

**Newberry Seminar in the Humanities Fall 2018**  
**Going and Knowing: Travelers and Travel Writers in the Modern World**

Meira Z. Kensky, Joseph E. McCabe Associate Professor of Religion, Coe College  
(mkensky@coe.edu; 773.415.1056)

Amber Shaw, Assistant Professor of English, Coe College (ashaw@coe.edu; 706.416.0568)

In his 1841 essay “Self-Reliance,” Ralph Waldo Emerson declares, “Travelling is a fool’s paradise,” for those “who made England, Italy, or Greece venerable in the imagination did so by sticking fast where they were, like an axis of the earth.” But is Emerson right? How can we make sense of the fact that his disavowal coincided with the invention of several technologies which increased mobility, including trains and the steam engine? Or that this era also saw the rise of the hotel in America, as well as increased mass-production of guidebooks, maps, atlases and even packaged tours after Thomas Cook began offering all-inclusive travel packages in 1841 and Baedeker’s travel guides, the first mass-produced guidebook, were introduced in 1827? And if only those stuck fast to where they were made places venerable, why did the travel narrative become one of the most popular genres in periodicals and books? Clearly travel, far from being just “a fool’s paradise,” had more to offer than Emerson admits. Rather than viewing travel as a one-way optical adventure, it is better to understand it as a way of not only seeing but also of making sense of the world. Travellers were the original social networkers, forging connections between peoples and places while using a variety of media to share their experiences with the wider world.

Drawing on the Newberry Library’s vast collection of travel literature (both fictional and nonfictional), guidebooks, maps, souvenirs, and ephemera, this seminar will explore the history and conventions of travel and travel writing in the modern world. How did the changes of the modern world affect the concept of travel itself? How did the technological innovations of the twentieth and twenty-first centuries continue to expand our notion of the world and its boundaries (or lack thereof)? The seminar will be interdisciplinary, with its core at the nexus of literature, history, and religion, as well as engagement with newer disciplines of tourism studies and human geography. We will read theory about travel as well as writers’ accounts of traveling throughout the United States, Europe, and other places around the globe, particularly Jerusalem and possibly Mecca. While we’ll begin and end the seminar in the United States, throughout the semester we’ll study different modes of travel, such as immigration, pilgrimage, and the grand tour, in different places around the world and how they developed across three and a half centuries.

As we draw on the Newberry Library’s collections in this seminar, we’ll use travel as a way to think about how humans make meaning out of the world, considering why we travel and what it means to be a traveler, tourist, pilgrim, explorer, or immigrant. We’ll also explore how travel—and where we choose to travel—shapes what we know and how we interact with the world around us. Does traveling abroad seem to magnify a sense of belonging in travelers writing about their experiences? Does this change whether one is on a tour or a pilgrimage? And in an age where knowledge of distant places is increasingly available through digital and virtual sources, why does the urge to travel endure?

## **POLICIES**

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### **Assistance**

We are here to help you get the most out of this seminar and research experience as possible. To that end, please come see us at any point if you need help. This goes for seminar- and research-related questions, but also regarding living in Chicago and your off-campus study experience.

## Academic Integrity

We expect academic integrity of all members of our learning community. Since this is a research seminar, we will take plagiarism very seriously. Academic integrity assumes honesty about the nature of one's work in all situations. Such honesty is at the heart of the educational enterprise and is a pre-condition for intellectual growth. Plagiarism is defined as using someone else's words or ideas without proper attribution as if they were your own, including anything found on the internet. As such, plagiarism will result in an automatic zero on the assignment in question. Plagiarism on the research project will result in automatic failure of the research course.

Part of conducting research is learning how to do proper citation and attribution, and to develop your own ideas and express them in your own words. If you have questions about how or what needs to be cited in an assignment, please make an appointment to talk with us; we're happy to help you navigate what to cite and how to do it. In general, you'll use MLA or Chicago style all work for this course, which means your essays must include both citations and a comprehensive bibliography. If you're unfamiliar with MLA or Chicago (and even if you are), you'll want to have access to the *MLA Handbook for Writers of Research Papers* or *Chicago Manual of Style*. All work submitted for this course must be written for this seminar specifically.

## ASSIGNMENTS

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*Note: We will give you more information about each of these assignments later in the semester.*

### Seminar Assignments (equivalent of two courses)

#### Participation 25%

A seminar is a collaborative enterprise in which learning is self-directed and teaching is distributed across the class. Your attendance, preparation, and participation are required. More specifically, as seminar members, you are corporately responsible for the content, quality and success of the course. You are *all* responsible for preparing for each seminar meeting and for shaping the classroom time so that everyone contributes and learns. **Attendance** means being at every session on time. You may not miss any sessions. For every session you miss – for *any* reason – you will be required to submit a two-page critical write-up of the material assigned for that day. This write-up is due to our office (not by email) before class on the day you return. If you have to miss more than two sessions for any reason, your final grade will be seriously affected. We reserve the right to fail any student who accumulates three or more absences. **Preparation** for this class includes thoughtful and careful reading and note-taking on the assigned readings, consideration of the major issues they present, and readiness to articulate your position and discuss the texts on Tuesday and Thursday afternoons. **Participation** includes consistent, active, thoughtful engagement in class, which includes reading and annotating all of the primary and secondary reading assignments with care, regularly raising questions, consistently responding to our and your classmates' questions and ideas, and listening to us and your classmates attentively. In other words, be a valuable class member who is present intellectually and physically at all times; simply coming to class isn't acceptable. Almost every week we will have groups leading discussion. On the weeks when it is not your turn, be prepared to assist the leader by thinking seriously about the material and being ready to discuss it.

- **“A” participation** is defined by its zeal, consistency, and quality. In order to do this, you must always prepare for class with care, reading every assignment thoroughly and critically and taking note of the questions, comments, and ideas you have about specific passages in the text. “A”-level participation is also marked by your readiness to contribute to class discussions. This means responding with care to my comments as well as those of your classmates, but it also includes initiating and guiding class discussion with insightful questions, comments, and ideas on a regular basis. In general, the best participants are students who make themselves an integral part of the class through their consistent engagement and willingness to master the course material through asking questions and responding thoughtfully to others. In short, they will make each class meeting much better and more interesting for everyone.
- **“B” participation** is defined by always coming to class, almost always preparing for class (reading and taking notes), and responding thoughtfully to questions posed in class—but rarely initiating or shaping the discussion with your own insightful questions, comments, or ideas.
- **“C” participation** is defined by almost always coming to class, doing most of the reading, and inconsistent classroom participation: either rarely responding to questions (about once every other class) or responding with superficial comments—no matter the frequency of your participation.
- **“D” participation** is defined by coming to class and speaking on an irregular basis (a few times a semester).
- **“F” participation** is defined by irregular class attendance and complete lack of classroom participation.

Scavenger Hunt Annotations 10%  
Historical Contextualization and primary text analysis 20%  
Leading Seminar with your group (x2) 25% (10% for seminar one, 15% for seminar two)  
Initial Research Presentation 5%  
Presentation to ACM directors 5%  
Culminating Research Presentation 10%

### **Research Project Assignments (equivalent of two courses)**

Research Proposal and Literature Review 15%  
Précis and timeline 15%  
10-page section 10%  
Full rough draft 20%  
Final polished draft 40%

## **SEMINAR SYLLABUS**

*Note: This syllabus is subject to change as planning by seminar faculty continues. We expect you to check our Google site regularly for updates.*

### **WEEK ONE (WEEK OF AUGUST 27—SEE ORIENTATION SCHEDULE)**

We will spend the first week of the semester becoming familiar with our new surroundings, learning about the collections at the Newberry and the essential research tools available to us. We will explore Chicago and hear introductory presentations about how everyone spent their summer, paying attention to the souvenirs they have brought back and the way people talk about their experiences. We will also start the process of thinking about how we write and talk about unfamiliar environments, culminating in a neighborhood walk at the end of the week.

### **WEEK TWO (WEEK OF SEPTEMBER 3)**

We will introduce students to reading, thinking, and writing about travel, and to the specific resources of the Newberry Library, using Ovar Löfgren's *On Holiday*, which students read over the summer, to orient our studies. We will focus on select case studies drawing on the places from Löfgren's book and corresponding materials from the Newberry Collection. This week students will also be matched with their library internships and begin meeting in research groups. Students will work on an initial writing assignment this week, annotating a discovered object from earlier activities.

### **Tuesday, September 4**

9:30 a.m.–12:30 p.m.: Seminar meeting

- review “Introduction” and “Telling Stories” in *On Holiday* (discuss major themes such as picturesque, sublime, vacationscape, souvenir, etc.)
- Carl Thompson, “Defining Genre,” *Travel Writing* (London: Routledge, 2011) [Google Site]

1:30–4:30 p.m.: Individual meetings with Drs. Kensky and Shaw

1:30 p.m.–close: Research groups meet in afternoon – look at Niagara and Yosemite materials

### **Wednesday, September 5**

9:30 a.m.–12:00 p.m.: Seminar meeting

- review “Looking for Sights” and “On the Move” in *On Holiday*
- Rob Shields, “Niagara: Honeymoon Capital of the World,” *Places on the Margin* (London: Routledge, 1991) [Google Site]

- Caroline Churchill, *Over the Purple Hills* (Chicago: Mazlitt & Reed, 1877): Read the preface, 117-152 [Google Site]
- John Maude, *Visit to the Falls of Niagara in 1800* (London: Longman, Rees, Orme, Brown & Green, 1826): Read the Preface, 152-157 [Reserve]
- *Appleton's Illustrated Hand-book of American Summer Resorts* (New York: D. Appleton and Company, 1886): Read the Niagara and Yosemite sections, flip through. [Reserve]
- S. de Veaux, *The Travellers' Own Book to Saratoga Springs, Niagara Falls and Canada* (Buffalo: Faxon & Read, 1841) Look at Part I ("Hints to Travelers"), 104-111 [Reserve]
- O. L. Holley, *The Picturesque Tourist* (New-York: J. Disturnell, 1844), 174-176 [Reserve]

12:00–1:30 p.m.: Pizza lunch with the library staff

4:00–5:00 p.m.: How to use the Modern Manuscript Collection (Allison)

3:00 p.m.–close: individual research groups meet to look at Hawai'i materials

### Thursday, September 8

all day: individual research groups meet to look at Hawai'i materials

1:30–4:30 p.m.: individual research meetings with Drs. Kensky and Shaw

### Friday, September 7

9:30 a.m.–12:00 p.m.

- review "The Mediterranean in the Age of the Package Tour" and "The Global Beach" in *On Holiday*
- Mary McDonald, "Tourist wedding in Ha'waii: Consuming the Destination" [Google Site]
- Mark Twain, *Innocents Abroad* (Hartford, CN: American Publishing Company, 1891): Preface, Chapter I [Google Site]
- *Hawai'i Travel ephemera collection* (1950-1959) [Reserve]
- *Your Gray Line guide to Hawai'i, Waikiki, Honolulu and all the islands* (1956)[Reserve]
- *The Aloha Guide: Keepsake of your visit to Hawai'i* (1950s) [Reserve]

### WEEK THREE: GETTING PLACES (WEEK OF SEPTEMBER 10)

We will explore the mechanics of early Modern travel, including the expansion of the railroad, the emergence of the ocean liner, and the rise of the hotel, which opened wide possibilities of mobility and exploration. Case studies may include Yosemite, and Chicago hotels, and we will look at Henry James's 18 transatlantic journeys between 1843 and 1908 as a way to track how the process of ocean-crossing changed across the century. We will return to Ocean travel later in the term. This week research groups will lead days of seminar.

Field Trip: At some point during this week, choose a landmark Chicago hotel. Do some research before you visit to learn about the history of the hotel. When you arrive, walk around, see what amenities are available to travelers. Take notes about the atmosphere. What kind of clientele does the hotel expect?

**Monday, September 10** Scavenger hunt annotations due

**Tuesday, September 11**

6:00–7:30 p.m.: Postcard panel at the Newberry (Make sure you register online!)

**Wednesday, September 12**

10:00 a.m.–12:00 p.m.: Seminar meeting (Ocean Crossing and Hotels)

- Andrew K. Sandoval-Strausz, *Hotel: An American History* (New Haven: Yale, 2008): 142-185. [Google Site]
- Charles Warren Stoddard, *A Trip to Hawaii* (New edition. San Francisco: Oceanic Steamship Co., 1901): Read the introduction, flip through. [Reserve]
- Mark Twain, “On Board Steamer Ajax,” in *Letters from the Sandwich Islands* (San Francisco: The Grabhorn Press, 1937), 1-5. [Reserve]
- Ithiel Town, *Atlantic Steam-Ships* (New York: Wiley & Putnam, 1838): 3-13. [Reserve]
- Henry James, “To His Parents” and “To Mrs. William James” letters [Google Site]
- Lorraine Coons and Alexander Varias, *Tourist Third Cabin: Steamship Travel in the Interwar Years* (New York: Palgrave, 2003), Chapter Five. [Google Site]

1:30–2:30 p.m.: Active learning exercise (Lisa and JoEllen)

**Friday, September 14**

10:00 a.m.–12:00 p.m.: Seminar meeting (Cruises)

- David Foster Wallace, “Shipping Out” [Google Site]
- Michael Ian Black, “Cruises are So Uncool They are Cool” [Google Site]

**WEEK FOUR: SEEING AND MAPPING AMERICA (WEEK OF SEPTEMBER 17)**

We will explore the ways in which travellers are picturing the rapidly developing American continent, including and how Americans and Britons record, respond, and critique the new geographic reality, using this as a way to engage questions about travel as a means of making order and meaning in a changing world. We will look at both fictional and non-fictional accounts of travel and industry, as well as explore the ways in which map-makers and the map-making industry produce new knowledge and transmit new cultural meaning through their cartographical representations. Students will turn in their historical contextualization assignment. We will take a field trip to Pullman Town and Museum.

**Monday, September 17**

8:30–10:00 a.m.: meet and greet/show and tell with ACM off-campus study directors

10:30 a.m.–12:30 p.m.: Seminar meeting (maps)

- Cynthia Peters, “Rand, McNally and Company in the Nineteenth Century: Reaching for a National Market,” in M. Conzen, ed. *Chicago Mapmakers: Essays on the Rise of the City’s Map Trade*, (Chicago: Chicago Map Society, 1984), 64-72. [Google Site]
- JoAnn Conrad, “Mapping America: Re-creating in the Cartographic Imagination,” *Cultural Analysis* 9 (2010): 5-38. [Google Site]
- *International Tourist Guide* (Chicago: Rand, McNally & Co., 1870), flip through [Reserve—SC]
- Items from the Rand McNally Collection [Reserve—more information to come]

## Tuesday, September 18

10:00 a.m.–12:00 p.m.: Seminar meeting (trains and national parks)

- Excerpts from Marguerite Shaffer, *See America First* (Washington, D.C.: Smithsonian Institution P, 2001) [Google Site]
- Harry J. Norton, *Wonderland Illustrated: Or, Horseback Rides through Yellowstone National Park* (Virginia City, MT: Harry J. Norton, 1873), skim preface and letter number two. [Reserve]
- W.W. Wylie, *Yellowstone National Park; or the Great American Wonderland* (Kansas City: Ramsey, Millett & Hudson, 1882), Preface, Introduction, Practical Observations, and flip through rest. [Reserve—SC]
- Bill Dadd, *Great Trans-Continental Railroad Guide* (Chicago: Croufutt & Co., 1869), flip through. [Reserve—SC]
- *Appletons' Hand-Book of American Travel. Western Tour* (New York: Appleton and Company, 1873), flip through [Reserve—SC]

1:30–2:30 p.m.: Maps and Travel Collection (Jim)

## Thursday, September 20

9:00 a.m.: [field trip to Pullman Town and Museum. Travel together via METRA rail to arrive at 10:00 a.m.](#)

4:00–5:30 p.m.: President's Reception (Towner's Fellows Lounge)

**Friday, September 21:** Historical contextualization assignment due

10:00 a.m.–12:00 p.m.: Seminar meeting (urban tourism)

- Catherine Cocks, *Doing the Town: The Rise of Urban Tourism in the United States 1850-1915* (Berkeley: University of California, 2001), chapters 4 and 6 [Google Site]
- Dona Brown, *Inventing New England: Regional Tourism in the Nineteenth Century* (Washington, DC: Smithsonian Books, 1997), epilogue [Google Site]

## WEEK FIVE: EUROPE AND THE GRAND TOUR (WEEK OF SEPTEMBER 24)

We will turn our attention to the European continent, tracing the footsteps of authors who embarked on the Grand Tour. We will investigate how the Grand Tour functioned as a type of classical education and became the 11 defining hallmark of an educated Gentleman in the Eighteenth and Nineteenth centuries. We will also explore how the conventions of the Grand Tour changed as more middle-class Americans began travelling to the Continent in the second half of the Nineteenth Century. Finally, we will explore how the roots of the Grand Tour continue to shape travel today--to the Continent but also more generally. Research groups will lead seminar discussions, and we will take a field trip to the Tribune Building.

[Field Trip: At some point during this week, visit the Tribune Building. Before your visit, research the history of the building. Make sure to walk around the building. Why does this building look the way it does? What do the decorations accomplish?](#)

## Monday, September 24

10:00 a.m.–12:00 p.m.: Seminar meeting (European travel)

- Henry James, “Americans Abroad” (1878) [Google Site]

- William Stowe, *Going Abroad: European Travel in Nineteenth-Century American Culture* (Princeton: Princeton, 1994), Chapter One. [Google Site]
- Mark Renella and Whitney Walton, “Planned Serendipity: American Travellers and the Transatlantic Voyage in the Nineteenth and Twentieth Centuries” *Journal of Social History* 38 (2004), 365-383. [Google Site]
- James Buzard, “The Grand Tour and after (1660–1840)” *The Cambridge Companion to Travel Writing* (Peter Hulme and Tim Youngs, eds.; Cambridge: Cambridge, 2002), 37–52. [Google Site]
- John Marciari, *The Grand Tour: An exhibition held at the Beinecke Rare Book and Manuscript Library* (New Haven: Yale, 1998). flip through this exhibition catalogue and read as you’re interested. [Reserve]

### Wednesday, September 26

10:00 a.m.–12:00 p.m.: Seminar meeting (Italy)

- Margaret Fuller, “*These Sad but Glorious Days*”: *Dispatches from Europe 1846-1850* (Larry J. Reynolds and Susan Belasco Smith, eds.; New Haven: Yale, 1991), Introduction, Dispatches 18, 19, 26, 27 [Google Site]
- Magdalena Nerio, “A Transcendentalist Abroad: Margaret Fuller’s European Correspondence,” *Prose Studies* 33 (2011): 102-116. [Google Site]

### Thursday, September 27

6:00–9:00 p.m.: Dinner at Brad Hunt’s house

### Friday, September 28

10:00 a.m.–12:00 p.m.: Seminar meeting (The European package tour)

- Mark Twain, *Innocents Abroad* (1875), Chapters 10–12 and Chapter 23. [Google Site]
- William Stowe, *Going Abroad: European Travel in Nineteenth-Century American Culture* (Princeton: Princeton, 1994), Chapter seven. [Google Site]
- Lynne Withey, *Grand Tours and Cook’s Tours: A History of Leisure Travel 1750-1914* (London: Aurum, 1997), Chapter 5. [Google Site]

## WEEK SIX: PILGRIMAGE AND JERUSALEM (WEEK OF OCTOBER 1)

We will step back and read theoretical treatments on pilgrimage, some classical and modern accounts of pilgrimage, and invite students to think about the relationship between pilgrimage and tourism given the texts and materials they have worked with already. We will discuss the enduring fascination with pilgrimage, and engage in close reading of primary source accounts of travels to Jerusalem. In this case study we will read primary sources from travellers who went to the Holy Land for different purposes, from those who went to walk the footsteps of Jesus as a project of piety to those who saw Jerusalem as one more stop on their cultural checklist. We will explore the particular angst felt by those for whom Jerusalem did not live up to their expectations, and engage the way travellers deal with Disappointment. Students will turn in a literature review and a research proposal. We will take a field trip to the Art Institute.

### Monday, October 1

9:30 a.m. –12:00 p.m.: Seminar meeting (Catalogue and research follow-up session and what is pilgrimage?)

- *Bordeaux Itinerary*, 1–25 [Google Site]

- *Diary of Egeria* [Google Site]
- Simon Coleman, “Do You Believe in Pilgrimage? Communitas, Contestation, and Beyond,” *Anthropological Theory* 2.3 (2002): 355-68. [Google Site]
- Hilton Obenzinger, “Americans in the Holy Land, Israel, and Palestine” *American Travel Writing* (Alfred Bendixen and Judith Hamera, eds.; Cambridge: Cambridge, 2009), 145–64. [Google Site]
- Cecil Roth, *The Casale Pilgrim* (London: Soncino Press, 1929), read pages 41–52 [Reserve—SC]

1:30 –2:30 p.m.: Genealogy Collection (Matt)

### Wednesday, October 3

10:00 a.m. –12:00 p.m.: Seminar meeting (Americans in the Holy Land)

- Mark Twain, *The Innocents Abroad* (1875), Chapters 53 and 54. [Google Site]
- Herman Melville, Journal entries (pages 79–91) [Google Site]
- Clorinda Minor, *Meshullam! Or, Tidings from Jerusalem* (1851) [Google Site]
- Hilton Obenzinger, *American Palestine: Melville, Twain, and the Holy Land Mania* (Princeton: Princeton, 1999), Chapter nine. [Google Site]
- Barbara Kreiger, “Clorinda Minor, from Pilgrim to Pioneer,” *Pilgrims & Travelers to the Holy Land* (Bryan Le Beau and Menachem Mor, eds.; Omaha: Creighton, 1996), 195–208. [Google Site]

### Thursday, October 5

5:00–8:00 p.m.: field trip to Art Institute (doors open at 6; be on line early and bring address verification)

### Friday, October 5: Research Proposal and Literature Review due

10:00 a.m. –12:00 p.m.: Seminar meeting (Contemporary travel to the Holy Land)

- Vida Bajc, “Christian Pilgrimage Groups in Jerusalem: Framing the Experience through Linear Meta-Narratives,” *Journeys* 7, 101-128. [Google Site]
- Jackie Feldman, “Abraham the Settler, Jesus the Refugee: Contemporary Conflict and Christianity on the Road to Bethlehem,” *History & Memory* 23 (2011): 62-95. [Google Site]
- Shaul Kelner, *Tours that Bind* [Google Site]
- Maggi Dawn, *The Accidental Pilgrim* [Google Site]

### WEEK 7: IMMIGRATION AND MIGRATION (WEEK OF OCTOBER 8)

We will “come home” to the United States and consider how immigrant narratives play on and develop the conventions of other types of travel writing, paying specific attention to the way these narratives attempt to convince readers that these authors are American. Alongside these immigrant narratives we will look at other types of documents related to immigrant travel, including guidebooks written specifically for immigrants (including descriptions of specific destinations) and advertisements for steerage passage. We will explore how the surge of immigrants to the United States in the Nineteenth and Twentieth Centuries not only shaped the way Americans thought about their country but also changed the perception of the United States in the world. We will take field trips to Hull House and the DuSable Museum. Each research group will lead a day of seminar.



## Monday, October 8

9:00 a.m. –12:00 p.m.: Seminar meeting (immigration)

- J. Hector St. John de Crevecoeur, *Letters from an American Farmer* (1782), Letter III “What is an American” [Google Site]
- Phillis Wheatley, “On Being Brought from Africa to America” [Google Site]
- Emma Lazarus, “The New Colossus” (1883) [Google Site]
- Mary Antin, *The Promised Land* (1912), Chapter Nine [Google Site]
- Anzia Yezierska, “America and I” *Children of Loneliness: Stories of Immigrant Life in America* [Google Site]
- David Gerber, “Acts of Deceiving and Withholding in Immigrant Letters: Personal Identity and Self-Presentation in Personal Correspondence,” *Journal of Social History* 39.2 (2005): 315-330. [Google Site]

## Tuesday, October 9

2:00 p.m.: [field trip to Hull House](#)

## Thursday, October 11

[field trip to DuSable Museum \(time TBA\)](#)

## Friday, October 12

10:00 a.m. –12:00 p.m.: Seminar meeting (the Great Migration)

- “Chicago and the Great Migration” website [Google Site]
- Ethan Michaeli, “Bound for the Promised Land” *The Atlantic* (January 11, 2016) [Google Site]
- James Grossman, *Land of Hope: Chicago, Black Southerners, and the Great Migration* (Chicago: Chicago, 1989), Chapter five. [Google Site]
- James Gregory, *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America* (Chapel Hill: North Carolina, 2005), Chapter One. [Google Site]
- N. Howe Parker, *Iowa As It Is In 1855* (Chicago: Keen and Lee, 1855), Chapter IX. [Reserve—SC]

## WEEK 8: CULMINATION AND TRANSITION (WEEK OF OCTOBER 15)

In this week we will conclude our regular seminar discussions. Each student will give a two-minute presentation on potential objects or texts for individual projects and will develop a writing plan. We will hold a series of writing workshops. From this point on in the seminar, students will be working individually and in their research groups, and we will meet once a week as a full seminar.

## Monday, October 15:

10:00 a.m.–12:00 p.m.: two-minute presentations

3:00 p.m.: [Pilsen Mural Tour](#)

## Wednesday, October 17:

10:00 a.m.–12:00 p.m.: writing workshop/individual meetings (bring précis and timeline to meeting)

**Thursday, October 18:**

10:00 a.m.–12:00 p.m.: writing workshop/individual meetings

**Friday, November 2**

ACM Directors meeting

**Monday, November 5:** 10-page section due

10:00 a.m.: [field trip to Museum of Science and Industry](#)

2:00 p.m.: [visit to University of Chicago libraries](#)

**Tuesday, November 6**

6:00–7:30 p.m.: Ruth Slatter, “Eye of the Beholder: Visitor Experience at 19<sup>th</sup> Century World’s Fairs”  
lecture at Newberry library (register ahead of time!)

**Tuesday, November 13**

10:00 a.m.: [field trip to American Writers Museum](#)

**Wednesday, November 21:** full draft of research project due (email to Drs. Kensky and Shaw on or before this date)

**week of December 3:** final research presentations

**Friday, December 7:** final polished drafts of research projects due