

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

At-A-Glance Schedule

Pre-Institute Orientation and Logistics Sessions: May 14 and May 21, 2025

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

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
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| <p>July 6</p> <p>Bus Tour of Chicago's Labor and Working Class History: Pullman and Bronzeville <i>Jeff Helgeson</i></p> | <p>July 7</p> <p>Seeking Freedom in the Shock City: Work, Capitalism, and Democracy <i>Jeff Helgeson</i></p> <p>Introduction to the GAPE <i>Robert Johnston</i></p> | <p>July 8</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>July 9</p> <p>Lynching in American Life and Culture during the GAPE <i>Kidada Williams</i></p> <p>Applications to Teaching</p> | <p>July 10</p> <p>Conservation and the American Landscape <i>Ben Johnson</i></p> <p>Film: National Parks and Jazz</p> | <p>July 11</p> <p>Ida B. Wells' Life, Work, and Efforts to Promote Her Legacy: Power of Representation and Resistance <i>Michelle Duster</i></p> <p>Historical Synthesis</p> | <p>July 12</p> <p>OPEN</p> |
| <p>July 13</p> <p>Urban Planning and the City Beautiful Movement Architecture Tour <i>Diane Dillon</i></p> | <p>July 14</p> <p>Indigenous Peoples in the GAPE <i>Boyd Cothran</i></p> <p>Why We Need to Talk About Disability in the GAPE <i>Michael Rembis</i></p> | <p>July 15</p> <p>Gender, Race, and Citizenship: The Fight for Woman's Suffrage in the Gilded Age & Progressive Era <i>Catherine Cahill</i></p> <p>Film: Iron Jawed Angels</p> | <p>July 16</p> <p>UIC Special Collections Hull-House Tour</p> <p>Applications to Teaching</p> | <p>July 17</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>July 18</p> <p>Education and Democracy in the Progressive Era <i>Jonathan Zimmerman</i></p> <p>Historical Synthesis</p> | <p>July 19</p> <p>OPEN</p> |
| <p>July 20</p> <p>OPEN</p> | <p>July 21</p> <p>Immigration and Becoming American in Gilded Age US <i>James Barrett</i></p> <p>What Did the Populists Want? <i>Robert Johnston</i></p> | <p>July 22</p> <p>Immigration, Race, and Racism during the GAPE <i>Deborah Kang</i></p> <p>Newberry Library Laura McEnaney</p> <p>Applications to Teaching</p> | <p>July 23</p> <p>Race, Criminalization, and Progressivism <i>Khalil Muhammad</i></p> <p>Film: Unforgivable Blackness</p> | <p>July 24</p> <p>Rethinking the 1919 Chicago Race Riots <i>Adam Green</i></p> <p>Applications to Teaching</p> | <p>July 25</p> <p>Rethinking the GAPE <i>Robert Johnston</i></p> <p>Sharing Products Evaluations Closing</p> | |

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| SUMMER INSTITUTE – JULY 2025 | | | | | |
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| Day | Date | Topic | Presenter | Time(s) | Location |
| Saturday | July 5 | Arrival day | | 9:00 AM -6:00 PM | MRH |
| | | Welcome reception | All Staff | 6:00 PM-8:00 PM | MRH |
| Sunday | July 6 | On the Trail of Chicago’s Gilded Age and Progressive Era: Bus Tour of Pullman and Bronzeville | Jeff Helgeson Texas State University | 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 |
| | | South Side Community Art Center | SSCAC | 2:00 PM-3:00 PM | SSCAC |
| | | Bronzeville walking tour | Self-Guided | 3:00 PM-4:00 PM | Bronzeville |
| | | <p>Key Humanities Concepts and Questions:</p> <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? <p>Participants should explore the following resources in advance of the session:</p> <ul style="list-style-type: none"> • The <i>Encyclopedia of Chicago’s</i> website, http://encyclopedia.chicagohistory.org/, paying special attention to the following entries: <ul style="list-style-type: none"> ○ Labor Unrest in Chicago, April 25-May 4, 1886 ○ Eight-Hour Movement | | | |

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| | | <ul style="list-style-type: none"> ○ 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 <p>Bronzeville Walking Tour – History of Black Women on the South Side (self-guided)</p> <ul style="list-style-type: none"> ● Bring a copy of <i>Lifting As They Climbed</i> by Mariame Kaba and Essence McDowell for reference and background. | | | |
| Monday | July 7 | Opening | Staff | 8:30 AM-9:00 AM | MRH |
| | | Keynote: 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 | MRH |
| | | <p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> ● How do historians’ debates over the meaning 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 the 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." <i>Oxford Research Encyclopedia of American History</i>. 25 Jun. 2018; Accessed March 4, 2021. | | | |

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| | | <p>https://doi.org/10.1093/acrefore/9780199329175.013.550</p> <ul style="list-style-type: none"> • 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. • Knight, Louise W. <i>Citizen: Jane Addams and the Struggle for Democracy</i>. (University of Chicago Press, 2005), 309-331. 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. | | |
| Campus Tour and Orientation | Robert Johnston | 11:00 AM-11:30 AM | UIC Campus | |
| Orientation to UIC facilities and local points of interest (L station, Student Center, etc.) Participants will visit the library to familiarize themselves with the research resources. | | | | |
| Introduction to the Gilded Age and Progressive Era | Robert Johnston UIC | Group A 11:30 AM-1:30 PM Group B 2:00 PM-4:00 PM | MRH | |
| <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"> • Edwards, Rebecca. “Politics, Social Movements, and the Periodization of U.S. History.” <i>The Journal of the Gilded Age and Progressive Era</i> 8, no. 4 (2009): 461–73. | | | | |

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| | | <ul style="list-style-type: none"> • Gendzel, Glen. Review of <i>Age of Betrayal: The Triumph of Money in America, 1865-1900</i>, by Jack Beatty. <i>Journal of the Gilded Age and Progressive Era</i> 8 (July 2009): 446-450. • Johnston, Robert D. “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 8 | Bus from UIC to CHM | | 8:15 AM | |
| | | Labor and Class Conflict in the Long Gilded Age | Leon Fink UIC | Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM | Chicago History Museum 1601 N Clark |
| | | <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"> • Fink, Leon. “The University and Industrial Reform.” In <i>The Long Gilded Age: American Capitalism and the Lessons of a New World Order, 1880-1920</i>. Philadelphia: University of Pennsylvania Press, 2015. • Fink, Leon. <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. | | | |
| | | Reconceptualizing GAPE in Public History Exhibitions | Charles Bethea | Group B 9:00 AM-10:30 AM Group A 10:45 AM-12:15 PM | Chicago History Museum 1601 N |

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| | | | | Clark |
| <p>This session will focus on how museums and other cultural institutions portray this pivotal period in American history. Using CHM’s <i>Chicago: Crossroads of America</i> exhibition, we will discuss how public history institutions have traditionally approached the Gilded Age and Progressive Era and how public historians are now reconceptualizing this period, using the Chicago History Museum’s recent exhibition redesign experiences for consideration.</p> | | | | |
| | Applications to Teaching | Mike Biondo & Johanna Heppeler | 1:30 PM-3:30 PM | Chicago History Museum 1601 N Clark |
| <p>Teacher Debrief</p> <ul style="list-style-type: none"> Each A2T 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). | | | | |

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| | | Bus from CHM to UIC | | 3:45 PM | |
| Wednesday | July 9 | Lynching in American Life and Culture during the GAPE | Kidada Williams Wayne State | Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM | MRH |
| | | <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 do sources like fiction, poetry, illustrations, and paintings illuminate artists’ understandings on and perspectives of the violence they witnessed? • 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"> • Martinez, Monica Muñoz. “Racial Violence in the West.” <i>The Journal of the Gilded Age and Progressive Era</i> 20, no. 1 (2021): 114–21. https://doi.org/10.1017/S1537781420000535. • Williams, Kidada E. “Writing Victims’ Personhoods and People into the History of Lynching.” <i>The Journal of the Gilded Age and Progressive Era</i> 20, no. 1 (2021): 148–56. https://doi.org/10.1017/S1537781420000584. • Selected readings from <i>Lynching in America: A History in Documents</i>. (New York: New York University Press, 2006). <ul style="list-style-type: none"> ○ Christopher Waldrep, Introduction: 1-3 ○ Ida B. Wells, “The Case Stated” (1895): 4-6 ○ Ida B. Wells, “Georgia” (1897): 6-9 ○ Ida B. Wells, “A Georgia Outrage” (1890): 116-118 | | | |

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| | | <ul style="list-style-type: none"> ○ John Dollard, “Caste and Class” (1937): 13-14 ○ John Dollard, “America’s Scarlet Crime” (1893): 121-123 ○ W.L. Anderson, “A Texas Horror” (1893): 124-125 ○ John Mitchell, Jr., “The Lynching in Kansas” (1901):126-127 ○ John Mitchell, Jr., “Shall the Race Agitation Be Stopped?” (1902):127-128 ● Wood, Amy L. “The Spectator Has a Picture in His Mind to Remember: Photography.” Chapter 4 in <i>Lynching and Spectacle</i>, pp. 71-111. Chapel Hill: University of North Carolina Press, 2009. ● 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 | MRH |
| | | <p>Teacher Debrief</p> <p><i>Designing Instruction: Big Stories & Compelling Questions</i></p> <p>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"> ● Calder, Lendol. “The Stories We Tell.” <i>OAH Magazine of History</i> 27, No. 3 (2013), 5–8. https://doi.org/10.1093/oahmag/oat017. ● “QFT in Social Studies.” Right Question Institute. 2022. https://rightquestion.org/resources/qft-in-social-studies/. | | | |

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| Thursday | July 10 | Conservation and the American Landscape | Ben Johnson LUC | Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM | MRH |
| | | <p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • Whose understandings of nature and interest 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"> • Pinchot, Gifford. "The Meaning of Conservation." (1910). • Muir, John. <i>Our National Parks</i>. (1901). • John, Benjamin H. "Conservation and the Arc of the Progressive State." (Unpublished manuscripts) • Fisher, Colin. "African Americans, Outdoor Recreations, and the 1919 Chicago Race Riot." In <i>To Love the Wind and the Rain: African Americans and Environmental History</i>, edited by Diane Glave and Mark Stoll, 63-75. Pittsburgh: University of Pittsburgh Press, 2005. | | | |
| | | Film Discussion: Ken Burns' <i>National Parks & Jazz</i> | Robert Johnston | 1:30 PM-4:30 PM | MRH |
| | | View selections from Ken Burns' <i>National Park</i> and <i>Jazz</i> and discuss. | | | |
| | | Ida B. Wells' Life, Work, and Efforts to Promote Her Legacy: The Power of Representation and the Resistance to Creating Gender Equity in Public Spaces | Michelle Duster | 9:00 AM-11:00 AM | MRH |

Friday July 11

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| | | <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> <ul style="list-style-type: none">• Baca, Judith. “Whose Monument Where? Public Art in a Many-Cultured Society.” In <i>Chicano and Chicana Art: A Critical Anthology</i>, edited by Jennifer A. González, C. Ondine Chavoya, Chon Noriega, Terezita Rom. Duke University Press, 2019. https://doi.org/10.2307/j.ctv120qrn6.• Duster, Michelle. <i>Ida B. The Queen: The Extraordinary Life and Legacy of Ida B. Wells</i>. Chapters 3, 4, & 6. New York: Atria/One Signal Publishing, 2021.• Duster, Michelle. “So Few Images of African American Women, so Much Resistance to Adding More.” National Council on Public History, February 1, 2022. https://ncph.org/history-at-work/so-few-images-of-african-american-women-so-much-resistance-to-adding-more/.• Hijazi, Jennifer. “Who Fights for Public Art in the Face of Gentrification?” PBS, December 28, 2017. https://www.pbs.org/newshour/arts/who-fights-for-public-art-in-the-face-of-gentrification.• Jagannath, Thejas. “The Significance of Public Art to its Space: People’s Spaces, People’s Choices.” <i>New Geography</i>, March 23, 2018. https://www.newgeography.com/content/005916-the-significance-public-art-its-space-people-s-spaces-people-s-choices.• Stinson, Sonya. “The Importance of Heritage Tourism.” <i>Black Meetings and Tourism</i>, Dec 2009/Jan 2010. https://www.blackmeetingsandtourism.com/Publications/Black-Meetings-Tourism/2010/December-2009-January-2010/The-Importance-of-Heritage-Tourism.aspx• Xu, Tammy. “Uncovering Forgotten Histories.” <i>South Side Weekly</i>, April 11, 2018. https://southsideweekly.com/lifting-as-they-climbed-uncovering-forgotten-histories-mariame-kaba-essence-mcdowell/• Duster, Michelle. “Persistence Overcomes Resistance: Honoring Women Suffragists Through Public Artwork.” <i>Ms. Magazine</i>, October 25, 2023. https://msmagazine.com/2023/10/25/chicago-women-suffragists-mural/• Duster, Michelle. “Chicago Murals Celebrating Women: Fighting Erasure and Marginalization through Public Art.” <i>National Council on Public History</i>, January 16, 2024. |
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| | | https://ncph.org/history-at-work/chicago-murals-celebrating-women-fighting-erasure-and-marginalization-through-public-art/ | | | |
| | | Reflections and Historical Synthesis | Robert Johnston | 12:30 PM-2:00 PM | MRH |
| | | <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 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> | | | |
| Saturday | July 12 | OPEN | | | |
| | | Urban Planning and the City Beautiful Architecture Tour | Diane Dillon Newberry Library | 8:30 AM - 4:00 PM | MRH Bus Tour |
| Sunday | July 13 | <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</p> | | | |

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| | | <p>options: Medici (eclectic diner), Noodles Etc. (pan-Asian), TrueNorth Cafe (sandwiches and salads), 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"> • Burnham, Daniel H., and Edward H. Bennett. Chapter 1 “Origin of the Plan of Chicago” and Chapter 3 “Chicago: The Metropolis of the Midwest...” In <i>Plan of Chicago</i>. Chicago: The Commercial Club, 1909. | | | |
| Monday | July 14 | <p>Indigenous People in the GAPE</p> | <p>Boyd Cothran York Univ.</p> | <p>Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM</p> | <p>MRH</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> | | | |

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| | | <ul style="list-style-type: none"> ● Cothran, Boyd, and Ari Kelman. "How the Civil War became the Indian Wars," <i>New York Times</i>, May 25, 2015. http://opinionator.blogs.nytimes.com/2015/05/25/how-the-civil-war-became-the-indian-wars. ● Hoxie, Frederick. <i>A Final Promise: The Campaign to Assimilate the Indians, 1880-1920</i>, pp. 88-113. Cambridge: Cambridge University Press, 1984. ● Pokagon, Simon. <i>The Red Man's Rebuke</i>. C.H. Engle, publisher, 1893. doi: https://doi.org/10.5479/sil.484162.39088007997927 ● Deloria, Philip J. "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. ● Davis, Julie. "American Indian Boarding School Experiences: Recent Studies from Native Perspectives." <i>OAH Magazine of History</i> Vol. 15, No. 2, Desegregation (Winter, 2001): 20-22. https://www.jstor.org/stable/25163421 ● A selection of letters and documents | | | |
| | | <p>Why We Need to Talk About Disability in the GAPE</p> | <p>Michael Rembis SUNY Buffalo</p> | <p>Group A 12:30 PM-2:00 PM Group B 2:15 PM-3:45 PM</p> | <p>MRH</p> |
| | | <p>Key Humanities Concepts and Questions</p> <ul style="list-style-type: none"> ● What do we mean when we say disability? How has it been thought about or defined historically? ● Why is it so important that historians learn and talk about disability in US history, especially in the GAPE? ● How do Chicago and Illinois fit into disability history? <p>Selected Readings from:</p> <ul style="list-style-type: none"> ● Baynton, Douglas C. <i>Defectives in the Land: Disability and Immigration in the Age of Eugenics</i>. United Kingdom: University of Chicago Press, 2016. ● Nielsen, Kim E.. <i>A Disability History of the United States</i>. United States: Beacon Press, 2012. | | | |

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| | | <ul style="list-style-type: none"> • Pernick, Martin S.. <i>The Black Stork: Eugenics and the Death of "Defective" Babies in American Medicine and Motion Pictures Since 1915</i>. United States: Oxford University Press, 1996. • Rembis, Michael. "Breeding Up the Human Herd: Gender, Power, and the Creation of the Country's First Eugenic Commitment Law." <i>Journal of Illinois History</i> 5 (Winter 2002): 283-308. • Rose, Sarah F.. <i>No Right to Be Idle: The Invention of Disability, 1840s–1930s</i>. United States: University of North Carolina Press, 2017. | | | |
| Tuesday | July 15 | Gender, Race, and Citizenship: The Fight for Woman's Suffrage in the GAPE | Catherine Cahill Penn State | Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM | MRH |
| | | <p>Key Humanities Concepts and Questions</p> <ul style="list-style-type: none"> • How were suffrage and citizenship related in the Gilded Age & Progressive Era? • What motivated diverse women of different races, ethnicities, and/or regions to fight for suffrage? • How does telling diverse suffrage stories change our periodization of the movement? • How have the political strategies developed by suffragists continue to shape our democratic practices? <p>Terms</p> <ul style="list-style-type: none"> • Citizenship • Suffrage • Diversity • Periodization • Political strategies <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Tetrault, Lisa. "When Women Won the Right to Vote: A History Unfinished." <i>Utah Historical Quarterly</i> 89, no. 3 (2021): 180-197. | | | |

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| | | <ul style="list-style-type: none"> • Jones, Martha S. "The Politics of Black Womanhood, 1848-2008." In <i>Votes for Women: A Portrait of Persistence</i>, edited by Kate Clarke Lemay, 29-48. Washington, DC: Princeton University Press in association with the National Portrait Gallery, 2020. • Marino, Kelly. "Students, Suffrage, and Political Change: The College Equal Suffrage League and Campus Campaigns for Women's Right to Vote, 1905–1920." <i>Journal of the Gilded Age and Progressive Era</i> 20 (2021): 370-391. | | | |
| | | Film Discussion: <i>Iron Jawed Angels</i> | Robert Johnston | 1:30 PM-4:00 PM | MRH |
| | | View selections from Ken Burns' <i>Iron Jawed Angels</i> and discuss. | | | |
| Wednesday | July 16 | UIC Special Collections | UIC Special Collections | Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM | Special Collections Reading Room (3rd Floor, South End), Daley Library |
| | | 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. | | | |
| | | Hull-House Museum Tour | Hull-House Staff | Group B 9:00 AM-10:30 AM Group A 10:45 AM-12:15 PM | Hull-House |

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| | | Applications to Teaching | Mike Biondo & Johanna Heppeler | 1:00 PM-3:00 PM | Hull-House Dining Room |
| | | <p><i>Both groups will meet to debrief the day in smaller, facilitated discussion groups.</i></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? | | | |
| | | Citizens and Immigrants: Ethnic Mexicans in the Making of the U.S.-Mexico Borderlands | Rosina Lozano Princeton | Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM | MRH |
| Thursday | July 17 | <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. • 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, 57th Cong. 36 (1902), 1-10. | | | |

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| | | <ul style="list-style-type: none"> ● “Men Fight in Showers of Bullets.” <i>San Francisco Call</i>, March 24, 1903. ● Border political cartoons/articles on crossing ● Selections from Lucero, Aurora. “Shall the Spanish Language be Taught in the Schools of New Mexico.” <i>New Mexico Normal University Bulletin</i> 23 (January 1911) ● Larrazolo, O. A. “Governor of New Mexico to the Fourth State Legislature.” Speech. January 15, 1919, 5–6. ● Donato, Ruben, 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 (2017): 5–8, 13–14. ● González, Gabriela. “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. ● Lim, Julian. “Resisting the Chinese Deportment 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. ● Muñoz-Martínez, Monica. “The History of Racial Violence on the Mexico-Texas Border.” <i>Refusing to Forget</i>. https://refusingtoforget.org/the-history/. ● Torres-Rouff, David. “Becoming Mexican: Segregated Schools and Social Scientists in Southern California, 1913–1946.” <i>Southern California Quarterly</i> 94 (Spring 2012): 91–96. | | | |
| | | Applications to Teaching | Mike Biondo & Johanna Heppeler | 1:30 PM-3:30 PM | MRH |
| | | <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> | | | |

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| | | <ul style="list-style-type: none"> • Wineburg, Sam, 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. • Monte-Sano, Chauncey, 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. • Wineburg, Sam and Daisy Martin. “Tampering with History: Adapting Primary Sources for Struggling Readers.” <i>Social Education</i> 73 (2009), 212-216. • Drake, Frederick D. and Sarah Drake Brown. “A Systematic Approach to Improve Students’ Historical Thinking.” <i>The History Teacher</i> 36 (2003): 465–89. https://doi.org/10.2307/1555575. | | | |
| Friday | July 18 | Education & Democracy in the Progressive Era | Jonathan Zimmerman Univ. of Penn. | Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM | MRH |
| | | Key Humanities Concepts and Questions: <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? Selected Readings from: <ul style="list-style-type: none"> • Reese, William J. “The Origins of Progressive Education.” <i>History of Education Quarterly</i> 41 (Spring 2001): 1-24. • Tyack, David 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 (May 1990): 291-319. • Labaree, David F. “Progressivism, Schools and Schools of Education: An American Romance.” <i>Paedagogica Historica</i> 41 (2005): 275-288. | | | |

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| | | <ul style="list-style-type: none"> • Zimmerman, Jonathan. “‘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. • Zimmerman, Jonathan. “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/ | | | |
| | | Reflections and Historical Synthesis | Robert Johnston | 1:30 PM-3:30 PM | MRH |
| | | 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?” | | | |
| Saturday | July 19 | OPEN | | | |
| Sunday | July 20 | OPEN | | | |
| Monday | July 21 | 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 | MRH |
| | | Key Humanities Concepts and Questions: <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? | | | |

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| | | <p>Selected Readings from:</p> <ul style="list-style-type: none"> ● Sinclair, Upton. <i>The Jungle</i>. Urbana, IL: University of Illinois Press, 1988, 255-266. ● Barrett, James. “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. ● Barrett, James R. 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</p> | <p>Group A 12:30 PM-2:00 PM Group B 2:15 PM-3:45 PM</p> | <p>MRH</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"> ● Pollack, Norman, ed. <i>The Populist Mind</i>. Indianapolis: Bobbs & Merrill, 1967. <ul style="list-style-type: none"> ○ “The Omaha Platform,” 59-66. ○ “The Negro Is a Man and a Citizen,” 390-391. ○ “Voluntary Colonization,” 391-392. ○ “Jefferson's Creed,” 397-399. | | | |

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| | | <ul style="list-style-type: none"> ● Barthelme, Marion K., ed. <i>Women in the Texas Populist Movement: Letters to the Southern Mercury</i>. College Station: Texas A & M, 1997. <ul style="list-style-type: none"> ○ "Farm boys," 176-77. ○ "Concerning farm boys," 187-88. ○ "Field work," 232. ● Selections from Miller, Worth Robert. <i>Populist Cartoons: An Illustrated History of the Third Party Movement in the 1890s</i>. Kirksville: Truman State University Press, 2011. ● Postel, Charles. "The Populist Movement in the 19th Century." <i>Oxford Research Encyclopedia of American History</i>. 18 July 2022. https://oxfordre.com/americanhistory/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-1002. ● Kazin, Michael. "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 ● Postel, Charles. "If Trump and Sanders are Both Populists, What Does Populist Mean?" <i>The American Historian</i>, August 2016. https://www.oah.org/tah/february-2/if-trump-and-sanders-are-both-populists-what-does-populist-mean/ | | | |
| Tuesday | July 22 | Bus from UIC to Newberry | | 8:15am | |
| | | Immigration, Race, and Racism during the GAPE | Deborah Kang Univ. of VA | Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM | Newberry Library |
| | | 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? | | | |

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| | | <ul style="list-style-type: none"> • 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? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • Lee, Erika. “The Chinese are No More.” In <i>America for Americans: A History of Xenophobia in the United States</i> by Erika Lee. New York: Basic Books, 2021. • Lee, Erika. “The ‘Inferior Races’ of Europe.” In <i>American for Americans: A History of Xenophobia in the United States</i> by Erika Lee. New York: Basic Books, 2021. • Goodman, Carly. “Unmaking the Nation of Immigrants: How John Tanton’s Network of Organizations Transformed Policy and Politics.” In <i>A Field Guide to White Supremacy</i>, edited by Kathleen Belew and Ramon A. Gutierrez. Berkeley: University of California Press, 2021. | | | |
| | | <p>Archives in the Classroom: The Pedagogy of Primary Source Analysis</p> | <p>Laura McEnaney Newberry Library</p> | <p>Group B 9:00 AM-10:30 AM Group A 10:45 AM-12:15 PM</p> | <p>Newberry Library</p> |
| | | <p>Laura McEnaney will select Newberry collections that best illustrate the Gilded Age and Progressive Era themes of race, capitalism, and democracy. Teachers will have a chance to view and analyze these rare original documents, and McEnaney will lead a discussion in which the teachers can explore the pedagogical moves that can help them better coach their students to read primary sources at a deeper level.</p> | | | |
| | | <p>Applications to Teaching</p> | <p>Mike Biondo & Johanna Heppeler</p> | <p>1:30 PM-3:30 PM</p> | <p>Newberry Library 60 W Walton</p> |
| | | <p>Teacher Debrief</p> | | | |

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| | | <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"> • Wineburg, Sam, 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. • Monte-Sano, Chauncey, 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 UIC | | 3:30pm | Outside Newberry Library |
| Wednesday | July 23 | <p>Race, Criminalization, and Progressivism</p> | <p>Khalil Muhammad Harvard</p> | <p>Group A 12:30 PM-2:00 PM Group B 2:15 PM-3:45 PM</p> | <p>MRH</p> |
| | | <p>Key Humanities Concepts and Questions</p> <ul style="list-style-type: none"> • What role did science play in defining and ranking human beings in the Progressive era? • How did statistics become the most credible source of knowledge about human capacity? • What were the limits of liberal and progressive thought about racial progress for African Americans and non-Europeans globally? | | | |

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| | | <ul style="list-style-type: none"> • How did liberals and progressives defeat eugenics and xenophobic policies against European immigrants? <p>Selected Readings from:</p> <ul style="list-style-type: none"> • W. E. B. Du Bois, “The Study of the Negro Problems,” <i>Annals of the American Academy of Political and Social Sciences</i> 11 (1898). • W.E.B. Du Bois, “The Souls of White Folks,” <i>The Independent</i> 69 (August 10, 1910): 339–342. • Khalil Gibran Muhammad, “Preface to Second Edition” of <i>The Condemnation of Blackness: Race, Crime and the Making of Modern Urban America</i> (2019). • Erica Lee, “Chapter 4: The Inferior Races of Europe” in <i>America for Americans: A History of Xenophobia in the United States</i> (Basic Books, 2019). • Pamela Newkirk, “The Man Who Was Caged in a Zoo,” <i>The Guardian</i>, June 3, 2015. | | | |
| | | <p>Film Discussion: Ken Burns' <i>Unforgivable Blackness</i></p> | <p>Robert Johnston</p> | <p>1:30 PM-4:00 PM</p> | |
| | | <p>Participants will view and discuss clips from the Ken Burns’ documentary <i>Unforgivable Blackness</i>.</p> | | | |
| <p>Thursday</p> | <p>July 24</p> | <p>Rethinking the 1919 Chicago Race Riots</p> | <p>Adam Green Univ. of Chicago</p> | <p>Group A 9:00 AM-10:30 AM Group B 10:45 AM-12:15 PM</p> | |
| | | <p>Key Humanities Concepts and Questions:</p> <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? 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? | | | |

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| | | <ul style="list-style-type: none"> ● 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 Eduardo Camacho. <i>Race and Politics in Chicago</i> (Chicago: Community Renewal Society, 1987), 6-10. ● Chicago Commission on Race Relations. <i>The Negro in Chicago: The Study of Race Relations and a Race Riot</i> (Chicago: University of Chicago Press, 1922), 4-40. https://archive.org/details/negroinchicagost00chic/page/n11/mode/2up ● Norvell, Stanley M. <i>Norvell Letter to Victor Lawson, August 22, 1919</i>. Julius Rosenwald Papers. Special Collections Research Center, University of Chicago Library. Box 6, Folder 3. ● Kotlowitz, Alex. "Before Laquan McDonald, a Chicago Police Shooting with No Video." <i>The New Yorker</i>. December 15, 2015. <p>Further Reading:</p> <ul style="list-style-type: none"> ● McDowell, Mary. "Chapter 3: Prejudice" in <i>Mary McDowell and Municipal Housekeeping</i>. Mary McDowell Papers, Chicago History Museum. Box 4, Folder 23, 27-38. ● Farrell, James T. "For White Men Only." <i>The American Spectator</i>. June 1935. ● Lamberti, Christopher. "Riot Zone: Chicago 1919." PhD diss., Brown University, 2013: 253-266. ● Nightingale, Carl H. "Camouflaging the Color Line in Chicago." In <i>Segregation: A Global History of Divided Cities</i> by Carl H. Nightingale (University of Chicago Press, 2012), 295-332. | | |
| | Applications to Teaching | Mike Biondo & Johanna Heppeler | 1:30 PM-3:30 PM | MRH |
| | <p>Teacher Debrief</p> <p><i>Designing an Inquiry: Planning for Final Products</i></p> | | | |

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| | | <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"> • Wineburg, Sam, 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. • Monte-Sano, Chauncey, 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. • The Chicago Commission on Race Relations. <i>The Negro in Chicago: A Study of Race Relations and a Race Riot</i>. The University of Chicago Press, 1922. https://archive.org/details/negroinchicost00chic/page/n11/mode/2up | | | |
| Friday | July 25 | <p>Rethinking the GAPE</p> | <p>Robert Johnston</p> | <p>9:00 AM-10:30 AM</p> | <p>MRH</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"> • Johnston, Robert D. “Long Live Teddy/Death to Woodrow: The Polarized Politics of the Progressive Era in the 2012 Election.” <i>The Journal of the Gilded Age and Progressive Era</i> 13, no. 3 (2014): 411–43. • Gordon, Linda. “If the Progressives Were Advising Us Today, Should We Listen?” <i>The Journal of the Gilded Age and Progressive Era</i> 1, no. 2 (2002): 109–21. | | | |

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| | | <ul style="list-style-type: none"> Johnston, Robert D. "The Possibilities of Politics: Democracy in America, 1877-1917." In <i>American History Now</i>, edited by Eric Foner and Lisa McGirr, 96-124. Temple University Press in cooperation with the American Historical Association, 2011. | | |
| | Closing | Staff | 10:30 AM-12:00 PM | MRH |
| | Institute participants will share their lesson plans with each other. Evaluations | | | |