

Newberry Teacher Programs Professional Development Seminars, 2025-26

Online registration for NTC, NTC+ and CPScholars seminars will open on Monday, August 25th, 2025, at 8am CST on Learning Stream.

The Art of Science & Birds, NTC+

Bob Dolgan (Newberry Library) & Douglas Stotz (Field Museum)

Tuesday, September 23, 2025 (9:30am – 3:30pm), 5 credit hours

This session will probe into the intersection between birds and the humanities through the lens of the Newberry's world-class collection. The exhibition *Winging It: A Brief History of Humanity's Relationship with Birds*, shares artworks and other materials from the Newberry's collection and how birds persist today, oftentimes despite encroachment on their land, water, and air. For centuries, humanity has had a complex relationship with birds, which have often been seen as pests or resources to be exploited, impediments to progress and threats to well-being. At the same time, Enlightenment thinkers made great efforts to study, depict, and classify birds as a means toward better understanding the cosmos. We will look at the history of conservation in the United States and perspectives from scientist to sportsman, publisher, musician, and artist.

Fugitive Teaching: 21st Century Edition, CPScholars

Stacey A. Gibson (Transform the Collective)

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

Since the start of the education experience, there have always been teachers who knew the students in front of them needed more than what was mandated. There exists a long history of classroom educators willing to meet that need, and they did so by delivering high caliber teaching and learning experiences in clandestine ways. They were fugitives in broad daylight teaching necessary and difficult truths. Fugitive teaching and fugitive pedagogy can be broadly defined as the routine subversive actions, curricula, strategies, and methods teachers employ when they teach beyond the status quo. Those teachers, past and present, taught and currently teach ways to recognize and resist the terrors of oppression and usually teach directly about how systems of power directly shape thinking, self-hood, opportunity, and society. This seminar, which is designed for teacher development (as opposed to classroom content), will explore:

1. How the architects of fugitive pedagogy like Carter G. Woodson (and others) built these necessary fugitive practices and pedagogies; and 2. How the current assaults on the education industry and people who teach in schools will both incite fear and create 21st century fugitive teachers.

Exploring Gender in Romeo and Juliet, NTC

Dr. Paula McQuade (DePaul University)

Wednesday, October 1, 2025 (9:30am - 12:30pm), 3 credit hours

Gender plays a key role in almost all aspects of Shakespeare's *Romeo and Juliet*. While the play's exploration of romantic love is perhaps best known, it also interrogates patriarchal (or arranged) marriage as well as the long and vibrant tradition of masculine friendship. (Female friendship is, intriguingly—and arguably significantly—unrepresented.) This seminar seeks to explore the multiple ways in which gender is represented—and challenged—in Shakespeare's play. A bibliography of key critical and historical readings on early modern conceptions of gender will be provided and discussed.

Stockyard Stories: Activist Literature and Labor in Chicago, CPScholars

Dr. John Hawkins (Illinois State University)

Tuesday, October 7, 2025 (9:30am – 3:30pm), 5 credit hours

What do the lives of the Packingtown communities who worked in the Union Stockyards in the 1900s have to do with Chicago's Back of the Yards neighborhood today? What can students learn about their own lives in the city from these stories? This seminar will help educators place Chicago's history of massive slaughterhouse operations in a larger context of political struggle across race, class, and gender in the city that resonates with current questions about immigration, authority, and social movements.

Using the 1904 strike of the Amalgamated Meat Cutters and Workmen's union as an anchor, we will explore a broad range of texts, from photographs to sociological journals to reports to the President. We will compare a book-length celebration of the stockyards with Upton Sinclair's *The Jungle* (and its various editions), giving us an opportunity to develop lessons on information literacy past and present. We will also note how narratives around the strike impacted political coalitions for decades. Finally, we will consider the lives of the nonhuman animals who passed through the stockyard. This seminar would be ideal for teachers wanting to bring activist literature and history to life in complex ways.

Methods for Addressing Writing Anxiety in the Classroom, NTC

Dr. John Hawkins (Illinois State University)

Tuesday, October 9, 2025 (9:30am - 12:30pm), 3 credit hours

From the pressure of the blank screen to the anxiety over submitting imperfect work, writing assignments can overwhelm even the most well-prepared students. The rise of generative AI, information overload, and a critical social media environment have made the writing process even more daunting, especially for students. This workshop will help educators make sense of and develop strategies for responding to the challenges student writers face. We will work together to identify the physical, mental, and emotional struggles we see in our students (and maybe ourselves) when trying to write. We will then draw on the research-based insights of writing experts and our communal knowledge as a group to help each other

create interventions for the classroom. The core question at the heart of this workshop is: How can we help students change their relationship with writing for the better?

The Global Context of the Enlightenment, NTC

Dr. Valentina Tikoff (DePaul University)

Tuesday, October 14, 2025 (9:30am – 12:30pm), 3 credit hours

The global context of the European Enlightenment is critical to understanding both this movement and eighteenth-century history and culture more broadly. Many dimensions of European society and culture in this period were shaped, informed, and influenced by non-European people and cultures, as manifest in technology, material culture, the arts, and seminal eighteenth-century texts about humanity and human nature. This should not surprise us. The eighteenth century was, after all, a period of expanding and intensifying global contacts: voluntary and involuntary migration, including a dramatic increase in trans-Atlantic slavery; growing fascination with Asian and Pacific cultures; and both consolidation of and resistance to colonial empires in the Western Hemisphere and elsewhere. In recent decades, scholars have explored the wide-ranging ramifications of these developments and interactions. This has been an important part of re-envisioning "the Enlightenment" in ways that complicate and broaden older conceptions, which had often framed it more narrowly as an intellectual movement that questioned established authorities and championed reason and progress in their stead. Recent studies suggest a more nuanced understanding of the meaning and reach of "the Enlightenment," including recognition of its global dimensions. Participants in this seminar will engage in this project of considering the Enlightenment anew, and within its global contexts, by reading and discussing relevant scholarship and primary sources.

Fugitive Teaching: 21st Century Edition, NTC+

Stacey A. Gibson (Transform the Collective)

Tuesday, October 21, 2025 (9:30am – 3:30pm), 5 credit hours

Since the start of the education experience, there have always been teachers who knew the students in front of them needed more than what was mandated. There exists a long history of classroom educators willing to meet that need, and they did so by delivering high caliber teaching and learning experiences in clandestine ways. They were fugitives in broad daylight teaching necessary and difficult truths. Fugitive teaching and fugitive pedagogy can be broadly defined as the routine subversive actions, curricula, strategies, and methods teachers employ when they teach beyond the status quo. Those teachers, past and present, taught and currently teach ways to recognize and resist the terrors of oppression and usually teach directly about how systems of power directly shape thinking, self-hood, opportunity, and society. This seminar, which is designed for teacher development (as opposed to classroom content), will explore: 1. How the architects of fugitive pedagogy like Carter G. Woodson (and others) built these necessary fugitive practices and pedagogies; and 2. How the current assaults on the education industry and people who teach in schools will both incite fear and create 21st century fugitive teachers.



Populism in Historical Perspective, NTC

Dr. Robert Johnston (University of Illinois Chicago)

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

"Populism" is a concept that currently saturates American, and indeed global, media. Yet much of the punditry about populism lacks a complexity that can only come from genuine historical analysis. This seminar will explore American populism, past and present, in light of recent scholarly reflections. Questions we will explore will include: How should we define "populism," and how does history help us conceptualize that term? Are current political figures like Donald Trump and Bernie Sanders "populist"? What political movements, ranging from anti-immigration to anti-vaccination, count as "populist"? And in what ways has populism contributed to the strengthening of American democracy, and in what ways has populism endangered democracy? The seminar will be fully discussion-oriented, based on pre-assigned primary and secondary source readings.



Victorian Art and Activism, NTC

Dr. Mary Finn (Northwestern University)

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

In this seminar we will discuss texts that engage some of the pressing issues of the Victorian era and the ubiquitous "brand" of the long reigning Queen Victoria. We will discuss: two poems by Elizabeth Barrett Browning, one about the new queen and one on slavery; a speech Frederick Douglass gave as he left England in 1847; a scholarly article about an anti-prostitution campaign; and "Goblin Market" by Christina Rossetti, a unique take on the trope of the "fallen woman." Together these relatively short texts will allow us to investigate together the very long Victorian era.



Maps, Art, and Everything In Between, NTC+

Dr. Dave Weimer (Newberry Library)

Thursday, November 13, 2025 (9:30am – 3:30pm), 5 credit hours

Maps do more than help us navigate beguiling routes across town; they also teach us how people understand the world around them. Combining art, science, history, and technology, maps are incredibly wide-ranging in what they can do, how they look, and what they mean to people. But, even though most of us can point at something and say whether or not it is 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 sixteenth to the twentieth century, as well as examples of twentieth- and twenty-first-century artists who use maps in their work. Through these maps, we will experience a range of ways to define what a map can be. We will then take inspiration from those examples and try our own hands at making art out of twentieth-century road and topographic maps. By making art out of maps, we will think about the limits of what a map is and what a map can do.



The Neuroscience of Belonging, NTC

Kristin Hovious (SEL Chicago)

Tuesday, November 18, 2025 (9:30am – 12:30pm), 3 credit hours

Humans are social creatures and the brain is a social organ. In this 3-hour seminar, we will explore the neuroscience behind belonging, and how we can use these intellectual concepts to create actionable strategies for modeling and teaching self-regulation in your classroom. The seminar will also explore indepth the tools of Authoritative Leadership, in order to increase practitioner fidelity for centering dignity and belonging in any classroom community.



Reading Beyond Content: An Introduction to Book History, NTC+

Dr. Rebecca Fall (*University of Illinois Chicago*)

Wednesday, November 19, 2025 (9:30am - 3:30pm), 5 credit hours

How do we make meaning from the texts we encounter on a daily basis? Can we read beyond the content of a text to gather social, political, or economic data? What can we learn from the way texts are shared, sold, or collected? Books contain so much information beyond the words on their pages. They reveal fascinating stories about how those words were received and understood, interpreted, and marketed. This hands-on seminar offers an introduction to "bibliography"—the study of books as objects—focusing primarily on texts created between 1500 and 1700, when print technology was emerging as a viable industry and mass media was just starting to become possible. Participants will examine rare textual objects and learn how they were made, used, sold, and shared. We will also consider how practicing book history translates to teaching media literacy today, and brainstorm how digital media formats express meaning beyond content.



From World War to Peace: The 80th Anniversary of Building the Postwar World Order, NTC

Dr. Eugene Beiriger (DePaul University)

Friday, December 5, 2025 (9:30am – 12:30pm), 3 credit hours

For eighty years, the "world order" founded in the aftermath of the Great Depression and Second World War provided a period of sustained stability that avoided worldwide economic collapse and major wars among the most powerful states. The postwar period was occasionally marked by uneven economic growth and multiple internecine and territorial conflicts, but the devastating economic collapses and geopolitical conflicts of the previous thirty-plus interwar years were avoided. This seminar will examine some of the main international efforts to win the war against fascism and imperialism and to construct a new world based on negotiation and, eventually, détente among the leading powers. This seminar will concentrate on Allied diplomatic, political and economic efforts at the Bretton Woods, Dumbarton Oaks, Yalta and Potsdam conferences, as well as the postwar roles of the United States, Europe, the Soviet Union, and the United Nations in the processes of decolonization and universal human rights.



Swim, Bike, Dickinson, NTC

Dr. Eric Selinger (*DePaul University*)

Thursday, January 8, 2026 (9:30am-12:30pm), 3 credit hours

Few poets ask such athleticism of readers as Emily Dickinson. "One of the greatest leapers from line to line in English-language poetry," as master teacher Baron Wormser calls her, she makes "associations that are lightning quick and span all manner of chasms." The challenges of reading Dickinson closely, then, are those of watching the terrain of the poem unfold, keeping up with her inventiveness, and allowing ourselves to be challenged, coached, and inspired by her example. Rather than focus on poems on a single topic or theme, this seminar will explore and categorize the mental "workouts" to be found in Dickinson's poetry, from the micro-levels of word-choice and syntax to stanzaic structures and cultural allusions. In the process, it will introduce teachers to some useful, accessible resources about Dickinson, her work, and how to read and teach it. Participants will be invited to suggest Dickinson poems for discussion, whether these are texts they currently teach or texts they've been itching (or afraid) to try.



Afrofuturism, NTC

Dr. RL Watson (*Lake Forest College*)

Wednesday, January 14, 2026 (9:30am – 12:30pm), 3 credit hours

Afrofuturism is an aesthetic that gained momentum in the work of science fiction authors Octavia Butler and Samuel R. Delany and in the jazz and poetry of musician Sun Ra, and which can be found thriving in widely popular contemporary works like *Black Panther* (2018, 2022). In the 21st century, audiences will find these aesthetic explorations are not limited to African American artistic production but include sibling aesthetics Africanfuturism and Africanjujism, as named by acclaimed author Nnedi Okorafor (Who Fears Death, Binti, etc.). This workshop is a brief introduction to the aesthetic and to significant works, from 20th-century manifestations to present-day expansions.



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Dr. Jules Law (Northwestern University)

Tuesday, January 20, 2026 (9:30am – 12:30pm), 3 credit hours

Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde* is a deceptively simple tale. With prose so elegant and spare that it is an easy read even for young teenagers, and a story line that recalls classic myths of temptation and fall, the novella has enchanted generations. It's also a great teaching text because it works beautifully on multiple levels. The novella has been read as a fable of science gone awry, of colonialism, of the closet, of drug addiction, and of a self-consuming hedonism. Perhaps most importantly for pedagogical purposes, it functions as a simple illustration of allegory: of how a text can be read schematically; how its different levels might relate to one another; and how it can be mapped onto different realms of concern. It's also a great introduction to narrative perspective. The novella unfolds as a series of tales within tales, with each text promising—and then perhaps failing—to deliver an answer to the ultimate question: Which side of human nature does Mr. Hyde represent?

Civic Disagreement, NTC+

Dr. Edward Remus & Dr. Josh Salzmann (Northeastern Illinois University)

Thursday, January 22, 2026 (9:30am – 3:30pm), 5 credit hours

Social studies teachers need to teach politics without "getting political." This workshop showcases a method for teaching some of the most controversial subjects in American history—subjects like slavery and mass incarceration—without requiring either the teacher or the students to articulate their own political beliefs. The method begins with using a diverse set of sources—including scholarship, TV, and film—to teach a set of distinct political viewpoints: progressivism, conservatism, liberalism, and socialism. It then demonstrates how teachers can curate secondary-source interpretations of controversial historical topics hailing from each of these four viewpoints. Teachers can structure lesson plans and assignments around students' ability to accurately inhabit and reprise each of these four viewpoints on history. By this method, teachers can not only teach historical content, but also, teach the core political viewpoints that continue to define the meaning of our history.

Eddy Street: Looking for History in a Very Small Place, NTC

Dr. Kevin Boyle (Northwestern University)

Wednesday, January 28, 2026 (9:30am – 12:30pm), 3 credit hours

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

The French Revolution: Gender, Race, and Ethnicity, NTC

Dr. Mike Lynn (Purdue University Northwest)

Thursday, January 29, 2026 (9:30am – 12:30pm), 3 credit hours

The period of the French Revolution significantly impacted ideas and practices related to gender, race, and ethnicity. The Revolutionaries had a substantial problem on their hands. They argued explicitly in the "Declaration of the Rights of Man and Citizen" that "men are born and remain free and equal in rights," but then expressed reservations and uncertainty about who to include in this sweeping statement and to what extent they really wanted complete equality. Prior to 1789, women, Jews, French Protestants (Huguenots), enslaved peoples, and others lacked full independence and citizenship. While some revolutionary leaders expressed an openness to including all people and endowing them with equal rights, others were reluctant. This seminar will explore some of the arguments for and against rights with a focus on issues such as marriage, religious freedom, slavery, and citizenship.



Me How to Teach (About) Religious Texts in Public Schools, NTC

Dr. Laura Dingeldein (*University of Illinois Chicago*)

Wednesday, February 4, 2026 (9:30am – 12:30pm), 3 credit hours

In this seminar we will learn how to teach students in public schools about religious texts, such as the writings found in the Hebrew Bible, the New Testament, and the Qur'an. Participants will learn the basics of historical and anthropological-based approaches to the study of religious texts (as opposed to confessional and faith-based approaches to such). Participants will be provided with examples of religious texts that could supplement high school students' understanding of history and social science. We will also discuss how to troubleshoot issues that might arise in teaching students about these religious texts.



Multi-Modal Narratives: Video Games in the English Classroom, NTC

Gwen Quigley (Glenbrook South High School)

Thursday, February 5, 2026 (9:30am –12:30pm), 3 credit hours

What belongs in the English curriculum? At universities and colleges across the nation, the answer includes video games. Less so in high schools. This seminar presents video games as a viable focus for a high school English class—as a supplemental or the core focus of lessons, units, or even a course. We will treat video games as artistic subjects with inherent academic merit that provide a different (even more accessible) avenue to develop stronger literary analysis skills. How do video games explore humanistic themes? How can various narratives flourish in the video game medium? Participants will leave with actionable ideas that answer these questions, and more.



Teaching Critical Issues in Asian American History, CPScholars

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

Tuesday, February 10, 2026 (9:30am – 3:30pm), 5 credit hours

This seminar explores how the Asian American experience is intimately intertwined with major problems in US and global histories. Participants will examine numerous case studies from the nineteenth century to the present century to place critical issues and narrative themes in Asian American history in larger national, cross-racial, and transnational contexts. 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 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.



The Founders, the Constitution, and the Presidency, NTC

Dr. Andrew Trees (Roosevelt University)

Wednesday, February 11, 2026 (9:30am – 12:30pm), 3 credit hours

No issue vexed the founders more at the Constitutional Convention than the presidency. The delegates disagreed about several key elements for most of that long, hot summer as they struggled to resolve the central question for the executive branch—how to avoid creating another king in all but name, while also creating a strong enough presidency to counterbalance the US Congress. We will explore these debates in detail before considering key events in American history that have expanded the powers of the presidency, including the Civil War, the Great Depression, and the rise of the administrative state. We will spend the last portion of the seminar considering President Trump's actions within this longer historical context.



Teaching the American Revolution at 250, NTC

Dr. Katlyn Carter (*University of Notre Dame*)

Thursday, February 19, 2026 (9:30am – 12:30pm), 3 credit hours

As the 250th anniversary of the Declaration of Independence approaches later this summer, educators have a unique opportunity to reflect on how we teach the American Revolution and engage today's students with this aspect of our nation's past. This session will first address some of the challenges of teaching the Revolution today, from dealing with the politicization of this time period to giving students a cohesive narrative while incorporating the rich diversity and complicated nature of this period and its events. The session will then provide possible guiding themes and questions designed to get students to engage with the material, connect the past to the present, and diffuse tensions by emphasizing historical thinking skills, like identifying contingency and complexity through close reading of sources. Finally, the session will equip teachers with a document-based lesson plan for teaching the Declaration of Independence.



Teaching Reconstruction with Freedom Was in Sight!, a Graphic Narrative,

Dr. Kate Masur (Northwestern University), with Jon Elfner & Krystal Davis (Homewood Flossmoor High School) Thursday, February 26, 2026 (9:30am – 3:30pm), 5 credit hours

This full-day seminar will focus on the teaching of Reconstruction using the graphic narrative, *Freedom* Was in Sight! A Graphic History of Reconstruction in the Washington, DC Region. While Reconstruction is an essential and transformative period in US history, it is notoriously challenging to teach. This seminar offers teachers new information and concepts, innovative curricular materials, and concrete strategies for making the period compelling for students. Kate Masur's graphic history, co-created with illustrator Liz Clarke, forms the centerpiece of the seminar. The book is classroom ready; it contains 80+ pages of graphic narrative, eight primary sources, a timeline, and a "further reading" section, plus an accessible essay about the Reconstruction era written by Masur.



🌠 Asian American Speculative Fiction, NTC

Dr. Michelle Huang (Northwestern University)

Wednesday, March 4, 2026 (9:30am –12:30pm), 3 credit hours

In 2014, the novelist Chang-rae Lee queried, "Isn't all immigrant fiction essentially dystopian fiction?" Extending Lee's provocation that we might better grasp the alienation of immigration through a deeper engagement with the tropes of speculative fiction, this seminar foregrounds how Asian American authors play with the relationship between racial representation and literary representation to imagine more just futures. We will study how twentieth-century and contemporary issues of technology, globalization, and financial speculation collide with a history of yellow peril and Asian Invasion discourse, as well as how these tensions manifest in figures such as robots, aliens, and clones. We will consider the imbrications of futurity, construed broadly, with concepts such as identity, belonging, authenticity, national formation, aesthetics, diaspora, and genre in contemporary Asian American literature. Key terms and concepts covered will include: representation, identity, authenticity, stereotype, xenophobia, and Orientalism. A list of primary texts spanning a variety of genres will also be provided.



Exploring Contemporary Spain and Latin America in the Spanish Language Classroom: A Content-Based Approach, NTC+

Dr. Elena Lanza & Dr. Reyes Morán (Northwestern University)

Thursday, March 5, 2026 (9:30am – 3:30pm), 5 credit hours

Part 1 of the seminar will provide an overview of current language teaching methodologies and approaches. Part 2 will examine practical examples and tasks focusing on contemporary Spain and Latin America. In addition, two Spanish language-learning digital platforms developed by the seminar instructors will be shared as ready-to-use models for potential participants' projects. Part 3 will consist of a guided conversation to address challenges and opportunities for implementing these approaches and themes in their individual school curriculums. Please Note: This seminar will be conducted in Spanish.

Indigenous Chicago, CPScholars

Dr. Rose Miron (Newberry Library)

Thursday, March 12, 2026 (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. *Indigenous Chicago* 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.

Indigenous Chicago, NTC+

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Focusing on the Threat Landscape in Our Digitized Cyber World, NTC

Dr. Richard Farkas, Political Science (DePaul University)

Wednesday, April 1, 2026, (9:30am – 12:30pm), 3 credit hours

Threats in our Cyber world are proliferating and are increasingly ominous. In this seminar, we will examine the dramatic problems facing individuals and societies as the very nature of cyber threats has morphed. The dimensions of cyber vulnerability are far more complex than normally understood. Throughout the session, we will examine how cyber mischief can rapidly morph to cybercrime and then to cyber warfare. The relationship among those is startling and portends challenges to every business, institution, and government authority. We will survey the scope of threats and assaults and speculate and examine the range of responses to the challenges. Among the most perplexing realities is the inability of victims of either cybercrime or cyber warfare to attribute the attack to a particular perpetrator. We will reluctantly recognize that the sovereign state system is at the root of the inability to deal with the high-tech threat. We will also take a critical look at what is commonly called "cyber security." Teachers need to be informed and prepared to provide their students with a practical understanding of this new vulnerability.



Coffee, Cosmopolitanism, and Imperialism, from the 17th to 20th Centuries,

Dr. Valentina Tikoff (DePaul University)

Wednesday April 29, 2026 (9:30am - 3:30pm), 5 credit hours

From the first European coffee shops of the seventeenth century to the ubiquity of Starbucks in airports around the globe today, coffee has played an important role in the economic and cultural history of the West and its relationship to other parts of the world. Since coffee is a tropical product, Western coffee culture has always depended on supplies from other parts of the globe, procured through international trade, formal colonization (including, at times, enslaved labor), and neo-imperialism. This global supply nexus also has shaped its cultural associations, from early modern Europeans' "Orientalist" views of coffee as an exotic Eastern product, to late-nineteenth-century US depictions of its cultivation in Hawaii, Puerto Rico, and Cuba, all areas that had recently come under the new American empire in 1898. The seminar will focus on the eighteenth to early twentieth centuries, with participants reading, viewing, and discussing sources that include historical scholarship as well as treasured primary sources held in the Newberry Library's world-famous collections.

Finding the Right Answers to Student Evaluations, NTC+

Geoffrey François Ruiz (Alliance Française Chicago)

Wednesday, May 6, 2026 (9:30am – 3:30pm), 5 credit hours

"I don't understand why they don't get it!", "what is so difficult about this?", "that quiz was the easiest"... We have all heard colleagues and peers being frustrated about administering tests, quizzes, exams, or whatever we call "evaluation." Indeed, gauging skills, knowledge, and mastery can prove challenging, not only for the test taker, but for test creators as well. The temptation to encourage students is as strong as the temptation to know their limitations. Both endeavors, while perfectly understandable, rarely reflect the reality of our students' competence and aptitudes. So why is that? Are we doing testing all wrong, or are our students systematically missing the mark despite our guidance? Before we hand out grades let us evaluate how we evaluate by looking at test theory, concrete examples of tests from the 1950's to today, as well as case studies, and teachers', parents' and students' feedback. We will also explore alternative options in test making by generating our own customized tests through group work and peer review.

Please Note: This seminar will be conducted in French.

Race and Book History, CPScholars

Dr. Nora Epstein (Newberry Library) & Stacey Gibson (Transform the Collective)

Thursday, May 7, 2026 (9:30am - 3:30pm), 5 credit hours

This workshop will explore how the history of book production and use can shed important light on the development and persistent impact of race today. Though race is an artificial construct, racism has real impacts and consequences. Some of that artificial construct is evident in early artifacts and behaviors. Through a combination of presentations, discussion, and hands-on activities with rare books from the Newberry's collections, students will learn how to "read" medieval and early modern books in ways that reveal the choices, assumptions, and practices that gradually made race into the system of power we know today. The goal of this workshop is for participants to make abstract history about race more tangible and concrete in their modern experience.