

NEH GAPE Summer Institute 2023 Calendar & Syllabus

PRE-INSTITUTE SESSIONS – MAY 2023					
Day	Date	Topic	Presenter	Time(s)	Location
Wednesday	May 3	Institute Intro Webinar #1 - Logistics and travel planning	Crystal Johnson	6:00-7:00 PM	Zoom, recorded
Wednesday	May 10	Institute Intro Webinar #2 - Intro to GAPE content	Robert Johnston	6:00-7:00 PM	Zoom, recorded
Wednesday	May 17	Institute Intro Webinar #3 - Teaching the GAPE	Michael Biondo & Johanna Heppeler	6:00-7:00 PM	Zoom, recorded
Wednesday	May 24	Institute Intro Webinar #4 - Social introductions	All Staff	6:00-7:00 PM	Zoom, recorded

"RETHINKING THE GILDED AGE AND PROGRESSIVISMS: RACE, CAPITALISM, AND DEMOCRACY, 1877 TO 1920"

July 20, 2023 update

Summer Institute 2023 "At-A-Glance"

Blue: Field Experiences • Purple: Book/Film Discussions • Green: Applications to Teaching Sessions • Red: Historical Synthesis Sessions

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p align="center">July 9</p> <p>Bus Tour of Chicago's Labor and Working-Class History Pullman/Bronzeville <i>Jeff Helgeson</i></p>	<p align="center">July 10</p> <p>Keynote: Labor and the Working Class <i>Jeff Helgeson</i></p> <p>Introduction to GAPE <i>Robert Johnston</i></p>	<p align="center">July 11</p> <p>Labor and Class Conflict in the Long Gilded Age <i>Leon Fink</i></p> <p>Chicago History Museum</p> <p>Applications to Teaching</p>	<p align="center">July 12</p> <p>Conservation and the American Landscape <i>Ben Johnson</i></p> <p>Film: <i>National Parks and Jazz</i></p>	<p align="center">July 13</p> <p>Lynching in American Life and Culture During the GAPE <i>Kidada Williams</i></p> <p>Applications to Teaching</p>	<p align="center">July 14</p> <p>Ida B. Wells: Her Life, Work, and Efforts to Promote Her Legacy <i>Michelle Duster</i></p> <p>Historical Synthesis</p>	<p align="center">July 15</p>
<p align="center">July 16</p> <p>Urban Planning and the City Beautiful Movement Architecture Tour <i>Diane Dillon</i></p>	<p align="center">July 17</p> <p>Indigenous Peoples in the Gilded Age and Progressive Era <i>Boyd Cothran</i></p> <p>Applications to Teaching: <i>Unsettling Settler History in K12</i> <i>Lindsay Stallones Marshall</i></p>	<p align="center">July 18</p> <p>Women's Suffrage Politics at the Turn of the Century, A New Look <i>Lisa Tetrault</i></p> <p>Film: <i>Iron Jawed Angels</i></p>	<p align="center">July 19</p> <p>UIC Special Collections</p> <p>Hull-House Tour</p>	<p align="center">July 20</p> <p>Citizens and Immigrants: Ethnic Mexicans in the Making of the US-Mexico Borderlands <i>Rosina Lozano</i></p> <p>Applications to Teaching</p>	<p align="center">July 21</p> <p>Education and Democracy in the Progressive Era <i>Jonathan Zimmerman</i></p> <p>Historical Synthesis</p>	<p align="center">July 22</p>
<p align="center">July 23</p>	<p align="center">July 24</p> <p>Class, Race, and Immigration in Gilded Age and Progressive Era <i>James Barrett</i></p> <p>What Did the Populists Want? <i>Robert Johnston</i></p>	<p align="center">July 25</p> <p>Immigration, Race, and Racism during the Gilded Age and Progressive Era <i>Deborah Kang</i></p> <p>Newberry Library <i>Laura McEnaney</i></p> <p>Applications to Teaching</p>	<p align="center">July 26</p> <p>South Side Girls in the Progressive Era <i>Marcia Chatelain</i></p> <p>Film: <i>Unforgivable Blackness</i></p>	<p align="center">July 27</p> <p>Rethinking the 1919 Chicago Race Riots <i>Adam Green</i></p> <p>Applications to Teaching</p>	<p align="center">July 28</p> <p>Rethinking the Gilded Age and Progressive Era <i>Robert Johnston</i></p> <p>Final presentations</p> <p>Evaluations, Closing</p>	<p align="center">July 29</p>

"RETHINKING THE GILDED AGE AND PROGRESSIVISMS: RACE, CAPITALISM, AND DEMOCRACY, 1877 TO 1920"

July 20, 2023 update

SUMMER INSTITUTE – JULY 2023					
Additional recommended readings are available for selected topics.					
Day	Date	Topic	Presenter	Time(s)	Location
WEEK ONE					
Saturday	July 8	Arrival Day		9:00 AM-6:00 PM	
		Welcome Reception	All Staff	6:00 PM-8:00 PM	LUC Mundelein Palm Court
Sunday	July 9	On the Trail of Chicago’s Gilded Age and Progressive Era: Bus Tour of Pullman and Bronzeville	Jeff Helgeson Texas State Univ.	8:30 AM-11:30 AM	Bus
		Pullman visit and on-site lunch	Jeff Helgeson & Pullman Staff	11:30 AM-1:30 PM	Pullman Historic Site
		Bronzeville walking tour	Self-Guided	2:00 PM-4:00 PM	Bronzeville
		Key Humanities Concepts and Questions: <ul style="list-style-type: none"> • How can the concerns of academic historians regarding the working-class history of the Gilded Age and Progressive Era be translated into a “public history” narrative accessible to students? • How does a familiarity with the physical geography of Chicago help improve the way we tell the history of the city’s workers and industries in the Gilded Age and Progressive Era? • How can a close understanding of the events and dynamics specific to Chicago help us more effectively tell the story of the Gilded Age at the national level and beyond? 			

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Participants should explore the following resources in advance of the session:

- The *Encyclopedia of Chicago*'s website, <http://encyclopedia.chicagohistory.org/>, paying special attention to the following entries:
 - Labor Unrest in Chicago, April 25-May 4, 1886
 - Eight-Hour Movement
 - Haymarket and May Day
 - Pullman
 - George Pullman and His Town
 - Pullman Strike
 - Railroad Strike of 1877
 - Race Riots
 - Carl Sandburg
 - The Chicago Race Riots, July 1919
 - Packinghouse Unions, Bronzeville, Back of the Yards
 - Unionization

Bronzeville Walking Tour – History of Black women on the South Side (self-guided)

- Follow suggested tours at <https://www.liftingastheyclimbed.com/>
- Bring a copy of *Lifting As They Climbed* by Mariame Kaba and Essence McDowell for reference and background

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Monday	July 10	Opening	Staff	8:30 AM-9:00 AM	Classroom Cuneo 116
		Seeking Freedom in the Shock City: Work, Capitalism, and Democracy in Chicago, 1877-1920	Jeff Helgeson Texas State Univ.	9:00 AM-10:30 AM	Classroom Cuneo 116
		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • How do historians’ debates over the meanings of anarchism and the Haymarket Incident help us ask better questions about the evolving relationships between radicalism and democracy? • How does the exploration of Chicago in the Gilded Age and Progressive Era help us understand the tensions between freedom and subordination in the history of capitalism? • How can the history of Gilded and Progressive Era Chicago help us understand the United States as a post-emancipation society? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Messer-Kruse, Timothy. “Haymarket Riot and Conspiracy.” In <i>Oxford Research Encyclopedia</i>. • Bencivenni, Marcella. “The Untold Story of Haymarket.” <i>Reviews in American History</i> 42, no. 2 (2014): 309-16. Accessed March 4, 2021. http://www.jstor.org/stable/43661671. • Excerpt from pages 309-31 of <i>Citizen: Jane Addams and the Struggle for Democracy</i> by Louise W. Knight, published by the University of Chicago Press, 2005, available at: https://press.uchicago.edu/Misc/Chicago/446999.html. • Tuttle, Jr., William M. “Labor Conflict and Racial Violence: The Black Worker in Chicago, 1894–1919.” <i>Labor History</i> 10, no. 3 (June 1, 1969): 408–32. https://doi.org/10.1080/00236566908584086. • Balto, Simon. “Prologue: The Promised Land and the Devil’s Sanctum: The Risings of the Chicago Police Department and Black Chicago.” In <i>Occupied Territory: Policing Black Chicago from Red Summer to Black Power</i>, 13-25. Chapel Hill: University of North Carolina Press, 2019. Accessed March 4, 2021. http://www.jstor.org/stable/10.5149/9781469649610_balto.6. 			

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		Campus Tour and Orientation	Charles Tocci	11:00 AM- 11:30 AM	Classroom Cuneo 116
		Orientation to LUC facilities and local points of interest (L stations, Target, restaurants, etc.). Participants will visit the library and information commons to become familiar with the research resources at their disposal.			
		Introduction to the Gilded Age and Progressive Era	Robert Johnston	Group A 11:30 AM-1:30 PM Group B 2:00- 4:00 PM	Classroom Cuneo 116
		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • How do we periodize history? • Why do historians disagree on how to label, and characterize, the late nineteenth and early twentieth centuries? • How have scholars' political perspectives influenced their historical interpretations? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Rebecca Edwards, "Politics, Social Movements, and the Periodization of US History," part of forum on "Should We Abolish the 'Gilded Age'?", <i>Journal of the Gilded Age and Progressive Era</i> 8 (2009): 461-473. • Glen Gendzel, Review of Jack Beatty, <i>Age of Betrayal: The Triumph of Money in America, 1865-1900</i>, in <i>Journal of the Gilded Age and Progressive Era</i> 8 (July 2009): 446-450. • Robert D. Johnston, "Re-Democratizing the Progressive Era: The Politics of Progressive Era Political Historiography," <i>Journal of the Gilded Age and Progressive Era</i> 1 (Jan. 2002): 68-92. 			
Tuesday	July 11	Bus from Loyola to CHM		8:15 AM	

"RETHINKING THE GILDED AGE AND PROGRESSIVISMS: RACE, CAPITALISM, AND DEMOCRACY, 1877 TO 1920"

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		<p>Labor and Class Conflict in the Long Gilded Age</p>	<p>Leon Fink UIC</p>	<p>Group A 9:00-10:30 AM Group B 10:45 AM-12:15 PM</p>	<p>Chicago History Museum 1601 N Clark</p>			
<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • The changing nature of work in the US • Origins of social conflict at the Gilded Age workplace • Basic logic and shifting strategy of the American labor movement • Understanding of how labor conflicts and their resolution have affected today’s world • What role did higher education play in GAPE class conflict? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Leon Fink, “The University and Industrial Reform,” <i>The Long Gilded Age: American Capitalism and the Lessons of a New World Order, 1880-1920</i> (Philadelphia: University of Pennsylvania Press, 2015) • Leon Fink, <i>Major Problems in the Gilded Age and the Progressive Era: Documents and Essays</i>. (Boston, MA: Houghton Mifflin, 2001) Documents from Ch. 2 & 4. 								
<p>The Gilded Age and Progressive Era in Chicago History Gallery Tour and Intervention <i>Chicago: Crossroads of America</i> and <i>Facing Freedom</i></p>						<p>Heidi Moisan & Megan Clark CHM</p>	<p>Group B 9:00 AM-10:30 AM Group A 10:45 AM-12:15 PM</p>	<p>Chicago History Museum 1601 N Clark</p>
<p>Participants will engage in a guided tour of CHM’s <i>Chicago: Crossroads of America</i> and <i>Facing Freedom</i> exhibitions, both of which address GAPE content within the context of Chicago. Teachers will participate in a temporary intervention in <i>Crossroads</i>, assessing how the museum currently portrays Chicago’s GAPE history and offering reflections about how that content could be reinterpreted as CHM prepares to reimagine its largest and most comprehensive exhibition.</p>								
<p>Applications to Teaching</p>						<p>Mike Biondo & Johanna Heppeler</p>	<p>1:30 PM-3:30 PM</p>	<p>Chicago History Museum 1601 N Clark</p>

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		<p>Teacher Debrief</p> <ul style="list-style-type: none"> Each subsequent meeting will begin with a 10-minute session to reflect on how institute content and resources can be adapted into curriculum. Teachers will also have the time and space to share ideas for lessons and favorite teaching and assessment strategies. <p><i>Designing Instruction for History Rethought: Introduction</i></p> <ul style="list-style-type: none"> Orient teachers to the “Applications” sessions. Identify aspects of teachers’ current curriculum that they feel need to be improved or redesigned. <p>Inquiry Arcs and Major Themes</p> <ul style="list-style-type: none"> Participants discuss and explore the C3 Framework and the Inquiry Arc approach to curriculum planning. Teachers will review examples made by teachers in past institutes as models and inspiration. <p>Selected Readings from:</p> <ul style="list-style-type: none"> National Council for the Social Studies (NCSS), <i>The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History</i> (Silver Spring, MD: NCSS, 2013). 			
Wednesday	July 12	<p>Conservation and the American Landscape</p>	<p align="center">Ben Johnson LUC</p>	<p align="center">Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM</p>	<p align="center">Classroom Cuneo 116</p>
		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> Whose understandings of nature and interests did conservation serve? Why was conservation so disputed and controversial? How do our answers to these questions shape how we evaluate Progressivism as a whole? <p>Selected Readings from:</p> <ul style="list-style-type: none"> Gifford Pinchot, “The Meaning of Conservation” (1910). John Muir, <i>Our National Parks</i> (1901). 			

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		<ul style="list-style-type: none"> Benjamin H. Johnson, "Conservation and the Arc of the Progressive State" (unpublished manuscript). Colin Fisher, "African Americans, Outdoor Recreation, and the 1919 Chicago Race Riot," in Diane Glave and Mark Stoll, eds., <i>"To Love the Wind and the Rain": African Americans and Environmental History</i>. Pittsburgh: University of Pittsburgh Press, 2005: 63-75. 			
		Film Discussion: Ken Burns' <i>National Parks & Jazz</i>	Robert Johnston	1:30 PM-4:00 PM	Cinema, Damen Student Center
		View selections from Ken Burns' <i>National Parks and Jazz</i> and discuss.			
Thursday	July 13	Lynching in American Life and Culture During the GAPE	Kidada Williams Wayne State	Group A 9:00-10:30 AM Group B 10:45 AM-12:15 PM	Classroom Cuneo 116
		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> How do primary and secondary sources help us to understand: both the act and symbolic power of lynching; the factors behind its occurrence during the Gilded Age; and Americans' complex understandings of and reactions to it? How does lynching help us to understand the social and historical construction of race and the ways in which Gilded Age Americans understood and debated who did and did not enjoy the protections of American citizenship? What are the legacies of lynching? <p>Selected Readings from:</p> <ul style="list-style-type: none"> Selected documents from <i>Lynching in America: A History in Documents</i>. (New York: New York University Press, 2006). Amy L. Wood, Chapter 4, "The Spectator Has a Picture in His Mind to Remember: Photography," <i>Lynching and Spectacle</i>. Chapel Hill: University of North Carolina Press, 2009. pp. 71-111. 			

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		<ul style="list-style-type: none"> Richard Wright, "Between the World and Me" (1937) http://www.mun.ca/educ/faculty/hammett/between.htm Paul Laurence Dunbar. "The Haunted Oak" (1903) http://www.poetryfoundation.org/poem/173459 Bertha Johnston. "I Met a Blue-Eyed Girl" <i>The Crisis</i> (1912). 			
		Applications to Teaching	Mike Biondo & Johanna Heppeler	1:30 PM- 3:30 PM	Classroom Cuneo 116
		<p>Teacher Debrief</p> <p><i>Designing Instruction: Big Stories & Compelling Questions</i> Participants will discuss two ideas in conjunction with one another: what are the "big stories" they want their students to explore about the Gilded Age and Progressive Era, and what are the "big questions" they want their students to ask? These issues inform the development of the first stage of inquiry arcs—compelling questions.</p> <p>Selected Readings from:</p> <ul style="list-style-type: none"> Lendol Calder, "The Stories We Tell," <i>OAH Magazine of History</i>, Vol. 27, No. 3 (2013), 5–8. "QFT in Social Studies." Right Question Institute. 2022. https://rightquestion.org/resources/qft-in-social-studies/. 			
Friday	July 14	Ida B. Wells: Her Life, Work, and Efforts to Promote Her Legacy	Michelle Duster	9:00 AM- 11:00 AM	Classroom Cuneo 116
		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> Who do we choose to remember and commemorate? How do we remember Ida B. Wells? What does her life and legacy have to say to us today? <p>Selected Readings from:</p>			

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		<ul style="list-style-type: none"> ● J. Baca, “Whose Monument Where? Public Art in a Many-Cultured Society.” ● M. Duster, <i>Ida B. The Queen: The Extraordinary Life and Legacy of Ida B. Wells</i> (2021). Chapters 3, 4, & 6. ● J. Hijazi, “Who fights for public art in the face of gentrification?” ● T. Jagannath, “The Significance of Public Art to its Space: People’s Spaces, People’s Choices.” ● S. Stinson, “The Importance of Heritage Tourism.” ● T. Xu, “Uncovering Forgotten Histories.” ● “So few images of African American women, so much resistance to adding more,” https://ncph.org/history-at-work/so-few-images-of-african-american-women-so-much-resistance-to-adding-more/ 			
		Reflections and Historical Synthesis	Robert Johnston	12:30 PM-2:00 PM	Classroom Cuneo 116
		<p>At the end of each week, Johnston will lead a discussion synthesizing key insights from the week’s readings, presentations, films, and field experiences and how this material helps us to rethink the Gilded Age and Progressive Era. At the end of the first week, we will also use this time to ask our participants, “How are we doing?” Giving participants the opportunity to offer feedback early in the program allows program staff to respond to concerns and capitalize on what participants value.</p>			
WEEK TWO					
Sunday	July 16	Urban Planning and the City Beautiful Architecture Tour	Diane Dillon Newberry Library	8:30 AM 4:00 PM	8:30am – Cuneo 116 9:15am – Bus Tour

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		<p>Using Burnham’s famous <i>Plan of Chicago</i> as a jumping-off point, art historian Diane Dillon will introduce teachers to the City Beautiful movement in architecture and urban planning through a brief presentation and a city tour. The <i>Plan</i> stands at the center of Progressive Era efforts to redesign metropolitan regions to address the problems of rapid urbanization—particularly the central issues of how to improve transportation and how to preserve and create green public spaces. The tour will trace changes in the urban landscape from the 1893 World’s Fair to the 1933-34 Century of Progress Exposition by looking at the <i>Plan of Chicago</i> and its legacies for today.</p> <p>We will stop for lunch at 57th & Woodlawn in the Hyde Park neighborhood. Some nearby lunch options: the Medici (eclectic diner), Noodles Etc (pan-Asian), TrueNorth Café (sandwiches & salads), and Seoul Taco (Korean-Mexican fusion), Salonica (American), and Plein Air Cafe (eclectic diner).</p>			
		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • What was the City Beautiful movement? Whose interests did it serve? • What was the relationship between immigration, labor strife, and the professionalization of city planning during the Gilded Age and Progressive Era? • In what ways was urban planning typical of Progressivism in general? • How and where did the agendas of urban reformers, planners, businesspeople, and politicians intersect? In what ways did they reinforce each other and how did they come into conflict? <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Daniel H. Burnham and Edward H. Bennett, <i>Plan of Chicago</i> (Chicago: The Commercial Club, 1909), chapter 1 (“Origin of the Plan of Chicago”) and chapter 3 (“Chicago: The Metropolis of the Midwest...”). 			
		<p>Indigenous Peoples in the Gilded Age and Progressive Era</p>	<p>Boyd Cothran York University</p>	<p>Group A 9:00AM- 10:30 AM Group B 10:45 AM-12:15 PM</p>	<p>Classroom Cuneo 116</p>

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<p align="center">Monday</p>	<p align="center">July 17</p>	<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • What did the rhetoric of assimilation at the turn of the 19th to the 20th century propose as a future for Indigenous peoples? • What did the reality of federal practices, Congressional oversight, and Supreme Court cases propose as a future for American Indians in this same period? • What did Native people—the intellectuals who led the Society of American Indians (established in 1911) and the “rank and file” living on reservations—propose as a future for American Indians in this same period? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Boyd Cothran and Ari Kelman, "How the Civil War became the Indian Wars," <i>New York Times</i>, 25 May 2015 http://opinionator.blogs.nytimes.com/2015/05/25/how-the-civil-war-became-the-indian-wars • Frederick Hoxie, <i>A Final Promise: The Campaign to Assimilate the Indians, 1880-1920</i> (Cambridge: Cambridge University Press, 1984), 88-113. • Chief Pokagon. <i>The Red Man’s Rebuke</i>. (1893). • Philip J. Deloria, “American Master Narratives and the Problem of Indian Citizenship in the Gilded Age and Progressive Era,” <i>Journal of the Gilded Age and Progressive Era</i> 14.1 (Jan. 2015): 3-12. • Julie Davis, “American Indian Boarding School Experiences: Recent Studies from Native Perspectives” <i>OAH Magazine of History</i> Vol. 15, No. 2, Desegregation (Winter, 2001), pp. 20-22. https://www.jstor.org/stable/25163421 • A selection of letters and documents 			
		<p>Applications to Teaching: Unsettling Settler History in the K12 Classroom</p>	<p>Lindsay Stallones Marshall, University of Oklahoma</p>	<p align="center">1:30 PM- 3:30 PM</p>	<p align="center">Classroom Cuneo 116</p>

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		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • What function do late 19th-century Native history narratives serve in K12 US history curriculum in shaping public memory? • How were these narratives constructed, and why have they been resilient to change over decades of 20th-century social studies reform movements? • How have Native individuals and organizations contested these classroom narratives? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Memorial of the Grand Council Fire of American Indians. <i>Congressional Record</i> 8369-70 (1928). • Robert J. Miller, “The Doctrine of Discovery, Manifest Destiny, and American Indians,” in Sleeper-Smith, Susan, Juliana Barr, Jean M. O’Brien, Nancy Shoemaker, and Scott Manning Stevens, eds. <i>Why You Can’t Teach United States History without American Indians</i>. Chapel Hill: University of North Carolina Press, 2015, pp 87- 100 			
		<ul style="list-style-type: none"> • “The Background” and “Let the People In,” in Costo, Rupert and Jeannette Henry, eds. <i>Textbooks and the American Indian</i>. San Francisco: Indian Historian Press, Inc., 1970, pp. 1-13 • Patricia Limerick, “Haunted America,” in <i>Something in the Soil: Legacies and Reckonings in the New West</i>. New York: W.W. Norton & Company, 2001, pp. 33-72 • Christine Delucia, “The Vanishing Indians of ‘These Truths’” <i>Los Angeles Review of Books</i> 10 January 2019 • A selection of letters and memos from collections from the Newberry Library, the Western History Collection at the University of Oklahoma, and the Dolph Briscoe Center for American History at the University of Texas at Austin illustrating the contestation of these narratives 			
Tuesday	July 18	<p>Women’s Suffrage Politics at the Turn of the Century, A New Look</p>	<p>Lisa Tetrault Carnegie Mellon</p>	<p>Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM</p>	<p>Classroom Cuneo 116</p>
		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • To what extent and through what means were American women involved in politics and policymaking before ratification of the Nineteenth Amendment in 1920? • Did all suffragists make the same arguments for enfranchising women? If you see differences, identify them. 			

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		<ul style="list-style-type: none"> As you read, keep a list of the kinds of public issues that women, black and white, took up in the late nineteenth and early twentieth century. Keep a list of the kinds of institutions they built, organizations they founded, and policies they promoted. Do you see links among those issues? Do you see differences between the issues that galvanized black and white women? Similarities? <p>Selected Readings from:</p> <ul style="list-style-type: none"> Professor Buzzkill Podcast, The Myth of Seneca Falls, Lisa Tetrault, guest Frances Harper, "All Bound Up Together," (1869) Lisa Tetrault, "When Women Won The Right to Vote: A History Unfinished," <i>Utah Historical Quarterly</i> (July 2021) <u>For reference</u>, shorter version of #3, accessible for K-12 students. Lisa Tetrault, "Lessons from the Constitution: Thinking Through the Fifteenth and Nineteenth Amendments," <i>Social Eduction</i>, 86:6, p. 361-368. Martha Jones, Vanguard, Chapter 4, "Lifting as we Climb" Liette Gidlow, "More Than Double: African American Women and the Rise of a 'Women's Vote'", <i>Journal of Women's History</i>, 32:1 (Spring 2020), 52-61. Bring your favorite primary document to our class session (see below if you need some guidance)--and be prepared to explain what you find important about it. Peruse the below: <ul style="list-style-type: none"> The Long XIX Amendment Project, Schlesinger Library, peruse the #suffragesyllabus and suffrage school (under Teaching) Beyond Suffrage: "A Unifying Principle" Understanding Intersectionality in Women's Activism, The Museum of the City of New York, social studies K-12 lessons Jane Addams Papers Project, Digital Version, Woman Suffrage Esperanza United, A Conversation with Cathleen Cahill, and associated materials. Brent Staples, How the Suffrage Movement Betrayed Black Women, Opinion, New York Times, July 28, 2018. And Nothing Less Podcast with Rosario Dawson and Rhetta, about U.S. Suffrage Activism and the Winning of the Nineteenth Amendment, made for the recent centennial of the 19th Amendment, multi-episode. Olivia Waxman, "5 Myths of Women Suffrage, Debunked," <i>Time Magazine</i>, August 18, 2020 			
		<p>Film Discussion: <i>Iron Jawed Angels</i></p>	<p align="center">Robert Johnston</p>	<p align="center">1:30 PM- 4:00 PM</p>	<p align="center">Cinema, Damen Student Center</p>

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		Participants will view and discuss <i>Iron Jawed Angels</i> .			
Wednesday	July 19	Bus from Loyola to UIC		8:45 AM	
		Hull-House Museum	Hull-House Staff	Group A 10:00 AM-11:30 AM Group B 12:30-2:00 PM	Hull-House Museum 800 S Halsted
		<p>This interactive tour will focus on the Hull-House Settlement as a women-led center for social reform. Participants will explore how Addams and other reformers approached questions of feminism and how shifts in women’s roles, family structures, and sexual norms shifted as a result of urbanization and industrialization. Participants will be invited to reflect upon tour content and compare early 20th-century feminism to feminist movements today.</p> <p><i>Participants will be broken into two groups, each spending 90 minutes in one location and then swapping after lunch.</i></p>			
		UIC Special Collections	Peggy Glowacki	Group B 10:00 AM-11:30 AM Group A 12:30-2:00 PM	Special Collections Reading Room (3rd Floor, South End), Daley Library

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		<p>UIC Special Collections holds some of the United States’ most important Progressive Era research collections, particularly the papers of reformers affiliated with Hull-House. During this hands-on exploration of the archives, teachers will conduct their own short inquiries into Women and Progressive Reform in Chicago. Featured collections will include the Juvenile Protective Association Records, the Temperance Collection, the Hull-House Collection, the National Congress of Parents and Teachers Records, and the personal papers of Mary Bartelme, Jessie Cartwright, and Neva Boyd.</p>			
		<p>Hull-House Museum</p>	<p>Charles Tocci, Michael Biondo, & Johanna Heppeler</p>	<p>Groups A & B 2:00 PM- 3:00 PM</p>	<p>Hull-House Dining Room</p>
		<p>Both groups will meet to debrief the day in smaller, facilitated discussion groups.</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What was your experience in the archives? What interesting materials did you find to bring back to your classroom? • How could you organize student visits to archives or work with archival materials? What unique learning would they glean from this experience? • What did you find most intriguing and surprising from your Hull-House tour? Do you see ways you might use the online virtual museum tour in the future? • What kind of GAPE experiential learning opportunities are accessible to you and your students? 			
		<p>Bus from UIC to Loyola</p>		<p>3:00 PM</p>	
		<p>Citizens and Immigrants: Ethnic Mexicans in the Making of the U.S.-Mexico Borderlands</p>	<p>Rosina Lozano Princeton</p>	<p>Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM</p>	<p>Classroom Cuneo 116</p>

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Thursday	July 20	<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none">● What benefits does “citizenship” offer for ethnic Mexicans? How does their experience change historical understandings of immigrants?● What role does violence and land play in power relations around the West?● What does studying Spanish-language politics offer? (e.g., Latino political power and the rationale for segregation of schools) <p>Selected Readings from:</p> <ul style="list-style-type: none">● 1848 Treaty of Guadalupe Hidalgo, Article IX.● <i>Territories on HB 12543, to Enable the People of Oklahoma, Arizona, and New Mexico to Form Constitutions and State Governments and be Admitted into the Union on an Equal Footing with the Original States</i>, 57th Cong. 36 (1902), 1-10.● 1903 Oxnard strike article from <i>La Regeneración</i>● Border political cartoons/articles on crossing● Selections from: Aurora Lucero, “Shall the Spanish Language be Taught in the Schools of New Mexico,” <i>New Mexico Normal University Bulletin</i>, January 1911, No. 23.● O.A. Larrazolo, Speech, Governor of New Mexico to the Fourth State Legislature, January 15, 1919, 5–6.● Ruben Donato, Gonzalo Guzmán, and Jarrod Hanson, “Francisco Maestas et al. v. George H. Shone et al.: Mexican American Resistance to School Segregation in the Hispano Homeland, 1912–1914,” <i>Journal of Latinos and Education</i>, 16:1, 5–8, 13–14.● Gabriela González, “The Idars: A Family and Their Struggles for Social Change,” in Chapter 1 of <i>Redeeming La Raza: Transborder Modernity, Race, Respectability, and Rights</i> (New York: Oxford University Press, 2018), 19-27.● Julian Lim, “Resisting “the Chinese Department Act,” in Chapter 3 of <i>Porous Borders: Multiracial Migrations and the Law in the U.S.-Mexico Borderlands</i> (Durham: The University of North Carolina Press, 2017), 105–112.● Monica Muñoz-Martínez, “The History of Racial Violence on the Mexico-Texas Border,” https://refusingtoforget.org/the-history/.● David Torres-Rouff, “Becoming Mexican: Segregated Schools and Social Scientists in Southern California, 1913–1946,” <i>Southern California Quarterly</i>, Vol. 94: 1 (Spring 2012): 91–96.

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		<p>Applications to Teaching</p>	<p>Mike Biondo & Johanna Heppeler</p>	<p>1:30 PM- 3:30 PM</p>	<p>Classroom Cuneo 116</p>
		<p>Teacher Debrief</p> <p><i>Designing Instruction: Teaching with Primary Sources</i></p> <ul style="list-style-type: none"> Introduce strategies for students to contextualize historical documents and materials; introduce strategies to corroborate student analysis and interpretation of historical documents and materials. <p>Selected Readings from:</p> <ul style="list-style-type: none"> Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano, <i>Reading like a Historian: Teaching Literacy in Middle and High School History Classrooms</i> (New York: Teachers College Press, 2011). Sam Wineburg and Daisy Martin, "Tampering with History: Adapting Primary Sources for Struggling Readers," <i>Social Education</i> 73(5), 212-216. Chauncey Monte-Sano, Susan De La Paz, and Mark Felton. <i>Reading, Thinking, and Writing about History: Teaching Argument Writing Diverse Learners in the Common Core Classroom, Grades 6-12</i> (New York: Teachers College Press, 2014). Frederick D. Drake and Sarah Drake Brown. "A Systematic Approach to Improve Students' Historical Thinking." <i>The History Teacher</i> 36, no. 4 (2003): 465–89, https://doi.org/10.2307/1555575. 			
		<p>Education & Democracy in the Progressive Era</p>	<p>Jonathan Zimmerman</p>	<p>Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM</p>	<p>Classroom Cuneo 116</p>

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Friday	July 21	<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none">● What were the origins of the campaign for “progressive education”?● How did it relate and compare to other reform movements during the Progressive Era?● How did conceptions and practices of educational leadership change during these years?● How did progressive education embody and promulgate new ideas about “the public” in public schools?● What is the legacy of progressive education for contemporary American schools? <p>Selected Readings from:</p> <ul style="list-style-type: none">● William J. Reese. “The Origins of Progressive Education.” <i>History of Education Quarterly</i> 41:1 (Spring 2001): 1-24.● David Tyack and Elisabeth Hansot, “From Social Movement to Professional Management: An Inquiry into the Changing Character of Leadership in Public Education,” <i>American Journal of Education</i> 88:3 (May 1990): 291-319.● David F. Labaree, “Progressivism, Schools and Schools of Education: An American Romance,” <i>Paedagogica Historica</i> 41:1 (2005): 275-288.● Jonathan Zimmerman, “‘Each ‘Race’ Shall Have its Heroes Sung’: Ethnicity and the ‘History Wars’ in the 1920s,” <i>Journal of American History</i> 87 (June 2000): 92-111.● Jonathan Zimmerman, “Why is American Teaching So Bad?” <i>New York Review of Books</i> (December 4, 2014) http://www.nybooks.com/articles/archives/2014/dec/04/why-american-teaching-so-bad/
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		Reflections and Historical Synthesis	Robert Johnston	1:30 PM-3:30 PM	Classroom Cuneo 116
		At the end of each week, Johnston will lead a discussion synthesizing key insights from the week’s readings, presentations, films, and field experiences and how this material helps us to rethink the Gilded Age and Progressive Era. We will conclude the week with another look at “How are we doing?”			
WEEK THREE					
		Immigration and Becoming American in the Gilded Age United States	James Barrett, UIUC	Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM	Classroom Cuneo 116
Monday	July 24	<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • What was the relationship between “becoming American” and “becoming white” in the lives of working-class immigrants and the identity as part of the “working class”? • How did recent immigrants come to terms with their new lives and identities in the United States, and was this process of “Americanization” related to issues of class, race, and ethnicity? • How were the processes of unionization, class formation, and social conflict shaped by race and the great diversity of the American working-class population? • What does the section of <i>The Jungle</i> on the 1904 strike suggest about the basis of racism among white and immigrant workers at the time? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Upton Sinclair, <i>The Jungle</i> (Urbana, IL: University of Illinois Press, 1988), 255-266. • “Americanization from The Bottom Up: Immigration and the Remaking of the American Working Class, 1880-1930”, <i>Journal of American History</i>, 79 December 1992: 996-1020. 			

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		<ul style="list-style-type: none"> James R. Barrett and David Roediger, "In Between Peoples: Race, Nationality and the 'New Immigrant' Working Class," <i>Journal of American Ethnic History</i>, 16 (1997): 3-44. 			
		<p>What Did the Populists Want?</p>	<p>Robert Johnston, UIC</p>	<p>Group A 1:00 PM-2:30 PM Group B 2:45 PM-4:15 PM</p>	<p>Classroom Cuneo 116</p>
		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> The Populist movement is often referred to as a protest against corporate power. But what were the Populists for? Did they also have a positive vision of change? And if so, what was its significance? The Populists fought against economic inequality, and compared to the two main political parties, the Populists held more egalitarian views about sexual equality and at least more tolerant although problematic views about racial equality. Can we look to Populism as an egalitarian moment in US history? What is "populism"? Are the 19th-century Populists the only true "populists" in American history? <p>Selected Readings from:</p> <ul style="list-style-type: none"> Norman Pollack, ed. <i>The Populist Mind</i>: <ul style="list-style-type: none"> "The Omaha Platform," (59-66) "The Negro Is a Man and a Citizen," (390-91) "Voluntary Colonization," (391-92) "Jefferson's Creed," (397-99) Marion K. Barthelme, ed. <i>Women in the Texas Populist Movement: Letters to the Southern Mercury</i>: <ul style="list-style-type: none"> "Farm boys," (176-77) "Concerning farm boys," (187-88) "Field work," (232) Selections from Worth Robert Miller, <i>Populist Cartoons</i>. Charles Postel. "The Populist Movement in 19th Century America" in Oxford Research Encyclopedias, American History, July 2022. Michael Kazin, "Can Donald Trump and Bernie Sanders Both Be 'Populist,'" <i>New York Times</i>, March 22, 2016, https://www.nytimes.com/2016/03/27/magazine/how-can-donald-trump-and-bernie-sanders-both-be-populist.html 			

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		<ul style="list-style-type: none"> Charles Postel, "If Trump and Sanders are Both Populists, What Does Populist Mean," <i>The American Historian</i>, August 2016, https://www.oah.org/tah/issues/2016/february/if-trump-and-sanders-are-both-populists-what-does-populist-mean/ 				
		Bus from Loyola to Newberry		8:15am	Outside Cuneo Hall	
Tuesday	July 25	Immigration, Race, and Racism during the Gilded Age and Progressive Era	Deborah Kang	Group A 9:00-10:30 AM Group B 10:45 AM-12:15 PM	Newberry Library 60 W Walton St	
		Key Humanities Concepts and Questions: <ul style="list-style-type: none"> How did ideas about race and racism shape Americans' perceptions of migrants from Asia and Europe in the late nineteenth and early twentieth centuries? How did the eugenics movement inform the development of American immigration law? How did immigrants respond to the racism they faced under the immigration laws and by immigration officials? In what ways have current US immigration laws and policies changed? In what ways have they remained the same, extending the racist legacies of the past? Selected Readings from: <ul style="list-style-type: none"> The Chinese are No More," Chapter Three of Erika Lee's, <i>America for Americans: A History of Xenophobia in the United States</i> (New York: Basic Books, 2021) 2. "The 'Inferior Races' of Europe," Chapter Four of Erika Lee's, <i>American for Americans: A History of Xenophobia in the United States</i> (New York: Basic Books, 2021) 				
		Show & Tell with Newberry Archival Sources	Laura McEnaney Newberry Library	Group B 9:00AM-10:30 AM Group A 10:45 AM-12:15 PM	Newberry Library 60 W Walton St	
		<p>Laura McEnaney will select Newberry collections that best illustrate the Gilded Age and Progressive Era themes of race, capitalism, and democracy, particularly as it relates to immigration. Teachers will have a chance to view these rare original documents, and McEnaney will lead a discussion on their significance to understanding of the time period. Participants may elect to use Newberry Library resources for further inquiry on</p>				

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		their own time.			
		Applications to Teaching	Mike Biondo & Johanna Heppeler	1:30 PM- 3:30 PM	Newberry Library
		<p>Teacher Debrief</p> <p><i>Designing an Inquiry: Planning for Final Products</i></p> <p>The Friday prior, teachers will submit a proposal on the topic, resources, and potential products to be developed through their inquiry project; Heppeler and Biondo will provide feedback to teachers over the weekend; in this session, proposals will be revised as appropriate and specific plans for completion will be drafted.</p> <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano, <i>Reading like a Historian: Teaching Literacy in Middle and High School History Classrooms</i> (New York: Teachers College Press, 2011). • Chauncey Monte-Sano, Susan De La Paz, and Mark Felton. <i>Reading, Thinking, and Writing about History: Teaching Argument Writing Diverse Learners in the Common Core Classroom, Grades 6-12</i> (New York: Teachers College Press, 2014). 			
		Bus to Loyola		3:30pm	Outside Newberry Library
Wednesday	July 26	South Side Girls in the Progressive Era	Marcia Chatelain, Penn	Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM	via ZOOM (online)

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<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • What were some of the central tensions animating debates about segregation as it related to the care and protection of African American girls in institutions during the Progressive era? • What were some of the ways African American women organized to create institutions for African American girls? How did this vary across regions, class background, and religious diversity in black communities? • How did girls react to adult authority in their reflections on life in Chicago? How do these perspectives broaden our understanding of the period? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Interview Transcripts of African Americans in Chicago from “Research Projects, The Negro Family in the United States, Illegitimacy Documents—Chicago,” Folder 2, Box 131-82, E. Franklin Frazier Papers, Moorland-Spingarn Research Center, Howard University, Washington, DC. • Chatelain, Marcia, “Do You See That Girl?” The Dependent, the Destitute, and the Delinquent Black Girl,” <i>South Side Girls: Growing up in the Great Migration</i>, (Durham: Duke University Press, 2015), 19-58. • Hicks, Cheryl, “I Want to Save These Girls: Single Black Women and their Protectors,” <i>Talk With You Like a Woman: African American Women, Justice, and Reform in New York, 1890-1935</i>, (Chapel Hill: University of North Carolina Press, 2010), 91-124. 			
Q&A with NEH Program Officer	Laquanda Walters Cooper	12:15 PM -12:45 PM	via ZOOM (online)
Film Discussion: Ken Burns' <i>Unforgivable Blackness</i>	Robert Johnston	1:30 PM-4:00 PM	Cinema, Damen Student Center
Participants will view and discuss clips from the Ken Burns’ documentaries <i>Unforgivable Blackness</i> .			
Optional Film Discussion: Ken Burns’ <i>Jazz</i>	Robert Johnston	4:15-5:30pm	Cinema, Damen Student Center

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Thursday	July 27	Rethinking the 1919 Chicago Race Riots	Adam Green, University of Chicago	Group A 9:00 AM- 10:30 AM Group B 10:45 AM- 12:15 PM	Classroom Cuneo 116
		Key Humanities Concepts and Questions: <ul style="list-style-type: none">Racial violence in 1919: What was the nature of the violence? Who were the perpetrators? What can we say about the victims?			

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		<ul style="list-style-type: none"> • Segregation and violence: What role did violence play in segregating Chicago in the early 20th century? Was racial segregation itself a form of violence against African Americans? • Gender: Historically, violent racial encounters disproportionately have involved young men. How do we account for this? Where are the women in these stories? What roles do they play? When they are absent, how do we account for their absence? • Continuity and change: How have the means, justifications for, and participants of the violent suppression of African Americans changed? How do we account for that change? And what has remained constant? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Joravsky, Ben, and Edwardo Camacho. Race and Politics in Chicago. Chicago: Community Renewal Society, 1987. 6-10 • Chicago Commission on Race Relations. The Negro in Chicago: The Study of Race Relations and a Race Riot. Chicago: University of Chicago Press, 1922. Pages 4-40 • Norvell, Stanley M. Norvell Letter to Victor Lawson, August 22, 1919. Julius Rosenwald Papers, Box 6, Folder 3, Special Collections Research Center, University of Chicago Library. • Kotlowitz, Alex. “Before Laquan McDonald, a Chicago Police Shooting with No Video.” The New Yorker. December 15, 2015. <p>Further Reading:</p> <ul style="list-style-type: none"> • McDowell, Mary. Mary McDowell and Municipal Housekeeping, Chapter 3 “Prejudice.” Mary McDowell Papers, Box 4, Folder 23, Chicago History Museum. 27-38 • Farrell, James T. “For White Men Only.” The American Spectator. June 1935. 9-10 • Lamberti, Christopher. "Riot Zone: Chicago 1919." PhD diss., Brown University, 2013. 253-266 • “Camouflaging the Color Line in Chicago.” Nightingale Carl H. Segregation: A Global History of Divided Cities. University of Chicago Press, 2012. 295-332 			
	<p>Applications to Teaching</p>		<p>Mike Biondo & Johanna Heppeler</p>	<p>1:30 PM- 3:30 PM</p>	<p>Classroom Cuneo 116</p>

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		<p>Teacher Debrief</p> <p><i>Designing an Inquiry: Planning for Final Products</i></p> <p>In this session, proposals will be revised as appropriate and specific plans for completion will be drafted. Heppeler and Biondo will provide consultation sessions for teachers as they finish their projects and prepare to present them to the group. Teachers may also use the time for independent study, reading, research, and site visits to add material to their inquiry lessons and units.</p> <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano, <i>Reading like a Historian: Teaching Literacy in Middle and High School History Classrooms</i> (New York: Teachers College Press, 2011). • Chauncey Monte-Sano, Susan De La Paz, and Mark Felton. <i>Reading, Thinking, and Writing about History: Teaching Argument Writing Diverse Learners in the Common Core Classroom, Grades 6-12</i> (New York: Teachers College Press, 2014). • <i>The Negro in Chicago</i> full text link - https://archive.org/details/negroinchicagost00chic/page/n11/mode/2up 			
Friday	July 28	<p>Rethinking the GAPE</p>	<p align="center">Robert Johnston</p>	<p align="center">9:00 AM-10:30 AM</p>	<p align="center">McCormick Lounge, Coffey Hall</p>
		<p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • How can we synthesize all the ideas from the previous sessions? • Did the United States become more or less democratic during the Gilded Age and Progressive Era? • Can we reconcile the opposing arguments of different historians? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Robert D. Johnston, “Long Live Teddy/Death to Woodrow: The Polarized Politics of the Progressive Era in the 2012 Election,” <i>Journal of the Gilded Age and Progressive Era</i> (July 2014) • Linda Gordon, “If the Progressives Were Advising Us Today, Should We Listen?” <i>Journal of the Gilded Age and Progressive Era</i> 1(April 2002). 			

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		<ul style="list-style-type: none"> Robert D. Johnston, "The Possibilities of Politics: Democracy in America, 1877-1917," <i>American History Now</i> (3rd edition of <i>The New American History</i>), eds., Eric Foner and Lisa McGirr, (Temple University Press in cooperation with the American Historical Association, 2011), 96-124. 			
		Closing	Staff	10:30 AM- 12 noon	McCormick Lounge, Coffey Hall
		Institute participants will share their lesson plans with each other. Evaluations			

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The virtual conference will be planned in collaboration with 2023 summer institute participants and alumni. The following schedule is a draft to illustrate our concept to NEH reviewers and guide budgeting, but the final schedule will be determined with participants' input. The conference is tentatively scheduled for April 2024, pending teacher feedback.

"A More Perfect Union: Exploring America's Story in the Gilded Age and Progressive Era" VIRTUAL CONFERENCE					
9:30-10:15	Welcome and Opening Keynote: Robert Johnston				
10:15-10:30	<i>Break</i>				
10:30-11:15	Dissent & Debate in the GAPE Alumni	Democracy & Civic Participation in the GAPE Alumni	Discrimination & Opportunity in the GAPE Alumni	The American Dream during the GAPE Alumni	Identity & Community in the GAPE Alumni
11:15-11:30	<i>Break</i>				
11:30-12:45	Plenary: Lindsay Stallones Marshall				
12:45-1:00	<i>Break</i>				
1:00-1:45	Hull-House Digital	National History Day & GAPE	Chicago History Museum	NEH EdSITEment	GAPE Architecture
1:45-2:00	<i>Break</i>				
2:00-2:45	Dissent & Debate in the GAPE Alumni	Democracy & Civic Participation in the GAPE Alumni	Discrimination & Opportunity in the GAPE Alumni	The American Dream during the GAPE Alumni	Identity & Community in the GAPE Alumni
2:45-3:00	<i>Break</i>				
3:00-3:45	Closing Plenary: Marcia Chatelain				