



PRIOR APPROVAL FORM FOR PROFESSIONAL

Instructions: Submit this form to your professional development coordinator or administrator prior to taking Humanities in Class webinars to ensure you are awarded credit, AND/OR submit this form with your webinar completion certificates for final verification.

Section I: Educator Information

Name: _____ School: _____

E-mail: _____

District: _____ Position: _____

Section II: Humanities in Class Webinars

Eligibility: Humanities in Class webinars are free and open to participants interested in humanities education, including K-12 teachers and post-secondary educators. Registration is made through the [Humanities in Class Digital Library](#).

Type: All programs listed are live, interactive webinars featuring subject experts and scholars. Readings and viewings are made available one week in advance of the live event. Participants must attend a minimum of 70 minutes of the webinar to receive credit. Titles and dates are listed on the following pages. Detailed descriptions of these programs can be found [here](#).

Hours: We recommend 5 hours of professional development credit for each program attended. This includes 1.5 hours with a content expert and 3.5 hours for study of primary sources and digital instructional tools.

Request for:

- Pre-approval of professional development programming, subject to actual completion
- Final approval of hours for professional development credit (must include certificate of attendance)

CREDIT TYPES

We recognize that each state has different and unique sets of professional standards that must be met for teacher professional development credit. To assist in this process, we have committed to addressing the following common areas of professional development in all our programs.

Subject Area Content – *Courses are designed to deepen participants' content knowledge on a subject through interaction with leading scholars.*

Technology – *All courses offer digital resources for instructional use and guidance on how to use those resources in the classroom to foster student engagement and improved understanding.*

Close Reading – *Each course focuses on the close reading of primary source documents and strategies for using those documents in the classroom.*

Instructional Strategies – *Scholar leaders explore how to adapt and modify provided resources for classroom differentiation.*

Professional Relationships – *Webinars facilitate dialogue within a community of teachers from across the country and encourage the sharing of ideas, resources, and experiences for professional growth.*

Resources – *All webinars feature primary sources, digital instructional tools and other resources for teachers to use in their classrooms and improve the effectiveness of their teaching.*

Humanities in Class Webinar Series 2022-23

Note: This form is NOT evidence of completed coursework. Submit this form with your certificate of completion for proof of satisfied hours. Select all programs for which you registered.

- **Misinformation: Assessing the Threat and How to Address It**
Dustin Carnahan, Assistant Professor of Communications, Michigan State University
Tuesday, August 30, 2022
- **The Strike: Rethinking Labor History in an Era of Economic Inequality**
Erik Loomis, Associate Professor of History, University of Rhode Island
Thursday, September 1, 2022
- **Who Interprets the Constitution and Why It Matters**
Risa Golubuff, Professor of Law, Professor of History, University of Virginia
Wednesday, September 7, 2022
- **The Presidency of Jimmy Carter**
Julian Zelizer, Professor of History and Public Affairs, Princeton University
Tuesday, September 13, 2022
- **“They Made Me the Best Bronc Rider in the County, But They Weren’t Trying to Make Me A Rider”: Enslaved and Free Black Cowboys in Texas**
Ronald Davis, Department of History, University of Texas at Austin
Thursday, September 15, 2022
- **Talking Ghosts and Bold Women: The Weird World of Spiritualism in the 19th Century**
Molly Worthen, Associate Professor of History, University of North Carolina at Chapel Hill
Tuesday, September 20, 2022
- **Liberty is Sweet: The Hidden History of the American Revolution**
Woody Holton, Professor of History, University of South Carolina
Thursday, September 29, 2022
- **Christian Nationalism and Internationalism: Evangelicals and U.S. Foreign Policy in Modern History**
Lauren Turek, Associate Professor of History, Trinity University
Tuesday, October 4, 2022
- **Uncivil Religion: A Resource for Teaching about January 6, 2021**
Michael J. Altman, Associate Professor of Religious Studies, University of Alabama
Tuesday, October 11, 2022
- **Tacky’s Revolt: The Story of an Atlantic Slave War**
Vincent Brown, Professor of History, Professor of African American Studies, Harvard University
Tuesday, October 18, 2022
- **Colonial Hauntings: Pedagogies of Latinx Horror**
Maia Gil’Adi, Assistant Professor of Fine Arts, Boston University
Tuesday, October 25, 2022
- **Title IX at 50**
Anne Blaschke, Associate Lecturer, American Studies, University of Massachusetts - Boston
Tuesday, November 1, 2022

- **Why Teaching Maus Matters Now More Than Ever**
Scott Denham, Professor of German Studies, Davidson College
Barbara Mann, Professor of Jewish Literature, Jewish Theological Seminary
Thursday, November 3, 2022
- **What You're Fighting For: American Women in World War II**
Kara Dixon Vuic, Professor of War, Conflict, and Society, Texas Christian University
Tuesday, November 8, 2022
- **Indian Boarding Schools in the 19th and 20th Centuries**
Cristina Stanciu, Associate Professor of English, Virginia Commonwealth University
Brenda Child, Professor of American Studies, University of Minnesota
Tuesday, November 15, 2022
- **How to Hide Empire: A History of the Greater United States**
Daniel Immerwahr, Professor of History, Northwestern University
Thursday, November 17, 2022
- **The Myth of the "Dark Ages:" Teaching a Knowable Medieval Europe**
Matthew Gabriele, Professor of Medieval Studies, Virginia Tech
Tuesday, November 29, 2022
- **American Republics: 1783-1850**
Alan Taylor, Professor of History, University of Virginia
Tuesday, December 6, 2022
- **The Abolitionist Roots of Reconstruction**
Manisha Sinha, Professor of History, University of Connecticut
Thursday, December 8, 2022
- **Black Books and Data in the Twenty First Century**
Maryemma Graham, Professor of English, University of Kansas
Tuesday, December 13, 2022
- **"Why Colorblind Only at School: The Ongoing History of the Battle Over Affirmative Action"**
Earl Lewis, Professor of History and African American Studies, University of Michigan
Thursday, January 12, 2023
- **Looking for the Good War**
Elizabeth Samet, Professor of English, U.S. Military Academy at West Point
Tuesday, January 17, 2023
- **Does Contempt Belong in Public Life?**
Krista Thomason, Associate Professor of Philosophy, Swarthmore College
Tuesday, January 24, 2023
- **1968: Soul Music and the Year of Black Power**
Mark Anthony Neal, Professor of African and African American Studies, Duke University
Thursday, January 26, 2023
- **New Orleans's History, America's Future: Katrina, Covid, and the Climate Crisis**
Andy Horowitz, Associate Professor of History, University of Connecticut
Tuesday, January 31, 2023
- **From Preconception to Postmortem: Understanding the Value of Black Life During Slavery**
Daina Raine Berry, Professor of History, University of Texas at Austin
Thursday, February 2, 2023
- **Blackface from Time to Time**
Eric Lott, Professor of English, City University of New York
Thursday, February 9, 2023

- **Charting a Path to Teach Indigenous History**
Juliana Barr, Associate Professor of History, Duke University
Thursday, February 16, 2023
- **Traveling Black: Race and Resistance on the Road, the Rails, and the Skyways**
Mia Bay, Professor of History, University of Pennsylvania
Thursday, February 23, 2023
- **The Bill of Rights in the 20th Century (and Beyond)**
Sara Mayeaux, Associate Professor of Law, Vanderbilt University
Tuesday, February 28, 2023
- **Mao and the Chinese Cultural Revolution**
Andrew Walder, Professor of Sociology, Stanford University
Thursday, March 2, 2023
- **How American Art Made Relief, Recovery, and Reform a National Project During the Great Depression**
Erika Doss, Professor of American Studies, University of Notre Dame
Tuesday, March 7, 2023
- **Religion in America: Exploring the Changing Landscape with Students**
Timothy Beal, Professor of Religious Studies, Case Western Reserve University
Tuesday, March 14, 2023
- **Fake News and Media Literacy during the American Revolution**
Jordan E. Taylor, independent scholar
Thursday, March 16, 2023
- **Teaching Chaucer**
Timothy Stinson, Associate Professor of English, North Carolina State University
Tuesday, March 21, 2023
- **Understanding Latinidades: Negotiating Region, Race, and Politics in the United States**
Sarah McNamera, Assistant Professor of History, Texas A&M University
Tuesday, March 28, 2023
- **Propaganda in World War II Comic Books**
Paul Hirsh, Independent Scholar
Thursday, April 6, 2023
- **American Antisemitism in the American Century**
Kirsten Fermaglich, Professor of History and Jewish Studies, Michigan State University
Tuesday, April 11, 2023
- **The N-word in the Classroom: Teaching Racist Language without Harm**
Elizabeth Stordeur Pryor, Associate Professor of History, Smith College
Thursday, April 13, 2023
- **Find your voice: Teaching Asian American Literature and Aiiieeeee!**
Tara Fickle, Associate Professor of English, University of Oregon
Tuesday, April 18, 2023
- **Art and US Imperialism, Past and Present**
Maggie Cao, Assistant Professor of Art History, University of North Carolina at Chapel Hill
Thursday, April 27, 2023
- **A Revolutionary History of the Middle East**
Naghmeleh Sohrabi, Charles (Corky) Goodman Chair in Middle East History, Director of Research, Brandeis University
Tuesday, May 2, 2023
- **Bias and Justice in Computing**
Mar Hicks, Associate Professor of History, Illinois Institute of Technology
Thursday, May 4, 2023

Section III: Humanities in Class Online Courses

Participants actively engage with course materials and colleagues, expand their own knowledge, skills, and dispositions, and develop customized educational resources. These courses are offered in three different formats: Six-Week Courses (35 CEU credits), Summer Week-Long Intensive Courses (25 CEU credits), and Mini Courses (15 CEU credits). Six-Week Courses are asynchronous, require 5–7 hours of work per week, and include access to a topic-specific instructor. Summer Week-Long Intensive Courses are asynchronous, require 5–7 hours of work per day, and include access to a topic-specific instructor. Mini Courses are asynchronous and require 15 hours of work to complete. Detailed descriptions of these programs can be found [here](#).

The following courses are available as Six-Week Course (35 CEU credits) and Summer Week-Long Intensive Courses (25 CEU credits):

Six-Week Course Dates:

Fall I: September 12–October 28, 2022
Fall II: November 4–December 16, 2022
Spring I: Jan 23–March 3, 2023
Spring II: Mar 20–May 5, 2023

Summer Week-long Intensive Course Dates:

We will offer three sessions of week-long intensive courses. Please check the Humanities in Class Online Courses page for an announcement of our summer schedule.

- **Abigail & John Adams: Exploring Early U.S. History Through the Life of an American Power Couple**
- **Critical Media Literacy: Decoding Disinformation and Myths in the News**
- **Empowering Maptivists: Using Maps & Data to Examine Social Issues in the Humanities Classroom**
- **Journey to Equality: Examining the Promise, Reality, and Legacy of Reconstruction**
- **Let’s Talk: Using the Humanities to Promote Civil Discourse in the Classroom**
- **Medieval Africa and Africans**
- **“My Piece of the American Pie”: Race, Gender, and Sexuality in Contemporary American Music**
- **Understanding the Modern Middle East**
- **The Where of Why: GIS in the Humanities Classroom**
- **Women of The Americas: Early Encounters and Entangled Histories**

The following course is available as a Mini Course:

- **Understanding the Literature, Art, and Religion of the Ming Dynasty**

Open Registration from September 12, 2022–June 30, 2023

Contact Information:

Approved	
Not Approved	Reason:
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Signature of Professional Development Coordinator or Administrator	Date