

2017 SCHEDULE AT-A-GLANCE

“Rethinking the Gilded Age and Progressivisms: Race, Capitalism, and Democracy, 1877 to 1920”

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6/25 Opening Orientation and Tour Urban Planning and the City Beautiful Movement Architecture Tour <i>Diane Dillon, Newberry Library</i>	6/26 Introduction to the Gilded Age and Progressive Era (GAPE) <i>Robert Johnston, UIC</i> Applications to Teaching (UIC Orientation stop by Spec Colls)	6/27 Bus Tour of Chicago’s Labor and Working Class History, Explore Digital “The Labor Trail” <i>Jeff Helgeson, Texas State University</i> Film: Ragtime	6/28 Film/Book Discussion: <i>Ragtime</i> <i>Robert Johnston, UIC</i> Applications to Teaching	6/29 Immigration and the New Culture and Politics of the Progressive Era <i>Daniel Greene, Northwestern University, USHM</i> Explore Digital FLPS	6/30 Labor and Class Conflict in the Long Gilded Age <i>Leon Fink, UIC and Greene with Newberry</i> Collections on Immigration Newberry as location Historical Synthesis	7/1
7/2	7/3 Capitalism, Corporations, and the Money Question in the GAPE <i>Jeff Sklansky, UIC</i> Chi History Museum Applications to Teaching	7/4 Independence Day	7/5 The American Landscape and Conservation <i>Ben Johnson, Loyola University Chicago</i> Films: Burns’ <i>National Parks</i>	7/6 Fight for America’s Progressive Future <i>Cecelia Tichi, Vanderbilt University</i> Glessner House, Prairie District Tours	7/7 South Side Girls in the Progressive Era <i>Marcia Chatelain, Georgetown University</i> Historical Synthesis	7/8
7/9	7/10 Women and Political Activity in the Progressive Era <i>Robyn Muncy, University of Maryland CP</i> Progressivisms Chicago: UIC Special Collections <i>Peggy Glowacki, UIC</i>	7/11 Class, Race, and Ethnicity in the Process of Becoming American, 1880-1920 <i>James Barrett, UIUC</i> Gender and Sexuality in the GAPE and Hull-House Museum Tour Applications to Teaching	7/12 Education and Democracy in the Progressive Era <i>Jonathan Zimmerman, NYU</i> Applications to Teaching	7/13 American Indians in the GAPE <i>K. Tsianina Lomawaima, Arizona State University</i> Films: Burns’ <i>Jazz and Unforgiveable Blackness</i>	7/14 Lynching in American Life & Culture During the GAPE <i>Kidada Williams, Wayne State University</i> Historical Synthesis	7/15
7/16	7/17 Film Forum: Iron-Jawed Angels Applications to Teaching	7/18 The Making of the US-Mexico Borderlands <i>Raul Ramos, University of Houston</i>	7/19 1901 Exposition <i>Amma Ghartey-Tagoe Kootin, University of Georgia</i> Applications to Teaching	7/20 Race, Gender & WW1 <i>Adriane Lentz-Smith, Duke University</i>	7/21 Re-Thinking the Gilded Age and Progressive Era <i>Robert Johnston, UIC</i> Final presentations Evaluations, Closing	

DETAILED COURSE OF STUDY
“Rethinking the Gilded Age and Progressivisms: Race, Capitalism, and Democracy, 1877 to 1920”

Date		Afternoon/Evening
<p style="text-align: center;">Sunday 6/25</p>	<p>Participants with limited knowledge of the Gilded Age and Progressive Era are strongly encouraged to read two introductory texts prior to the beginning of the institute. These texts are:</p> <ul style="list-style-type: none"> • Rebecca Edwards, <i>New Spirits: Americans in the Gilded Age, 1865-1905</i>. (Oxford: Oxford University Press, 2005). • Walter Nugent, <i>Progressivism: A Very Short Introduction</i>. (Oxford: Oxford University Press, 2009). <p>Participants are required to read Upton Sinclair, <i>The Jungle</i> (Urbana, IL: University of Illinois Press, 1988) prior to the institute. It will be referenced in various discussions, tours, and applications to teaching sessions throughout the institute.</p> <p style="text-align: center;">-----</p> <p>Participant check-in</p>	<p>FIELD EXPERIENCE Urban Planning and the City Beautiful Movement Architecture Tour <i>Diane Dillon, Newberry Library</i></p> <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 Plan 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>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 Bluestone, “A City under One Roof: Skyscrapers, 1880-1895,” in <i>Constructing Chicago</i> (New Haven: Yale University Press, 1991): 104-151 and 220-223.

<p>Monday 6/26</p>	<p>Introduction to the Gilded Age and Progressive Era <i>Robert Johnston, UIC</i> Location: University of Illinois at Chicago</p> <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>Readings:</p> <ul style="list-style-type: none"> • Rebecca Edwards, "Politics, Social Movements, and the Periodization of U.S. 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. 	<p>Application to Teaching <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p>Introduction to “Applications to Teaching” – Designing Instruction for History Re-Thought</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>Orientation to UIC, secure campus IDs and guest access</p> <p>Participants will visit the UIC Special Collections and Library to become familiar with the research resources at their disposal.</p>
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<p>Tuesday 6/27</p>	<p>FIELD EXPERIENCE</p> <p>Bus Tour of Chicago’s Labor and Working Class History <i>Jeff Helgeson, Texas State University</i></p> <p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • How can the history of Chicago in the Gilded Age and Progressive Era be incorporated into online classroom activities? • 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? <p>Participants should explore the following readings:</p> <ul style="list-style-type: none"> • The Labor Trail website, www.chicagolabortrail.org, paying special attention to variety of locations—labor unions, community organizations, sites of strikes, religious institutions, etc.—included in the map, as well as the instructions on the homepage regarding how to add to the interactive online map. • 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 ○ 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>Digital Exploration: Interactive Labor Trail Map <i>http://www.chicagolabortrail.org</i></p> <p>Participants will explore the interactive map’s digital resources on the history of Chicago’s working class neighborhoods and labor history sites. This session will provide further historical descriptions and photographs from neighborhoods and sites visited during the labor history bus tour, along with other neighborhoods that participants may elect to explore on their own time throughout the summer institute.</p> <p>Film Screening: <i>Ragtime</i></p>
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<p>Wednesday 6/28</p>	<p>FILM & BOOK DISCUSSION: <i>Ragtime</i> <i>Robert Johnston, UIC</i> Location: University of Illinois at Chicago</p> <p>Robert Johnston will lead a free-flowing discussion about <i>Ragtime</i>, focusing on the extent to which the novel and film capture the history of the period--and, ultimately, the extent to which fiction generally has advantages and disadvantages in portraying a historical era.</p>	<p>Applications to Teaching <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <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 <p>Inquiry Arcs & 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>Readings:</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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<p>Thursday 6/29</p>	<p>Immigration and the New Culture and Politics of the Progressive Era <i>Daniel Greene, Adjunct Professor of History, Northwestern University, and Guest Curator, U.S. Holocaust Memorial Museum, Washington, DC</i> Location: University of Illinois at Chicago</p> <p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • How is American diversity imagined during the Progressive Era? What is at stake in portraying the nation as “pluralist” or “trans-national”? What are the limits and boundaries of belonging, according to the authors of the primary sources above? • Why does immigration become such a pressing social problem in the Progressive Era? How do reform movements of the Progressive Era frame, and seek to “solve,” this social problem? • How are debates about immigration policy and immigrants themselves shaped by Progressive Era understanding of race and nationality? <p>Readings:</p> <ul style="list-style-type: none"> • Emma Lazarus, “The New Colossus” in <i>The Poems of Emma Lazarus</i> (1889). • W. E. B Du Bois. Introduction: “Forethought” and Chapter 1, “Of Our Spiritual Strivings” in <i>The Souls of Black Folk: Essays and Sketches</i> (1903). • Horace Kallen, “Democracy versus the Melting Pot,” <i>Nation</i> (February 18, 1915), 190-194 and (February 25, 1915), 217-220. • Randolph Bourne, “Trans-National America,” <i>Atlantic Monthly</i> 118:1 (July 1916), 86-97. • Mae N. Ngai, <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i> (Princeton: Princeton University Press, 2004), 17-55. • Barack Obama, “Remarks on Immigration Reform, January 28, 2013,” (http://www.whitehouse.gov/the-press-office/2013/01/29/remarks-president-comprehensive-immigration-reform). 	<p>Digital Exploration of the Foreign Language Press Survey <i>Lisa Oppenheim, Project Director of “Rethinking” and Immigrant Explorations</i> http://flps.newberry.org/</p> <p>The Chicago Foreign Language Press Survey (FLPS) is a collection of translations of newspaper articles originally published in Chicago's ethnic press between the 1860s and the 1930s. During the Great Depression, translators and editors translated and organized nearly 50,000 foreign language articles from 22 ethnic groups. Newly digitized by the Newberry Library, the FLPS provides a unique window into the lives and culture of Chicago's immigrants during the Gilded Age and Progressive Era. This session will give teachers an opportunity to conduct their own inquiries into the FLPS and will also include an introduction to the resources created teachers through CMHEC's previous NEH Faculty Humanities project, <i>Immigration Explorations</i>.</p>
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<p>Friday 6/30</p>	<p>Labor and Class Conflict in the Gilded Age <i>Leon Fink, UIC</i> Location: Newberry Library</p> <p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • The changing nature of work in the U.S. • 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. <p>Readings:</p> <ul style="list-style-type: none"> • Leon Fink, "Great Strikes Revisited," <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) Ch. 1 &2 <p>Newberry Library Selected Exhibition of Gilded Age and Progressive Era Sources <i>Daniel Greene, Adjunct Professor of History, Northwestern University, and Guest Curator, U.S. Holocaust Memorial Museum, Washington, DC</i> Location: Newberry Library</p> <p>Daniel Greene, formerly the Vice President for Research and Academic Programs at the Newberry Library, will select Newberry collections that best illustrate the Gilded Age and Progressive Era themes of capitalism and democracy, particularly as it relates to immigration. Teachers will have a chance to view these rare original documents, and Greene will lead a discussion on their significance to understanding of the time period.</p>	<p>Reflections and Historical Synthesis <i>Robert Johnston, UIC</i></p> <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>
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<p>Monday 7/3</p>	<p>The Money Question and the Populist Challenge in the Gilded Age <i>Jeff Sklansky, UIC</i> Location: Chicago History Museum</p> <p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • What was the system of currency, credit, and banking created during and after the Civil War, and why was it central to the corporate reconstruction of capitalism in the Gilded Age? • What were the sources of western and southern farmers’ discontent with the financial system, and why was the “money question” at the heart of the Populist movement? <p>Readings:</p> <ul style="list-style-type: none"> • Harry Tracy, “The Sub-Treasury Plan,” in Nelson A. Dunning, <i>The Farmers Alliance History and Agricultural Digest</i> (1891): 336-354. • J. Laurence Laughlin, “Causes of Agricultural Unrest,” <i>Atlantic Monthly</i> 78:469 (Nov. 1896): 577-586. • Michael O’Malley, “Specie and Species: Race and the Money Question in Nineteenth-Century America,” <i>American Historical Review</i> 99:2 (April 1994): 369-395. • Bruce Palmer, <i>Man Over Money: The Southern Populist Critique of American Capitalism</i>, chapters 7 and 8 (pp. 81-110). <p>Chicago History Museum Education staff will introduce the digital primary sources and exhibitions available to teachers and students. Participants will also learn Chicago history by visiting the Museum exhibitions.</p>	<p>Applications to Teaching <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p>Teacher Debrief</p> <p>Big Stories & Compelling Questions</p> <ul style="list-style-type: none"> • 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>Readings:</p> <ul style="list-style-type: none"> • Lendol Calder, “Toward a Signature Pedagogy for the History Survey,” <i>The Journal of American History</i>, Vol. 92, No. 4 (Mar., 2006), 1358-1370. • Lendol Calder, “The Stories We Tell,” <i>OAH Magazine of History</i>, Vol. 27, No. 3 (2013), 5-8. • Edward Caron, “What Leads to the Fall of Great Empires? Using Central Questions to Design Issue-based History Units,” <i>The Social Studies</i>, Vol. 96, Issue 5 (2005), 51-65.
<p>Tuesday 7/4</p>	<p>Institute not in session to observe Independence Day</p>	

<p>Wednesday 7/5</p>	<p>Film Forum: Participants will watch and discuss clips from the Ken Burn’s documentaries <i>Jazz</i> and <i>The National Parks</i></p>	<p>Conservation and Progressivism <i>Benjamin Johnson, Loyola University Chicago</i> Location: University of Illinois at Chicago</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>Readings:</p> <ul style="list-style-type: none"> • Gifford Pinchot, “The Meaning of Conservation” (1910), excerpts, ca. 15 pages. • John Muir, <i>Our National Parks</i> (1901), excerpts, ca. 20 pages. • 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.
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<p>Thursday 7/6</p>	<p>FIELD EXPERIENCE Glessner House Museum and Prairie Avenue Walking Tour <i>Bill Tyre, Executive Director and Curator</i> Location: Glessner House and Prairie Avenue</p> <p>Participants will step back into Chicago’s Gilded Age as they tour historic Prairie Avenue and the Glessner House. Bill Tyre, the author of <i>Chicago’s Historic Prairie Avenue</i>, will guide the group through the neighborhood’s history and the impact its powerful residents had on economy, politics, and culture. The walking tour gives participants a chance to see existing homes from the era and the beautiful stained glass interior of Second Presbyterian Church.</p> <p>The Glessner House Museum provides participants a fascinating look at a fully furnished and restored Gilded Age home. The docents will not only explain the home’s important architectural features, but also connect the Glessner family history to issues of the day.</p>	<p>The Fight for America’s Progressive Future <i>Cecelia Tichi, Vanderbilt University</i> Location: Glessner Coach House</p> <p>Cecelia Tichi will focus on how those who held deep concerns about the inequities of the Gilded Age became reformers who formed a voice for America’s Progressive future. Certain people recognized that the social-cultural-political status quo was, to use today’s term, unsustainable. The United States had risen to world prominence for its industrial might, but legions of citizens and newcomers did not share in the new material bounty. While those who were left behind struggled for the basics of sufficient food, shelter and clothing, too many in privileged positions failed to recognize others’ plight. From the pulpit to the college lectern and the political platform, very few voices challenged such contemporary norms as child labor, substandard wages, sudden unemployment that could trigger destitution, slum housing, treacherous workplaces, or lynching.</p> <p>To move their countrymen and women to a new direction of social change that would remedy these problems, the few who grasped the depth of America’s social crises made common cause with likeminded friends and associates. They became students—and activists. Tirelessly they spoke out and wrote, exploiting certain key print outlets that were the social media of their day. Many of these Progressives, as they came to be called, came from privileged backgrounds, though striking exceptions can be found. Temperamentally they included the brash and the shy, and their writings ranged from journalism to fiction. By the early years of the twentieth century their campaign had shown its muscle, and the country moved into an era that bore the name of their ethos: The Progressive Era.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cecelia Tichi, <i>Civic Passions: 7 Who Launched Progressive America</i> (University of North Carolina Press, 2009).
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<p>Friday 7/7</p>	<p>South Side Girls in the Progressive Era <i>Marcia Chatelain, Georgetown University</i> Location: University of Illinois at Chicago</p> <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 region, 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>Readings: Primary Sources</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, D.C. <p>Secondary Sources</p> <ul style="list-style-type: none"> • 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. 	<p>Historical Synthesis <i>Robert Johnston, UIC</i></p> <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.</p> <p>We will conclude the week with another look at “How are we doing?”</p>
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<p>Monday 7/10</p>	<p>Women and Political Activity in the Progressive Era <i>Robyn Muncy, University of Maryland CP</i> Location: University of Illinois at Chicago</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. • 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>Readings:</p> <ul style="list-style-type: none"> • Victoria Bissell Brown’s introduction to <i>Twenty Years at Hull-House</i> by Jane Addams (New York: Bedford/St. Martin’s Press, 1999, 1-38). • Lisa G. Materson, <i>For the Freedom of Her Race: Black Women and Electoral Politics in Illinois, 1877-1932</i> (Chapel Hill: UNC Press, 2009). Excerpts from the Introduction and Chapter 2. • Documents produced by the Neighborhood Union, a Black neighborhood center in Atlanta as published in <i>Black Women in White America: A Documentary History</i>, ed. Gerda Lerner, (New York: Vintage, 1972), pp. 500-512. • “Hull House Weekly Program,” March 1, 1892 as published in Bedford’s <i>Twenty Years at Hull-House</i> (see above), pp. 207-218. • Jane Addams, “If Men Were Seeking the Franchise,” <i>Ladies Home Journal</i>, June 1913: 21. (reprinted in Bedford’s <i>Twenty Years at Hull-House</i>, 232-238). • Adella Hunt Logan, “Colored Women as Voters,” Mary Church Terrell, “The Justice of Woman Suffrage,” Martha Gruening, “Two Suffrage Movements,” in <i>The Crisis</i>, 4, 5 (September 1912), pp. 242-247. 	<p>FIELD EXPERIENCE Gender and Sexuality in the Gilded Age and Progressive Era and Hull-House Museum Tour and Dialogue <i>Lauren Rhodes, Hull-House Associate Director</i> Location: Jane Addams Hull-House Museum</p> <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>
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<p>Tuesday 7/11</p>	<p>Class, Race, and Ethnicity in the Process of Becoming American, 1880-1920 <i>James Barrett, UIUC</i> Location: University of Illinois at Chicago</p> <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? <p>Readings:</p> <ul style="list-style-type: none"> • Selections from Upton Sinclair, <i>The Jungle</i> (Urbana, IL: University of Illinois Press, 1988): • "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. • 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>FIELD EXPERIENCE Progressivisms Chicago: Discovery in UIC Special Collections <i>Peggy Glowacki, Archival Collections and Reference Specialist</i> Location: University of Illinois at Chicago Special Collections</p> <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>Applications to Teaching <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p>Designing Instruction: Teaching with Primary Sources</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>Readings from:</p> <ul style="list-style-type: none"> • Sam Wineburg, Daisy Martin, and D. Monte-Sano, <i>Reading like a Historian</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. • Keith Barton and Linda Levstik, <i>Doing History: Investigating with Children in Elementary and Middle Schools</i>, 4th ed. (New York: Routledge, 2011).
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<p>Wednesday 7/12</p>	<p>Education and Democracy in the Progressive Era <i>Jonathan Zimmerman, New York University</i> Location: University of Illinois at Chicago</p> <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>Readings:</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. • "'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 Times</i> (December 4, 2014) http://www.nybooks.com/articles/archives/2014/dec/04/why-american-teaching-so-bad/ 	<p>Applications to Teaching <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p>Teacher Debrief</p> <p>Designing an Inquiry: Planning for Final Products</p> <ul style="list-style-type: none"> • The Friday prior, teachers will submit a proposal on the topic, resources, and potential products to be developed through their inquiry project; Tocci and Biondo will provide feedback to teacher over the weekend; in this session proposals will be revised as appropriate and specific plans for completion will be drafted. <p>Readings from:</p> <ul style="list-style-type: none"> • Sam Wineburg, Daisy Martin, and D. Monte-Sano, <i>Reading like a Historian</i> (New York: Teachers College Press, 2011). Keith Barton and Linda Levstik, <i>Doing History: Investigating with Children in Elementary and Middle Schools</i>, 4th ed. (New York: Routledge, 2011).
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<p>Thursday 7/13</p>	<p>American Indians in the Gilded Age and Progressive Era <i>K. Tsianina Lomawaima, Arizona State University</i> Location: University of Illinois at Chicago</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 American Indians? • 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>Readings:</p> <ul style="list-style-type: none"> • Lomawaima, K. T. (2016). “The Mutuality of <i>Citizenship</i> and <i>Self-Determination</i>: Proposing Alternatives to Adversarial Binarism in United States/Native American Relations.” In Patrick Wolfe (Ed.). <i>The Settler Complex: Recuperating Binarism in Colonial Studies</i>, pp. 83-98. Los Angeles, CA: UCLA, American Indian Studies Center. • Lomawaima, K. T. (2015). “Society of American Indians.” In Jon Butler (Ed.) <i>American History: Oxford Research Encyclopedias</i>. New York: Oxford University Press. Online publication May 2105, http://americanhistory.oxfordre.com/, DOI:10.1093/acrefore/9780199329175.013.31. • Hoxie, Frederick. (1984). <i>A Final Promise: The Campaign to Assimilate the Indians, 1880-1920</i>. Cambridge : Cambridge University Press. Chapter 3, pp. 83-113 +notes. • Deloria, Philip. (2013). “Four thousand invitations.” <i>American Indian Quarterly</i> 37(3): 23-43. • Yellowtail, Robert. (1919). “Address by Robert Yellowtail in defense of the rights of the Crow Indians, and the Indians generally, before the Senate Committee on Indian Affairs, September 9, 1919.” <i>U.S. Senate Report 219</i>, 66th Congress, 1st sess., serial 7590. Washington, DC: Government Printing Office • A selection of letters, documents and council meeting transcripts from the National Archives, records of the 1927 Institute for Government survey of the work of the Office of Indian Affairs which document interviews with Native people 3 years after the Citizenship Act 	<p>Film Forum: Participants will view and discuss clips from the Ken Burns documentaries <i>Jazz</i> and <i>Unforgivable Blackness</i> (2004).</p>
<p>“Rethinking the Gilded Age and Progressivisms: Race, Capitalism, and Democracy, 1877 to 1920”</p>		<p>Appendix</p>

<p>Friday 7/14</p>	<p>Lynching in American Life and Culture During the Gilded Age and Progressive Era <i>Kidada Williams, Wayne State University</i> Location: University of Illinois at Chicago</p> <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 helps 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>Readings:</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. • 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). 	<p>Historical Synthesis <i>Robert Johnston, UIC</i></p> <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.</p> <p>We will conclude the week with another look at “How are we doing?”</p>
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<p>Monday 7/17</p>	<p>Applications to Teaching <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p>Teacher Debrief and “How are we doing” for Applications</p> <p>Teaching history with digital tools</p> <ul style="list-style-type: none"> • In a series of short workshops, facilitators and teachers will demonstrate their favorite computer, online, and digital tools for teaching history. Teachers will have time to try tools with institute content. 	<p>Film Forum: Participants will view and discuss <i>Iron-Jawed Angels</i>.</p>
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<p>Tuesday 7/18</p>	<p>Incorporating the US/Mexico Borderlands Raúl A. Ramos, University of Houston</p> <p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • How did American ideas of race change with the incorporation of formerly Mexican territory? • How did the meaning and nature of the border change together with racial and social attitudes? • Where were ethnic Mexican people situated in relation to whiteness, both from within and outside their community? <p>Readings:</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>In re Rodríguez</i>, 81 Fed. 337, W.D. Texas, 1897. • <i>El fronterizo</i> (Tucson, AZ), various from 1882-1908 • <i>Cronica</i> (Laredo, TX), various from 1910-1914 • California Immigrant Union, <i>All about California: and the Inducements to Settle There.</i> (San Francisco, 1873). <p>Secondary Sources:</p> <ul style="list-style-type: none"> • Natalia Molina, ““In a Race All Their Own”: The Quest to Make Mexicans Ineligible for U.S. Citizenship,” <i>Pacific Historical Review</i>, Vol. 79, No. 2 (May 2010). • John McKiernan-Gonzalez, “Domestic Tensions at an American Crossroads: Bordering on Gender, Labor, and Typhus Control, 1910-1920,” <i>Fevered Measures: Public Health and Race at the Texas-Mexico Border, 1848-1942</i> (Duke University Press, 2012). 	<p>Applications to Teaching <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p>Consultations: Facilitators will hold individual meetings with teachers about their projects.</p> <p>Teacher project development time.</p>
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<p>Wednesday 7/19</p>	<p>Race Displayed: African Americans & the 1901 Pan-American Exposition <i>Amma Y. Ghartey-Tagoe Kootin, University of Georgia</i></p> <p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • How did the 1901 Pan-American Exposition (the Buffalo, NY World’s Fair) represent race, empire, and the status of African Americans during the Progressive Era? • How did African Americans visitors experience double-consciousness at the 1901 Pan-American Exposition? • How can one “perform the archive” not simply as an interpretive tool—like living history re-enactors at historic sites or documentary films—but as a performance-centered methodology for studying the past? What happens when we use our own bodies and present-day creative arts practices to become proxies for the archive? <p>Readings:</p> <ul style="list-style-type: none"> • Robert Rydell, “The Pan-American Exposition, Buffalo ‘Pax 1901’” in <i>All the World’s a Fair: Visions of Empire at American International Expositions</i>. (Chicago: University of Chicago Press, 1987), 126-153 and corresponding endnotes. • W.E.B. Du Bois, <i>The Souls of Black Folk</i>,(Chicago: A.C. McClurg & Co., 1903). Ch. 1&2 http://www.bartleby.com/114/ • Amma Y. Ghartey-Tagoe Kootin, “Lessons in Blackbody Minstrelsy: Old Plantation (1901) and the Manufacture of Black Authenticity.” <i>TDR</i> 57, no. 2: 102-122. 	<p>Applications to Teaching <i>Charles Tocci, LUC, and Michael Biondo, Master Teacher</i></p> <p>Teacher Debrief</p> <p>Final Products Workshop Working session for teachers to develop final products with feedback from Director, Master Teacher, and peers.</p>
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<p>Thursday 7/20</p>	<p>African Americans and Progressivism in the Age of World War I <i>Adriane Lentz-Smith, Duke University</i> Location: University of Illinois at Chicago</p> <p>Key Humanities Concepts and Questions:</p> <ul style="list-style-type: none"> • How do African Americans serve as participants in—and objects off—Progressive reform? • What is the relationship between Progressivism and Jim Crow? • How does World War I figure into histories of the long civil rights movement? <p>Readings:</p> <ul style="list-style-type: none"> • Emmett J. Scott, ed., “Letters of Negro Migrants, 1916 – 1918,” <i>Journal of Negro History</i> 3 (July 1919): 290-295; 335-340. • Martha Gruening, “Houston: An NAACP Investigation,” <i>Crisis</i>, 15 (November 1917): 14-19. • Cheryl D. Hicks, "'Bright and Good Looking Colored Girl': Black Women's Sexuality and 'Harmful Intimacy' in Early-Twentieth-Century New York," <i>Journal of the History of Sexuality</i> (September 2009), 418-456. • Assorted editorial cartoons, <i>Chicago Defender</i>, 1917-1919.: • W. E. B. Du Bois "Republicans and the Black Voter," <i>The Nation</i> (June 5, 1920), 757-758 • Steven A. Reich, "Soldiers of Democracy: Black Texans and the Fight for Citizenship, 1917-1921" <i>Journal of American History</i>, 82 (March 1996), 1478-1504 • Chad L. Williams, "Vanguard of the New Negro: African American Veterans and Post World War I Racial Militancy," <i>Journal of Negro History</i>, 92 (Summer 2007), 347-37 	<p>Time given for participants to prepare for Final Presentations</p>
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<p>Friday 7/21</p>	<p>Rethinking the Gilded Age and Progressive Era <i>Robert Johnston, UIC</i> Location: University of Illinois at Chicago</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>Readings</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). • 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. 	<p>Teaching the Gilded Age and Progressive Era: Educators Conference</p> <p>Institute participants present final products to each other with opportunities to ask and respond to questions</p>
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