature in inclusive leadership education has emphasized the need for using insights from Social Emotional Learning (SEL) to cultivate empathetic, caring, empowered, and culturally-aware student leaders. But, as the Harvard Graduate School of Education EASEL Lab notes, implementing SEL in our teaching practice can be confusing. “SEL” is used as an umbrella term for both “non-cognitive skills” (i.e., “non-academic” skills that individuals need to build relationships, process information effectively, set goals, and manage emotions) and for various subfields rooted in these skills (e.g., bullying prevention, civic and character education, social skills training, soft skills training, 21st century skills, etc.). Many teachers curious about SEL have trouble knowing where to start.

(Continued....)
This seminar is a practical, hands-on introduction to the practice of SEL-inspired leadership education. Dr. Dutmer will show how we can use the EASEL Lab “Explore SEL” tool to help us focus on what SEL model best fits our unique pedagogical needs, and how various SEL models compare and contrast. He will then show how he has implemented certain SEL methods in his Ethics courses, providing examples of specific activities and classroom practices that help students recognize, reflect on, constructively express, and regulate their emotions as they enter and inhabit the classroom space. This seminar will provide teachers with tools to foster an inclusive, empowering space for all students to learn and practice empathetic leadership.

*History (European)*

**Teaching the Crusades**
Christopher Fletcher, Newberry Library
**Wednesday, November 18, 2020**
4-5:30pm (1.5 CPDUs)

This session will explore the legacies of the Crusades. Far more than a series of military conflicts, the Crusades represented an intensive interaction between Latin Christendom and Dar al-Islam, one that shaped the political, social, intellectual, and religious culture of both in ways that continue to resonate today. Using the DCC *The Crusades: Motivations, Administration, and Cultural Influences* and other resources, this seminar will introduce approaches and techniques for using the Crusades to teach students about medieval religion, race, war, and globalization.

*Literature & Drama (British)*

**Teaching Shakespeare to the Skeptical Student**
Seth Swanner, University of Wyoming
**Thursday November 19, 2020**
9:30-11am (1.5 CPDUs)

"It’s weird." So goes a frequent, reluctant student response when asked to provide a first impression of a Shakespearean text. And while teachers often take this response to mean that students are disengaged, this approach misses something critical: Shakespeare is weird. In this workshop, participants will discuss strategies for teaching the aspects of Shakespeare that are most challenging for the skeptical student: the difficult language, the archaic references, and especially the ever-present weirdness. Students who struggle to understand Shakespeare’s *Sonnets*, for example, might just be struggling in precisely the way that those linguistic puzzles demand. (And, let’s be honest, a couple of his *Sonnets* just don’t make sense.) Similarly, students who default to the classic “Shakespeare is weird” have, in fact, happened upon an exciting and absurd proposition: human minds today don’t work like they did 400 years ago. By discussing Shakespeare’s most challenging texts, workshop participants will learn how, for many students already alienated by reading, it can be profoundly freeing to read something that is *supposed* to feel alien.
"Transing" Gender in the 19th Century: Female Husbands and Their Wives
Jen Manion, Amherst College
Friday November 20, 2020
9:30-11am (1.5 CPDUs)

Those assigned female who “transed” gender, lived as men, and married women in the eighteenth and nineteenth century U.S. and U.K. were described as female husbands. They persisted in living as men despite tremendous risk, violence, and punishment. When husbands were outed as being assigned female, the press reported such accounts enthusiastically and frequently, exposing dynamic, contested, and varied stories of love, courage, and loss. Readers of all ages from nearly anywhere might learn about the lives of female husbands and their wives in their local paper, making them some of the earliest true queer pioneers. We will explore the meaning and usage of the phrase “female husband” as well the changing terminology used over the years to describe people who lived gender variant lives and/or engaged in same-sex intimacies and relationships. We will examine historic newspapers as rich sources for teaching a wide range of LGBTQ histories in the classroom.

This seminar will take place on Transgender Remembrance Day.

History (European)
The Origins of the Cold War in Three Documents
Eugene Beiriger, DePaul University
Thursday December 3, 2020
9:30am-12:30pm (3 CPDUs)

The debate over the origins of the cold war has been a heated one for the last seventy-plus years. Important government files in the United States, Great Britain, the former Soviet Union, and other participants have been declassified and made available to historians. New motivations have been discovered and new interpretations advanced. We will examine these new perspectives, focusing on three key documents from 1946: Stalin's “Election Speech” of February 9, Kennan's “Long Telegram” of February 22, and Churchill's “Iron Curtain” speech of March 5.

American Studies
The Great Migration
Kenneth W. Warren, University of Chicago
Friday December 4, 2020
9:30-11am (1.5 CPDUs)

The Great Migration of the early 20th century—the decision of more than a million African Americans to leave southern states to find greater economic opportunities and the possibility of more political and social freedom in northern cities—defined the history of the United States. In doing so, it posed significant challenges to writers and artists. How should artists and writers represent a mass phenomenon? Could any individual or individuals be representative of this movement? Had the consciousness of black southerners changed prior to leaving the south, or was any significant
transformation a post-migration occurrence? To explore possible answers to these questions this seminar will examine one novel, Nella Larsen’s *Quicksand* (1928), one literary pastiche, Jean Toomer’s *Cane* (1923), and two collaborative works that combine text and visual images, Richard Wright’s and Edwin Rosskam’s *12 Million Black Voices* (1941), and Langston Hughes and Jacob Lawrence’s *One-Way Ticket* (1948).

**Chicago Studies**

**History of Policing in 19th-Century Chicago**

Rachel Boyle, Omnia History  
**Monday December 7, 2020**  
9:30-11am (1.5 CPDUs)

Did Chicago always have police? This seminar will explore the origins of the city’s police force in the nineteenth century. We will examine how local politics shaped early policing while connecting Chicago’s story to national trajectories. The seminar will interrogate historical conceptions of law and order in an urban context, showing how those ideas changed over time and were wielded by different groups vying for power in an industrializing city.

**LGBTQ+ History & Literature**

**LGBTQ+ Education: Evolving Narratives in Museums**  
Michael A. Ramirez, Jane Addams Hull-House Museum  
**Wednesday December 9, 2020**  
9:30-11am (1.5 CPDUs)

Hull-House was world-renowned for supporting immigrants and world peace, but did you know it paved the way for LGBTQ+ rights? With the changing landscape of human rights today, it is important to ask ourselves, *where do we learn about LGBTQ+ history? How do public institutions uplift different narratives for visitors to see themselves in all spaces? And what can we do to create space for all voices to be heard?* These are questions that Jane Addams Hull-House Museum asked itself and worked to address in their exhibitions over the past six years. Led by Michael A. Ramirez, Jane Addams Hull-House Museum’s Education Manager, participants in this seminar will learn about the unique settlement house created on the Near West Side of Chicago during the Progressive Era, explore the expansive work of Hull-House Settlement Residents, and gain insight into the challenges and accomplishments of creating space for LGBTQ+ history in public institutions, and how spaces can provide a platform for inclusive history.

**Chicago Studies**

**Women in Early Chicago Politics**  
Rachel Boyle, Omnia History  
**Thursday December 10, 2020**  
9:30-11am (1.5 CPDUs)

This seminar will focus on women who participated in and challenged ward politics in early twentieth-century Chicago, from early reform efforts to women’s aldermanic campaigns after gaining the right to
vote in Illinois in 1913. We will explore how women’s local civic work was shaped by class, race, and gender politics and foreshadowed the power and limitations of the national suffrage movement.

History (European)

Power, Protest, and Politics in Late-Medieval England
Sarah Wilson, Newberry Library
Friday December 11, 2020
9:30-11am (1.5 CPDUs)

The fourteenth and fifteenth centuries in England were punctuated by a series of cataclysmic events that permanently altered the social, political, and institutional structures of society. The Great Famine of 1315-1317, the beginning of the Hundred Years' War with France in 1337, the Black Death of 1348-1350, and the Peasant’s Revolt of 1381 are just a few of the major crises that beset England in this time. In response to these events, authors took to writing in the vernacular English language with a new sense of urgency and creativity. Whereas the languages of the court and church had for centuries been French and Latin, during this period more authors began deliberately writing in Middle English, the “language of the people,” partly out of a desire to create distance from a French court and a hierarchical Church with which England was increasingly dissatisfied. This NTC seminar will provide an overview of how educators might approach this period of the Middle Ages, with special attention to the role of literature in reflecting on social and political tumult. We will discuss a number of Geoffrey Chaucer's lesser-known peers, and develop a working understanding of how Middle English was used to assert popular expression and rebellion. We will also consider the emergence of a new class consciousness in response to the aftermath of the Black Death, with opportunities to connect this medieval material to our present pandemic moment.

History (World)

Seeing Like A Map in Colonial North America
Nicholas Krczyka, University of Chicago
Monday December 14, 2020
9:30-11am (1.5 CPDUs)

If seeing is believing, then maps are belief in hard copy. This seminar explores three key questions related to historical cartography: What kind of historical evidence do maps provide? What can we learn about the era of European colonial settlement in North America by reading the maps that were made to depict discoveries, conquests, and land claims? And how can we maximize the use of these dynamic and vivid primary sources in our K-12 classrooms as training modules through which our students engage habits of historical thinking? In a straightforward sense, maps from the age of exploration and colonization are empirical records of Europeans’ emerging knowledge about particular parts of the earth’s surface. But historical maps are also artifacts of a far broader range of contexts. They express aesthetic and narrative traditions, imply power relations, communicate cultural attitudes, and announce economic motives. With a historiographical background on the cartography of the early modern era, this seminar gets participants used to reading and teaching with maps in a variety of new ways.
Contemporary cooking is driven by engaging recipes, but for students and scholars, historical recipes can provide valuable insight into the past, as these texts have been recorded for thousands of years to document ways to feed, preserve, heal, and transform. Drawing upon examples from the Middle Ages to the twentieth century, we will explore how recipes—whether culinary, household, medical, or alchemical—can be used in classroom settings. Teaching with recipes can reveal new ways to consider themes as diverse as scientific experimentation, premodern communication, health and medicine, the environment, and the cultural transmission of marginalized groups. Participants will be provided with a guide to digital resources featuring recipe content from American and European institutions and examples of remote and in-person classroom activities based on historical recipe sources.

“Teaching & Learning
“My Voice Matters”: Promoting Student Voice & Civic Engagement through Content and Pedagogy
Wayde Grinstead, Education Consultant
Wednesday January 13, 2021
9:30-11am (1.5 CPDUs)

“I belong and my voice matters.” This is a mindset we as educators hope all of our students experience, and our classrooms need to support this. While ‘student voice’ is often seen in the purview of civics classes and education, the importance of this transcends grade level or subject area. As civics education is importantly being recognized as a necessary tool to strengthen our democracy, especially in these divisive times, many educators and schools see the need to promote a civics mindset beyond the required middle and high school courses. This interactive session will explore ways to promote a student’s sense of agency, through both content and teaching practices, with attentiveness to the intersecting aspects of SEL, equity, and civic agency (often approached in siloed, disparate ways). We will consider the role of identity, lived experience, and self-reflection, on the part of the student and the teacher, in fostering inclusive, engaging spaces that bolster students’ sense of voice, in the classroom and beyond.

Chicago Studies
History, Memory, and Place: A Virtual Walking Tour of Chicago
Rachel Boyle, Omnia History
Thursday January 21, 2021
9:30am-12:30pm (3 CPDUs)

This virtual walking tour will explore how history is remembered in the cultural landscape of Chicago. From monuments and murals to historic buildings and the lakefront, the seminar will interrogate how the city remembers certain events and people, and how other histories are actively silenced. The
seminar will take advantage of technology to travel the city, compare past and present cityscapes, and draw connections across place and time.

**Teaching & Learning**

**Students as Art Critics**
Mark Pohlad, DePaul University
**Monday January 25, 2021**
9:30-11am (1.5 CPDUs)

We and our world are intensely visual. Ninety percent of information that comes to the brain is visual. Sixty-five percent of the population are visual learners. Visual aids in the classroom improve learning by as much as four hundred percent. Given these realities, students should be empowered with the tools to judge and discuss visual artifacts. Visual literacy has myriad applications in the real and digital worlds and is applicable to nearly every discipline. Being critical means making well-informed, and carefully organized and articulated observations. This NTC enables participants to help students contextualize and evaluate photographs, paintings, sculptures, drawings and prints. More than just art appreciation—but not dryly historical or aesthetically theoretical—this session will closely examine important and revealing objects, mainly from the Newberry and Chicago-area museum collections. Narrated PowerPoint presentations, group discussions, and activities comprise this fruitful and lively session.

**History (United States)**

**American Indian Sovereignty and Activism in the 20th and 21st Centuries**
Rose Miron, Newberry Library
**Wednesday January 27, 2021**
9:30am-12:30pm (3 CPDUs)

Two of the biggest misconceptions about American Indian peoples in the United States is that they 1) have disappeared, and 2) are just like any other racial group. Instead, American Indian nations are sovereign nations that are still here. This seminar will explore American Indian history through the less common lens of sovereignty and nationhood, focusing on what happened to American Indian peoples following the end of the so-called “Indian Wars” and why a series of federal policies in the late 19th and early 20th century continue to shape whether Native sovereignty is respected or ignored in the continental United States today. We will consider major policies and events like the creation of Indian reservations, the allotment of Indian land, the recognition (or lack thereof) of tribal governments, and the relocation and migration of Native people to urban areas. Accordingly, we’ll also consider how American Indian nations and activists have responded to these events. We will end by examining how a few of the contemporary issues facing Native people today, such as pipelines, missing and murdered Indigenous women, and the frequent adoption of Native children, are linked to the ongoing struggle to defend Native sovereignty.
Literature & Drama (United States)
The Declaration of Independence
Eric Slauter, University of Chicago
Monday, February 1, 2021
9:30-11am (1.5 CPDUs)

What does the Declaration of Independence declare? This seminar investigates the origins, meanings, and contested legacies of one of the most consequential political documents in world history. What did the Declaration’s language of equality, liberty, and rights mean to its authors and earliest readers? How and why have understandings of the document changed over time? And what place do the words and ideals of the Declaration hold now, nearly 250 years later? We’ll start by examining the drafting, circulation, and reception of the text in the age of the American Revolution, looking especially at the way in which a growing group of black and white activists in the late eighteenth century seized on the claim that “all men are created equal” to argue against slavery. We’ll then survey some of the turning points in the life of the document, including the deployment of the Declaration in arguments about the rights of women and enslaved peoples in antebellum America; the changing meaning of the Declaration in the era of Southern secession, the Civil War, and Emancipation; the place and promise of the Declaration in contests over human rights and civil rights in the twentieth century; and the significance of the document in our own time. This seminar is scheduled alongside the Newberry’s exhibition, A Show of Hands: 500 Years of the Art and Technology of Handwriting (December 18, 2020-March 3, 2021).

History (United States)
Histories of Schooling and Schools as History
Nicholas Krczyka, University of Chicago
Wednesday Feb 3, 10, and 17, 2021
4-5pm for three class meetings (3 CPDUs)

School is a fact of life. Every year since 1900, schoolhouses have enrolled an ever-greater share of American children, produced ever-larger cohorts of high school graduates, and received ever-increasing investment and oversight by all levels of the American state. The unprecedented interruption of schooling by the COVID-19 pandemic provides an occasion to look back on the history of our “schooled” society.

This seminar explores major historiographical issues in the study of American schooling, with Chicagoland as a case in point. We’ll examine the rise of mass schooling, the movement for teacher unionism, the struggles for educational desegregation, and the emergence of choice-and-accountability reform. As a working group, we’ll also explore how K-12 teachers can use their own schoolhouses and communities as tools in the project-based teaching of American history. Our students are surrounded by artifacts—from the architecture, artwork, and equipment of the school plant, to the old yearbooks and trophies in libraries and display cases, to the living networks of alumni in our communities. Together, we’ll learn methods of caring for this heritage, of mobilizing it as a source for historical inquiry, and of using these projects to hook students on the work of doing history. Please note that attendance in all scheduled seminar sessions is required for full CPDU credit.
While child labor in the Western world gained increasing attention—and criticism—in the nineteenth and twentieth centuries, it was hardly new. In many regions of both Europe and the Americas, labor outside the parental home figured prominently in many young people’s lives and was critical in shaping their future prospects. Apprentices and domestic servants, for example, were generally young people who moved temporarily into other households or institutions during their teenage years. They were not alone; males and females in urban as well as rural settings engaged in a variety of types of “lifecycle service.” Pronounced differences existed across regions and social strata, however, and scholars have debated the degrees of relative exploitation and opportunity that such “lifecycle service” entailed. This seminar will explore some of these issues concerning young people’s labor in the preindustrial West from the Renaissance through Enlightenment eras (roughly, sixteenth through eighteenth centuries).

In 1951, Langston Hughes published Montage of a Dream Deferred, a book which contains several of his most taught and anthologized poems, including “Theme for English B” and “Harlem” (“What happens to a dream deferred?”). The volume’s prefatory note, however, does not refer to it as a collection, but as a book-length “poem on contemporary Harlem,” which “like be-bop, is marked by conflicting changes, sudden nuances, sharp and impudent interjections,” and so on. As Montage turns 70, this seminar will explore the pedagogical challenges and possibilities of approaching it as a single text. How might thinking of Montage this way change our sense of Hughes as an artist? What opportunities might it create for student research and creative practice? What happens to some of those classic anthology pieces if we read them both closely and doubly, considering them as individual artworks and as parts of this book as a whole?

This seminar applies the techniques of micro-history— the intense exploration of a tightly-focused time or place—to a tiny slice of twentieth-century Chicago. It starts on the Fourth of July 1961 on the 6100 block of W. Eddy Street, out in the north side’s Bungalow Belt. From there, it spins backward to explore class, race, immigration, assimilation, segregation, opportunity, mobility, war, and peace as they were
experienced by one the block’s thirty-six families. In the process, the seminar tries to show how revealing and compelling it can be to go looking for history in very small places.

**Teaching & Learning**

**Ethics and the Cultivation of Character**  
Evan Dutmer, Culver Academies  
**Thursday February 18, 2021**  
4-5:30pm (1.5 CPDUs)

In this seminar, Dr. Dutmer will provide a practical, hands-on teaching seminar and workshop on teaching ethics to young people (especially high schoolers), at a time in their lives when they are gripped by visions of their future-oriented selves. He will do this by drawing on his own Ethics courses for 11th graders at the Culver Academies (Culver, Indiana).

This seminar will explore activities like engaging students in discussion on what “the good life” might be, and what we think the virtues and vices might consist of through Socratic dialoguing; reading and reflecting on community virtues and values in the works of Aristotle, Confucius, and classics of Africana, Feminist, Indian, and Indigenous philosophy; and combining this enriching philosophical reflection with contemporary research in philosophy, Social Emotional Learning, social psychology, sociiology, and critical race theory to confront bias, injustice, and real-world ethical problems. We will lean on the Aristotelian notion of ethics as centrally enacted and practiced, and invite students to activate their ethical reflections with real-world, identifiable, evidenced action. We do this through compiling evidence of our ethical action—we may display courage in a YouTube video; humanity in a group photo with like-minded friends at a protest; wisdom in an essay on a vital ethical issue; moderation in our sleep regimen for the week. Together, this reflection and practice form a rich and powerful introduction to the good life and its connection to the cultivation of character.

**Literature & Drama (British)**

**Close Reading the Sonnet, from Renaissance England to 21st-Century America**  
Rebecca Fall, Newberry Library  
**Friday February 19, 2021**  
9:30am-12:30pm (3 CPDUs)

“Not marble, nor the gilded monuments / Of princes, shall outlive this powerful rhyme,” begins Shakespeare’s famous Sonnet 116. And as Shakespeare predicted, the “powerful rhyme” of the fourteen-line sonnet form has fascinated Anglophone writers for centuries, outlasting not only “gilded monuments,” but other poetic styles and fads, too.

In this virtual seminar, we will dive deep into sonnets, exploring their formal features (rhyme scheme, meter, “turns”), common themes (love, sex, grief, nationhood), and enduring popularity from the early 1500s to the present day. Given their robust history and concise structure, sonnets are perfect for teaching students how to interpret form and content simultaneously, identify and analyze thematic patterns, and interrogate the politics of “the canon.” To that end, we will devote most of our seminar to
close-reading and comparing sonnets across time. We will also make space to brainstorm and share strategies for teaching with sonnets based on this practice.

Authors under discussion might include: Thomas Wyatt, Philip Sidney, Edmund Spenser (16th century); William Shakespeare, John Donne, Mary Wroth (17th century); Charlotte Smith (18th century); Elizabeth Barrett Browning, William Wordsworth, Emma Lazarus (19th century); Countee Cullen, Claude McKay, Gwendolyn Brooks (20th century); Eve L. Ewing, Terrance Hayes (21st century).

*Literature & Drama (United States)*

**Re-reading Literacy in Frederick Douglass’s *Narrative of the Life***

Marcy Dinius, DePaul University

**Monday February 22, 2021**

4-5:30pm (1.5 CPDUs)

In his recent magisterial biography of Frederick Douglass, historian David W. Blight declares, “Douglass was a man of words...spoken and written language was the only major weapon of protest, persuasion, or power that he ever possessed.” Douglass’s own story of his hard-won literacy is one of the best known and most frequently taught aspects of his now-canonical 1845 *Narrative of the Life*. In this seminar, we will revisit the topic of Douglass’s frustrated and ultimately triumphant encounters with letters, words, and writing, considering his path to literacy and becoming a man of letters as less an example of heroic American individualism and instead as a necessarily communal and collaborative process. Our reading of his *Narrative* will be supplemented by select additional readings that contextualize and specifically foreground Douglass’s intellectual formation within a powerful community of Black activist thinkers and writers for whom literacy and literature was an especially powerful weapon for defeating slavery and discrimination.

*This seminar is scheduled alongside the Newberry’s exhibition, A Show of Hands: 500 Years of the Art and Technology of Handwriting (December 18, 2020-March 3, 2021).*

*LGBTQ+ History & Literature*

**James Baldwin, Jazz, and the Moral Minority**

Kyle Kaplan, Independent Scholar

**Wednesday February 24, 2021**

9:30-11am (1.5 CPDUs)

Since the 1950s, James Baldwin has prodded the political and ethical blind spots of the United States and has attended to those who find themselves at its social margins. Baldwin’s writing hones in on minoritarian experience and deftly inhabits the complex feelings that come with being judged, feelings like the self-hatred or pleasure that comes from living in defiance of social taboos. Focusing his 1962 novel *Another Country*, this seminar will discuss how Baldwin draws attentions to marginalized relationships and the challenges they present to anti-black and homophobic sentiments that are often couched in notions of morality. Key to this, as we will investigate, is his investment in the world of jazz and the radically expressive potential he hears in its music.
The Age of the Witch Hunts coincided with the European Reformation and the beginnings of the Scientific Revolution. But what was the relationship between religion, magic, and science? Was it possible to believe both in the Church and the ability of cunning-folk to heal, read palms, find lost property, or cast horoscopes? Could change in the world be determined both by natural laws and the work of magicians with the ability to manipulate nature? This seminar will explore the relationship between magic, religion, and science in early modern Europe with an eye toward understanding how both educated and uneducated people may have understood their world.

This seminar will explore U.S. women poets’ revisionist mythmaking strategies—their use of Aztec, Greek, Laguna Pueblo, Yoruban, and other mythic traditions to redefine individual and collective identity; invent alternative philosophies; and enact social change. Because myths embody a culture’s deep-seated, and often unacknowledged, worldviews and belief systems, revisionist mythmaking offers an important tool to effect transformation on multiple levels (psychic lives, social structures, spiritual-religious beliefs, etc.). An important literary technique for social-justice authors, revisionist mythmaking takes a variety of forms, ranging from the rejection or revision of dominant mythic traditions to the recovery of lost/ignored myths to the creation of new myths. Focusing on their innovative revisionist myths, we will explore an eclectic collection of authors, including (but not limited to) Paula Gunn Allen, Gloria Anzaldúa, Joy Harjo, and Audre Lorde.

This seminar focuses on Jewish identity in France from cultural, historical, and literary perspectives. Participants will analyze the legacy of universalism and Jewish civil rights in France, the dynamics of universalism and particularism, and the history of Jewish migration from Eastern Europe and North Africa. Particular attention will be paid to the interwar period and the Second World War in France. Readings include texts by scholars Maurice Samuels, Pierre Birnbaum, and Nadia Malinovich. In addition, we will look at authors who discuss Jewish identity in France from the perspective of immigration and the experience of the Second World War; these authors include Benjamin Fondane, Irène Némirovsky, and Albert Memmi. This topic is related to the instructor’s publication, Writing Occupation: Jewish Émigré Voices in Wartime France (Stanford University Press, 2020).
History (United States)
The Tulsa Race Massacre and Black-Native History in Oklahoma
Alaina Roberts, University of Pittsburgh
Friday March 5, 2021
9:30-11am (1.5 CPDUs)

The October 2019 airing of HBO’s show, Watchmen, brought one of the most brutal episodes in American history—the Tulsa Race Massacre—to the attention of millions of people across the United States. In this seminar, we will examine primary sources that deconstruct the massacre and its aftermath through the eyes of those who experienced it. But to truly understand the massacre, one must understand the history of Tulsa: Why did so many African Americans flock to Oklahoma after the Civil War? How were they able to accumulate so much wealth that the district destroyed in the massacre was called “Black Wall Street”? Through an analysis of the Native and Black people who settled this space in the 1830s, you will learn how to teach about this culturally dynamic place in the West and why your students should care about the Tulsa Massacre and its broader context.

History (World)
Sugar and Power
Sarah Peters Kernan, Independent Scholar
Wednesday March 10, 2021
9:30-11am (1.5 CPDUs)

Despite sugar’s ubiquity in the modern Western diet, it was once reserved as a medicinal ingredient for the wealthiest consumers. From the Middle Ages to the nineteenth century, sugar transformed from a rare luxury item to a commonplace ingredient, shaped by dramatic shifts in health, trade, and politics. Sugar became increasingly desirable in the early modern period as its consumption became essential in several new, caffeinated drinks: coffee, tea, and chocolate. The rise of sugar was also encouraged by the popularity of molasses, a byproduct of sugar processing, and rum, the distilled spirit made from it. Colonial structures and the exploitation of enslaved people facilitated the remarkable increase in sugar production and popularity. Through evaluation of sources pulled from literature, art, economic and political texts, maps, material goods, and recipes, many found within the Newberry Library’s own collections, we will delve into the history of sugar (c. 1100 to 1900), focusing on the connections between sugar consumption and production with social, economic, and political power.

Literature and Drama (United States)
U.S. Latinx Literature and Culture
Gizella Meneses, Lake Forest College
Friday March 12, 2021
9:30am-12:30pm (3 CPDUs)

This seminar provides an overview of the contributions of U.S. Latinx authors and artists of the 20th-21st centuries (with an emphasis on the output of the Nuevo Latinx Boom). In doing so, we will examine the literary, socio-historical, and cultural development of Latinx and explore the similarities and distinctions among the experiences and imaginations of multiple Latinx groups: Puerto Ricans,
Nuyoricans, Mexican Americans, Chicanx, Cuban Americans, as well as other representations from the Caribbean and Central and South America.

*Literature & Drama (British)*

**Pride and Prejudice**
Jennifer Conary, DePaul University

**Wednesday April 7, 2021**
9:30am-12:30pm (3 CPDUs)

This seminar will explore strategies for teaching Jane Austen's *Pride and Prejudice* in the twenty-first century. We'll discuss the importance of Austen’s innovative narrative techniques, and we’ll draw connections between her portrayal of Regency society and issues of class and gender still relevant today. Participants will also look at ways to use popular adaptations of *Pride and Prejudice* to discuss Austen’s continued relevance.

*Literature & Drama (United States)*

**Dance in the American Archive**
Lizzie Leopold, Dance Studies Association/The University of Chicago

**Friday April 9, 2021**
9:30-11am (1.5 CPDUs)

Where can we access dance histories – histories rich with cultural and political resonances across boundaries of race, nation, and beyond? Dance happens for but a moment; we see it as soon as it’s gone. But the archives hold traces – of the stage, of the street, of the club, of the choreography. The archive is a repository of historical materials – videos, programs, reviews, letters, ephemera, and more. While dance studies is a field that centers the body itself as a cultural product and a cultural producer, this seminar will think through the ideologies innate to American dance archives (their construction, organization, access, and funding structures). As a resource for teaching dance histories during and after COVID, we will both explore the many, vast dance archives digitally available to students and teachers and work to understand how these archives carry racialized logics in their very construction of historical canons. This seminar will tackle practical questions (Where are these archives, and how can I use them in my classroom?) and theoretical problems (How can I integrate the available dance materials into my teaching without perpetuating the centering of whiteness that characterizes many dance histories?). This seminar asks, whose histories are preserved? how? and why? What kind of dance and dancer populate American archival space, and what institutional rationales support the building of dance history through archival preservation? We will explore ways to understand both this dance studies content and these larger structural questions, as two sides of one coin.
**World Language (French)**

**Memory and the Second World War in France**
Julia Elsky, Loyola University Chicago  
**Monday April 12, 2021**  
9:30am-12:30pm (3 CPDUs)

*Please note this seminar will be conducted in French.* This seminar focuses on how the Second World War has been remembered in France from the postwar period until today. Participants will explore how representations of the Shoah, the understanding of the Resistance, and the process of coming to terms with Vichy collaboration have changed over time. We will analyze memorials and the role of testimony, as well as the complex nature of memory and forgetting. Looking at these topics from historical and cultural points of view, participants will read texts by Henry Rousso and Annette Wiewiórka and will analyze sites of memory. In addition, we will study excerpts of literary texts, including a memoir by Charlotte Delbo, Patrick Modiano’s search for elusive memory of the war, and Hélène Cixous’s memories of Algeria under the Occupation. This seminar will offer participants a chance to study key moments of memory of the Occupation and the legacy of the war in France.

**Literature & Drama (United States)**

**Le Guin, Butler, and Atwood: Speculative Fiction and Social Change**
Laura Passin, St. Mary’s Academy  
**Monday April 12, 2021**  
4-5:30pm (1.5 CPDUs)

Ursula K. Le Guin, Octavia Butler, and Margaret Atwood are towering figures in feminist speculative fiction, using the techniques of science fiction to explore issues of race, class, gender, sexuality, and bodily autonomy in works that question the moral framework of the present by imagining different worlds. What would life—and language—be like in a society where all human beings regularly changed gender without medical intervention? How does time travel affect a Black woman differently from a white man? Would Earth benefit from the deliberate extinction of the human race? By asking these questions, among others, Le Guin, Butler, and Atwood invite readers to imagine possible social structures that are different from our own. This seminar will explore key works from these authors and discuss how thinking about “unrealistic” worlds can help us understand the “real world” in which we live.

**American Studies**

**Life Magazine and Twentieth-Century America**
Mark Pohlad, DePaul University  
**Friday April 16, 2021**  
9:30am-12:30pm (3 CPDUs)

After its appearance in 1936, Henry Luce’s photographic pictorial weekly—the first all-photographic American news magazine—became wildly popular and was found in nearly every home. It documented important world events, cultural news, sports, and daily life with the help of often-brilliant photographers, incisive writers, and perceptive editors. Today, *Life* is a rich and entertaining primary document, one which also reveals the gender, racial, and class biases of its time. Even the copious advertisements say much about modern life and current styles. Using text and images from *Life* from the Newberry’s own collection, this session examines all aspects of this seminal American publication as well as its reception and place in the popular culture of this country. We will engage topics involving
history, literature, journalism, photography, and social issues. Narrated PowerPoint lectures, discussion, and activities will give us a comprehensive understanding of a magazine that promised to document American “life” itself.

**Geography & Environmental Studies - Chicago**

**Chicago’s Lakefront: A Rags to Riches Story**
James Montgomery, DePaul University

**Wednesday April 21, 2021**
9:30am-12:30pm (3 CPDUs)

What do Grant Park, Millennium Park, Navy Pier, Jackson Park, South Shore Cultural Center, and Steelworkers Park all have in common? They all are located on Chicago’s lakefront. Chicago’s 27 miles of lakefront have undergone significant physical, social, and cultural transformations since the time of European exploration. This NTC seminar will examine these transformations and tumultuous histories, including (but not limited to) the murder of Eugene Williams on the Chicago lakefront in 1919, civil rights protests and the 1968 Democratic National Convention demonstrations, the open-air mass of Pope John Paul II, a visit by a young Queen Elizabeth II, and the site of festivals such as Lollapalooza and celebrations for the Chicago Bulls, Blackhawks, and president-elect Barack Obama.

**Literature & Drama (United States)**

**Thanksgiving and Its Myths: Reconsidering Origin Stories and Indigenous Commemorations of 1620**
Kelly Wisecup, Northwestern University

**Friday April 23, 2021**
9:30-11am (1.5 CPDUs)

This seminar will take up questions of origins, the histories they tell, and the stories they erase by examining how as institutions, local communities, and educators are reconsidering how to commemorate 2020 as the 400th anniversary of the Plymouth colonists’ settlement on Wampanoag homelands. We will examine the history and literature that commemorating Plymouth has generated, not just in 2020 but over the centuries, including “Wamsutta” Frank James’s suppressed 1970 speech, which he was invited and then disinvented to give by colonial descendants, and recent public history work by Wampanoag scholars and intellectuals like Paula Peters and Linda Coombs, who are recasting the timeline of colonialism altogether. We will consider how we might read colonial histories of Plymouth through a lens that foregrounds Indigenous actors and homelands, taking as our cue the Pequot activist William Apess’s critical rereading of colonial history in his 1836 “Eulogy on King Philip.” Finally, we’ll place the commemorations of 2020 in relation to the 1619 Project and its work to recast timelines of American origins to account for slavery. In this way, we’ll consider how the classroom can be a space for troubling origin stories and familiar narratives of America.
Shelter is an essential need, but has never been a human right in American society. Instead, housing is a commodity left largely – though not entirely – to the market. Moreover, housing policies in the U.S. have often had the effect of dividing Americans by race or class, rather than uniting us. This seminar will explore the problem of affordable housing in American history, starting in the 19th century. Readings, a lecture, and discussions will range widely, engaging the following topics: progressive reform efforts to improve housing conditions; utopian ideas to house the masses; federal policies that supported homeownership but also led to segregation and massive disparities in wealth; public housing’s rise and fall in the U.S. (especially in Chicago); and current thinking on affordable housing in the 21st century. We will interrogate these topics through the lenses of race, class, and gender as we examine various policies and cultural norms.

The seminar studies the rise, development and decline of the first ‘civilization’ in South Asia. Based on the floodplains of the river Indus, it was unknown to modern humans until a chance discovery in 1922. The excavations at Harappa and Mohenjodaro unearthed great cities, and radically altered the history and historical chronology of the subcontinent. Contemporaneous with the other great ‘ancient’ civilizations of Mesopotamia, Egypt, and China, the IVC highlights the shared history of human society. The seminar will consider economic, social, cultural, political, technical, and scientific aspects of the Indus people, some of whose imprints are visible in South Asia even today.

Please note this seminar will be conducted in Spanish. This seminar provides an overview of the contributions of U.S. Latinx authors and artists of the 20th-21st centuries (with an emphasis on the output of the Nuevo Latinx Boom). In doing so, we will examine the literary, socio-historical, and cultural development of Latinx and explore the similarities and distinctions among the experiences and imaginations of multiple Latinx groups: Puerto Ricans, Nuyoricans, Mexican Americans, Chicanx, Cuban Americans, as well as other representations from the Caribbean and Central and South America.