



**THE
NEWBERRY**
Teacher Programs



Newberry Teacher Programs

Professional Development Seminars 2024-25

Online registration for **NTC** and **CPScholars** seminars will open on Monday, August 19th, 2024, at 8am CST on Learning Stream.

Economic Transformations of the United States, and Their Implications for Education and Inequality

Dr. Wayne Steger (*DePaul University*)

Friday, September 20, 2024 (9:30am –12:30pm), 3 credit hours

There are a great many political debates around how to adjust to the transformations of the American economy of the past 50 years. This session will discuss these transformations in three parts: 1) the decline of the agricultural, mining, and manufacturing sectors as sources of jobs, and in turn the increase of employment and wage gains in technology, education, finance, and professional services; 2) the “financialization” of the economy, with growing wealth in finance, increasing household debt, and corporate management that prioritizes shareholder value over employees and customer satisfaction; and 3) the laws and regulations that shape economic activity, with changes in monetary, tax, and regulatory policies. These changes have contributed to the growing divides between geographic and demographic groups. This session will also discuss the centrality of education as a divide in economic, social, and political debates.

I’m the MC of My Own Classroom: Hip Hop Pedagogy

Dr. Courtney Joseph (*Lake Forest College*)

Tuesday, September 24, 2024 (9:30am – 12:30pm), 3 credit hours

In August 2023, Hip Hop as a music genre and cultural phenomenon turned 50. Birthed in the Bronx, Hip Hop beat the odds and naysayers in order to become a global mainstay that has changed music, fashion, politics, and culture. Academics have finally started to catch up to the power of Hip Hop to connect with students, and this seminar will examine how one professor uses Hip Hop as a pedagogical tool. We will discuss work by scholars like Chris Emdin, David Stovall, and Joquette Johnson while also engaging with lesson plans and assignments which utilize Hip Hop as a way for students to learn historical method, critical thinking, and creative writing.

Balkan Challenges as They Face the Future

Dr. Richard Farkas (*DePaul University*)

Wednesday, September 25, 2024 (9:30am – 12:30pm), 3 credit hours

The Western Balkans emerged from a traumatic period in the 1990s. War and the personal experiences with hatred and its ensuing violence has left scars that last generations. Simply put, the mental and other resources necessary to manage these societies are not abundant enough to dwell on past issues and on current and future issues. The future of the Balkans depends on marshalling the resources to create both vision and strategy for the challenges ahead. This seminar will illuminate some of those possibilities for the future, including effectively embracing technology, stabilizing around a sound political architecture, broadening public understanding of politics, and recognizing the limitations of government.

Indigenous Chicago, NTC+

Analú María López (*Newberry Library*), Dr. Meredith McCoy (*Carleton College*),
and Dr. Rose Miron (*Newberry Library*)

Tuesday, October 8, 2024 (9:30am – 3:30pm), 5 credit hours

Chicago is and has always been an Indigenous place. As Potawatomi, Odawa, Ojibwe, Peoria, Kaskaskia, Myaamia, Wea, Sauk, Meskwaki, Kickapoo, Mascouten, Ho-Chunk, and Menominee homelands, the Chicago area has long been a historic crossroads for many Indigenous peoples and continues to be home to an extensive urban Native community. In 2020, the Newberry Library worked in collaboration with Native community members who have historical or contemporary connections to Chicago to begin planning for a multi-faceted public history project that explores the past, present, and future of Indigenous peoples in Chicago. The Indigenous Chicago project includes an exhibition at the Newberry, a website with several digital mapping components, curriculum for high school Social Studies, oral histories with community members, a series of public programs, and a website. This session will provide attendees with an overview of the six-module curriculum; demonstrate how the modules connect with other aspects of the Indigenous Chicago Project (digital mapping resources, an exhibition, and oral histories); and lead teachers through an interactive exploration of one of the modules.

The Spanish Civil War through Film, NTC+

Dr. Reyes Morán and Dr. Elena Lanza (*Northwestern University*)

Thursday, October 10, 2024 (9:30am – 3:30pm), 5 credit hours

This dynamic seminar will equip Spanish K-12 teachers with effective strategies for incorporating films, literary texts, and art around the Spanish Civil War into their classes with a focus on the development of the linguistic/communicative competence. This recurring topic in the Spanish language classroom opens the door to rich discussions on ethical questions about justice, human rights, and political ideologies. Moreover, examining the Spanish Civil War allows students to draw connections between historical events and contemporary issues in Spain, fostering a deeper understanding of the ongoing impact of past events on today's society. This seminar will aim to address challenges that may arise when teaching potentially sensitive topics. The learning objectives will include 1) addressing historical events in the L2 classroom; 2) designing materials that combine language and content according to the target proficiency level (ACTFL's Standards); 3) implementing a multimodal approach when working with language and content;

and 4) analyzing the challenges of materials selection. Participants will leave the seminar with practical ideas based on current best practices to continue enhancing their students' Spanish language learning experience. **Note: This seminar will be conducted in Spanish.**

Teaching Like a Historian, NTC+

Dr. Nicholas Kryczka (American Historical Association) and Dr. Laura McEnaney (Newberry Library)
Wednesday, October 16, 2024 (9:30am – 3:30pm), 5 credit hours

Over the past forty years, K-12 history teachers have been encouraged to shift their classroom practices away from lecture and instead toward approaches anchored in the analysis of primary sources and construction of evidence-based arguments. From DBQs to SHEG/DIG to C3, recommended modules for “inquiry” are everywhere. In this full-day seminar, teachers will ask and explore two simple questions: Where did this emphasis in history teaching come from? How do we know when we’re doing it right? Dr. Kryczka and Dr. McEnaney will explore the long history of inquiry in history instruction and engage teacher participants in a hands-on practicum around the teaching of primary sources. By historicizing the intellectual currents that shape teaching history, teachers will sharpen their own views on the importance of primary documents and how to best structure those encounters for their students.

Local Rap Music in the US: The Cases of the Bronx, Los Angeles, Chicago, and Atlanta, CPScholars

Dr. Lavar Pope (Arrupe College, Loyola University Chicago)
Wednesday, October 23, 2024 (9:30am – 3:30pm), 5 credit hours

This workshop focuses on the development of four local rap music scenes in the US: the Bronx (East Coast); Los Angeles (West Coast); Chicago (Midwest), and Atlanta (South). We will explore these locations and their respective regions by looking into five factors related to the development of local rap music--geographical location, migration, prior social movements, local musical traditions, and technological development. Through this combined geographical and topical approach, the workshop explores rap music as an evolutionary Black American musical creation with Latinx, Caribbean, and other global influences and makes the case that local rap scenes in the US constitute independent micro units while simultaneously engaging with other scenes in regional, domestic, and global ways. This workshop should increase participant understanding of rap music’s relationship to the Civil Rights and Racial Justice Movements and rap music’s relationship to identity movements centered on ethnicity, gender, class, sexuality, and intersectionality. After registration, participants will be assigned to one of four locations and will be provided one chapter reading and three songs to explore before the seminar.

Spanish for Educators, NTC+

Universidad Nacional Autónoma de México en Chicago (UNAM)
Tuesday, October 29, 2024 (9:30am – 3:30pm), 5 credit hours

This seminar is for both schoolteachers who have learned or want to learn Spanish as a second language, or who speak Spanish as a heritage language. This seminar will teach how to communicate with Spanish-speaking students in culturally appropriate ways, such as useful action verbs and expressions. It will also provide tips on interacting with caregivers to provide feedback on their children’s progress. The class

activities will include small group practice for vocabulary and grammar and role-plays that reflect daily interactions at school. Educators will be grouped according to their Spanish language proficiency level. After seminar registration and before the seminar begins, participants will need to complete the UNAM language assessment. Educators with previous Spanish courses and productive heritage speakers need to complete two written activities. **Note: This seminar will be conducted in Spanish.**

Teaching French in a Futuristic Era: Navigating Today's Pedagogical Landscape, NTC+

Geoffrey Ruiz (*Alliance Française de Chicago*)

Wednesday, October 30, 2024 (9:30am – 3:30pm), 5 credit hours

In the last few years, the foreign language teaching landscape has been flooded with tools and resources such as apps, digital books, extended materials, inverted classroom guides, and even ChatGPT, just to name just a few. While undoubtedly helpful, these technologies can be overwhelming and prove an *embarras de richesse* that we either end up not using at all or we waste a lot of time misusing. Meanwhile, we must compete for students' attention and stay relevant while also learning new techniques and mastering new media to maximize time and output. To meet those daily challenges, our workshop will focus on providing concrete and applicable solutions that translate into classroom learning. We will see how using a simple piece of paper can be as powerful as AI, and vice versa. Through an experience and theory-based presentation, as well as through brainstorming and group work, we will build our own personal teaching arsenal and see how we can successfully enhance our practices. **Note: This seminar will be conducted in French.**

The Changing Same: Teaching Close Reading with Modern Villanelles

Dr. Eric Selinger (*DePaul University*)

Wednesday, November 13, 2024 (9:30am – 12:30pm), 3 credit hours

Because they are based on the compulsory repetition of lines, the poetic form of the villanelle at once flaunts its artifice, and lends itself to the representation of obsessive, recursive, or haunted states of mind. They are a superb resource for teaching the art of close reading. With each repetition, the lines take on new moods and meanings; with each variation, if only in context, they draw the reader's attention to nuances of wordplay and syntax. This class will equip teachers with a bundle of postwar and early twenty-first century villanelles to teach, from canonical poems by Bishop, Roethke, Plath, and Thomas to contemporary classics like Marilyn Hacker's "Villanelle for D. G. B.," Agha Shahid Ali's "A Villanelle," Porsha Olayiwola's "Twerk Villanelle," and Jehanne Dubrow's "The Long Deployment." It will also offer some handy, accessible terms and conceptual models that students can use to make any poem more interesting, summarized as a distributable list of "The Seven Habits of Slightly Obsessive Close Readers."

A Taste of the African American Literary Tradition

Dr. RL Watson (Lake Forest College)

Tuesday, November 19, 2024 (9:30am – 12:30pm), 3 credit hours

This seminar will provide a broad overview of African American literature from the antebellum period to the present. The diverse documents produced over centuries of Black experience tell tales of faith,

perseverance, rebellion, suffering, freedom, cunning, and identity that are an integral part of the American literary canon. These texts, young and old, have much to reveal about American identity, American history, and the human condition. As famed scholar Henry Louis Gates, Jr. recently opined, African American texts “reveal the human universal through the African American particular: All true art, all classics, do this.”

Maps, Art, and Everything in Between, NTC+

Dr. David Weimer (*Newberry Library*)

Wednesday, November 20, 2024 (9:30am – 3:30pm), 5 credit hours

Maps do more than help us navigate the beguiling routes across town; they also teach us how people understand the world. Combining art, science, history, and technology, maps are incredibly wide-ranging in what they can do, how they look, and what they communicate. But, even though most of us can point at something and say if it’s a map, it is much harder to put that definition into words. In this workshop, we will look at the artistic elements of maps from the 16th to the 21st century. Through these maps, we will experience a range of ways of defining what a map can be. We will then take inspiration from those examples and try our own hands at making art out of 20th century road and topographic maps. By making art out of maps, we will deconstruct and defamiliarize maps to think about the limits of what a map does and is.

“That’s News to Me”: Unpacking Media Literacy Standards in the 6-12 Classroom

Rebecca Daly and Zachary Peterson (*Lane Tech College Prep High School*)

Thursday, November 21, 2024 (9:30 am – 12:30pm), 3 credit hours

New Illinois State Standards mandate that every public high school should include in its curriculum a unit of instruction on media literacy. This workshop will explore what it means to be media literate and provide teachers with ways to engage media literacy in the 6-12 classroom utilizing various types of media. We will provide instructional resources for teaching information access, analysis, and source evaluation. Together, we will reflect on media consumption and the social responsibility of engaging with media of all forms. Teachers are encouraged to bring a laptop.

Digital Canon Busting: Creating a More Inclusive Literary Past

Dr. Wendy Wall (*Northwestern University*)

Tuesday, December 10, 2024 (9:30am – 12:30pm), 3 credit hours

How can the discovery of new literary texts alter the dominant stories we tell about the past? How can digital tools help to revise the canon of literature we teach to students? In this seminar, we will take up these two questions by focusing on the case of a recently discovered female poet from seventeenth-century England named Hester Pulter. Unbeknownst to those around her, this woman crafted a prodigious body of poetry that not only engaged with cutting-edge science, contemporary politics, and religious quandaries, but also intimately expressed the intense sorrow she felt she felt in losing children and being geographically isolated. We will explore *The Pulter Project: Poet in the Making* website—from the nuts and bolts of how a collective digital project can be created, to the inclusive editing practices that the site

employs, to the ways that readers are invited to continue “making” poems and shape how an emerging poet can be understood. We will then read a few Pulter poems to see how the discovery of her works invites us to rethink our accounts of how women in this key period in the past participated in intellectual life.

Caste and Race: History, Literature, and Translation Across India and the United States

Dr. Laura Brueck (*Northwestern University*)

Thursday, December 12, 2024 (9:30am – 12:30pm), 3 credit hours

Isabel Wilkerson’s bestselling book *Caste: The Origins of Our Discontents* (2020) looks to Hindu India and its elaborate and ancient system of caste to help explain the phenomenon of racial formations and ongoing racism in the United States. This analogy obscures, however, a complex modern material history of political, legal, and literary connections and intersections among evolving ideologies of caste and race (and anti-casteist and anti-racist movements) in both India and the United States. In this seminar we will explore key “translational” moments throughout the twentieth century, including a US Supreme Court case that argued that high caste status could be equated to whiteness under American law, the epistolary exchange between W.E.B. Du Bois and B.R. Ambedkar, the simultaneous rise of #BlackLivesMatter and #DalitLivesMatter movements in the US and India, and ongoing campaigns to ban caste-based discrimination at universities and at municipal and state levels across the United States. We will also explore the rich resources of contemporary Dalit (anti-caste) literature in India and consider the ways in which bringing some of this literature into an American classroom can help students think more carefully about the experience of racism and casteism in a global context.

Putting the Native in American: Utilizing Primary Sources to Incorporate Native History in the Classroom, CPScholars

Eric Hemenway (*Little Traverse Bay Bands of Odawa Indians*)

Thursday, January 9, 2025 (9:30am – 3:30pm), 5 credit hours

Native American history is American history—though it is often absent or abridged from the Civics, Social Studies, & US History classroom. As the story of tribal nations continues to influence the world today, how can we engage Indigenous histories? This full-day teacher program will show how primary sources can be incorporated into the classroom with tips on how to deal with difficult subject matter. It will also include the hands-on experience of examining the Newberry Library’s world-renowned archival holdings related to Native American and Indigenous histories, which will invite teachers to connect these rich local resources to their students’ learning of this rich and relevant historical topic.

Making Industrial Chicago: Migration and Kinship on the South Side, CPScholars

Dr. Héctor García Chávez (*Loyola University Chicago*)

Wednesday, January 29, 2025 (9:30am – 3:30pm), 5 credit hours

In 1883, Mark Twain wrote about Chicago, “It is hopeless for the occasional visitor to try to keep up with [her]. She outgrows his prophecies faster than he can make him.” The amazing growth of this city was due to the city’s massive industrialization, privileged geographical location, and constant influx of new

residents who transformed the city. We will focus on four key neighborhoods that have shaped Chicago in profound ways: Pullman, Back of the Yards, Pilsen, and Little Italy. These four key neighborhoods will highlight the waves of diverse migrations (the Great Migration, Southern/Eastern European migration, the Bracero Program), the “boom” then “bust” of industries (railroads, meat packing, iron and steel production), and the importance of new kinship formations (friendship, unionization, families, and ethno-racial allegiance). Seminar resources will include a collections workshop in the Newberry’s reading room, incorporating texts such as Sara Ahmed’s *The Cultural Politics of Emotion*, Upton Sinclair’s *The Jungle*, and photography from MAKE/Lit&Luz Festivals. By the end of the seminar, participants will gain an understanding and appreciation of how these distinct four Chicago Southside neighborhoods with their unique histories, cultural traditions, diverse home languages, dynamic social movements, and religious customs still reverberate and continue to transform the city landscape.

Literature between the US and the Arab World

Dr. Rebecca Johnson (*Northwestern University*)

Tuesday, February 4, 2025 (9:30am – 12:30pm), 3 credit hours

In 2023, after years of advocacy by the Arab American community, President Biden recognized April as National Arab American Heritage Month. The relationship between the US and Arabic-speaking peoples, however, is of course much longer and deeply rooted. This seminar will outline the literary traces of that relationship, from the early waves of Arab immigration to the United States during the nineteenth and early twentieth centuries, to the twentieth-century waves of immigrants fleeing wars in their home countries and participating in nationalist debates there, to twenty-first century writing in the wake of US interventions in the region and the rise in Islamophobia and anti-Arab racism in the US. By examining Newberry resources, we will consider texts in both English and Arabic, with special emphasis on the articulations of intersectional identities, and especially intersectional feminisms, in the twenty-first century.

Race, Climate Change, and the Environment

Dr. Michelle Huang (*Northwestern University*)

Wednesday, February 5, 2025 (9:30am – 12:30pm), 3 credits

How does contemporary Ethnic American literature contend with environmental crises such as rising sea levels, desertification, and loss of biodiversity? How do minority writers represent the asymmetrical effects of toxic exposure, crumbling infrastructure, and resource extraction? How might we think of race itself as ecologically constituted? To begin answering these questions, this seminar will provide a thematic overview of novels, short stories, poetry, and film that explore the differential effects of “blasted landscapes” on minoritized populations. Concurrently, we will articulate an ecological approach to race, i.e., an interdisciplinary methodology drawing from critical race theory, Ethnic Studies, environmental studies, and posthumanism. Rather than seeing racial justice as a secondary concern to environmental crises, our discussions will highlight how race is a fundamental part of the environmental imagination. We will also examine how art and literature imagine possibilities for minority resilience and flourishing. The class will pressure critical terms and paradigms such as representation, ethics, ecology, environment, risk, nature, and infrastructure.

Food and Natural Philosophy in Early Modern England

Dr. Sarah Peters Kernan (Independent Scholar)

Wednesday, February 26, 2025 (9:30am – 12:30pm), 3 credit hours

Early modern Europeans were increasingly interested in exploring natural philosophy, or the science and observation of the natural world. Natural philosophy would eventually encompass modern scientific fields including physics, chemistry, and biology, yet many observations, experiments, and musings of this early modern field were related to food—in particular, the cultivation, processing, cooking, and consumption of food, treating these points as scientific concerns. Members of the leading scientific society in England, the Royal Society of London, explored culinary concerns in the society’s journal, *Philosophical Transactions*, from its earliest days in the seventeenth century. Royal Society members and their families regularly connected all manners of food and dining to science through personal writings in letters, diaries, and recipe books. Some, like John Evelyn and Kenelm Digby, even published cookbooks and culinary advice. Through an examination of historical recipes, scientific texts, and personal writings, including works from the Newberry’s collections, participants will examine the close relationship between food and science in early modern England.

Teaching Critical Issues in Asian American History

Dr. Michael Jin (*University of Illinois Chicago*)

Thursday, February 27, 2025 (9:30am – 12:30pm), 3 credit hours

What does it mean to study Asian American history? This seminar explores how the Asian American experience is intimately intertwined with major problems in US and global histories. We will examine case studies from the nineteenth century to the present to place critical issues and narrative themes in Asian American history in larger national, cross-racial, and transnational contexts. Our topics include race relations, migration, war, settler colonialism, social movement, family and community life, and other historical issues from multiple perspectives that have shaped the complex and diverse Asian American identities and representations. We will also discuss meaningful ways to implement Illinois’ Teaching Equitable Asian American Community History (TEAACH) Act that will help enrich our students’ classroom learning and their engagement with the world.

Getting Started with Genealogy

Matthew Rutherford (*Newberry Library*)

Wednesday, March 5, 2025 (9:30am – 12:30pm), 3 credit hours

Genealogy has long been considered a popular American hobby. The pandemic years and new technologies have only furthered the appeal of this fulfilling pastime. There is no more personal window into history than discovering the lives of one’s ancestors, and genealogy’s many adherents regularly celebrate their family insights and discoveries. Yet there is widespread ignorance of how to practice genealogy effectively so that the findings are valid and trustworthy. This seminar will present the correct methodologies of effective practice, introduce key types of sources essential to family history research, and alert participants to pitfalls to avoid. Both online and physical sources will be examined, and some non-genealogical applications of genealogy sources to other historical lines of inquiry will be considered. By the end of the

seminar, participants will be able to confidently begin their family history research and will know how to navigate their next genealogical research steps.

***Macbeth*: Weird Sisters, Manly Readiness, and Daggers Breached in Gore**

Dr. Casey Caldwell (*Carthage College*)

Tuesday, March 11, 2025 (9:30am – 12:30pm), 3 credit hours

Shakespeare's *Macbeth* has been referred to as "a bullet train through Hell." It is certainly his tightest, most streamlined tragedy in many ways, and yet the play's sheer poetic density is perhaps even more daunting for that. In addition to the issues of political power and regicide that the play explores, scholars have investigated what the play represents in terms of gender, including anxieties about masculinity and feminine power, and motherhood, as well issues of free will, ethics, and self-knowledge. In this seminar, we will hop on board the train to Hell to take a tour through the dynamics of *Macbeth*, including such approaches as: coming to grips with its essential themes and key passages; encountering cutting-edge scholarship on the play; and exploring how the play has been interpreted in performance. The seminar will conclude with an exploration of learning through performance strategies.

Critical Perspectives and Surprising Historical Sources of *King Lear*

Dr. Casey Caldwell (*Carthage College*)

Thursday, March 13, 2025 (9:30am – 12:30pm), 3 credit hours

There are two kinds of people in this world: those who prefer *Hamlet*, and those who prefer *King Lear*. This seminar's instructor, Dr. Casey Caldwell, prefers *King Lear* and will be happy to extol the reasons why as participants grapple with this devastating tragedy together. In addition to surveying the latest scholarship (including ecocriticism, queer studies, feminist theory, and economic history) on *Lear* and sampling some recent theatrical and filmic productions, we will look at Shakespeare's play in the context of its sources—especially, Holinshed's *Chronicles* and the anonymous *King Lier* text. A copy of *King Lier* and selections from *Holinshed* will be pre-circulated to participants to help facilitate lively and rewarding engagement with these materials.

Beyond Burnout: Moral Injury & Teacher Wellness in Times of Societal Change, CPScholars

Stacey Gibson (*Transform the Collective*)

Tuesday, March 18, 2025 (9:30am – 3:30pm), 5 credit hours

The role of the school and the teacher in the current American landscape is fraught and rapidly changing. Well before COVID-19, classroom educators endured a multitude of daily demands—some of which were in direct contradiction with one another—as they attempted to reach students and maintain their own sense of self. As the field of education experiences an exodus, many classroom educators are rethinking their personal and professional position in the field and assessing the cost of those contradictions on their identity. In addition, public scrutiny and increased hostility toward educators is reshaping all facets of the profession. This full-day session for CPS educators borrows from Erin P. Sugre's research which finds that "military veterans and school educators face the same levels of moral injury." This session seeks to help educators by reviewing historical patterns of societal outrage toward schools/educators, exploring the

recent rhetorics around burnout/self-care, and amplifying ways to practice professional wellness in times of increased volatility in the field. Plan for a day of individual and small group interactive reflection with frameworks designed to clarify and reframe current school realities. As facilitator Stacey Gibson reminds us, “Our wellness above all else!”

Research as Inquiry: A Look at US History with Newberry Sources, CPScholars

Erica Ferguson and Alayna Washington (*Chicago Public Schools Social Science Department*)

Tuesday, April 8, 2025 (9:30am – 3:30pm), 5 credit hours

This workshop will focus on US History using an inquiry framework. It will incorporate primary sources from the Newberry Library as a vehicle to investigate the essential question, “What does it mean to be American?” We will examine how the American identity was shaped, challenged, and expanded upon by those who lived here, moved here, and were forced here; how geography affected the identity and development of the nation and its diverse cultures; how the government lives up to or falls short of the ideals of the constitution; and how individuals and groups rose up to fight oppression. We will also use historical materials and inquiry to explore the United States’ role in the world by examining the beginning of its movement toward global leadership.

A Survey of Self-Taught Art in Chicago

Lisa Lindvay (Intuit Center for Intuitive and Outsider Art)

Thursday, April 10, 2025 (9:30am – 12:30pm), 3 credit hours

This hands-on workshop will delve into the legacy of self-taught art in Chicago through a focus on ten artists. Discussion will center around *Chicago Calling: Art Against the Flow*, an exhibition exploring Chicago’s history of robust recognition and celebration of self-taught art and artists. You will be introduced to the artistic practices and lived experiences of artists Henry Darger, William Dawson, Lee Godie, Mr. Imagination, Aldo Piacenza, Pauline Simon, Drossos Skyllas, Dr. Charles Smith, Wesley Willis, and Joseph Yoakum. The materials and techniques utilized by these artists will serve as inspiration for a hands-on artmaking activity. This workshop is designed to inform and inspire ideas for arts integrated lessons across disciplines.

Chicago: City on the Lake, NTC+

Dr. James Montgomery (DePaul University)

Friday, April 11, 2025 (9:30am – 3:30pm), 5 credit hours

The location of cities and their patterns of growth are dependent in part on the characteristics of their physical environment. In this seminar we will explore how Chicago’s physical environment—in particular its geology, geography, and hydrology—influenced its founding and subsequent growth from an isolated fur trading outpost on the Western frontier into a major commercial metropolis. We will investigate how human agency has altered Chicago’s physical environment to accommodate this growth, and in turn how this growth has impacted its physical and human environment. In addition to preassigned secondary sources including excerpts by Donald Miller’s *City of the Century* and William Cronon’s *Nature’s Metropolis*, we will investigate the Newberry’s impressive collection of historic maps depicting Chicago’s shoreline.