



Humanities Texas

Humanities Texas is pleased to nominate our spring and summer online teacher professional development programs for the 2020 Helen and Martin Schwartz Prize for COVID-Response Public Humanities Programs.

PROGRAM DESCRIPTION

Humanities Texas Teacher Professional Development Programs provide Texas teachers the opportunity to learn from leading scholars, examining topics in U.S. and Texas history, government, and language arts. For more than fifteen years, these programs have enabled teachers to deepen students' engagement in the humanities, improve their academic performance, and expand their capacity both to succeed in college and the workforce and to fulfill their responsibility as citizens. In March and April of 2020, in response to the pandemic, Humanities Texas quickly transitioned our previously in-person teacher programs to an online format. Over the late spring and summer, we held thirteen webinars and seven multi-day institutes, totaling more than sixty scholarly presentations and serving nearly 2,000 teachers in all corners of the state. These teachers represent all of Texas's thirty-six U.S. congressional districts, work in 269 of the state's 1,227 school districts, and teach more than one hundred fifty thousand Texas students each year. Transitioning to an online format significantly increased the program's accessibility to teachers statewide, taught Humanities Texas staff important lessons about remote programming and its value, and facilitated development of new institutional partnerships. Looking ahead, we are committed to continuing these online programs even after it is safe to recommence face-to-face institutes and workshops around the state. By incorporating virtual programs into our wider offerings for teachers, we will better fulfill a significant part of our core organizational mission: to improve the quality of humanities education in Texas.

NOMINATING STATEMENT

Humanities Texas Teacher Professional Development Programs

Since 2004, Humanities Texas has held summer institutes and academic-year workshops supporting teachers' intellectual and professional development. These programs enhance student learning by providing teachers the opportunity to work closely with humanities scholars and explore topics at the heart of the state's social studies and language arts curricula. In 2010, we began receiving state funding for these programs and currently benefit from an annual appropriation of \$1 million from the State of Texas specifically for our institutes and workshops. This funding enables us to provide high-caliber, content-focused training to teachers across the state at no cost to program participants or their schools.

Prior to March 2020:

- More than six thousand Texas teachers representing six hundred of the state's 1,300 school districts had participated in our programs. These teachers teach more than five hundred thousand students each year.
- We had held more than 230 programs in twenty-one Texas cities—not just major metropolitan areas such as Austin, Dallas, El Paso, Fort Worth, Houston, and San Antonio, but also smaller communities such as Abilene, Beaumont, Brownsville, Kilgore, and Laredo. Indeed, much of the program's success and value—as we then understood it—depended on our ability to hold in-person institutes and workshops throughout the state. As a curriculum facilitator for a small school district in South Texas once noted, “What makes Humanities Texas so unique? They bring college-level content-based instruction *to the teachers*. . . . Teachers who would be unable to get away from their small rural school for an overnight trip to Austin or Houston or Dallas are able to access these university-level resources because they only have to travel as far as their nearest region service center to participate.”

From an institutional perspective, our teacher workshops and institutes had become one of our signature programs. Teachers recognized Humanities Texas as the state's premier provider of professional development in social studies and language arts. We regularly received two and three times as many applications as we could accommodate in each program.

Transition to Remote Programming

We began 2020 with plans that closely resembled those of previous years: we would hold one-day, in-person workshops throughout the spring, while simultaneously planning a slate of residential summer institutes co-sponsored by and held at universities in Austin, Dallas, El Paso, Houston, and San Antonio. All went according to plan until March, when it suddenly became clear that the COVID-19 pandemic would force us to cancel both our remaining spring workshops and forthcoming summer institutes. We immediately began to consider how we could transition these programs online, since they not only provide a critical service to the state's teachers but also represent a core part of our institutional identity.

Right away, we collaborated with two of our well-established partners—the National Archives and the LBJ Presidential Library—to organize a handful of one-hour webinars for history and government teachers in April and early May. These being our first forays into online programming, we chose to partner with institutions that had preexisting, tested models for virtual programs and, thus, could effectively provide remote training for our statewide network of classroom teachers. We also organized a webinar featuring Dr. Signe Fourmy, a former middle school teacher who received one of our statewide Outstanding Teaching of the Humanities Awards in 2008. In this session, Dr. Fourmy introduced teachers to our *Texas Originals* radio program and related educational resources.

Despite limited time for promotion, attendance in these spring webinars far surpassed our expectations. Hundreds of Texas teachers, many of them new to our programs, registered in a matter of days, indicating that they were eager as ever for opportunities to expand their mastery of the subjects they teach. The overwhelmingly positive feedback we received on these programs instilled confidence that we were meeting a need and encouraged us to think bigger as summer approached. Could we adapt our in-person summer institutes—each of which would typically consist of up to sixteen faculty presentations spanning three-and-a-half days—to an interactive online format, while also maintaining the high quality and scholarship that have long defined our work?

To address these questions, we first had to gauge interest in and preferences for such online programs. While there had been significant enthusiasm for our one-off, hour-long offerings in the final weeks of the academic year, would teachers want or even be able to attend an online institute held over several days or weeks in the summer? At a time when so much was in flux—and with so many schools transitioning overnight to virtual instruction without fully developed plans—teachers were under enormous stress. If we were to move forward, we needed to think critically about how best to address the needs of our target audience. In April, we conducted a comprehensive online survey of the 3,724 teachers who had participated in our programs since 2016. We asked about their goals for the remainder of the academic year, the challenges they and their students faced as they transitioned to remote instruction, and the kinds of training and resources teachers would find most useful in the current moment. We also asked basic questions about their availability during June and July and familiarity with virtual programming tools. At what time of day could they attend a remote workshop? How much time could they commit? With what sorts of online platforms were they most comfortable? Would they prefer synchronous or asynchronous programming?

From our analysis of hundreds of responses, clear preferences emerged: despite the unprecedented circumstances, teachers retained a strong desire to participate in our scholar-led, content-focused training throughout the summer. They were also eager for opportunities to learn about models and resources for their own online instruction. However, a large majority of teachers indicated that they were unable to dedicate more than two hours per day to remote professional development sessions. A typical day at one of our summer institutes spans eight hours and features four or five scholarly presentations covering a range of topics followed by a series of small-group seminars. Clearly, we had to reimagine our program format. Drawing upon teachers' responses to the survey and in consultation with several curriculum

specialists and master teachers, we ultimately decided that each remote institute would comprise a series of four or five sessions, each roughly two hours and focused on only one or two topics. Also drawing upon teachers' feedback to our survey, we determined that we would broadcast the programs live over Zoom while recording the lectures for those who preferred to view the material asynchronously.

With these logistical parameters set, we aimed to translate the core elements of our teacher programs to an online format: interaction with outstanding scholars, content-focused lectures and presentations, connection with colleagues around the state, and rich discussion of strategies for incorporating primary source documents and texts into the curriculum.

To begin, we recruited leading scholars to help us shape the scope of five of our online institutes: Jeremi Suri, the Mack Brown Distinguished Chair for Leadership in Global Affairs at The University of Texas at Austin, signed on as faculty director of our institute on the Cold War for teachers of U.S. and world history. At that point, Dr. Suri had served on the faculty of a dozen in-person Humanities Texas teacher professional development programs and was familiar with their goals and operation.

- Denver Brunsman, associate professor of history and associate chair of the Department of History at George Washington University, agreed to serve as the director of our “Founding a New Nation” institute, which specifically addressed standards for the state’s eighth-grade course in U.S. history. Like Dr. Suri, Dr. Brunsman was a “frequent flyer” in our teacher programs, having served on the faculty of twenty-three previous institutes and workshops.
- Andrew Torget, associate professor at the University of North Texas, served as faculty director of our institute for Texas history teachers. Dr. Torget had served on the faculty of eighteen previous Humanities Texas programs, and he frequently consults with our staff on issues related to the state’s Texas history curriculum.
- Professor Sarah Ruffing Robbins of Texas Christian University acted as faculty director of our institute “Teaching the American Literary Tradition.” Though Dr. Robbins was new to Humanities Texas programming, she is a former high school teacher with deep experience in K-12 and public humanities projects. While serving on the faculty of Kennesaw State University, she led several enrichment projects for teachers organized by the Georgia Humanities Council.
- Marta Krogh, Senior Lecturer in Writing and Reasoning at Southern Methodist University, served as director of our “Teaching Literature” institute. Krogh is director of SMU’s Hilltop Scholars Program, a first-year honors program focused on leadership and community service. In 2018, she received SMU’s Laura K. Devlin Excellence in Teaching Award.

For two additional institutes, we partnered with the Folger Shakespeare Library and the Stanford History Education Group (SHEG) to develop programs drawing upon pedagogical models and resources that those institutions have shared with teachers across the nation.

Over the next month, we had numerous conversations with our lead scholars and program partners to select faculty and determine the format and content of each four- or five-day program. Daily sessions would follow the same general structure:

- Scholar lecture (targeting key curricular elements)
- Moderated Q&A
- Introduction to a teachable document, text, or online resource

Every component of this model was thoughtfully designed. First, we asked program faculty to model their presentations in a way that teachers could easily adapt or replicate them with their own students. We determined that faculty directors should have a visible presence in the programs on a daily basis, moderating the Q&A sessions, facilitating dialogue around the content, and creating a through-line for the institutes overall. During the document/resource sessions, we would encourage teachers to use Zoom’s interactive features to collaborate, pose questions, and submit comments. Finally, to supplement the live program broadcasts, we elected to use Google Classroom as a discussion board where participants could share ideas and view recordings of sessions they might have missed. With these strategies, we hoped to

facilitate the close, productive relationships between classroom teachers and humanities scholars that have become a keystone of our in-person programs since 2004.

Program Launch

In June, we launched an ambitious schedule of online teacher programs that included seven multi-day institutes and nine additional webinars:

Institutes for History Teachers

Founding A New Nation (June 15–19, 2020)

This five-session institute addressed the challenges confronted by the U.S. government and its leaders in the early years of the republic. Faculty presentations covered Washington’s presidency, the development of the U.S. economic system, Jefferson and the rise of political parties, and the establishment of the federal judiciary.

The Cold War (June 22–26, 2020)

This five-session institute, designed for teachers of U.S. and world history, examined the history of the Cold War; the scientific, military, and economic transformations it engendered; and its legacy.

Texas as a Borderland, 1820–1835 (July 6–10, 2020)

This five-session institute for Texas history teachers covered the state’s history during the 1820s and early 1830s. Faculty presentations emphasized the perspectives of different groups—American Indians, Tejanos, Mexicans outside of Texas, and Anglo-Americans—on developments in Texas during this era.

Reading Like a Historian (July 27–30, 2020)

This four-session institute, developed in partnership with the Stanford History Education Group, introduced SHEG’s “Reading Like a Historian” curriculum, which provides strategies for modeling historical thinking with middle and high school students. The institute placed special emphasis on teaching historical inquiry in online settings.

Institutes for Language Arts Teachers

Teaching the American Literary Tradition (July 6–10, 2020)

This five-session institute provided approaches to reading and understanding central authors, texts, and eras from our nation’s diverse literary tradition. Faculty covered texts by authors including Frederick Douglass, Langston Hughes, Sui Sin Far, J. Frank Dobie, Sandra Cisneros, and Américo Paredes.

Teaching Literature (July 13–17, 2020)

This five-session institute provided resources and strategies for helping students to become better readers of fiction, poetry, and expository prose. Faculty presentations addressed approaches to teaching poetry, teaching fiction in its original historical context, teaching and understanding drama, understanding African American literature within the broader American literary tradition, and teaching argumentative writing.

Teaching Shakespeare Now (July and early August 2020)

This five-session institute, developed in partnership with the Folger Shakespeare Library, engaged teachers in approaches to teaching Shakespeare informed by early modern race studies. The program also introduced participants to the Folger Method—a set of student-focused principles and essential classroom routines that engage students with Shakespeare’s language, motivate students to read closely, and bring students’ own voices and culture into dialogue with Shakespeare and the humanity evidenced in his work.

Webinars

Teaching the First Amendment with Resources from the National Constitution Center

(June 3, 2020)

Teaching the Fourteenth Amendment with Resources from the National Constitution Center
(June 4, 2020)

Introduction to Reading Like a Historian with the Stanford History Education Group
(June 30, 2020)

Using Art in the Literature Classroom
(July 1, 2020)

Using Art in the History Classroom
(July 2, 2020)

Introduction to Reading Like a Historian with the Stanford History Education Group
(July 14, 2020)

Teaching Film in the ELA Classroom: To Kill a Mockingbird and The Diary of Anne Frank
(July 20, 2020)

The Great Gatsby: Literature, Film, and Adaptation in the High School Classroom
(July 27, 2020)

Writing Through the Collections with The Huntington Library, Art Museum, and Botanical Gardens
(July 29, 2020)

Impact

Six months ago, Humanities Texas had never before held an online teacher professional development program. From April to August, we held a wide range of online programs that included more than sixty scholarly presentations and served nearly two thousand Texas teachers. As the map on pg. 9 indicates, the participants in these programs teach in all corners of the state. They represent all of Texas's thirty-six U.S. congressional districts, work in 269 of the state's 1227 school districts, and teach more than one hundred fifty thousand Texas students each year. Eighty of the participants teach in counties officially designated as rural by the U.S. Office of Budget and Management. Notably, holding the programs online significantly increased teachers' access. Four hundred thirty-eight participants were entirely new to Humanities Texas programming, with some noting that they had always wanted to attend our in-person programs, but professional and personal obligations had made it impossible to do so.

Despite the dramatic change in format, our online offerings elicited the overwhelmingly positive feedback that characterize our in-person teacher programs. Notably, teachers attending the programs emphasized how successfully Humanities Texas and the program faculty navigated the transition to online instruction:

I really believe that this was the best program, considering the reality and challenges of a global pandemic. Humanities Texas was able to be nimble and change what I'm sure would have been a wonderful in-person experience to a great e-learning experience. Thank you and job well done!
(High school teacher, Frisco)

This was extremely well done—a model for how to run a learning session through Zoom. Every aspect of it went well. . . . I hope I will be this good and flawless for my students this year!!
(High school teacher, San Antonio)

I loved this format and I am hoping this might become a regular part of your professional development even when the pandemic is over. More teachers can be involved and perhaps even a greater assortment of faculty. (Middle school teacher, McKinney)

I know this format is due to COVID restrictions, but I loved having the time to read documents beforehand, revisit a recorded lecture, and have access to the Google Classroom on my own time! (High school teacher, Keller)

In many other respects, however, teachers' evaluations aligned with those of our in-person programs. Many teachers, for example, emphasized that the opportunity to study with leading humanities scholars was the programs' most important element:

The fostering of community between university scholars, veteran teachers, and new teachers was inherent in the design of the institute and brought forth great minds to strive towards one common goal—to improve the learning experience of students in Texas. The collaborative space that Humanities Texas created for both university professors and secondary educators ensured that underserved student populations will be more prepared to not only meet the state's expectations, but for higher education as well. (High school teacher, Houston)

Teachers also consistently emphasized that participating in the programs will directly benefit their students:

I will directly model for my students the way the [Reading Like a Historian] training modeled for us. . . . I like that students will learn to not only read a passage, but look for the author, time period, and audience. Knowing this additional information helps to understand the actual passage in a deeper way. In learning how to read like an historian, my students will be able to apply this type of analysis to any document/article that they read. This knowledge will go beyond history class. (Middle school teacher, San Antonio)

My students are a diverse bunch. I am in a Title I school that is mostly African American and Latinx. With the resources provided this week [in the Teaching the American Literary Tradition institute], I will have a lot more writers to pull from that my students can relate to. I think this would help with my reluctant learners especially. (High school teacher, Rosenberg)

Finally, the teachers confirmed that the programs helped them build and strengthen relationships with cultural and educational organizations in Texas and beyond:

I think knowing about the Folger Vault will be particularly valuable. I can use images to ignite discussion if I can't with the actual text itself. This program will benefit my students because I now have better tools and strategies to get students to be closer readers and to get students to make more meaningful connections between texts. (Junior high school teacher, Pleasanton)

Students need to be challenged to think and both this Reading Like a Historian session by Stanford University plus what Humanities [Texas] has to offer will enable me to further push and challenge my students. (High school teacher, San Antonio)

The programs' public impact will continue to expand over the current academic year, as we recorded many of the presentations included in our spring and summer online programs. These recordings are now freely available as a permanent resource on the Humanities Texas website. We recently featured them in our September e-newsletter and will continue to promote them to teachers in the coming months.

Further, we will continue to strengthen our new relationships with the institutions we partnered with over the summer. Humanities Texas had never before worked with the National Constitution Center, the Stanford History Education Group, or the Huntington Library. The programs we developed in collaboration with educational specialists at these institutions were so well received by Texas teachers, we are sure to plan more in 2021.

Looking Ahead

As the pandemic persists, so do challenges and uncertainties for teachers and their students alike. This fall, Humanities Texas is drawing upon what we learned this spring and summer—as well as another large-scale survey of previous participants—to continue developing meaningful online programs to serve

teachers across Texas. Beginning in early October, we will hold five eight-part online series for U.S. history, Texas history, and English Language arts teachers. These programs, while similar to our spring and summer offerings, have been calibrated to meet the unique needs of the fall semester. Held on a weekly basis, individual sessions will be shorter (seventy-five minutes), take place in the early evening (after teachers have completed their workdays), and cover topics several weeks before the teachers will teach them to their students

Once again, the programs involve faculty from some of the nation's most preeminent academic and cultural institutions, including the National Archives, Harvard, Princeton, NYU, Duke, Northwestern, Carnegie Mellon, George Washington University, the University of Maryland, UT Austin, Texas A&M, Texas Christian University, the University of North Texas, and Southern Methodist University. Looking ahead, we are committed to continuing these online professional development programs even after it is safe to recommence face-to-face programming. Our in-person workshops and institutes allow for more immersive exploration of topics and interaction with leading scholars and cannot be replaced entirely by virtual programming. However, it is clear that these online webinars serve teachers that we might not otherwise reach. By incorporating virtual professional development programs into our wider educational offerings, we will better fulfill our mission to improve the quality of classroom teaching in Texas. Many of the lessons learned and advances made as a consequence of our circumstances will serve our organization long after the pandemic has ended.

Financial Structure

The Humanities Texas teacher institute program has operated with funding from the State of Texas since 2010. In FY 2020, Humanities Texas received a \$1 million appropriation from the state via the Texas Education Agency to support our professional development programs for classroom teachers. In administering the online programs we held since April, state funds supported honoraria for faculty, program evaluators, and master teachers; the cost of our Zoom licenses; and the program administration and implementation we commissioned from the Folger Shakespeare Library and the Stanford History Education Group. We used a proportionate share of funds from both the state and the National Endowment for the Humanities to support other administrative costs, including Humanities Texas staff salaries and benefits, website programming and administration, and IT support.

LINKS TO PROGRAM INFORMATION ONLINE

About Humanities Texas Teacher Professional Development Programs

- [Humanities Texas Teacher Institutes](#)
- [Informational video about Humanities Texas Teacher Institutes](#)

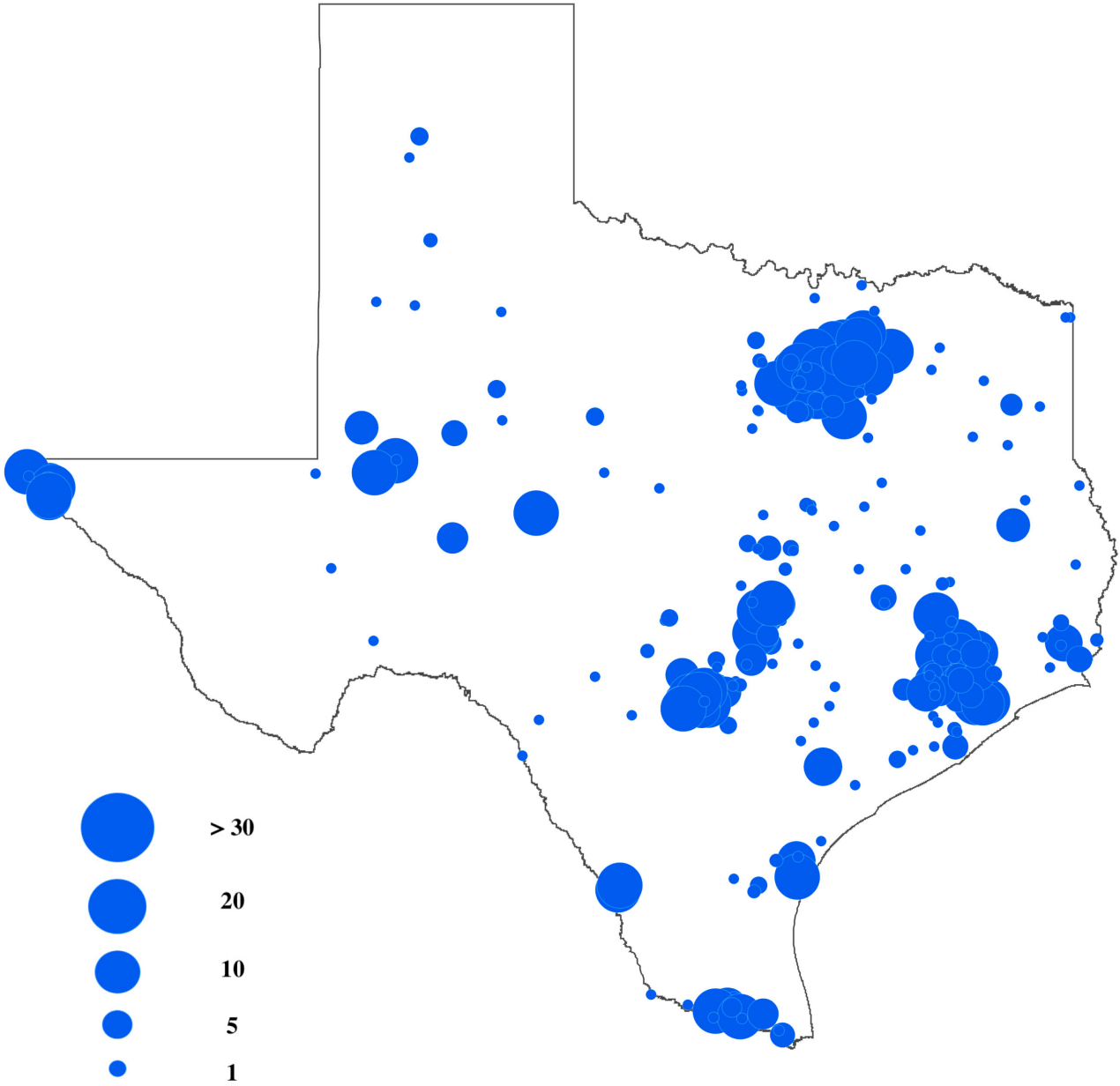
Humanities Texas Online Teacher Institutes and Webinars (spring and summer 2020)

- [Founding a New Nation](#)
- [The Cold War](#)
- [Texas as a Borderland, 1820–1835](#)
- [Teaching the American Literary Tradition](#)
- [Teaching Literature](#)
- [Teaching and Learning Shakespeare Now](#)
- [Professional Development Webinars \(Spring and Summer 2020\)](#)
- [Video Library of 2020 Online Teacher Professional Development Lectures](#)

Humanities Texas Online Teacher Webinar Series (Fall 2020)

- [Teaching Texas History](#)
- [The Making of Modern America](#)
- [Shaping the American Republic](#)
- [Teaching and Understanding Literature](#)
- [Best Practices in Reading Instruction](#)

HUMANITIES TEXAS ONLINE TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS
Geographic Distribution of Participants, April–August 2020





FOUNDING A NEW NATION · ONLINE INSTITUTE
June 15–19, 2020

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT ONLINE INSTITUTE

Monday, June 15 10:00 a.m.–12:00 p.m.	-----	George Washington: Defining the Presidency <i>Lindsay M. Chervinsky, Institute for Thomas Paine Studies</i>
Tuesday, June 16 10:00 a.m.–12:00 p.m.	-----	Alexander Hamilton and the Development of the U.S. Economic System <i>Kate Elizabeth Brown, Western Kentucky University</i>
Wednesday, June 17 10:00 a.m.–12:00 p.m.	-----	Thomas Jefferson and the Rise of Political Parties <i>Denver Brunsman, George Washington University</i>
Thursday, June 18 10:00 a.m.–12:00 p.m.	-----	American Society During the Founding Period <i>Zara Anishanslin, University of Delaware</i>
Friday, June 19 10:00 a.m.–12:00 p.m.	-----	Establishing the Federal Judiciary <i>Joseph F. Kobyłka, Southern Methodist University</i>

Image: *Washington Crossing the Delaware* by Emanuel Leutze, 1851. Gift of John Stewart Kennedy, 1897. The Metropolitan Museum of Art.

Made possible with support from the State of Texas and the National Endowment for the Humanities.



ZARA ANISHANSLIN is associate professor of history and art history at the University of Delaware. She previously taught at the City University of New York (College of Staten Island) and Columbia University, where she co-chaired the Columbia Seminar in Early American History and Culture from 2011–2016. She received her PhD in the history of American civilization at the University of Delaware in 2009, and has been a Mellon Postdoctoral Fellow at the New-York Historical Society (2014–2015) and a Patrick Henry Postdoctoral Fellow in the Department of History at Johns Hopkins University (2009–2010). Other fellowships include grants from the Omohundro Institute of Early American History and Culture, The Huntington Library, the American Antiquarian Society, Harvard Atlantic Seminar, the Massachusetts Historical Society, and the Henry Luce Foundation/American Council of Learned Societies. She can often be found talking history on the Travel Channel's *Mysteries at the Museum* show and just served as material culture consultant for Lin-Manuel Miranda's *Hamilton, The Exhibition*. Her first book, *Portrait of a Woman in Silk: Hidden Histories of the British Atlantic World* (Yale University Press, 2016) was the inaugural winner of The Library Company of Philadelphia's Biennial Book Prize in 2018 and a finalist for the 2017 Best First Book Prize from the Berkshire Conference of Women's Historians. She was the 2018 Mount Vernon Georgian Papers Programme Fellow, working at the Royal Archives at Windsor Castle, the Washington Library, and King's College London on her new project on the American Revolution, *London Patriots*. This year, she is a Barra Postdoctoral Sabbatical Fellow at the McNeil Center for Early American Studies at the University of Pennsylvania.

KATE ELIZABETH BROWN is an assistant professor of history at Western Kentucky University. She received her PhD in American history from the University of Virginia in 2015, and she specializes in American legal and constitutional history and the early republic period. In 2017, the University Press of Kansas published her first book, titled *Alexander Hamilton and the Development of American Law*, which was also featured in an episode of the *Ben Franklin's World* podcast. She has published articles in the *Law and History Review*, *New York History*, and the *Federal History Journal*. She is the recipient of the 2019 National Hamilton Scholar award, in addition to numerous fellowships and research grants, including a James C. Rees Fellowship from the Fred W. Smith National Library for the Study of George Washington, a Larry J. Hackman Research Residency Grant at the New York State Archives, a Cromwell Senior Research Grant from the American Society of Legal History, and a fellowship at the Gilder-Lehrman Institute for American History. She is also a junior lead scholar and frequent visiting scholar to the George Washington Teacher Institute at Mount Vernon. Her current research focuses on the legal and political history of New York State's Court for the Trial of Impeachments and the Correction of Errors.

DENVER BRUNSMAN is associate professor and associate (vice) chair of the history department at George Washington University, where his courses include George Washington and His World, taught annually at Mount Vernon. He is the author or coauthor/editor of eight books, including the awarding-winning study, *The Evil Necessity: British Naval Impressment in the Eighteenth-Century Atlantic World* (2013), and a leading AP U.S. history and college textbook, *Liberty, Equality, Power: A History of the American People* (2016; 2020). A member of the George Washington University Academy of Distinguished Teachers, Brunsmann has received the highest teaching honors at GW and currently serves on the College Board's development committee for the AP U.S. history exam.

LINDSAY M. CHERVINSKY, PhD, is an expert on the cabinet, presidential history, and U.S. government institutions. She is the scholar-in-residence at the Institute for Thomas Paine Studies and the senior fellow at the International Center for Jefferson Studies. She received her BA in history and political science from the George Washington University and completed her masters and PhD at the University of California, Davis. Prior to joining ITPS, she was a postdoctoral fellow at the Center for Presidential History at Southern Methodist University and a historian at the White House Historical Association. Her book, *The Cabinet: George Washington and the Creation of an American Institution*, was published by Harvard University Press (2020). When she's not writing, researching, or speaking about history, she loves to hike with her husband and her dog, John Quincy Dog Adams.

JOSEPH F. KOBYLKA is associate professor of political science at Southern Methodist University. He earned his BA in government and history at Beloit College and his PhD in political science from the University of Minnesota. Since joining the SMU faculty in 1983, he has published three books—*The Politics of Obscenity*, *Public Interest Law: An Annotated Bibliography*, and *The Supreme Court and Legal Change: Abortion and the Death Penalty*—and several journal articles and book chapters. His teaching interests touch on American constitutional law and politics, judicial decision-making, and American political thought. He is currently finishing a biography of former Supreme Court Justice Harry A. Blackmun and will then turn to a study of recent church-state litigation. Kobylka assisted in developing the award-winning 2007 PBS series *The Supreme Court*. His *Cycles of American Political Thought*—thirty-six lectures on the development of political philosophy in America—was published by The Teaching Company in late 2006. Selected twice by SMU to give the Opening Convocation Address (2001, 2014) and recipient of four SMU research grants and fellowships, Kobylka has also won numerous teaching and service awards at SMU. He serves as faculty advisor to the Honor Council, the Political Science Symposium, and Pi Sigma Alpha.



THE COLD WAR · ONLINE INSTITUTE

June 22–26, 2020

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT ONLINE INSTITUTE

Monday, June 22 10:00 a.m.–12:00 p.m.	Origins of the Cold War <i>Mark A. Lawrence, LBJ Presidential Library</i>
Tuesday, June 23 10:00 a.m.–12:00 p.m.	The Cold War and American Society <i>David M. Oshinsky, New York University</i>
Wednesday, June 24 10:00 a.m.–12:00 p.m.	War and Foreign Engagements of the Cold War <i>Mary Ann Heiss, Kent State University</i>
Thursday, June 25 10:00 a.m.–12:00 p.m.	Scientific and Economic Transformations During the Cold War <i>H. W. Brands, The University of Texas at Austin</i>
Friday, June 26 10:00 a.m.–12:00 p.m.	The End of the Cold War and its Legacy <i>Jeremi Suri, The University of Texas at Austin</i>

Image: President Reagan giving a speech at the Berlin Wall, Brandenburg Gate, Federal Republic of Germany, June 12, 1987. Courtesy of Ronald Reagan Presidential Library.

Made possible with support from the State of Texas and the National Endowment for the Humanities.



H. W. BRANDS was born in Oregon, went to college in California, worked as a traveling salesman in a territory that spanned the American West, and taught high school for ten years before becoming a college professor. He is currently the Jack S. Blanton Sr. Chair in History at The University of Texas at Austin and is the author of *The First American: The Life and Times of Benjamin Franklin* and *Andrew Jackson: His Life and Times*, among many other books. Both *The First American* and his biography of Franklin Roosevelt, *Traitor to His Class: The Privileged Life and Radical Presidency of Franklin Delano Roosevelt*, were finalists for the Pulitzer Prize. His most recent book is *The General vs. the President: MacArthur and Truman at the Brink of Nuclear War*.

MARY ANN HEISS is a specialist in the history of U.S. foreign relations with a particular emphasis on Anglo-American relations. She is the author of *Empire and Nationhood: The United States, Great Britain, and Iranian Oil, 1950-1954* and has published numerous essays in edited collections and professional journals, including the *International History Review*, *Diplomatic History*, and the *Journal of Cold War Studies*. She has co-edited volumes on the recent history and future of NATO, U.S. relations with the Third World, intrabloc conflict within NATO and the Warsaw Pact, and the national security state and the legacy of Harry S. Truman. Cornell University Press will publish her *Fulfilling the Sacred Trust: The UN Campaign for International Colonial Accountability in the Era of Decolonization* later this year. Her ongoing research projects include the first extended study of Queen Mary's Carpet, which toured the United States and Canada in 1950 in an effort to raise dollars for the British Treasury, and a comprehensive examination of Cold War presidential foreign policy doctrines. At Kent State University, she teaches specialized undergraduate courses in the history of U.S. foreign relations and the global Cold War as well as the department's required courses for history majors. At the graduate level, her teaching interests have focused on the role of culture and national identity in foreign relations, particularly how nations construct and project their identities, both at home and abroad. Within the larger profession, she is active in the Society for Historians of American Foreign Relations, having served on and chaired numerous committees as well as serving terms on both its council and the editorial board of its journal, *Diplomatic History*. She has served on the Harry S. Truman Library Institute's Board of Directors and as chair of the Institute's Committee on Research, Scholarship, and Academic Relations and has served as president of the Ohio Academy of History.

MARK ATWOOD LAWRENCE is director of the LBJ Presidential Library and Museum in Austin, Texas. Previously, he was associate professor history at The University of Texas at Austin, where he taught classes in American and international history. He is author of *Assuming the Burden: Europe and the American Commitment to War in Vietnam* (University of California Press, 2005), which won the Paul Birdsall Prize in European Military and Strategic History and the George Louis Beer Prize for European international history. In 2008, he published *The Vietnam War: A Concise International History* (Oxford University Press), which was selected by the History Book Club and the Military History Book Club. He has also published several edited and coedited books, as well as numerous articles, chapters, and reviews on various aspects of the history of U.S. foreign relations. In 2005, he was awarded the President's Associates' Award for Teaching Excellence at UT Austin and, in 2019, the Silver Spurs Centennial Teaching Fellowship from the UT College of Liberal Arts. Lawrence has held the Cassius Marcellus Clay Fellowship at Yale University (2006–2008) and the Stanley Kaplan Visiting Professorship in American Foreign Policy at Williams College (2011–2012). He earned his BA from Stanford University and his PhD from Yale University. He is now completing a study of U.S. policymaking toward the Third World in the 1960s.

DAVID M. OSHINSKY is the director of the Division of Medical Humanities at New York University School of Medicine and a professor in the NYU Department of History. He graduated from Cornell University and obtained his PhD from Brandeis University. His many books include *A Conspiracy So Immense: The World of Joe McCarthy*, which was a New York Times Notable Book of the Year; *Worse Than Slavery*, which won the Robert F. Kennedy Prize for distinguished contribution to human rights; *Polio: An American Story*, which was awarded the Pulitzer Prize in History; and *Bellevue: Three Centuries of Medicine and Mayhem at America's Most Storied Hospital*, which has won numerous awards. He received the Dean's Medal from the Bloomberg-Johns Hopkins School of Public Health for his distinguished contributions to the field, and Bill Gates wrote that Oshinsky's polio book "strongly influenced the decision that Melinda and I made to make polio eradication the number one medical priority of the Gates Foundation." His articles and reviews appear regularly in the *New York Times*, the *Wall Street Journal*, the *New York Review of Books*, and other international publications. *The American Experience* (PBS) has used his McCarthy and Polio books as the basis for two widely acclaimed documentaries.

JEREMI SURI holds the Mack Brown Distinguished Chair for Leadership in Global Affairs at The University of Texas at Austin, where he is a professor in the Department of History and the Lyndon B. Johnson School of Public Affairs. He is the author and editor of nine books, most recently: *The Impossible Presidency: The Rise and Fall of America's Highest Office*. Suri writes for major newspapers, magazines, and blogs around the country. He appears frequently on radio and television. His research and teaching have received recognition from the Smithsonian Institution and Princeton Review, among others. In 2018, he received the President's Excellence Teaching Award from The University of Texas and the Pro Bene Meritis Award for Contributions to the Liberal Arts. Suri hosts a weekly podcast, *This is Democracy*, on the history and evolution of American democracy, aimed especially at young listeners.



TEXAS AS A BORDERLAND, 1820-1835 · ONLINE INSTITUTE

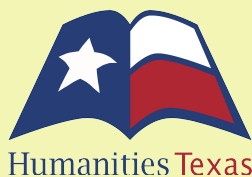
July 6-10, 2020

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT ONLINE INSTITUTE

Monday, July 6 10:00 a.m.–12:00 p.m.	-----	American Indians in Texas <i>F. Todd Smith, University of North Texas</i>
Tuesday, July 7 10:00 a.m.–12:00 p.m.	-----	Tejanos in Texas <i>Jesús F. de la Teja, former Texas State Historian</i>
Wednesday, July 8 10:00 a.m.–12:00 p.m.	-----	Mexico and Texas <i>Will Fowler, University of St Andrews</i>
Thursday, July 9 10:00 a.m.–12:00 p.m.	-----	Anglo-Americans and Texas <i>Gregg Cantrell, Texas Christian University</i>
Friday, July 10 10:00 a.m.–12:00 p.m.	-----	The Road to Revolution <i>Andrew Torget, University of North Texas</i>

Image: From *A Comprehensive Atlas: Geographical, Historical & Commercial* by T. G. Bradford, 1835. Courtesy of Dorothy Sloan Rare Books via the online Perry-Castañeda Library Map Collection, University of Texas Libraries.

Made possible with support from the State of Texas and the National Endowment for the Humanities.



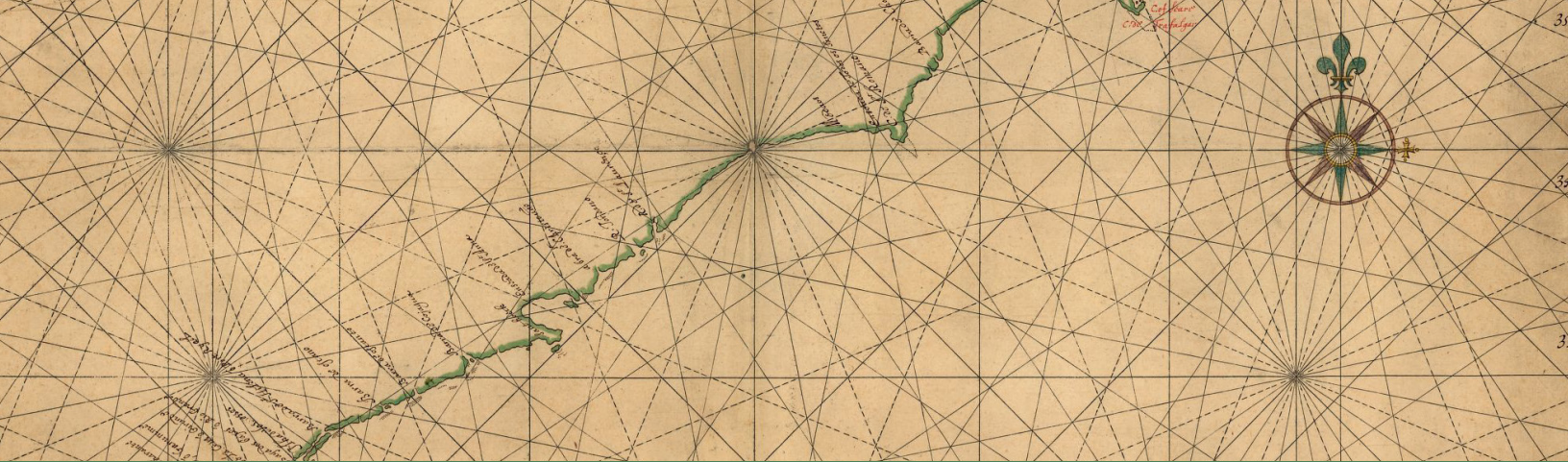
GREGG CANTRELL received his PhD in History from Texas A&M University. He taught at Sam Houston State University, Hardin-Simmons University, and the University of North Texas before coming to Texas Christian University, where he holds the Erma and Ralph Lowe Chair in Texas History. His books include *Stephen F. Austin: Empresario of Texas*; *Lone Star Pasts: Memory and History in Texas*; and the leading college Texas history textbook, *The History of Texas*. His most recent book is *The People's Revolt: Texas Populists and the Roots of American Liberalism*, published in 2020 by Yale University Press. He is a member of the Texas Institute of Letters and served as president of the Texas State Historical Association in 2013–2014.

JESÚS F. DE LA TEJA is Regents' Professor and University Distinguished Professor Emeritus at Texas State University in San Marcos. He obtained the PhD in Latin American history from The University of Texas at Austin, and between 1985 and 1991 he worked in the Archives and Records Division of the Texas General Land Office. He has published extensively on Spanish, Mexican, and Republic-era Texas, including the award-winning *San Antonio de Béxar: A Community on New Spain's Northern Frontier*, and most recently *Faces of Béxar: Writings on Early San Antonio and Texas*, and *Recollections of a Tejano Life: Antonio Menchaca in Texas History*. He served as book review editor for the *Southwestern Historical Quarterly* from 1997 to 2014 and as managing editor of *Catholic Southwest: A Journal of History and Culture* from 1991 to 2005. He has served on the board of directors and as president of the Texas State Historical Association. Among his service activities in the area of history education, he was part of the content development team for the Bob Bullock Texas State History Museum from 1998 to 2001, served as an expert reviewer of the Texas Essential Knowledge and Skills Social Studies standards for the State Board of Education in 2009–2010, and was a member of the Humanities Texas board of directors in 2011–2016. He was the inaugural State Historian of Texas (2007–2009), is a fellow of the Texas State Historical Association and the Texas Catholic Historical Society, and is a member of the Texas Institute of Letters and the Philosophical Society of Texas. In 2009, he was honored with the Captain Alonso de León Medal for Merit in History-International category from the Historical, Geographical, and Statistical Society of Nuevo León. Between 2018 and 2020, he served as CEO of the Texas State Historical Association.

WILL FOWLER is professor of Latin American Studies at the University of St Andrews in Scotland. His research focuses on nineteenth-century Mexican political history. He has authored several books, including *Mexico in the Age of Proposals, 1821–1855* (1998), *Tornel and Santa Anna: The Writer and the Caudillo, Mexico 1795–1853* (2000), *Santa Anna of Mexico* (2007), *Latin America since 1780* (2016), and *Independent Mexico: The Pronunciamiento in the Age of Santa Anna, 1821–1858* (2016). He has also published numerous articles on the early national period and edited fourteen volumes on Mexican and Latin American political history.

F. TODD SMITH received his PhD in U.S. history from Tulane University in 1989 and has been a professor in the history department at the University of North Texas since 1997. His first three books dealt with the Caddo and Wichita Indians of Texas from 1540 to 1901. In 2005, he published *From Dominance to Disappearance: The Indians of Texas and the Near Southwest, 1786–1859*, and, in 2014, he published *Louisiana and the Gulf South Frontier, 1500–1821. Colonial Natchitoches: A Creole Community on the Louisiana-Texas Frontier, 1714–1803*, coauthored with H. Sophie Burton, won the 2008 Kemper Williams Prize in Louisiana History. He is the co-author of *Beyond Myths and Legends: A Narrative History of Texas*, the sixth edition of which just came out this year, published by Abigail Press.

ANDREW J. TORGET is a historian of nineteenth-century North America at the University of North Texas, where he holds the University Distinguished Teaching Professorship and directs a digital scholarship lab. The founder and director of numerous digital humanities projects—including Mapping Texts, the Texas Slavery Project, Voting America, and the History Engine—he served as co-editor of the Valley of the Shadow project at the University of Virginia and as the founding director of the Digital Scholarship Lab at the University of Richmond. The co-editor of several books on the American Civil War, he has been a featured speaker at Harvard, Stanford, Rice, Duke, and the National Archives in Washington, DC. His most recent book, *Seeds of Empire: Cotton, Slavery and the Transformation of the Texas Borderlands, 1800–1850*, won twelve book awards and prizes, including the Weber-Clements Center Prize for Best Non-Fiction Book on Southwestern America from the Western History Association.



READING LIKE A HISTORIAN · ONLINE INSTITUTE

July 27-30, 2020

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT ONLINE INSTITUTE

July 27 ----- 10:00 a.m.–12:00 p.m.	Session 1: Introduction to Reading Like a Historian Curriculum & Historical Thinking <i>Joel Breakstone, Stanford History Education Group</i> <i>Brad Fogo, San Francisco State University</i>
July 28 ----- 10:00 a.m.–12:00 p.m.	Session 2: Modeling Historical Thinking <i>Joel Breakstone and Brad Fogo</i>
July 29 ----- 10:00 a.m.–12:00 p.m.	Session 3: Facilitating Discussions as Part of Inquiry- Based History Instruction <i>Joel Breakstone and Brad Fogo</i>
July 30 ----- 10:00 a.m.–12:00 p.m.	Session 4: Formative Assessment as Part of Inquiry- Based History Instruction <i>Joel Breakstone and Brad Fogo</i>

Made possible with support from the State of Texas and the National Endowment for the Humanities.



**Stanford History
Education Group**





TEACHING THE AMERICAN LITERARY TRADITION · ONLINE INSTITUTE

July 6–10, 2020

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT ONLINE INSTITUTE

Monday, July 6 10:00 a.m.–12:00 p.m.	-----	Teaching American Literature <i>Sarah Ruffing Robbins, Texas Christian University</i>
Tuesday, July 7 10:00 a.m.–12:00 p.m.	-----	Connecting Students to Nineteenth-Century Literature <i>Claudia Stokes, Trinity University</i>
Wednesday, July 8 10:00 a.m.–12:30 p.m.	-----	American Literature of the 1920s <i>James H. Cox, The University of Texas at Austin</i> <i>Michael Soto, Trinity University</i>
Thursday, July 9 10:00 a.m.–12:00 p.m.	-----	Teaching Texas Literature <i>Amy Earhart, Texas A&M University</i>
Friday, July 10 10:00 a.m.–12:00 p.m.	-----	Teaching Mexican American Literature <i>Andres Lopez, Northside Independent School District</i>

Image: Interior of dome in the Main Reading Room of the Library of Congress Thomas Jefferson Building, Washington, DC. Photograph by Carol M. Highsmith. Library of Congress Prints and Photographs Division.

Made possible with support from the State of Texas and the National Endowment for the Humanities.



JAMES H. COX is the Jane and Roland Blumberg Centennial Professor of English at The University of Texas at Austin. His primary research interests include twentieth- and twenty-first-century American literature, especially Native American and ethnic American literatures, including Mexican American literature and literature of immigration. He has published articles on Sherman Alexie, Thomas King, Todd Downing, and Lynn Riggs and book chapters on Native American detective fiction and *Breaking Bad*. He co-edited *The Oxford Handbook of Indigenous American Literature*, which won the 2014–2015 MLA Prize for Studies in Native American Literatures, Languages, and Cultures. He has won four teaching awards, including both the President's Associates Teaching Excellence Award and the Regents' Outstanding Teaching Award in 2009. Cox was inducted into the Academy of Distinguished Teachers in 2017.

AMY EARHART is an associate professor of English at Texas A&M University. Earhart teaches a variety of undergraduate and graduate courses on American literature, African American literature, digital humanities, and Texas literature, on which she developed a course for her department. She is the author of *Traces of the Old, Uses of the New: The Emergence of Digital Literary Studies*, coeditor of *The American Literature Scholar in the Digital Age*, as well as numerous book chapters and journal articles, including several focused on pedagogy. She has won four teaching awards including the Association of Former Students' University Distinguished Achievement, Teaching. Her students engage with digital materials, developing projects including *The Millican Massacre, 1868*.

ANDRES LOPEZ has taught English language arts for over sixteen years. For the last five years, he has taught on-level and dual credit English at Stevens High School, where he established San Antonio's first high school-level Mexican American literature class. Recently, he was recognized as Northside Independent School District's 2018 Educator of the Year and was the district's 2018 nominee for the Trinity Prize for Excellence in Teaching. This past October, Humanities Texas awarded him an Outstanding Teaching of the Humanities Award for his pioneering work in the English classroom and in his community. Lopez is also an active member of Somos MAS, a group of educators organized to support Mexican American studies (MAS) in San Antonio and throughout Texas.

SARAH RUFFING ROBBINS is the Lorraine Sherley Professor of English at Texas Christian University where she teaches courses in American studies, writing studies, gender studies, American literature, popular culture, archival research methods, and authorship. Coming to university work after over a decade of teaching in secondary schools, she was the founding director of the National Writing Project in northwest Georgia, where she led a number of humanities programs in collaboration with K–12 educators. She has published nine academic books, the most recent being *Learning Legacies: Archive to Action through Women's Cross-cultural Teaching*. She is also author of *The Cambridge Introduction to Harriet Beecher Stowe* and *Managing Literacy, Mothering America*, winner of a Choice Book Award from the American Library Association. Sarah's professional website (<https://sarahruffingrobbins.com/>) includes blog postings where she links her academic study of American culture with questions about current events and social justice issues.

MICHAEL SOTO is associate vice president for academic affairs and professor of English at Trinity University in San Antonio, where he teaches courses on twentieth-century American literature and cultural history. After graduating from a public high school in Brownsville, he received his BA from Stanford University and earned his PhD from Harvard University. His recent books include *Measuring the Harlem Renaissance: The U.S. Census, African American Identity, and Literary Form* (2016), and *A Companion to American Literature*, vol. 3 (2020). He served one term on the Texas State Board of Education.

CLAUDIA STOKES is a professor of English at Trinity University. She specializes in nineteenth-century American literature and is the author of *The Altar at Home: Sentimental Literature and Nineteenth-Century American Religion* (University of Pennsylvania Press) and *Writers in Retrospect: The Rise of American Literary History* (University of North Carolina Press). She is co-editor of several books including, most recently, a new edition of *The Gates Ajar* by Elizabeth Stuart Phelps (Penguin Press).



TEACHING LITERATURE · ONLINE INSTITUTE

July 13–17, 2020

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT ONLINE INSTITUTE

Monday, July 13 10:00 a.m.–12:00 p.m.	Teaching Poetry <i>Greg Brownderville, Southern Methodist University</i>
Tuesday, July 14 10:00 a.m.–12:00 p.m.	Teaching Fiction — Text and Context <i>Maryse Jayasuriya, The University of Texas at El Paso</i>
Wednesday, July 15 10:00 a.m.–12:00 p.m.	Teaching Drama <i>David Kornhaber, The University of Texas at Austin</i>
Thursday, July 16 10:00 a.m.–12:00 p.m.	African American Literature: Defining American Identity <i>Darryl Dickson-Carr, Southern Methodist University</i>
Friday, July 17 10:00 a.m.–12:00 p.m.	Teaching Argumentative Writing <i>Marta Krogh, Southern Methodist University</i>

Image: *Still Life with French Novels and a Rose*, by Vincent Van Gogh, 1887. Oil on canvas. Private collection.

Made possible with support from the State of Texas and the National Endowment for the Humanities.



GREG BROWNDERVILLE is the author of three books of poetry: *A Horse with Holes in It* (Louisiana State University Press, 2016), *Deep Down in the Delta* (Butler Center Books, 2012), and *Gust* (Northwestern University Press, 2011). At Southern Methodist University in Dallas, he serves as an associate professor of English, the director of Creative Writing, and the editor of *Southwest Review*.

DARRYL DICKSON-CARR is professor and chair of English at Southern Methodist University. He has authored *Spoofing the Modern: Satire in the Harlem Renaissance* (University of South Carolina Press, 2015), *The Columbia Guide to Contemporary African American Fiction* (Columbia University Press, 2005), and *African American Satire: The Sacredly Profane Novel* (University of Missouri Press, 2001).

MARYSE JAYASURIYA is professor of English and associate dean of liberal arts at The University of Texas at El Paso. She earned her MA and PhD from Purdue University and her BA from Mount Holyoke College. She is the author of *Terror and Reconciliation: Sri Lankan Anglophone Literature, 1983–2009* (Lexington Books, 2012) and the editor of *The Immigrant Experience: Critical Insights* (Salem Press, 2018) and has also guest-edited a special issue of *South Asian Review* (33.3) on Sri Lankan Anglophone literature. She has published articles in *South Asian Review*, *Journeys*, *Margins*, *Indialogs*, *The Journal of Postcolonial Cultures and Societies*, and *Asiatic*, as well as essays in numerous edited collections. She was a 2017 winner of the UTEP Department of English Excellence in Teaching Award. She is currently associate editor of the *South Asian Review*.

DAVID KORNHABER is associate professor of English and comparative literature at The University of Texas at Austin. He is an affiliated faculty member with the Department of French and Italian and the Center for European Studies. He is the co-editor-in-chief of the journal *Modern Drama* and the author of *Theatre & Knowledge* (Palgrave, 2019) and *The Birth of Theater from the Spirit of Philosophy: Nietzsche and the Modern Drama* (Northwestern University Press, 2016). His work has appeared in *PMLA*, *Modern Drama*, *Theatre Journal*, *Theatre Research International*, and *Philosophy and Literature*, among other journals and edited collections, and he previously served as guest editor of *Modern Drama* for the special issue *Drama and Philosophy* and as co-guest editor of the German academic journal *Anglia* for the special issue *Drama, Theatre, and Philosophy*. He has also served as a faculty member at the Mellon School of Theater and Performance Research at Harvard University, as an official nominator for the Kyoto Prize in Arts and Philosophy, as secretary for the selection committee of the 50th Anniversary Off Broadway (“Obie”) Awards, as an affiliated writer with *American Theatre*, and as a contributor to the theatre sections of *The New York Times* and *The Village Voice*.

MARTA KROGH has a PhD in English with a focus on American literature, and she has been teaching English and writing at Southern Methodist University since 2007. She is currently the director of the Hilltop Scholars Program at SMU. This program, which is a first-year honors program focused on leadership and community service, allows her to help students explore their passion for service and leadership while also teaching them to be better writers and thinkers. Marta encourages her students to become close readers and hopes that they leave her class being more confident writers and critical thinkers. She is the 2018 recipient of the Laura K. Devlin Excellence in Teaching Award.



TEACHING AND LEARNING SHAKESPEARE NOW · ONLINE INSTITUTE

July 21, 23, 28, 30, and August 4, 2020

HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT ONLINE INSTITUTE

Tuesday, July 21	Welcome
10:00–10:05 a.m.	<i>Eric Lupfer and Peggy O'Brien</i>
10:05–11:05 a.m.	Why Shakespeare NOW?
	<i>Ruben Espinosa</i>
11:15 a.m.–12:30 p.m.	Diving into Shakespeare's Language: Starting with the Words, Words, Words
	<i>Peggy O'Brien, Maryam Trowell, Corinne Viglietta</i>
Thursday, July 23	Shakespeare and the Global Renaissance
10:00–11:00 a.m.	<i>Bernadette Andrea</i>
11:10 a.m.–12:30 p.m.	Language in Action, Part One: The Power of a Play in Twenty Minutes
	<i>Peggy O'Brien</i>
	Language in Action, Part Two: Your Students Cut Shakespeare
	<i>Corinne Viglietta</i>
Tuesday, July 28	Shifting the Optic: Shakespeare and Race from a Different Angle
10:00–11:00 a.m.	<i>David Sterling Brown</i>
11:10 a.m.–12:30 p.m.	Amplifying Every Voice with Choral Reading: A Technique and an Open Door
	<i>Peggy O'Brien, Amber Phelps, Corinne Viglietta</i>
Thursday, July 30	Latinx Shakespeare in and Beyond the Classroom
10:00–11:00 a.m.	<i>Kathryn Vomero Santos</i>
11:10 a.m.–12:30 p.m.	Multilingual Students and Shakespeare
	<i>Brigid Hogan, Corinne Viglietta</i>
Tuesday, August 4	Shakespeare in Conversation with Other Writers
10:00–11:00 a.m.	<i>Donna Denizé, Stefanie Jochman, Peggy O'Brien</i>
11:10 a.m.–12:30 p.m.	The Real Thing: You and Your Students Learning in the Folger Vaults
	<i>Peggy O'Brien</i>

Image: *Macbeth Meeting the Witches* by Francesco Zuccarelli, 1760. Oil on canvas. Folger Shakespeare Library.

Made possible with support from the State of Texas and the National Endowment for the Humanities.



HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT WEBINARS, APRIL–JULY 2020

APRIL

AN INTRODUCTION TO DOCSTEACH FOR 8TH GRADE HISTORY TEACHERS

Tuesday, April 21, 2020

11:00 a.m.–12:00 p.m. CT

Join Humanities Texas and the National Archives for an introduction to DocsTeach.org, an online tool for teaching with documents. Discover how to find primary sources and online activities for teaching the Civil War and Reconstruction in your classroom. Explore the twelve different document-based activity tools and learn how, with a free DocsTeach account, you can create your own activities or modify existing activities to share with your students.

AN INTRODUCTION TO DOCSTEACH FOR 11TH GRADE HISTORY TEACHERS

Thursday, April 23, 2020

11:00 a.m.–12:00 p.m. CT

Join Humanities Texas and the National Archives for an introduction to DocsTeach.org, an online tool for teaching with documents. Discover how to find primary sources and online activities for teaching U.S. History since 1970 in your classroom. Explore the twelve different document-based activity tools and learn how, with a free DocsTeach account, you can create your own activities or modify existing activities to share with your students.

MAY

A CIVIL RIGHTS INVESTIGATION: MISSISSIPPI BURNING

Tuesday, May 12, 2020

1:00–2:00 p.m. CT

LBJ Presidential Library Education Specialist Mallory Lineberger will guide teachers through one of the Library's popular lesson plans for high school teachers, *A Civil Rights Investigation: Mississippi Burning*. In this activity, students investigate the disappearance of three civil rights workers during the Freedom Summer of 1964 using telephone conversations, oral histories, and documents from the LBJ Presidential Library archives as evidence to solve the case. This lesson has been transformed into an online investigation, ideal for independent and virtual learning settings.

TEACHING WITH *TEXAS ORIGINALS*

Thursday, May 14, 2020

1:00–2:00 p.m. CT

Join Humanities Texas for a webinar on using our *Texas Originals* radio program with your students. Developed in partnership with Houston Public Media, *Texas Originals* is a radio series profiling individuals who have had a profound influence upon Texas history and culture. *Texas Originals* episodes are broadcast on public radio stations throughout the state and available on the Humanities Texas website and on iTunes. Former teacher and Humanities Texas Outstanding Teaching Award winner Signe Fourmy will discuss ways to creatively incorporate *Texas Originals* into your curriculum throughout the year as well as ideas for remote, end-of-the-year assignments using *Texas Originals*.

JUNE

TEACHING THE FIRST AMENDMENT WITH RESOURCES FROM THE NATIONAL CONSTITUTION CENTER

Wednesday, June 3, 2020

1:00–2:00 p.m. CT

Join Mike Adams, director of education at the National Constitution Center, for a webinar that introduces educators to the Center's First Amendment Plan of Study. Created to support middle and high school-level learners, the plan of study features videos, lesson plans, reading materials, and more to help students build deep understandings of the history and changing interpretations of fundamental American freedoms—religion, speech, press, assembly, and petition—and to help them grapple with questions we face about these rights today. The webinar features time for Q&A about ways to incorporate the materials into instruction.

TEACHING THE FOURTEENTH AMENDMENT WITH RESOURCES FROM THE NATIONAL CONSTITUTION CENTER

Thursday, June 4, 2020

1:00–2:00 p.m. CT

Join Mike Adams, director of education at the National Constitution Center, for a webinar that highlights Fourteenth Amendment educational resources—including the Drafting Table, which allows users to compare versions of the amendment as it made its way through Congress; video clips from the Center's theatrical performance *FOURTEEN*, featuring two actors bringing the amendment's story to life with dialogue drawn directly from primary sources; essays from the Interactive Constitution about the meaning of the amendment today; student-friendly videos with scholars Eric Foner, Jeffrey Rosen, and Tomiko Brown-Nagin; and more.

INTRODUCTION TO READING LIKE A HISTORIAN WITH THE STANFORD HISTORY EDUCATION GROUP

Tuesday, June 30, 2020

10:00 a.m.–12:00 p.m. CT

Join staff from the Stanford History Education Group for an introduction to their free Reading Like a Historian curriculum. During this interactive workshop, participants will complete a model lesson, explore the curriculum's design principles, and learn about the research upon which the curriculum is based. There will be a particular focus on how to teach historical inquiry in an online setting. This workshop is designed for teachers of grades 5–12. The online workshop is limited to 100 participants.

JULY

USING ART IN THE LITERATURE CLASSROOM

Wednesday, July 1, 2020

2:00–3:00 p.m. CT

Join art educator Stacy Fuller for a webinar that provides strategies on how to engage students and support state and national teaching standards by incorporating artworks into the literature classroom. Discover how art and literature have been intertwined throughout history, and learn how to use artworks to teach character, setting, plot, mood, and point of view. Participating educators will receive supplementary materials, including digital images and classroom activities. The material can be easily adapted for a variety of grade levels, and no prior art history experience is required.

USING ART IN THE HISTORY CLASSROOM

Thursday, July 2, 2020

2:00–3:00 p.m. CT

Join art educator Stacy Fuller for a webinar that provides strategies on how to engage students and support state and national teaching standards by incorporating artworks into the U.S. history classroom. Consider how an artist's choices and possible intentions and biases impact how we can interpret their works as historical documents. Participating educators will receive supplementary materials, including digital images and classroom activities. The material can be easily adapted for 8th- and 11th-grade U.S. history courses, and no prior art history experience is required.

INTRODUCTION TO READING LIKE A HISTORIAN WITH THE STANFORD HISTORY EDUCATION GROUP

Tuesday, July 14, 2020

10:00 a.m.–12:00 p.m. CT

Join staff from the Stanford History Education Group for an introduction to their free Reading Like a Historian curriculum. During this interactive workshop, participants will complete a model lesson, explore the curriculum's design principles, and learn about the research upon which the curriculum is based. There will be a particular focus on how to teach historical inquiry in an online setting. This workshop is designed for teachers of grades 5–12. The online workshop is limited to 100 participants.

TEACHING FILM IN THE ELA CLASSROOM: *TO KILL A MOCKINGBIRD* AND *THE DIARY OF ANNE FRANK*

Monday, July 20, 2020

10:00–11:00 a.m. CT

Join UT Austin professor Donna Kornhaber for an introduction to incorporating film in the middle-school ELA classroom. Dr. Kornhaber will focus on popular film adaptations of two works commonly taught at the middle-school level: *To Kill a Mockingbird* and *The Diary of Anne Frank*. The webinar will introduce new skills in both film literacy and literary close reading, helping teachers and students alike to approach film in a new way.

THE GREAT GATSBY: LITERATURE, FILM, AND ADAPTATION IN THE HIGH SCHOOL CLASSROOM

Monday, July 27, 2020

10:00–11:00 a.m. CT

Join UT Austin professor Donna Kornhaber for a discussion of how to help students examine *The Great Gatsby* on page and screen. Look closely at how different film versions have approached this classic novel in distinctive ways, and practice the skills of visual analysis that bring film adaptations alive for students. By learning to help students master film literacy using the tools discussed in this webinar, teachers can also help students strengthen their powers of literary close reading.

WRITING THROUGH THE COLLECTIONS WITH THE HUNTINGTON LIBRARY, ART MUSEUM AND BOTANICAL GARDENS

July 29, 2020

2:00–3:00 p.m. CT

Taking the theme of Journeys and Journeying, join staff from The Huntington Library, Art Museum and Botanical Gardens in drawing inspiration from a range of primary sources, from landscape art to letters, to engage high school students in inquiry, research, and writing. Their staff will also share ideas for how to foster dialogue and spoken presentations as an integrated part of the teaching and learning process. This webinar will be interactive, so be prepared to sketch and write during our time together. The online workshop is limited to 50 participants.

Made possible with support from the State of Texas and the National Endowment for the Humanities.