

NEH Application Cover Sheet (GG-271459)

Humanities Discussions

PROJECT DIRECTOR

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INSTITUTION

Newberry Library
Chicago, IL 60610-3380

APPLICATION INFORMATION

Title: *¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas*

Grant period: From 2020-08-01 to 2023-03-31

Project field(s): U.S. History; Latin American History; Comparative Politics

Description of project: The Newberry Library seeks an NEH Humanities Discussions grant to support “¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas.” In a series of twelve public programs, scholars, writers, artists, and community members will explore the complex histories and ongoing legacies of the Age of Revolutions across the Americas, inaugurated by the revolution of 1776. The confluence of the approaching 250th anniversary of the United States’ founding with the bicentennial commemorations in the early 2020s of independence for many Latin American nations provides a perfect opportunity to reflect on and reevaluate the vibrant, complex shared histories of the freedom struggles of the peoples of the Americas.

BUDGET

Outright Request	250,000.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	250,000.00
Total NEH	250,000.00		

GRANT ADMINISTRATOR

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Attachment 1: Narrative

Nature of the Request

The Newberry Library seeks an NEH Humanities Discussions grant to support *¡Vivan las Revoluciones! Forming More Perfect Unions Across the Americas*. In a series of twelve public programs, scholars, writers, artists, and community members will explore the complex histories and ongoing legacies of the Age of Revolutions across the Americas, inaugurated by the revolution of 1776. The confluence of the approaching 250th anniversary of the founding of the United States with the bicentennial commemorations in the early 2020s of independence for many Latin American nations provides a perfect opportunity to reflect on and reevaluate the vibrant, complex shared histories of the freedom struggles of the peoples of the Americas.

Despite the growth of the Hispanic or Latino/a population across the United States and in Chicago, people from former Spanish, Portuguese, and French colonies in the Americas rarely see themselves reflected in stories about the American Revolution and its impact, and the histories of the Caribbean and Latin American revolutions and independence struggles of the early nineteenth century remain unknown to many Americans. We seek to promote conversation and improve understanding of this era, focusing on enduring questions with contemporary relevance.

The Newberry is an ideal place to explore this topic. The library holds major collections of humanities resources on the history and cultures of the Americas and has a proven track record of hosting engaging and productive conversations about the Colonial and Revolutionary periods in the Americas, as well as the histories of its Indigenous peoples. The Newberry's mission and culture encourage humanistic understandings of historical events in ways that appeal to members of the general public today. Chicago is a migratory center for people of the Americas, both historically and in the present day; its current population is 29% Hispanic or Latino/a and 30% African American. These demographics argue for vigorous engagement in our city and region with the Age of Revolutions across the hemisphere.

We will partner with other cultural organizations in this endeavor, including the Universidad Nacional Autónoma de México's Chicago campus (UNAM Chicago), the National Museum of Mexican Art, Illinois Humanities, and others. Together we will present a range of programs including interactive gallery tours, a bike tour of public art inspired by or memorializing the revolutions and independence struggles, a program of youth writing their own declarations of independence, a musical performance and singalong with scholarly commentary, a symposium, panel discussions, and thoughtfully mediated conversations. Each will integrate humanities resources with scholarly interpretation and audience participation.

Public discussions of the revolutions in the Americas and their legacies carry inherent challenges. One is linguistic: both audience members and scholars might count Spanish, English, French, or Portuguese as their primary language, not to mention dozens of possible Indigenous languages. Another is disciplinary: understanding of the Age of Revolutions necessarily draws from scholars working in area studies and ethnic studies departments, and also from fields such as intellectual history, military history, art history, literary studies, Indigenous studies, and many more. A third is programmatic: how to craft events that will make the subject's relevance apparent and appealing to diverse communities in Chicago and beyond.

The Newberry aims to structure its programming to capitalize on the potential energy inherent in these challenges. While we cannot completely solve the translation problem, we aim to provide translation services for Spanish and English, allowing for primary speakers of both languages to freely and fully engage in these discussions. We will ensure that both interdisciplinary appeal and relevance is evident in all of our programs by connecting historical events to the interests of contemporary audiences. Contemporary issues that were also critical across the revolutions include national borders and migration, ecology and natural resources, race, and popular sovereignty.

Humanities Content

The story of the founding of the United States, and the lasting impact of its foundational documents, cannot be understood without also exploring the nature of European colonialism in the Americas more broadly, the global spark struck by the United States' revolutionary struggle, and the conflicted reactions by the US government and citizens to the other American revolutions of the 1810s-30s. As Wim Klooster emphasizes in his book *Revolutions in the Atlantic World: A Comparative History* (2018), "Colonial uprisings such as the American Revolution can... be understood only in an international context."

Educational and entertainment programming in the United States related to the American Revolution often neglects its status as just one of many conflicts between European empires—certainly nothing as simple as Redcoats vs. Yankees. Such endeavors also often neglect the borderlands of the Revolution, places where the territories of the British were contested by Indigenous nations or by the French and Spanish empires. The popularity of *Hamilton: An American Musical* demonstrates the public appetite for more contextual stories of the many peoples, places, and cultures involved in and affected by this conflict; at the same time, the musical perpetuates the erasure of the larger global context and Indigenous people from narratives of the American Revolution. Finally, the complex motivations of actors on all sides of these conflicts are often glossed over or elided, thanks in part to narratives of American exceptionalism so deeply embedded in our national mythology.

An example of this complexity comes from Josep M. Fradera, whose recent book, *The Imperial Nation: Citizens and Subjects in the British, French, Spanish, and American Empires* (2018), argues that "the most notable" cause for "the era's major convulsions, such as American independence, the French crisis of the summer of 1789, and the conflicts in Spanish America and Brazil... was the extraordinary fiscal pressure by metropolitan states" on their colonies as well as their citizens for "raising and maintaining armies to defend the empire on a grander scale." These pressures converged with the ideas of Enlightenment thinkers on freedom, progress, representative government, and other topics to foment protest against demands of the state on the colonies. Furthermore, Fradera suggests: "The cry for political equality was understood and interpreted literally by many who had not yet been summoned to form part of free humanity," including enslaved people, people of color, the Indigenous, the poor, and almost all women. These causes apply, to varying degrees, across the Americas from the 1770s to the 1830s.

On the other hand, the deeply ambivalent response of the United States in the nineteenth century to the cries for equality coming from Latin America, and the guarded view of the United States among those revolutionaries, have not received nearly enough attention. As Caitlin Fitz points out in *Our Sister Republics: The United States in an Age of American Revolutions* (2016), "For all their universalist rhetoric, white people in the United States had always wanted land, and they had usually been willing to fight for it... That they did so even as they imagined themselves at the forefront of an international movement for freedom was not lost on Spanish-American onlookers, least of all [Simón] Bolívar."

Meanwhile, the impact of the Haitian Revolution (1791-1804) on its mainland neighbors, both northern and southern, can hardly be overestimated. “As a unique example of a successful black revolution, it became a crucial part of the political, philosophical, and cultural currents” in the Age of Revolutions and beyond, Laurent Dubois argues in *Avengers of the New World: The Story of the Haitian Revolution* (2004). “It was a central part of the destruction of slavery in the Americas, and therefore a crucial moment in the history of democracy.” In the United States, news reports and the accounts of exiles from the former colony of Saint-Domingue provoked discussion of abolition and black capability, stoked fears of violent insurrection, and caused a reexamination of the country’s own revolution and founding documents. Early South American revolutionaries of African descent visited Haiti or were inspired by its example, including Jose Chirino (Venezuela, 1795), the “Revolt of the Tailors” (Brazil, 1798), and Francisco Xavier Pirela (Venezuela, 1799), and the specter of “another Haiti” was raised as the justification for merciless suppression of conflicts such as Hidalgo’s revolt in Mexico. And, of course, Haitian president Alexandre Pétion provided material support to Bolívar in exchange for the promise of emancipation.

Constitutions are also at the center of revolutions in the Americas. In *The State as a Work of Art: The Cultural Origins of the Constitution* (2009), Eric Slauter explores the importance of what we now call the humanities to the framers of the American Constitution, and to the framers of new governments in the Americas more broadly. “Politicians and ordinary people in the early United States considered the state as a work of art... They also believed that successful political constitutions should emerge from the manners, customs, tastes, and genius of the people being constituted.... [T]he task as many saw it was for humans to organize politics in such a way that the state would both reflect the population and reform it.” Bolívar and other framers of foundational documents in this period were also profoundly influenced by these and similar ideas, drawn from Montesquieu’s writings. Rather than imitating the US Constitution as the guiding light for the Congress of Angostura in 1819, Bolívar proposed his understanding of the French philosopher’s guidance “that laws should be suited to the people for whom they are made; that it would be a major coincidence if those of one nation could be adapted to another; that laws must... be in keeping with... the religion of the inhabitants, their inclinations, resources, number, commerce, habits, and customs... This is the code we must consult, not the code of Washington!” In other words, better understanding of cultures, histories, religions, and arts should lead to better laws, better government, and better politics—the key being how “the people” being constituted and represented would be imagined, defined, and redefined.

¡Vivan las Revoluciones! Forming More Perfect Unions Across the Americas will seek to provoke thinking about these peoples, their ideas, and their cultures, and about the documents and artworks through which we can approach them today. We will include both comparative and integrative approaches to the Age of Revolutions—seeking to find meaning in the differences and similarities across the upheavals of the period, and also to integrate the stories of the revolutions into a coherent whole with deep meaning for the Americas today. The complex struggle to form “more perfect unions” in the wake of the American Revolution provides an unparalleled opportunity to explore many humanistic questions of enduring interest, related to themes of national identity, democratic institutions, and cultural heritage:

- What influence did the US founding documents have on Haitian, Spanish, Brazilian, and Latin American declarations of independence and constitutions?
- How did Latin American and Caribbean independence influence the United States?
- How and why did declarations of independence, constitutions, and other foundational documents of the revolutions echo and differ from each other, and what can that teach us about the divergent histories and legacies of the US, Haitian, and Latin American revolutions?
- What can the broader context of colonialism in the Americas teach us about why the revolutions occurred when they did, and why they took the forms that they did?
- Did the Age of Revolutions free the Americas? Or did one system of empire replace another?
- What can the central importance of race and Indigeneity contribute to our understandings of the debates around the revolutions and their application in the governments of the Americas?
- What can the diverse cultures—literary, artistic, musical, culinary—of the Americas in the age of revolutions contribute to our understanding of democracy in the Americas?

Project Formats

¡Vivan las Revoluciones! will be organized primarily around in-person programs, which will be free and open to the public, utilizing a wide range of formats.

Some formats will combine interactive elements and cultural performance with humanities scholarship: a musical performance of songs of the revolutions, accompanied by interpretive “annotation” by humanities scholars and a singalong from reproduced original sheet music and lyrics; a diverse group of high school students presenting new or reimagined declarations of independence, with introduction and discussion by humanities scholars incorporating comparison to the historical declarations serving as models for the students; a program related to toasts to independence and revolutions in the Age of Revolutions including dramatic readings, audience participation, and scholarly contextualization. Gallery tours, in both Spanish and English, of the Newberry exhibition *¡Vivan las Revoluciones! Latin America in the Age of Revolutions* will feature illuminating stories about the rare books, manuscripts, maps, artworks, and other documents displayed there. We will also develop age-appropriate follow-up activities for school groups who visit the exhibition.

Additional programs will feature presentations by scholars and writers in various formats: a day-long symposium; roundtable discussions; illustrated talks with projected images, video, and/or audio. Each of these events will include active audience engagement techniques, such as mediated question-and-answer periods, live polling, Story Circles, or breakout sessions.

Each program will integrate humanities resources in multiple ways. Most will directly incorporate digital images, reproduced pages, or performed interpretations of resources. Each will also include a bibliographic “Quick Guide” to additional resources—from archival

collections and graphic novels to reference works and scholarly monographs—that attendees can access in the Newberry collection.

To supplement the public events, we will create a website with pages for each program, selected digitized humanities resources (images, maps, and texts), a timeline and overview of the history covered by the project, and a curated collection of primary sources and commentary for classroom use. (We anticipate this website will be similar to the one we created for our [Chicago 1919 project](#).) Using Vamonde, a free, user-friendly application, we will also develop an online guided tour accessible from mobile phones, providing contextualized information on key sites covered in our community-led bike tour “Public Art of the Revolutions” (see “Project Walkthrough”).

Project Resources

The Newberry houses globally significant collections of books, manuscripts, maps, and artworks on paper for the history of the Americas. Its first major collection, donated in 1911 by Edward E. Ayer, includes rare books and manuscripts covering the Age of Revolutions. In addition to the Ayer Collection, the Newberry’s Everett D. Graff Collection of Western Americana, the William B. Greenlee Collection on Portuguese and Brazilian history, and the Rudy L. Ruggles Collection all hold primary material on the revolutionary and constitutional periods of the Americas, as well as on the histories and cultures of Indigenous peoples of the Americas. The library also holds renowned collections on the Enlightenment in Europe and on the French Revolution, including a collection of over 30,000 French Revolutionary-era pamphlets and the Spencer Napoleonica Collection of over 2,000 manuscript documents by and related to Napoleon Bonaparte.

Some of these rare and important works will be on view in the Newberry exhibition *¡Vivan las Revoluciones! Latin America in the Age of Revolutions*, which will run from April to June 2021, and will serve as focal points or discussion topics for programs held during that time. Core project resources will include the texts of foundational documents and the debates surrounding them. Translations will be provided for critical passages of exhibition materials. For the program in which youth will write their own founding documents, early printings of the American Declaration of Independence and Constitution will be used as models (see figure 1 of Attachment 7), along with other iconic documents such as the 1812 Spanish Constitution of Cádiz, France’s 1789 Declaration of the Rights of Man, and the range of Caribbean and Latin American declarations and constitutions.

For other programs on slavery and emancipation and the intellectual histories of the revolutions, lesser-known documents will be of great importance as well, such as the 1813 “Decreto” of Buenos Aires (see figure 2), freeing the Indigenous population from onerous forced labor and tribute obligations and printed in the languages Aymara, Quechua, and Guarani in addition to Spanish. Rare documents such as the record of a trial of brothers accused of supporting the 1780-1781 Insurrection of Tupac Amaru in Peru (see figure 9) will help illuminate the Indigenous context for the Age of Revolutions in South America, which includes

tribute payments and forced labor. The Ecuadorian patriot Vicente Rocafuerte's 1821 Philadelphia printing of the US founding documents and other pieces in Spanish, *Ideas Necesarias á Todo Pueblo Americano Independiente, que Quiera Ser Libre* (*Ideas Necessary for All Independent American People, Who Want to Be Free*), is another fascinating, lesser-known document linking the revolutions. Given its printing in Philadelphia, it shows Rocafuerte's twofold desire to promote the principles and republican structure of government in the United States to agents and exiles of Latin American countries and to the citizens of those countries (through export of the text), and to increase enthusiasm for Latin American independence in the United States by flattering its politicians and citizens through the intended emulation of their own revolutionaries.

Discussions of nationhood, territory, and borders inevitably require maps, an area of deep strength in the Newberry collection. Monumental maps used for many border disputes throughout the age of revolutions are held by the Newberry and will be key project resources, including John Mitchell's *Map of the British and French Dominions in North America* of 1755 (see figure 3), and Juan de la Cruz Cano y Olmedilla's 1775 map of South America, the *Mapa Geográfico de America Meridional*—typically referred to as the "Cruz Cano map" (see figure 4). Along with John Disturnell's 1847 *Mapa de los Estados Unidos de Méjico*, used at negotiations for the Treaty of Guadalupe Hidalgo (see figure 5), these maps shaped the understandings of the continents for imperial officials and representatives of the fledgling nations of the Americas for centuries.

Other programs will include historical and art-historical approaches to visual resources. Nicolas Ponce's *Recueil d'Estampes Representant les Différents Événemens de la Guerre qui a Procuré l'Indépendance aux Etats Unis de l'Amérique* (*Collection of Prints Representing the Different Events of the War that Provided Independence to the United States of America*), a series of sixteen engravings published in Paris in 1784, illustrates the American Revolution from the French perspective—showing French triumphs over the British in the Caribbean and Senegal as integral parts of the war for American independence (see figure 6). The iconography of Ponce's work, and other works memorializing the independence struggles, can provoke discussion on the global scale and importance of the revolutions and on the shared histories that connect us across the Americas. Other works, such as the Ecuadorian artist Ramon Salas's depictions of the people of Quito produced for an international tourist market (figure 8), continue the genre of *casta* paintings depicting various racial castes and Indigenous peoples in their "typical" dress and occupations. Popular in the Spanish colonies throughout the eighteenth century and into the Age of Revolutions, these artworks can stimulate discussion of the dissatisfaction with rigid class structures that helped to foment support for the independence struggles.

Similarly, the complexity of American response to and support of the revolutions in Latin America is crystallized in an engraved portrait in the Newberry collection of the Kentucky statesman Henry Clay, depicted as "the advocate of South American independence," holding his resolution supporting the independence of the "Spanish provinces" (see figure 7). This document can serve as a focal point for discussions of the Monroe Doctrine and the power vacuum left by the departure or weakening of European empires, but also for conversations

around race and slavery, given Clay's status as an ambivalent slaveholder. Clay publicly and personally admired the bold antislavery actions taken by the Latin American revolutionaries, but firmly separated his feelings about freedom in South America from the political practicalities of slavery in his own state and country. He decried attempts to sow discord between Northern and Southern US states based on Latin American emancipation as divisive and defended his advocacy for US recognition of the independent Latin American nations as part of an overall strategy to ensure that abolitionism did not spread to the slave states.

Other resources provide insight into the immediacy and passion of the revolutions in everyday lives. Handbills of songs printed in 1822 in Brazil entitled "Independencia ou Morrer" ("Independence or Die") echo both Prince Pedro's "Cry of Ipiranga" for Brazilian independence and Patrick Henry's impassioned cry during the American Revolution (see figure 10). A rare book of patriotic songs and poems from Argentina, *La Lira Argentina* (1824), and sheet music celebrating both the US and other American revolutions also provide perspective on the rhetoric of the conflicts. These resources will be shared at relevant events through distributed reproductions (physical and digital).

Project History

The Newberry has been engaging scholars and the general public with the history of the colonial and revolutionary eras in the Americas for well over a century. Its record of support for educational programs and scholarship related to the Americas from the colonial period through the early Republican era is long and distinguished, particularly for the histories and cultures of Indigenous peoples. For example, in 1975, the Newberry hosted a ground-breaking conference on "The American Indian and the American Revolution," as one of the Library's bicentennial events.

Past Newberry programming on the period has covered the spectrum of formats and audiences—from seminars for lifelong learners to exhibitions to musical performances—but has never included a hemispheric approach to the age of revolutions and its resonance today. *¡Vivan las Revoluciones! Forming More Perfect Unions Across the Americas* will build on these past programs. A long history of exhibitions on related topics includes recent examples such as [*Hamilton: The History Behind the Musical*](#) (January to March 2017); [*Border Troubles in the War of 1812*](#) (January to March 2012); [*Approaching the Mexican Revolution/Un Acercamiento a la Revolución Mexicana*](#) (October 2010 to January 2011); [*500 Años de Historia Puertorriqueña a través de los Ojos de Otros/ 500 Years of Puerto Rican History through the Eyes of Others*](#) (June to July 2008); and [*Revolutionary France and Haiti, 1787-1804*](#) (February to March 2007).

Recent public programs at the Newberry on related topics include "[Thinking \(and Drinking\) with Hamilton: Tavern Culture and the American Revolution](#)," a dramatic reading and scholarly discussion in February 2017; a series of [four programs on Thomas Jefferson](#) from March to October 2018; a program cosponsored with the Universidad Nacional Autónoma de México (UNAM) on [children's literature in Mexico](#) in September 2019; and a "Meet the Author" event with Andrew Sandoval-Strausz on his book "[Barrio America: How Latino Immigrants Saved the](#)

[American City](#)” in November 2019. The recent collaborative, Newberry-led, NEH-funded project “[Chicago 1919: Confronting the Race Riots](#)” has also given us useful experience and many lessons on how to craft programming to attract and engage diverse audiences, and on how to work effectively with both institutional and community partners.

In 2016 and 2017, a [grant from the Council on Library and Information Resources \(CLIR\)](#) enabled digitization of the French Revolutionary pamphlets collection, as well as related digital pedagogy and scholarship projects. Digitization of significant portions of the Ayer and Graff Collections, including much unique material for the revolutionary era, has also been completed in the past decade.

Audience, Marketing, and Promotion

The content of *¡Vivan las Revoluciones! Forming More Perfect Unions Across the Americas* is being developed to appeal to a broad range of Chicagoans, including the city’s large Latino/a community. By hosting programs in a variety of neighborhoods throughout Chicago, offering bilingual programming, and addressing a broad range of geographies, ethnicities, and cultures in the programs, we aim to make the project accessible and attractive to many audiences.

We will unite *¡Vivan las revoluciones! Forming More Perfect Unions Across the Americas* under one distinctive public-facing brand identity for the project. Consulting with our partners, we will create a compelling visual identity that expresses the major themes of the project and serves to raise awareness, drive attendance to programs, and unify the various aspects of the project under a single banner while connecting them to larger themes related to the legacy of the American Revolution.

Once the project identity is in place, we will work closely with our partners to support broad outreach efforts across the city and region. Our partner institutions have spent many years developing extensive audiences of their own, particularly within Latino/a communities in Chicago and across the Midwest, and a great strength of the project will be the ability to cross-promote the program series and amplify its reach.

Our budget includes funds for traditional marketing, including strategically placed internet advertising, radio ads, and Chicago Transit Authority (CTA) advertising, all of which will be developed in both English and Spanish. Partner institution Universidad Nacional Autónoma de México (UNAM) enjoys a close partnership with Spanish Public Radio, which we anticipate using as a promotional partner. We will also rely on each partner institution to develop audiences via their own social media and email marketing channels and to distribute printed flyers advertising the events.

Once the series is underway, we will multiply our audiences by creating opportunities for public engagement online. We will livestream selected programs and share audio and/or video recordings of programs once they have ended, expanding their reach. We will also facilitate

conversations on social media around the themes of the project, utilizing scholarly advisors, program presenters, and Newberry staff members to engage with the public on a regular basis.

Evaluation of Impact

We will develop an audience evaluation plan with assessment tools to measure effectiveness at meeting both affective and cognitive project goals. Affective goals include fostering informed, balanced, and engaged conversation, with additional engagement goals unique to individual programs. Cognitive goals will center on the historical moments of the US revolution and other revolutions in the Americas, and the ways they are interrelated, as viewed through the lens of humanities resources and disciplines. The evaluation plan will feature a hybrid of formative and summative research methods to assess audience response to our variety of program formats, as well as digital resources for the project. A research protocol incorporating tools such as audience intercept and exit surveys, ethnographic observation and in-context interviews, online surveys with targeted email recruitment, and data mining and geographic mapping of digital project tools will be used to collect quantitative and qualitative data. The evaluation plan will be executed by Newberry staff with experience in this area. We will contract with Slover Linett Audience Research, a Chicago-based firm specializing in work for museums and cultural institutions, to assist with evaluation of data and a final assessment report. The Newberry has worked with Slover Linett in the past.

Organizational Profile

The Newberry Library, free and open to the public, is an independent research library dedicated to the advancement and dissemination of knowledge, especially in the humanities. Founded in 1887, the Newberry today preserves over 1.5 million books, some 500,000 maps, and 15,000 cubic feet of manuscript material with an annual operating budget of \$12 million and a staff of just over 100. At the core of the Newberry is its extraordinary collection of materials representing the cultural history and heritage of the Americas and Europe. As noted above, this project will draw on our special strengths in the colonial and revolutionary eras in the Americas and the histories and cultures of Indigenous peoples.

The Newberry engages broad and diverse audiences through a variety of initiatives for both scholars and the general public, a dual focus that separates us from other research libraries around the world. Scholars benefit from research fellowships, summer institutes, and ongoing seminars which support research in all aspects of our collection. Their discoveries and the knowledge of our expert staff are then conveyed to the general public through programs and performances, adult education seminars, professional development activities for teachers, student programs, exhibitions, and a wide array of digital tools and resources—all freely available to the public and deeply rooted in our collection. Tens of thousands of visitors engage with the Newberry in person each year, and more than a million access our digital collections and resources annually, demonstrating our success in advancing the cause of the humanities here in Chicago, and well beyond.

Our mission is to inspire intellectual pursuit to the broadest audience feasible and to use our collections and expertise to encourage an enhanced and more public understanding of the humanities and our collective past. By doing so, we aim to help our society produce people who are knowledgeable about the past, aware of the present, and better equipped to meet the challenges of the future.

Project Team

- **Karen Christianson, PhD (history)**, will be Project Director. As the Newberry's Director of Public Engagement she most recently directed the NEH-funded Community Conversations project, "Chicago 1919: Confronting the Race Riots," a series of 11 public events and several digital resources, which the Newberry coordinated in collaboration with 13 other Chicago-area cultural institutions.
- **Will Hansen, MLIS**, Curator of Americana, will curate a related exhibition, *¡Vivan las Revoluciones!*, to be held April through July 2021 (note that this proposal does *not* request funding for the exhibition). In collaboration with our scholarly advisors, he will contribute subject area expertise for the project.
- **Analú López, MLIS**, (Xi'úi Pame/Guachichil), Ayer Librarian, will contribute subject area expertise for the project and oversee translation efforts.
- **Elizabeth Cummings, MA (art history)**, Public Programs Manager, will oversee production of events.
- **Jennifer Dalzin, MLIS**, Director of Digital Initiatives and Services, will oversee creation of a website and related digital resources.
- **Sarah Wilson, MA (English)**, Program Coordinator, will provide administrative support for the project.

Cultural Institution Partners

- **Universidad Nacional Autónoma de México Chicago (UNAM Chicago)** will serve as liaison between historical research centers in Mexico and consult with Newberry staff on content of relevant programs; will assist with promotion of all the events; and will provide a venue for at least one program.
- **National Museum of Mexican Art** will assist with promoting all of the events to reach diverse audiences; consult on the content of art-related programs, and provide a venue for at least one event.
- **Illinois Humanities**, the state affiliate of the National Endowment for the Humanities, will co-present at least three of the programs, working with new community partners to identify more venues outside the Library. It also will assist the Newberry to find Spanish-language translators.

The Newberry is a partner member of the Chicago Cultural Alliance, a consortium of 43 Chicago-area cultural heritage museums, centers, and historical societies that span 30 neighborhoods and nine suburbs in the Chicago area and represent over 30 different cultures from around the world, including the American Indian Center of Chicago, Casa Michoacán,

Dominican American Midwest Association, Haitian American Museum of Chicago, Mitchell Museum of the American Indian, National Indo American Museum, National Museum of Puerto Rican Arts & Culture, Puerto Rican Arts Alliance, and Segundo Ruiz Belvis Cultural Center. As the project progresses, we will work on adding more cultural institution partners and finding more event venues across Chicago and the region.

Humanities Scholars and Consultants

- **Alfredo Ávila Rueda, PhD**, Doctor en Historia at the Universidad Nacional Autónoma de México, Instituto de Investigaciones Históricas, is the author of *En Nombre de la Nación: La Formación del Gobierno Representativo en México, 1808-1824* and *Para la Libertad: Los Republicanos en Tiempos del Imperio, 1821-1823*, and co-editor of many volumes, including *Diccionario de la Independencia de México*. He will provide expertise in the Mexican War of Independence and Latin America in the Age of Revolutions more broadly.
- **Daniela Bleichmar, PhD**, is Professor of Art History and History at the University of Southern California, where she also serves as founding director of the Levan Institute for the Humanities and as Associate Provost for Faculty & Student Initiatives in the Arts and Humanities. She specializes in the history of visual culture of the Spanish Americas and Europe, and is the author of *Visible Empire: Botanical Expeditions and Visual Culture in the Hispanic Enlightenment* and *Visual Voyages: Images of Latin American from Columbus to Darwin*. She will provide expertise in the art history of the period.
- **Celso Thomas Castilho, PhD**, Associate Professor of History at Vanderbilt University, is the author of *Slave Emancipation and Transformations in Brazilian Political Citizenship*. He will provide expertise in Brazilian studies, comparative slavery and emancipation, citizenship and the public sphere, and literature and theater in the nineteenth century.
- **Laurent Dubois, PhD**, Professor of History at Duke University, is a specialist on the history and culture of the Atlantic world with a focus on the Caribbean and particularly Haiti. He has written two renowned books on the Haitian Revolution: *Avengers of the New World: The Story of the Haitian Revolution* and *A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean, 1787-1804*, among other works on Haitian and Caribbean history. He will provide expertise in the Haitian Revolution and the Caribbean in the Age of Revolutions.
- **Jordana Dym, PhD**, is Professor of History and Director of Latin American & Latinx Studies at Skidmore College. She is author of *From Sovereign Villages to National States: City, State and Federation in Central America, 1759-1839* and co-editor of *Las Declaraciones de Independencia: Los Textos Fundamentales de las Independencias Americanas* and *Mapping Latin America: A Cartographic Reader*, among other works. She will provide expertise in Latin America, especially Central America; the history of cartography; book history, including declarations of independence of the Americas; and public history.
- **Caitlin Fitz, PhD**, is Associate Professor of History at Northwestern University. Her award-winning first book, *Our Sister Republics: The United States in an Age of American Revolutions*, shows how Latin America's independence wars shaped popular understandings of race, revolution, and republicanism in the United States. She will provide expertise in

early US engagement with foreign communities and cultures, especially in the Americas, as well as the relationship between ordinary people and formal politics in the period.

- **Mónica Ricketts, PhD**, Associate Professor of History at Temple University, specializes in intellectual, political, and cultural history of the Spanish world, particularly colonial Peru. She has written *Who Should Rule? Men of Arms, the Republic of Letters, and the Fall of the Spanish Empire* and articles on Spanish liberalism, militarism in the Bourbon era, and the struggles of the lettered in the viceroyalty of Peru.
- **Eric Slauter, PhD**, is Associate Professor of English and Deputy Dean, Division of the Humanities, at the University of Chicago. His book *The State as a Work of Art: The Cultural Origins of the Constitution* examines the relation of culture to politics in revolutionary America. He will provide expertise on intellectual history in the Age of Revolutions, particularly transformations in political thought and behavior in the eighteenth century.

Work Plan

For details about each program listed, see the Walkthrough section of this proposal.

August 2020-February 2021

- Partner meeting: UNAM, National Museum of Mexican Art, Illinois Humanities, and other cultural organizations meet with Newberry staff to review the entire project, collaborate on program ideas, and coordinate workflow among partners.
- Scholarly Advisors meeting: Conversation with Scholarly Advisors to refine the historical messages and humanities resources for each program and produce outlines for digital resources.
- Web Portal: Newberry Digital Initiatives staff build the structure of the web portal for the project, linking program and resource web pages as they are prepared.
- Schedule: In collaboration with partners and speakers, finalize program dates and begin working on web pages for individual programs as details are set.
- Publicity plan: In coordination with Cultural Institution Partners, Newberry Communications and Marketing staff develop publicity plan, project logo, and branding.
- Assessment plan: Newberry staff define assessment goals and create assessment tools for each event.

March 2021

- Web Portal launch: links to web pages for each program and to digital resources go live.
- Publicity plan launched: In coordination with partners, Newberry staff initiate implementation of press and publicity plan.
- Training for Program Engagement: Facilitation and Story Circle training at the Newberry for institutional partners' representatives, discussion leaders, and Newberry staff. For exhibition tours, Exhibition curator leads docent training and, in conjunction with Newberry Teacher and Student Programs staff, prepares materials for student activities; Newberry Volunteer Manager schedules tours with various audiences.

April 2021

- Newberry exhibition *¡Vivan las Revoluciones! Forming More Perfect Unions Across the Americas* opens April through June 2021, with docent-led gallery tours.
- Opening Symposium at the Newberry, April 24, 2021.

May 2021

- Songs of Revolution, Songs of Nation program, May 18, 2021.

June 2021

- The Power of the Printed Word in the Age of Revolutions program, June 15, 2021.

July 2021

- Bughouse Square Debates on Forming More Perfect Unions in the Americas program, July 31, 2021, in Washington Square Park, with readings and discussion of foundational documents of US and Latin American revolutions.

September 2021

- Public Art of Revolution: A Community-Based Bike Tour program, September 18, 2021, in the Pilsen, Little Village, and Humboldt Park neighborhoods, and launch of the related Vamonde app.
- Revolutions Across Borders program, late September 2021, at UNAM Chicago.

November 2021

- Youth Declaring Independence program, November 2021, Segundo Ruiz Belvis Cultural Center. The young people involved will visit the Newberry a few weeks beforehand to explore primary sources reflecting declarations and acts of independence from the era of American revolutions.

March 2022

- The Art of Race in the Revolutions program, March 2022, at the National Museum of Mexican Art.

May 2022

- Slavery and Emancipation in the Age of Revolutions program, May 12, 2022.

June 2022

- Women and the Revolutionary Age program, June 2022.

September 2022

- Toasting the Revolutions program, September 15, 2022.

October—December 2022

- Assemble all program evaluation data and meet with Slover Linett for final review.
- Compile final budget information and write final report on the project for the NEH.

Project funding

No other funding for this project has yet been raised; additional funds will be pursued over the course of the next years. The Newberry has a long history of successfully raising funding for exhibitions, programs, and projects from corporate, foundation, and individual donors. Some related programs and materials, including professional development programs for K-12 teachers, a [Digital Collection for the Classroom](#), and adult seminars for lifelong learners, will be funded by our Teacher and Student Programs and Adult Seminars departments, respectively, through their regular budgets.

Attachment 2: Walkthrough

This walkthrough contains preliminary conceptions for the content and format of each public program in *¡Vivan las Revoluciones! Forming More Perfect Unions Across the Americas*, with lists of prospective participants and speakers. While we have confirmed key speakers, whose résumés and letters of support are appended, we will work in close collaboration with our Cultural Institution Partners and our Humanities Scholars to determine these programs' ultimate shape. In choosing speakers, we look for scholars, performers, and other presenters who are recognized for high quality work in their fields and who can speak to broad publics, rather than just to specialists in their fields. We also seek to include a broad array of perspectives, in terms of geographic regions and academic disciplines and specialties. Finally, we want compelling speakers who will engage audiences and lead dynamic, meaningful discussions.

Locations have not been finalized for the final few events; we will work with our cultural institution partners to find additional venues across Chicago and the region.

Wherever practicable, we will provide simultaneous translation services between English and Spanish, via either headsets or in-person translation. Translations of printed materials, including reproductions of primary source materials, also will be made available.

We will either livestream or audio-record most programs (given speaker permissions and favorable circumstances) and make the recordings available for later viewing or listening on the Newberry website and YouTube/SoundCloud channels.

1. Opening Symposium: *¡Vivan las Revoluciones! Forming More Perfect Unions Across the Americas*, April 24, 2021, Newberry Library

Confirmed Speakers:

- Alfredo Ávila Rueda, Professor of History, Universidad Nacional Autónoma de México
- Caitlin Fitz, Associate Professor of History, Northwestern University
- Laurent Dubois, Professor of History, Duke University
- Eric Slauter, Associate Professor of English, University of Chicago

Potential Speakers:

- Wim Klooster, Professor of History and International Relations, Clark University
- Marixa Lasso, Associate Professor of History, Universidad Nacional de Colombia

We will begin our series of programs with a half-day symposium to explore the current state of scholarship on the Age of Revolutions in the Americas. Four scholars, expert in independence struggles during this period in the United States, Haiti, Mexico, and South

America, will survey the state of historical understanding and the most pressing questions currently under debate in their fields; two others will take a holistic approach to the intellectual and economic currents motivating these struggles. The day will conclude with a roundtable discussion among all of the speakers to discuss the current relevance of these struggles, and to address audience questions. Audience members will have the opportunity to contribute to the discussion through live polling on smart devices, and also vocally by microphone.

This event will coincide with the opening of the exhibition *¡Vivan las Revoluciones! Latin America in the Age of Revolutions* at the Newberry, and audience members will be encouraged to view the exhibition to find connections and resonances among the revolutions, and to ask questions provoked by the exhibition.

2. Guided Exhibition Tours: *¡Vivan las Revoluciones! Latin America in the Age of Revolutions*, April-June, 2021, Newberry Library

Trained docents will lead at least 24 public exhibition tours of 45 minutes to an hour each, twice a week throughout the 12-week run. We will also schedule special custom tours for visitors, ranging from school classes to groups from local senior citizen residences. Docents will discuss exhibition themes, including the Indigenous experience under colonial rule and during the independence struggles, race as a central factor in the Age of Revolutions, popular sovereignty and the importance of declarations of independence and constitutions, and the making and unmaking of new national borders and identities through cartography. They also will share stories behind some of the most evocative items in the exhibition to connect to those themes, and to respond to questions from the attendees. Our Teacher and Student Programs staff will develop age-appropriate activities for various school groups in consultation with the exhibition's curator; students will work with crafts, puzzles, scavenger hunts, or primary source analysis exercises, depending on grade level.

We will run English-language, Spanish-language, and bilingual tours. The Newberry project team will work with colleagues at UNAM Chicago and Illinois Humanities to identify and train bilingual and Spanish-language docents, and all docents will receive training on the resources in the exhibition.

3. Songs of Revolution, Songs of Nation, May 18, 2021

Potential Performers:

- Sones de Mexico Ensemble
- Kreyòl Roots
- Mark Dvorak, Old Town School of Folk Music

Confirmed Speaker:

- Juan Andres Suarez Ontaneda, PhD Candidate, Latin American Literatures and Cultures, University of Illinois at Urbana-Champaign

Potential Speaker:

- Myron Gray, Visiting Assistant Professor of Music, Haverford College

This program will focus on the important place of music in the freedom struggles of the Americas, helping to create a shared sense of purpose, memorialize the sacrifices of those struggling for freedom, and ultimately create new national identities, among other purposes. After an introduction to the topic by a music scholar working in the Age of Revolutions, professional performers working in historical and folk music forms from across the Americas will perform songs and/or dances, and scholars will provide commentary and “annotation” to the songs. Lyrics or sheet music will be provided to audience members for clarity of understanding and singalong, with translations as needed.

4. The Power of the Printed Word in the Age of Revolutions, June 15, 2021

Confirmed Speakers:

- Julia Gaffield, Associate Professor of History, Georgia State University
- Mónica Ricketts, Associate Professor of History, Temple University

Potential Speakers:

- Raul Coronado, Associate Professor of Chicano/Latino Studies and Comparative Ethnic Studies, University of California, Berkeley
- Guadalupe Garcia, Associate Professor of History, Tulane University
- Eugenia Roldan Vera, Professor of History, Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional (CINVESTAV-IPN)

In an era of low literacy rates, why was the printing press so highly valued by Simón Bolívar and other revolutionary leaders, and how was its power harnessed to reach both broad and

targeted audiences? This program will focus on the critical roles of the printing press in this period to help guide public opinion, recruit soldiers and citizens to the cause, share essential information on the military and political landscapes, and legitimize new ideas and aspirational governments.

Experts on the histories of the book, printing, and communication in the revolutions will discuss key printed documents, including the Haitian Declaration of Independence, Spanish translations of the American Declaration of Independence and Constitution, and Bolívarian broadsides. Copies of these documents, with translations, will be made available to the audience. The event will conclude with small group discussions of these documents. Each group will be moderated by one of the event speakers or by a trained Newberry staff member.

5. Bughouse Square Debates on Forming More Perfect Unions in the Americas, July 31, 2021, Washington Square Park

Every July, the Newberry sponsors an afternoon of public programs in Washington Square Park, directly across the street from the library and affectionately known as “Bughouse Square” due to its long history as a mecca for free speech. In 2021 we will devote programming at the event to the centuries-long struggles for “more perfect unions” in the Americas. We will begin with staged readings of foundational documents from the Age of Revolutions, performed by bilingual professional actors.

After this session, three carefully moderated soapboxes will be stationed throughout the park. Citizen-orators will have an opportunity to sign up to take up to 5 minutes each to propound their views and interact with comments or questions from the audience. The soapbox lineups are curated and monitored by trained Newberry staff members, who provide guidance to maintain a civil and appropriate tone.

6. Public Art of Revolution: A Community-Based Bike Tour, September 18, 2021, Pilsen, Little Village, and Humboldt Park Neighborhoods

Confirmed Consultant and Leader:

- **Rebeca Fernandez**, currently Bilingual Program Manager for Rogers Park Business Alliance, is a specialist in historic preservation who has lectured extensively on public art in Chicago and conducted mural tours for Chicago Biennial and Arquitectos Latinos.

Potential Additional Leader:

- **Luis Tubens**, Co-Founder of [Pilsen Public Art Tours](#); President of the Board of Que4 Radio, a 501c3 non-profit geared towards cultivating the diversity of Chicago; former Outreach Coordinator for the 7th District Cook County Commissioner's office of Jesús "Chuy" Garcia. Mr. Tubens has agreed verbally to work with us on this event.

In time for the commemorations of Mexico's bicentennial of independence, community leaders will guide as many as 200 participants on a three-hour bicycle ride through city neighborhoods to examine monuments, murals, and other public art that reflect upon or memorialize revolutionary struggles in the Americas.

Potential stops include: Benito Juarez Park outside of Juarez High School in Pilsen, which has both murals of Mexican history and statues of Mexican revolutionary figures, including General Madero and Josefa Ortiz de Dominguez; street mural of Pancho Villa and Emiliano Zapata; Casa Azatlan, a former community center whose large mural depicting a series of Latin American revolutionaries from the nineteenth and twentieth centuries was whitewashed in 2017, suggesting the erasure of the past; "Galeria del Barrio" by Aurelio Diaz, from 1976, showing 22 Indigenous faces in various states of emotional distress; and the "Prevent World War III" mural, a Marcos Raya mural from 1980 protesting interventionist foreign policy in Latin America.

To facilitate this large-scale ride, we will partner with Blackstone Bicycles, a community-based non-profit that trains youth in bike repair and competitive riding. Blackstone will provide one trained bike marshall for every 15 participants, as well as repair support and route support to allow the safe movement of a large group through the streets of Chicago. Blackstone has considerable experience with such bike tours, and has worked with both the Newberry and the University of Chicago in recent years.

7. Revolutions Across Borders, late September 2021, UNAM Chicago

Confirmed Speaker:

- Jordana Dym, Professor of History and Director of Latin American and Latinx Studies, Skidmore College

Potential Speakers:

- Juliana Barr, Associate Professor of History, Duke University
- Geraldo Cadava, Associate Professor of History, Northwestern University

- Brian DeLay, Associate Professor of History, University of California, Berkeley
- Adam Goodman, Assistant Professor of History and Latin American and Latino Studies, University of Illinois at Chicago
- Gema Santamaria, Assistant Professor of History, Loyola University Chicago

This event will focus on borderlands and national border disputes in the Age of Revolutions, and their persistent echoes in our world today. Scholars will present a variety of approaches related to immigration, labor, Indigenous rights, the arms trade, resource extraction, and cartography in borders from US/Canada to Brazil/Argentina.

Scholarly introductions to these topics will be followed by a Story Circle activity, a group facilitation process built around narrative and personal experience, originated by the late John O’Neal and his work with the Free Southern Theater. In brief, a Story Circle is a group of people sitting in a circle, telling personal stories, led by a facilitator. Story Circles are meant to create a safe space for people to share across different experiences. For this event, participants will be prompted to share a story about their own experiences with the concept of “border.” Each small group will include a trained facilitator, drawn from Newberry staff and volunteers.

8. Youth Declaring Independence, November 2021, Segundo Ruiz Belvis Cultural Center

Confirmed Speakers:

- Group of teens from Instituto Justice and Leadership Academy (a letter from Anton Miglietta, history and social sciences teacher at the Academy, is appended)
- Jordana Dym, Professor of History and Director of Latin American and Latinx Studies, Skidmore College

Potential Speaker:

- Danielle Allen, James Bryant Conant University Professor, Harvard University, and Director of Harvard’s Edmond J. Safra Center for Ethics

What does it mean to declare independence? What are the most important elements to include in such a document? How do you frame a convincing argument that independence is required?

To explore these questions in historical context, a diverse group of Chicago high school students will visit the Newberry for an afternoon before this event. They will engage with collection materials including texts, with translations, of American, Haitian, Venezuelan, and

Mexican declarations, facilitated by Newberry Library staff and scholars in the field. Then, drawing on scholarly context and interpretation, they will collaborate on writing their own declarations of independence.

At this event, audience members will be provided with texts of the historical declarations and the students' creations. After students present their declarations, scholars will moderate a discussion among the students and with audience members.

9. The Art of Race in the Revolutions, March 2022, National Museum of Mexican Art

Confirmed Speakers:

- Delilah Montoya, Professor of Photo/Digital Media, School of Art, University of Houston
- NMMA staff members and docents

Potential Speakers:

- Emmanuel Ortega, Visiting Assistant Professor of Colonial Latin American Art, University of Illinois at Chicago
- Delia Cosentino, Associate Professor of History of Art and Architecture, DePaul University
- Agnes Lugo-Ortiz, Associate Professor of Latin American Literature, University of Chicago

The importance of racial hierarchies or castes to contextualize the revolutionary movements from the United States to South America can hardly be overestimated. Visual art played a major role in both reinforcing and rebelling against these hierarchies, from Paul Revere's engraving of the Boston Massacre identifying Crispus Attucks as one of its victims to the *casta* paintings of colonial Latin America.

This program will be held at the National Museum of Mexican Art and will begin with a scholarly discussion of both digital images and original artworks in the Museum's collection, followed by a guided tour of relevant collection materials, which will include time for questions from audience members and discussion with speakers.

10. Slavery and Emancipation in the Age of Revolutions, May 12, 2022

Confirmed Speaker:

- Celso Thomas Castilho, Associate Professor of History, Vanderbilt University

Potential Speakers:

- Yesenia Barragan, Assistant Professor of History, Rutgers University
- Beau Gaitors, Assistant Professor of History, Winston-Salem State University
- Rashauna Johnson, Associate Professor of History, Dartmouth University

This program will be held near the date of the abolition of slavery in Brazil, on May 13, 1888—the date on which legal slavery in the Western hemisphere officially ended. Scholars of slavery and emancipation in the Age of Revolutions and in its aftermath will explore controversies over the place of Indigenous and African slaves in the formation of new nations and governments, including such questions as: What would their rights be? Would they be full citizens, or limited in terms of rights and liberties? What repercussions of these decisions and debates extend to today?

11. Women and the Revolutionary Age, June 2022

Potential Speakers:

- Zara Anishanslin, Associate Professor of History and Art History, University of Delaware
- Erica Armstrong Dunbar, Charles and Mary Beard Professor of History, Rutgers University
- Sarah C. Chambers, Professor of History, University of Minnesota
- Annette Gordon-Reed, Charles Warren Professor of American Legal History, Harvard Law School
- Laura Gotkowitz, Associate Professor of History, University of Pittsburgh
- Jill Lepore, David Woods Kemper '41 Professor of American History, Harvard University

Throughout the Western Hemisphere, women were essential to movements toward independence and actively engaged in intellectual debate, support activities, and even military conflict. Remarkable women of these struggles include the unidentified female “Agent 355” of George Washington’s Culper Ring of spies; Deborah Sampson, who fought as a man in the US Revolutionary War; Elizabeth Freeman or “Mum Bet,” the enslaved woman who won the first freedom suit in Massachusetts in 1781; Mariquita Sánchez, renowned for her revolutionary salons in Buenos Aires; the Mexican patriot Leona Vicario, the linchpin organizer of Mexico’s revolutionary underground in the 1810s; and Manuela Sáenz, Bolívar’s “*Libertadora del Libertador*” who saved his life and advocated for women’s rights.

A panel of experts will provide historical context and tell the stories of some of these individuals, and audience members will explore and discuss revolutionary-era writings by and about women.

12. Toasting the Revolutions, September 15, 2022, Newberry Library

Confirmed Speaker:

- Caitlin Fitz, Associate Professor of History, Northwestern University

To close the project, we will host a celebratory, interactive event on the practice of toasting, particularly on the Fourth of July, in the Age of Revolutions, to examine what can be learned from the content of these toasts over time as related to public opinion and the connections among the revolutions in the Americas. Bilingual actors from the Shakespeare Project of Chicago will lead toasts from historical manuscripts in the Newberry's collection, made available to the audience members as well, to respond with cheers or jeers. Caitlin Fitz, who has gathered data and argued about the importance of this historical practice, will provide commentary and lead discussion on these toasts and other celebrations of revolutions across the Americas.

Attachment 3: Résumés and Letters of Commitment

Project Team (résumés only)

- Karen Christianson, PhD (history), Director of Public Engagement
- Will Hansen, MLIS, Curator of Americana
- Analú López, MLIS, (Xí'úi Pame/Guachichil), Ayer Librarian
- Elizabeth Cummings, MA (art history), Public Programs Manager
- Jennifer Dalzin, MLIS, Director of Digital Initiatives and Services
- Sarah Wilson, MA (English), Program Coordinator

Cultural Institution Partners (letters only)

- Universidad Nacional Autónoma de México Chicago (UNAM)
- National Museum of Mexican Art
- Illinois Humanities

Humanities Scholars and Consultants (résumés and letters)

- Alfredo Ávila Rueda, PhD, Doctor en Historia, Universidad Nacional Autónoma de México, Instituto de Investigaciones Históricas (also a speaker)
- Daniela Bleichmar, PhD, Professor of Art History and History, University of Southern California
- Celso Thomas Castilho, PhD, Associate Professor of History, Vanderbilt University (also a speaker)
- Laurent Dubois, PhD, Professor of History, Duke University (also a speaker)
- Jordana Dym, PhD, Professor of History and Director of Latin American & Latinx Studies, Skidmore College (also a speaker)
- Caitlin Fitz, PhD, Associate Professor of History, Northwestern University (also a speaker)
- Mónica Ricketts, PhD, Associate Professor of History, Temple University (also a speaker)
- Eric Slauter, PhD, Associate Professor of English and Deputy Dean, Division of the Humanities, University of Chicago (also a speaker)

Selected Other Speakers (résumés and letters)

- Rebeca Fernandez, historic preservation specialist and Bilingual Program Manager for Rogers Park Business Alliance
- Julia Gaffield, Associate Professor of History, Georgia State University
- Anton Miglietta, History and Social Sciences Teacher, Instituto Justice Leadership Academy, Rudy Lozano Campus
- Delilah Montoya, Professor of Photo/Digital Media, School of Art, University of Houston
- Juan Andres Suarez Ontaneda, PhD Candidate, Latin American Literatures and Cultures, University of Illinois at Urbana-Champaign

Karen Ann Christianson

The Newberry Library
60 West Walton Street
Chicago, IL 60805
Phone: 312-255-3539
Email: christiansonk@newberry.org
Twitter: @KACNewberry

Education

PhD History, University of Iowa, 2009
MA History, San Francisco State University, 1997
BA with High Honors, History, Portland State University, 1995
Minor: English Literature

Academic and Cultural Institution Experience

Administration

Newberry Library

Director of Public Engagement	July 2016 – present
Interim Director, Center for Renaissance Studies	July 2015 – September 2016
Associate Director, Center for Renaissance Studies	September 2012 – June 2015 and
	July 2010 – August 2011
Acting Director, Center for Renaissance Studies	September 2011 – August 2012
Assistant Director, Center for Renaissance Studies	May 2009 – June 2010
Public Programs Manager	September 2008 – April 2009
Acting Assistant Director, Center for Renaissance Studies	January – August, 2008

Teaching

DePaul University	2005 – 2016
Adjunct Instructor, History Department	
Chicago State University	2003 – 2005
Visiting Assistant Professor, History Department	
University of Iowa	1998 – 2002
Instructor, History Department	
Instructor, Rhetoric Department	

Publications

"Chicago 1919: Confronting the Race Riots," *Newberry Magazine* 12 (Spring/Summer 2019): 3-6.

"Renaissance Memes," *Newberry Magazine* 9 (Fall/Winter 2017): 17-19.

The Legacy of the Middle Ages in the Renaissance and Beyond. Newberry Digital Collections for the Classroom. May 2016. http://dcc.newberry.org/collections/the_legacy_of_the_middle_ages_in_the_renaissance_and_beyond

"The Writing's on the Web," *Newberry Magazine* 6 (Spring 2016): 12-15.

Editor, six issues of *Newberry Essays in Medieval and Early Modern Studies: Selected Proceedings of the Newberry Center for Renaissance Studies Graduate Student Conference* Vol. 2, 3, 4, 5, 7, and 9 (Chicago: The Newberry Library, 2008, 2009, 2010, 2011, 2013, and 2015).

"Fit to Print and Then Some: Journalism in the Midwest Manuscript Collection," *Newberry Magazine* 3 (Fall 2014): 18-20.

Editor, *Essays in Medieval Studies*, vol. 29: 2013 (Morgantown: West Virginia University Press and Project Muse, 2014).

Book review: *Medici Women: Portraits of Power, Love, and Betrayal*, by Gabrielle Langdon, and *Renaissance Woman*, by Gaia Servadio. In *Canadian Journal of History* 42:1 (2007), 95-97

Book review: *Constructions of Widowhood and Virginity in the Middle Ages*, edited by Cindy L. Carlson and Angela Jane Weisl. In *The Journal of the History of Sexuality* 11 (2002), 490-495

Editor, *The History Journal: Ex Post Facto* VI (1997) and V (1996)

Professional Development

Rare Book School: The Medieval Manuscript in the Twenty-First Century, led by William Noel and Dot Porter, University of Pennsylvania, June 2014

THATCamp Prime, George Mason University, June 2013

Grants

Project Director, "Chicago 1919: Confronting the Race Riots," \$200,000 Community Conversations grant from the National Endowment for the Humanities, 2018 – 2019

Writer and project director for multiple Newberry program and project grants from foundations and corporations, including the Jack Miller Center, Paul M. Angell Family Foundation, Terra Foundation for American Art, Allstate Foundation, Peoples Gas, and others.

Wrote successful grant proposal for "Summer Institutes in Vernacular Paleography," \$900,000 grant from the Andrew W. Mellon Foundation, 2017 – 2020.

Affiliations

American Alliance of Museums

American Association of State and Local History

Association of Midwest Museums

National Council on Public History

EDUCATION

- 2008** **Rare Book School | Charlottesville, VA**
Coursework: The American Book in the Industrial Era, 1820-1940.
- 2005-2007** **University of Illinois | Champaign-Urbana, Illinois**
Graduate School of Library and Information Sciences, LEEP Distance Learning program. Master of Science degree.
- 1998-2001** **University of Nebraska-Lincoln | Lincoln, Nebraska**
Bachelor of Arts degree with distinction, English Major, History and Art History Minors. Elected to Phi Beta Kappa, April 2001.
- 1997-1998** **Hastings College | Hastings, Nebraska**

WORK EXPERIENCE

- 06/15 to Present** **Newberry Library | Chicago, Illinois**
Adult Education Seminar Instructor
- Led courses on Herman Melville and Alexander Hamilton
- 05/14 to Present** **Newberry Library | Chicago, Illinois**
Director of Reader Services and Curator of Americana
- Identify, select, solicit, and acquire current scholarly and rare library materials for American history, literature, and culture; American Indian and Indigenous Studies; and Latin Americana
 - Supervise Reader Services staff providing library services at reference desks, in reading rooms, and to remote researchers via email and phone
 - Provide library instruction to diverse audiences including undergraduates, graduate students, library donors, and others
 - Led hundreds of groups in hands-on sessions introducing special collections materials
 - Promote collections through exhibitions, online guides, blog posts, and programs
 - Curated major exhibition “Melville: Finding America at Sea” (January-April 2019)
- 08/07 to 05/14** **Duke University | Durham, North Carolina**
David M. Rubenstein Rare Book & Manuscript Library
Assistant Curator of Collections
- Identify, select, solicit, and acquire library materials in many formats, with primary collection development responsibility for literature, southern Americana, and archival economics collections
 - Provide library instruction to Duke undergraduate and graduate classes
 - Led more than 80 course sections in hands-on sessions introducing special collections materials
 - Co-taught Romance Studies graduate seminar “The Caribbean at Duke: Exploring Archives” in Spring 2014 (with Prof. Deborah Jenson and Holly Ackerman)
 - Promote collections through exhibitions, presentations, online guides, and programs

- Curated/co-curated seven major exhibitions as well as many temporary event-specific exhibits
- Organized ten public events: lectures, readings, conference reception, etc.

08/03 to 08/07 **Newberry Library | Chicago, Illinois**
Reference Services Senior Library Assistant
Circulation Assistant (08/03 to 08/04)

PEER-REVIEWED PUBLICATIONS (SELECTED)

“Hardware for SoftPoems: Appraisal and Acquisition of Vintage Computer Equipment” (with Matthew Farrell). *Appraisal and Acquisition: Innovative Practices for Archives and Special Collections*. Theimer, Kate. Lanham, MD: Rowman and Littlefield, 2015.

“Cartographic Collaborations at the David M. Rubenstein Rare Book & Manuscript Library, Duke University.” *Cartographic Perspectives* 78 (2014).

“The Dating Game.” *Using Primary Sources: Hands-On Instructional Exercises*. Bahde, Anne, et al. Santa Barbara: Libraries Unlimited, 2014.

“Born Digital: Guidance for Donors, Dealers, and Archival Repositories.” CLIR Publication 159 (October 2013). Primary author of section 3, “Privacy and Intellectual Property.” Collaborator on entire document.

““So far as what there may be of a narrative’: Abridgment and *Moby-Dick*.” *Leviathan: A Journal of Melville Studies* 12.2 (June 2010).

PUBLIC PRESENTATIONS (SELECTED)

2019 **SHARP Conference | Amherst, MA**
 “Illustrations of Queequeg, 1899-Present.” Presented paper.

2018 **Alliance of Digital Humanities Organizations Conference | Mexico City, Mexico**
 “Digital Decolonizations: Remediating the *Popol Vuh*.” Presentation and panel speaker.

2017 **Bibliography Among the Disciplines Conference | Philadelphia, PA**
 “Extra-Illustrated Editions: The Case of Irving’s Life of George Washington, 1889(?)” Presented paper.

2015 **Newberry Library | Chicago, IL**
 “Philip, or the Indian Chief: A Tragedy in Four Acts (1835).” Staged reading of a manuscript play, cosponsored by C19: The Society of Nineteenth-Century Americanists. Pre-play introductory presentation and role in staged reading.

Analú M. López

(b) (6)

lopeza@newberry.org

Education

Master of Science: Library and Information Science
Certificate: Archives and Cultural Heritage Resources and Services
Dominican University – River Forest, IL

2014 - 2017

Bachelor of Arts: Photography
Minor: Latin-American Studies
Columbia College – Chicago, IL

2003 - 2009

Experience

Ayer Indigenous Studies Librarian
The Newberry – Chicago, IL

09/2017 to present

Provide reference assistance to library patrons in person, on the phone, and via email; Provide specialized reference assistance relating to the Ayer and Greenlee collections and related fields of study. Provide instruction, tours, and library orientation to visiting groups, resident fellows, and classes. Participate in the development of print and online content for instruction, outreach, promotion of Newberry collections, and service to readers. Collaborate with Newberry research staff and scholarly community, especially with the D'Arcy McNickle Center for American Indian and Indigenous Studies, the Newberry fellowship program, and undergraduate programs. Participate in reference service planning, collection management, library committees, special projects, and other tasks or activities needed for the achievement of departmental goals. Keep abreast of current developments in librarianship and instructional technologies. Process and describe archival collections in the Ayer and Greenlee Collections under the supervision of Maps and Modern Manuscripts Department staff; Participate in development of digital projects and metadata creation under the supervision of Digital Initiatives and Services Department staff.

Curt Teich Postcard Archives Collection Processing
The Newberry – Chicago, IL

02/2017 to 09/2017

Cleaned original envelopes following protocols established by Newberry conservators. Rehoused contents in archival folders/boxes. Labeled folders and boxes according to Newberry archival practice. Prepared container lists in a Word format compatible with the archival professional standard, Encoded Archival Description (EAD); Maintained a log noting condition issues and preservation needs, e.g., deteriorating negatives. Boxed/foldered other Teich Archives materials for transfer to the stacks and compared overstock images to identify duplicates.

Midwest Dance Collections Intern
The Newberry Library – Chicago, IL

09/2016 to 01/2017

Arranged and re-housed materials in Chicago dance collections. Applied appropriate preservation treatments to collection materials. Treatments include, but are not limited to, surface cleaning, flattening, removal of fasteners, and photocopying. Prepared detailed descriptive inventories for collections in a format compatible with the archival professional standard, Encoded Archival Description (EAD). Participated in identifying analog audio-visual formats in the collections, preparing them for digitization, and creating metadata.

Imaging Technician / Rights and Images Assistant
The Museum of Contemporary Art Chicago – Chicago, IL

03/2013 to 07/2016

Duties and responsibilities included: processed, organized, cataloged, and maintained MCA-produced traditional and digital photographic assets. Developed, recommended, and implemented policies and procedures for archiving, documenting, preserving and maintaining the MCA photo archive collection. Administered digital asset management for 1.4 million assets through Extensis Portfolio and TMS (The Museum System).

Experience Continued

Processed external/internal image and reproduction requests for research and publication; Negotiated and secured copyright clearances on behalf of the MCA. Assisted in production of MCA publications and seasonal magazine. Tracked and invoiced clients. Organized and keep up-to-date department records. Ordered and inventoried photographic, archival, and office supplies. Supervised department interns during image processing. Assisted with the organization of images on institution-wide server for all departments' use.

Library Technician

02/2009 to 03/2013

The Center for Research Libraries – Chicago, IL

Properly handled and digitized fragile, rare archival materials. Scanned print, photographs, books, manuscripts and imported into photo software; color corrected and manipulated images as required using provided software. Entered descriptive metadata into files. Calibrated all components of scanner and computer work station.

Exhibition Technician/Photography / Departmental Assistant

08/2006 to 12/2011

The National Museum of Mexican Art – Chicago, IL

In dual roles, worked with the Visual Arts Department on contractual work on special photography projects including retouching and post-production of images for exhibitions; Photographed artwork from the permanent collection and temporary exhibits; Researched artists and artwork. Exhibition installation as requested. Aided Permanent Collection Director of care with entrusted artwork. Strengthened collection image archive and departmental records. Assisted in coordination of professional conservation treatments. Translated 20-page exhibition proposal for Pedro Meyer's *Heresies* from Spanish to English under deadline. Participated in photograph selection process of images from *Heresies* exhibition to be entered into the permanent collection. Researched equipment, created job description and developed budgets to aide in planning for a potential digital media department. *Teaching*

Presentations

Indigenous Interventions: Reshaping Archives and Museums

04/2020

The Field Museum - Chicago, IL

Critical Race Pedagogy in the Primary Source Classroom

06/2020

Rare Books and Manuscripts Section Conference - Bloomington, IN

Indigenous Language Resources in the Newberry Library Collections

10/2019

Association of Tribal Archives, Library and Museums - Temecula, California

Histories of Violence, Racism, + Oppression in Special Collections

11/2018

University of Michigan, Bentley Historical Library – Ann Arbor, Michigan

200+ Years of History: Illinois Leading Up to 1818 (Chicago Open Archives)

10/2018

The Newberry/Chicago Area Archivists – Chicago, IL

The Role of Cultural Spaces in Decolonizing Historical Narratives

10/2017

Chicago Architectural Biennial, Chicago Cultural Center – Chicago, IL

Individual as Archivist: taking your story into your own hands

02/2017

Publications

"Se ixewayotl san ika se ixpantilistli/A Nahuatl Play in One Act," The Newberry Magazine

"Ethically Teaching Histories of Violence, Racism, and Oppression," Michigan Publishing

"Tewa Tales of Suspense!," Source Material, The Newberry

"Diego Rivera's Delayed Drawings for the Popol Vuh," From the Stacks, The Newberry

"Satirical Calaveras and the Day of the Dead," From the Stacks, The Newberry

"Raymond Hudd Photographs and Papers," The Chicago History Museum

"Off the Wall: Keith Haring and the (Indiana) Kids, Part 2," MCA DNA Blog, MCA Chicago

"Off the Wall: Keith Haring and the Kids," MCA DNA Blog, MCA Chicago

Languages

Spanish (fluent in reading, writing, and speaking) • Nahuatl (elementary proficiency in reading, writing, and speaking with dictionary) • HTML & CSS code • XML

AML

lopeza@newberry.org

ELIZABETH CUMMINGS

Public Programs Manager

Newberry Library

cummingse@newberry.org

EXPERIENCE

Public Programs Manager, Newberry Library, Chicago **2017-Present**

- Develop and execute 60+ public programs yearly with an attendance average of 125 people per program, which further the Newberry's mission and promote strategic growth.
- Strategize marketing plans and create promotional assets in collaboration with in-house communications team (web pages, press releases, flyers, Eventbrite pages, social media, podcasts, promo videos, interviews, and app tour).
- Manage accounting for the department, as well as consultants and vendors (audio, photography, video, catering, external venue rentals).
- Significantly increase department's outreach and collaboration with 15+ Chicago peer institutions, both academic and community-based, including the Chicago Urban League, the DuSable Museum, Chicago History Museum, City Bureau, and the Mayor's Office.
- Consult on grant proposals that have resulted in gifts of \$5K to \$200K from individuals and organizations like the Angell Foundation, the Terra Foundation, the Free For All Fund of the Chicago Community Trust, and the National Endowment for the Humanities.
- Co-founded division-wide committee to design and implement Diversity, Equity, and Inclusion Plan.

Curator, Design Museum of Chicago, Chicago **2013-16**

- Curated the 4,000-ft² exhibitions *Deborah Sussman Loves Los Angeles!*, *The State of Detroit*, and the 15,000-ft² installations/event *ACTIVATE*.
- For each multimedia exhibition, set interpretive goals and collaborated with exhibition committee to review timeline, major themes, and object list.

Contract Exhibitions Developer and Collection Manager **2013-16**

- Provided research, writing, and collections care services.
- Clients included: National Museum of Health and Medicine/Erica Mott Productions, The Stock Room, Julia Bachrach Consulting, Art Paul Private Collection, and Pleasant Home Foundation.

Costume Cataloging Project Assistant, Chicago History Museum, Chicago **2010-11**

- Coordinated a grant-funded project to create the Museum's first digital costume collection.
- Digitized printed catalog records, and prepared records for import into Content DM digital collection software.
- Overhauled previous cataloging procedures, wrote new data dictionary to inform future entries.

ADDITIONAL PROFESSIONAL EXPERIENCE

UX Researcher, GfK, Chicago

2015-16

- Conducted user experience testing including both qualitative (ethnographic studies, scenarios, personas, focus groups, prototyping) and quantitative methods (surveys, eye tracking, controlled laboratory or field testing). Deliverables included research decks, app prototypes, and packaging prototypes.
- Collaborated with clients and other stakeholders on test methodology and compliance.

User Researcher, Conifer Research, Chicago

2014-15

- Conducted major research projects for an insurance company, a home appliance store, and a women's clothing brand.
- Research methods included shopper intercepts, user interviews, and prototype testing and iteration. Deliverables included research decks, film segments, and training workshops.

EDUCATION

MA, History of Design, Royal College of Art/Victoria & Albert Museum, London, UK **2013**

BA, Art History, Smith College, Northampton, MA **2008**

Université Paris - Sorbonne (Paris IV) — One-year program in French/Art History **2007**

SERVICE & LEADERSHIP

Teaching Assistant Program in France, Réunion Island **2008-9**

Chicago Greeter tour guide for French speakers **Since 2017**

Chicago Sister Cities International — Paris Committee Member **Since 2017**

French American Chamber of Commerce — Board and Young Professionals Group Chair **2018**

Professional Library Experience

2011 -

Director, Digital Initiatives and Services, Newberry Library, Chicago

Provide leadership for strategic development of the department of Digital Initiatives and Services. Collaboratively build digital initiatives, services, collections and publications.

- Plan and direct the operations of the Digital Initiatives and Services Department and supervises its staff.
- Oversee department and project budgets.
- Coordinate, review, plan and implement digital services for readers, staff, and remote users of the Newberry.
- Collaborate with division and department heads and other Newberry staff to coordinate digital publication activities and to enhance the use of digital publication in pursuit of its mission.
- Develop, manage, evaluate and preserve Newberry digital collections.
- Collaborate with division and department heads and other Newberry staff to coordinate digital publication activities and to enhance the use of digital publication in pursuit of its mission.
- Plan, write, and administer grants, including CLIR and NEH grants.

2007 – 2011

Cataloging Projects Manager, Newberry Library, Chicago

Planned, managed and evaluated cataloging projects for the Newberry Library.

- Planned and managed projects to catalog rare book collections, cartographic material, and French pamphlet collections.
- Monitored project progress and budgets; wrote progress and evaluation reports for funders, including the Council on Library and Information Resources (CLIR), state and private donors.
- Trained, evaluated and supervised the work of cataloging staff.
- Worked with Hidden Collections and other planning and prioritization committees.

2003 -2006

Retrospective Conversion Librarian, Newberry Library, Chicago

Provided leadership and coordinated all aspects of the Newberry Library's Retrospective Conversion Project.

- Developed project specifications with planning and advisory committees.
- Directed quality control and problem resolution activities for 650,000 vendor supplied MARC records for books, serials, music, cartographic and other formats.
- Hired and supervised project staff.
- Monitored project progress and budget.

2003

Digital Project & Metadata Consultant, Newberry Library, Chicago

Assisted the Newberry Library in launching its first in-house digital project; Evaluated and recommended hardware, software, and metadata standards; Created 1,000 Dublin Core records for maps and graphic materials; Documented procedures and decisions.

1997– 2002

Curator of Photography & Digital Imaging Project Manager, Denver Public Library

- Oversaw collection development and management for collection of 600,000 photographs, documenting the history of Colorado and the American West.
- Planned, implemented, obtained funding, and reviewed services and programs that allowed the collection to grow and be used effectively.
- Coordinated the digitization and cataloging of 100,000 historic photographs.
- Wrote and administered federal, state and private grants, including Department of Commerce TIIAP and NEH grants.
- Hired, supervised and evaluated catalogers, reference librarians, clerks and technical staff.
- Managed reproduction, sale, and rights management of historic photographs.
- Oversaw project and purchasing budgets.

1996 – 1997

Development Administrator, Denver Public Library

Raised more than \$2 million for library programs and services; Planned projects and wrote funding requests to government and private agencies; Established productive working relationships with library and funding agency staff; Evaluated grant projects and fulfilled reporting requirements; Designed and monitored project budgets.

1993 – 1996

Director, Hamtramck Public Library, Hamtramck, Michigan

Prepared and monitored budgets; Formulated short and long-term goals; developed library mission statement; Hired, supervised and evaluated staff; Provided reference and outreach for community; Established local history collection; Implemented on-line catalog, internet access, and automated circulation; Selected and purchased English and foreign language materials.

1988 – 1993

University of Michigan Libraries, Ann Arbor

Para-professional positions in Special Collections, Special Formats Cataloging, Archives, Public Health, Library Science, and Residence Hall libraries.

Education

1993

Master of Information and Library Science, University of Michigan

1991

Bachelor of Arts, Medieval Studies/Art History, University of Michigan

Sarah Elizabeth Wilson

(b) (6)

Education

PhD, 2020, English (Medieval Literature), Northwestern University.

Dissertation: "The Ethics of Sorrow: Communal Grief and Lament in Late Medieval England"

MA, 2013, English, Northwestern University

BA, 2011, English and Philosophy, University of North Texas

Professional Experience

Program Coordinator, 2019-present, Newberry Library

- Coordinate, schedule, and administer around 60 public programs each year for the Department of Public Engagement.
- Support the management of Adult Education Seminars, reviewing seminar proposals, coordinating seminar scheduling, and working with the Manager and Department of Communications to develop publicity, marketing, and advertising strategies to expand the program;
- Staff meetings of Seminar Proposal Review Committees and the Program Committee; participate in and contribute to long-term strategies for program conceptualization and execution
- Compile materials and data for grant proposals and reports;

Public Programs Intern, February 2019-July 2019, Newberry Library

- Support event planning, budgeting, and evaluation for all "Chicago 1919" programs
- Independently responsible for successful management and execution of Bughouse 2019 event

Tutor, Chicago Academic, 2018-present

- Provide one-on-one support to middle and high school students for academic work and SAT prep
- Develop comprehensive lesson plans that accommodate specific learning needs

Editorial Assistant, 2017-2018, Brepols Press: *Yearbook of Langland Studies*

- Assisted in all stages of editing and guiding manuscripts to publication under supervision of Editor in Chief.
- Established and maintained contact with authors regarding submissions, contracts, and editorial changes.

Graduate Intern, Spring 2018, Illinois Humanities Council

- Assisted with program development for The Odyssey Project, which provides free, college-level humanities instruction to students who are significantly below the federal poverty line.
- Edited and transcribed documents for the organization.
- Served on steering and programming committee for Imagining Americas conference on mass incarceration.

Instructor, Northwestern University English Department, 2012-2017

- Taught essential research, writing, and critical thinking skills across multiple courses and topics within the English Department, including two freshmen seminars on specialized topics.
- Developed syllabi and course content, strategized ways to unite practical reading and writing skills with facility in theoretical and abstract thinking.
- Gave lectures, led in-class activities and organized group exercises, mentored students during one-on-one sessions.

Instructor, 2016-2017, Detroit Mercy Education Project

- Volunteer instructor and one-on-one tutor for low-income adult women learning basic literacy and composition.

Graduate Assistant, Medieval Colloquium, 2014-2015

- Helped plan and execute a year-long series of talks by invited scholars
- Coordinated travel, reimbursement, transportation, and other needs for guests



The Newberry Library

c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

Dear Karen,

For the National Autonomous University of Mexico at Chicago, it is a privilege to join you as partners for the project “¡Vivan las Revoluciones!: *Forming More Perfect Unions Across the Americas.*”

The UNAM, the oldest university of the Americas, has always committed itself to the mission of researching everything related to our history and the relationship between Mexico and its northern neighbors. Of particular interest is the investigation of the historical processes that have influenced the development of the nation and continent we are today.

Our relationship with The Newberry Library is a historic one, having worked collaboratively for years, resulting in cooperative efforts such as the exhibition of “On the Mexican Revolution,” and the donation of the UNAM Children's Literature Collection. As well as the establishment of an exchange and cooperation agreement between our organizations, providing opportunities for researchers and graduate students from our different Research Institutions to continue their work at the Newberry Library.

A central part of the mission of UNAM Chicago is to promote a better understanding between Mexico and the United States. In this sense, we believe that research and analysis around the wars of independence will allow us to better understand the transformation, evolution and development of the relationship between our countries. Of particular importance are the historical processes originating from the 1800s when Mexico encompassed much of what is now the United States, including Panama. As long as there is a global historical vision that allows us to know the views encountered

on both sides of the Rio Grande, we believe the Chicago community offer a better understanding of its present state.

I am sure that our relationship with the Latino communities of Chicago will be of great benefit in the design and construction of programs created to serve these communities. Likewise, our close relations with the UNAM in Mexico, neighboring universities and the diplomatic representations of other Latin American countries accredited here in Chicago, will allow us to identify those individuals whom, because of their academic experience, can contribute significantly to the success of our programs.

We will continue to serve as consultants and promoters in the design and implementation of the "¡Vivan las Revoluciones!" project, and serve as liaison between the different historical research centers in Mexico. Likewise, we offer at your convenience the use of our cultural space for the organization of conferences and exhibitions that complement those that will take place at The Newberry Library.

We are looking forward to begin planning for this event, which we are sure will have a very positive impact on our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Laguna'.

Javier Laguna

Director

UNAM Chicago



December 12, 2019

The Newberry Library
c/o Karen Christianson
Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

Dear Karen,

We are delighted to serve as a partner organization for your NEH Humanities Discussions grant, "*¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas.*" Our growing Mexican community in the Midwest is continuously in search of cultural and educational activities to enrich their lives and sustain their family's heritage for the next generation. As the leading Latino arts, culture and history organization in Chicago, we would be pleased to help spread the word and promote attendance to your enriching exhibition and planned programs. We can also offer the Newberry Library our event space for any of your gatherings and would be able to assist in the coordination and logistics if you choose to present in the Pilsen neighborhood.

I am personally delighted to hear that the Newberry Library decided to take up the subject of revolutions and the development of Latin American societies across the Americas. As we know, the age-old history tied to the Iberian Peninsula is often omitted from curriculum and school lesson plans despite its far-reaching legacy in contemporary U.S. society and politics. The potential of this exhibition and bilingual programs for the Midwest Latino communities and the Latinx generation is immense!

The National Museum of Mexican Art has over three decades of experience working from with the community. Our museum in the Pilsen neighborhood has grown with our population – as has our expertise. Assisting the Newberry with this project clearly fulfills the mission of the NMMA to reach into the diverse groups of Mexican ancestry in this country. Our network of Latino historians and scholars can also prove to be helpful and provide you with more options when the time is right.

We sincerely look forward to working with your team at the Newberry Library. Please don't hesitate to contact me with any follow-up questions that may arise.

Sincerely,

Cesáreo Moreno

Visual Arts Director / Chief Curator

cesareo@nationalmuseumofmexicanart.org



125 S. Clark St., Ste. 650
Chicago, IL 60603
(312) 422-5580

6760 S. Stony Island Ave.
Chicago, IL 60649
(872) 244-8603

1210 N. Main St.
Edwardsville, IL 62025
(618) 468-5580

ilhumanities.org

Gabrielle Lyon
Executive Director

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The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton St.
Chicago, IL 60610

December 18, 2019

Dear Karen:

Illinois Humanities is excited by the opportunity to partner with the Newberry Library on the series of programs supporting the upcoming exhibition “*¡Vivan las Revoluciones! Forming More Perfect Unions Across the Americas.*”

As the state affiliate of the National Endowment for the Humanities, Illinois Humanities is committed to bringing together communities to discuss issues that matter. The programs that make up this series do this convening across Chicago and promote constructive and critical conversation while surfacing histories that help us better understand the present and imagine possible futures. This series creatively explores the many legacies of the American Revolution of the late eighteenth century while staying engaged with the history, traditions, and cultures of communities in Chicago connected to the Central and South American nations at the center of the exhibition—it is strong, responsive, and relevant public humanities work.

Illinois Humanities looks forward to working with the Newberry to identify Spanish-language and ASL translators to increase the accessibility of the series and community partners to host programs outside the Library. Illinois Humanities anticipates acting as a co-presenter for at least three of the proposed events.

Thank you for inviting Illinois Humanities to be part of this important and timely series.

Sincerely,

Gabrielle Lyon, PhD

Executive Director



INSTITUTO
DE INVESTIGACIONES
HISTÓRICAS

ALFREDO ÁVILA RUEDA

(b) (6)

(b) (6)

alfredo.avila@unam.mx

EDUCATION

Bachelor Degree in History. Honors	National School of Profesional Studies Acatlan, Mexico	1990-1994
MA in History, with honors	National University of Mexico UNAM	1995-1998
PHD in History, with honors	National University of Mexico UNAM	1998-2001

EMPLPOYMENT

Associate Professor, Full Time	UNAM	2002-2005
Associate Professor, Full Time, Tenure	UNAM	2005-2009
Adjunct Associated Professor	Georgetown University	Fall 2010
Adjunct Professor	University of Cantabria	Spring 2018
Professor, Full Time, Tenure	UNAM	2009-

UNIVERSITY, COMMUNITY, AND PROFESSIONAL SERVICE

Academic Secretary	UNAM, Institute for Historical Research	2002-2005
Editorial director	<i>Estudios de Historia Moderna y Contemporánea</i>	2012-2018
Counselor	UNAM, Humanities Council	2012-2017
President	Mexican Committee for Historical Sciences	2015-2019

AWARDS AND GRANTS

- UNAM Grant for graduated Students, 1997-2001
- National Award for Best Dissertation, 1999
- Alfonso Caso Medal for graduated studies, UNAM, 2004
- National University Young Academic Award, 2007
- National Researcher, Mexican Government, 2002-
- Nettie Lee Benson Grant, UNAM, 2011
- Richard E. Greenleaf Fellowship, University of Tulane, 2016 (I declined this Fellowship for health reasons)
- Eulalio Ferrer Fellowship, University of Cantabria Spain, 2018

PROJECTS WITH FINANCIAL SUPPORT

- Mexican Independence: recent subjects and interpretations, directed by Alfredo Ávila and Virginia Guedea, UNAM PAPIIT, 2002-2005.
- Atlantic World as a Conceptual Laboratory (1750-1850) "Iberconceptos", directed by Javier Fernández de Pineda, Universidad del País Vasco, Spain, 2004-2015.
- 1808 Experiences in Latin America, Spain and Portugal, University of Alcalá, Spain, sponsored by Banco Santander.
- Spanish Parliamentarians Dictionary, directed by Mikel Urquijo, Mexican Coordination by Alfredo Ávila, Spanish Congress of Deputies, Spain, 2008- 2012.
- New perspectives in political and intellectual history: Argentina-Mexico", directed by Alfredo Ávila and Elías J. Palti, founded by CONACYT- CONICET 2015-2017.

COURSES

- Undergraduate courses at UNAM since 1998 to present.
- Independence of Mexico, MA in History, University of Tamaulipas, 2003.
- Political Culture and National Building in Latin America, MA in History, UNAM, 2003.
- Independence and 19th Century, MA in History, UNAM, 2004.

- History of 19th and 20th Centuries, MA in History, UNAM, 2004-2005.
- 19th Century History. Political Culture of Liberalism, MA in History, UNAM, 2005-2015.
- Mexico: Modernity & Privileges, Georgetown University, MA in Latin American Studies, Fall 2010.
- Republican Order in Latin America, PhD in History, University of Buenos Aires, 2011
- Independence and liberalism in Spanish America, PhD in History, Universidade de Sao Paulo, 2011.
- Intellectual History, MA in History, National University of Rosario, Argentina, 2015.
- Political History, PhD in History, El Colegio de México
- 19th Century Latin America, MA in History, UNAM, 2015-2016.
- New Political History, PhD in History, El Colegio de México, 2017.
- Mexico: country of privileges, MA in History, University of Cantabria, Spring 2018.
- New Political History, PhD in History, El Colegio de México, 2019

PUBLICATIONS

BOOKS

- *En nombre de la nación. El gobierno representativo en México* (Taurus, 2002).
- *Para la libertad. Los republicanos en tiempos del imperio 1821-1823* (UNAM, 2004).
- With Virginia Guedea, eds., *La independencia de México* (UNAM, 2007).
- With Pedro Pablo Kuczynski and José María Herrero, eds., *Las experiencias de 1808 en Iberoamérica* (Universidad de Alcalá, 2008).
- With Juan Ortiz Escamilla and José María Escobar, eds., *Actores y escenarios de la independencia. Pensamiento, guerra e instituciones*, ed. by Enrique Florescano (Fondo de Cultura Económica, 2010).
- With Virginia Guedea, and Ana C. Ibarra, eds., *Diccionario de la Independencia de México* (UNAM, 2010).
- With Alicia Salmerón and José María Escobar, eds., *Partidos, facciones y otras calamidades. Debates y propuestas en torno a los partidos políticos en México* (Fondo de Cultura Económica, 2012).
- With Jordana Dym & Erika Pani, eds., *Las declaraciones de independencia. Los textos fundamentales de las independencias americanas* (El Colegio de México, 2012).
- Carlos María de Bustamante. *La república criolla*, edited by A. Escobar
- *Camino de Padilla. México en 1832* (Instituto Tamaulipeco para la Cultura, 2016).

RECENT ARTICLES AND BOOK CHAPTERS (SELECTION)

- With Luis J. Alcaraz, *La historia de México* (El Colegio de México, 2010) Nueva
- "Nueva España 1810", *Historia y política. Ideas procesos y movimientos sociales*, 24, July-December 2010.
- "Vicente Guerrero", *Memorias de la Academia Mexicana de la Historia* 53, October 2012.
- "Catholic Nations: Spain and Spanish America in the Early Nineteenth Century", *Mexican Studies* 30, n. 2, Summer 2014.
- "Messico. Un nome antico per una nuova nazione", in *Creare la nazione. I nomi dei paesi della America Latina*, ed by J. C. Chiaramonte, C. Marichal y A. Granados (Guerini e Associati, 2014).
- "La Constitución de 1821 en un 'nuevo reino' 1821-1822", in *Cádiz a debate: actualidad, contexto y legado*, ed. by R. Breña (El Colegio de México, 2014).
- With John Tutino, "Becoming Mexico: The Conflictive Search for a North American Nation", in *New Countries. Capitalism, Revolutions, and Nations in the Americas, 1750-1870*, ed. by J. Tutino (Duke University, 2016).
- "Federación y reformas: Centroamérica en las décadas de 1820 y 1830", in *Federalismos. Europa del sur y América Latina en perspectiva histórica*, ed. by M. Suárez Cortina (Comares, 2016).
- "La Constitución de 1821 en medio de la tempestad: Nueva España 1812-1814", in *Política y constitución en tiempos de las independencias*, ed. by T. Calderón (Universidad del Externado, 2017)
- "Las ciencias sociales en la construcción del Estado nacional en México", in *Las ciencias sociales y el Estado nacional en México*, ed. by O. F. Contreras and Cristina Puga (Fondo de Cultura Económica, 2018).



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Karen Christianson
Director of Public Engagement
The Newberry Library

Dear Karen:

I hereby show my support for your NEH Humanities Discussions grant, “¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas”. It will be my pleasure to serve as a participant and scholar advisor. I feel so confident in that my participation will contribute the project to achieve its objectives and accomplishes integration among all its participants.

There are few researches that address revolutions in the Americas –not only in a comparative way, but as a unit. For a long time, historians only have studied their own national Revolutions. The pioneering books of Robert Palmer and Jacques Godechot ignored the revolutionary processes of South Europe and Latin America. That’s why I think this project is innovative and necessary. It will be a significant contribution that will serve to better understand the common history of the Americas. This is an appropriate time to a project, like this one, that not only attends the academic interest, but also could give the multinational and multi-ethnic society of the Chicago area today, a better comprehension of our common heritage, beyond the differences of languages and backgrounds.

Since 2008, I have focused my academic work in projects with international teams that have offered a unique comparative view of the Revolutions in America and Europe. Some of these have been the *Diccionario de parlamentarios españoles* (Spanish Congressmen Dictionary) and *Iberconceptos* (History of the Iberian-American concepts). I co-organized the Symposium “Las experiencias de 1808 en Iberoamérica” (The Experiences of 1808 in America, Spain and Portugal), at the Universidad de Alcalá, in Spain, with the financial sponsorship of Banco Santander. In 2010, I was a participant and co-organizer of the exhibition of the Declarations of Independence in the Americas, at the Mexican National Archive. This exhibition was the first effort to reunite all the Americas Declarations of Independence. Three years later, I co-edited the book *Las declaraciones de independencia. Los textos fundamentales de las independencias americanas* (edited by A. Ávila, J. Dym and E. Pani). The project collected essays on the Declarations of Independence with contributors from Harvard University, El Colegio de México, Euzkal Herriko Unibertsitatea, Università di Torino, Massachusetts Institute of Technology, University of Kent, among others. My current research (with financial support of the Mexican Council for Science and Technology CONACYT and the Argentinean Council for Science and Technic Researches CONICET) is also a comparative study of the local governments in Spanish America in the 1820’s and 1930’s.

I strongly believe that my experience as academic and coordinator of these projects can give the Discussions a wider panorama of the current debates across the Americas on how we are conceiving and studying historical parallel processes. I am delighted to share my knowledge and experience to achieve the goals of this great project.

Saludos,


Alfredo Ávila Rueda

Daniela Bleichmar

VKC 351 • ART HISTORY DEPARTMENT
UNIVERSITY OF SOUTHERN CALIFORNIA • LOS ANGELES, CA 90089
213.821. 6364 • bleichma@usc.edu

SHORT CURRICULUM VITAE (January 2020)

EMPLOYMENT

Professor of Art History and History, University of Southern California, 2019–
(Associate Professor, 2012–2018; Assistant Professor, 2006–2012)
Director, Levan Institute for the Humanities, USC, 2019–
Associate Provost for Faculty and Student Initiatives in the Arts and Humanities, USC, 2015–

EDUCATION

Ph.D., Princeton University, History Department (Program in the History of Science), 2005
A.B., Harvard University, History and Science, *magna cum laude*, 1996

BOOKS

Visual Voyages: Images of Latin American Nature from Columbus to Darwin (Yale University Press, 2017)

Visible Empire. Botanical Expeditions and Visual Culture in the Hispanic Enlightenment (University of Chicago Press, 2012). Spanish translation, Fondo de Cultura Económica, 2016.

Objects in Motion in the Early Modern World, co-edited with Meredith Martin, published as *Art History* (38.4, Fall 2015) and a paperback book (Wiley, 2016)

Collecting Across Cultures: Material Exchanges in the Early Modern Atlantic World, co-edited with Peter C. Mancall (University of Pennsylvania Press, 2011); paperback 2013

Science in the Spanish and Portuguese Empires, 1500–1800, co-edited with Paula DeVos, Kristin Huffine, and Kevin Sheehan (Stanford University Press, 2009)

ARTICLES AND BOOK CHAPTERS (SELECTED)

“Painting the Aztec Past in Early Colonial Mexico: Translation and Knowledge Production in the *Codex Mendoza*,” *Renaissance Quarterly*, 72.4 (2019), 1362–1415

“The Legible Image: Painting in Translation,” in Jorge Gómez Tejada (ed.), *The Codex Mendoza* (Quito: Universidad San Francisco Press and Bodleian Library Oxford, forthcoming in 2019)

“History in Pictures: Translating the *Codex Mendoza*,” *Art History*, 38.4 (Fall 2015): 682–701

“The Imperial Visual Archive,” *Colonial Latin American Review*, 24.2 (2015): 236–66

“Botanical Conquistadors: Plants and Empire in the Hispanic Enlightenment,” in Yota Batsaki, Sarah Burke Cahalane, and Anatole Tchikine (eds.), *The Botany of Empire in the Long Eighteenth Century* (Dumbarton Oaks and Harvard University Press, 2017), 35–60

“Science in the Spanish Americas,” in Kenneth R. Mills and Evonne Levy (eds.), *Lexikon of the Hispanic Baroque* (University of Texas Press, 2013), 298–300

“Learning to Look: Visual Expertise across Art and Science in Eighteenth-Century France,” *Eighteenth-Century Studies*, vol. 46, no. 1 (Fall 2012): 85–111

“Seeing Peruvian Nature, Up Close and from Afar,” *Res* 59/60 (spring/autumn 2011), 82–95

“Seeing the World in a Room: Looking at Exotica in Early Modern Collections,” in Daniela Bleichmar and Peter C. Mancall (eds.), *Collecting across Cultures: Material Exchanges in the Early Modern Atlantic World* (University of Pennsylvania Press, 2011), 15–30

“The Geography of Observation: Distance and Visibility in Eighteenth-Century Botanical Travel,” in Lorraine Daston and Elizabeth Lunbeck (eds.), *Histories of Scientific Observation* (University of Chicago Press, 2011), 373–395

“Visible Empire: Scientific Expeditions and Visual Culture in the Hispanic Enlightenment,” *Postcolonial Studies*, vol. 12 no. 9 (2009): 441–66

“A Visible and Useful Empire: Visual Culture and Colonial Natural History in the Eighteenth-Century Spanish World,” in Daniela Bleichmar, Paula DeVos, Kristin Huffine, and Kevin Sheehan (eds.), *Science in the Spanish and Portuguese Empires (1500–1800)* (Stanford University Press, 2009), 290–310

“Atlantic Competitions: Botanical Trajectories in the Eighteenth-Century Spanish Empire,” in Nicholas Dew and James Delbourgo (eds.), *Science and Empire in the Atlantic World* (Routledge, 2008), 225–252

“Looking at Exotica in Baroque Collections: The Object, the Viewer, and the Collection as a Space,” in Mar Rey Bueno and Miguel López-Pérez (eds.), *The Gentleman, the Virtuoso, the Inquirer: Vincencio Juan de Lastanosa and the Art of Collecting in Early Modern Spain* (Cambridge Scholars Publishing, 2008), 63–77

“Exploration in Print: Books and Botanical Travel from Spain to the Americas in the Late Eighteenth Century,” *Huntington Library Quarterly*, vol. 70, no. 1 (March 2007): 129–151

“Training the Naturalist’s Eye in the Eighteenth Century: Perfect Global Visions and Local Blind Spots,” in Cristina Grasseni (ed.), *Skilled Visions. Between Apprenticeship and Standards* (Berghahn Books, 2007): 166–190

“The Trajectories of Natural Knowledge in the Spanish Empire (ca. 1550–1650),” in William Eamon and Víctor Navarro Brotons (eds.), *Beyond the Black Legend: Spain and the Scientific Revolution / Mas allá de la Leyenda Negra: España y la Revolución Científica* (Soler, 2007): 127–134

“Painting as Exploration: Visualizing Nature in Eighteenth-Century Colonial Science,” *Colonial Latin American Review*, vol. 15, no. 1 (June 2006): 81–104

“Books, Bodies, and Fields: Sixteenth-Century Transatlantic Encounters with New World *Materia Medica*,” in Londa Schiebinger and Claudia Swan (eds.), *Colonial Botany: Science, Commerce, and Politics* (University of Pennsylvania Press, 2005): 83–99

AWARDS & HONORS (SELECTED)

ACLS Frederick Burkhardt Residential Fellowship, held at the Huntington Library, 2018–2019

Visiting Scholar, Center for Advanced Study in the Behavioral Sciences, Stanford University, 2016–2017

Getty Center Residential Scholar Grant (Consortium Professor), 2013–2014

Getty Foundation Postdoctoral Fellowship, 2008–2009

Smithsonian magazine, honored as one of “America’s Young Innovators in the Arts and Sciences. 37 under 36.” Featured in special issue of the magazine, October 2007

Mellon Post-Doctoral Fellowship in Early Modern Visual and Material Culture, USC-Huntington Early Modern Studies Institute, Los Angeles, CA, 2004–2006

January 4, 2020

Karen Christianson, Director of Public Engagement
The Newberry Library
60 W. Walton Street
Chicago, IL 60610

Dear Ms. Christianson,

I am writing to express my enthusiastic commitment to your NEH Humanities Discussions grant to support *¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas*. I was very impressed by the project narrative and thrilled at the possibility of contributing through my expertise on the histories of art, visual culture, science, and politics.

The topic your programs will address is one of great historical importance and current relevance. I am excited by the partnerships you will establish between the Newberry and other local and international institutions and organizations in Chicago. Your programs are likely to engage a diverse public and to make palpable the deep connections, historical and present, between the United States and other regions in Latin America. Indeed, your proposal is perfectly aligned with the mission of the NEH's "A More Perfect Union" initiative.

I would be honored and delighted to serve as a Scholarly Advisor for the project. I will be happy to advise on any aspects related to the project, and in particular on programs that involve visual analysis and art-historical approaches (such as the guided tours of the planned exhibition, the bike tour, and the "Art of Race in the Revolutions" program). Having had the privilege of conducting research with your collections in the past, I am excited to imagine how one could present and interpret them for visitors, and how one could connect them to other sites and communities across the city. I would bring to the role my expertise as a scholar in the field as well as my experience as an educator and as the curator of a major exhibit on the connections between art, science, and politics in Latin America ("Visual Voyages: Images of Latin American Nature from Columbus to Darwin," held at the Huntington Library, Art Museum, and Botanical Garden). For this last project I developed programs and materials for public engagement and also led bilingual tours for diverse groups of visitors; I would be delighted to advise you on such elements.

I very much look forward to working together on this fantastic project. Sincerely,



Daniela Bleichmar
Professor of Art History and History
Director, Levan Institute for the Humanities
Associate Provost for Initiatives in the Arts and Humanities
University of Southern California



Celso Thomas Castilho

Associate Professor of History
Vanderbilt University
Department of History
VU Station B 351802
Nashville, TN 37235

celso.t.castilho@vanderbilt.edu

Office Phone: 615-322-5948

Fax Number: 615-322-6002

EDUCATION

- Ph.D., Latin American History, University of California, Berkeley (2008)
- M.A., Latin American Studies, University of California, Los Angeles (2000)
- B.A. History, University of California, Berkeley (1998)

AWARDS AND FELLOWSHIPS

- **2018 Bolton-Johnson Book Prize** from the Conference of Latin American History
- **2018 Warren Dean Book Prize** from the Conference of Latin American History
- **2018 Roberto Reis Book Prize** from the Brazilian Studies Association
- **2017-2018 (Vanderbilt University) Research Scholar Fellowship.** Year-long sabbatical.
- **2016 SEC Faculty Travel Program.** Lectured and led a workshop at the Univ. of Alabama
- **2014 winner of the Kimberly S. Hanger Article Prize**, best article by the Latin American and Caribbean Section of the Southern Historical Association.
- **2012-2013 (Vanderbilt University) Warren Center Sawyer Seminar Fellow**, Age of Emancipation: Black Freedom in the Atlantic World.
- **2011 Conference of Latin American History Award for Best Article:** “Funding Freedom”.
- **2010 Co-Director, FIPSE/CAPE**S (US Dept. of Education/Brazilian Federal Agency Supporting Higher Education) collaborative grant, 2010-14: “One Nation Out of Many: Multiculturalism in Brazil and the United States.” Grant amount, \$253, 872.
- **2009 Lewis Hanke Award**, AHA/CLAH Post-Graduate Fellowship, Summer 2010.
- **2004-2005**, Fulbright Research Scholar, (Recife, Brazil).

PUBLICATIONS

Scholarly Monographs

Slave Emancipation and Transformations in Brazilian Political Citizenship (University of Pittsburgh Press, 2016).

“The Latin American Repertoires of *Uncle Tom’s Cabin*: The Public Sphere in the Age of Slavery” (estimated date of completion Spring 2021).

Edited Volume

Maria Helena P.T. Machado and Celso Thomas Castilho, eds., *Tornando-se Livre: agentes históricos e lutas sociais no processo de abolição* (São Paulo: EDUSP, 2015).

Hendrik Kraay, Celso Thomas Castilho, and Teresa Cribelli, eds., *Press, Power, and Culture in Imperial Brazil, 1822-1889* (accepted for publication, Nov., 2019, University of New Mexico Press)

Articles in Refereed Journals

- Celso Thomas Castilho, “*La cabaña del Tío Tom (Uncle Tom’s Cabin)*, la esclavitud atlántica y la racialización de la esfera pública en la Ciudad de México de mediados del siglo XIX,” *Historia Mexicana* 69: 2, (October-December 2019): 789-835.
- Celso Thomas Castilho, “The Press and Brazilian Narratives of *Uncle Tom’s Cabin*: Slavery and the Public Sphere in Rio de Janeiro, ca. 1855,” *The Americas*, 76:1 (January, 2019): 77-106.
- Celso Castilho, “Performing Abolitionism, Enacting Citizenship: The Social Construction of Political Rights in 1880s Recife, Brazil,” *Hispanic American Historical Review* 93:3 (August, 2013): 377-409.
- Celso Castilho and Camillia Cowling, “Funding Freedom, Popularizing Politics: Abolitionism and Local Emancipation Funds in 1880s Brazil,” *Luso-Brazilian Review*, 47:1 (Spring, 2010): 89-120.

Selected Chapters in Books

- “The Racial Terms of Citizenship: Abolition and Its Political Aftermath in Northeastern Brazil,” eds., John Marks and Whitney Stewart, *Race and Nation in the Age of Emancipations: An Atlantic World Anthology* (forthcoming University of Georgia Press, 2018).
- “Abolition and its Aftermath in Brazil,” in *Cambridge World History of Slavery: Vol 4. 1804 to the Present Day*, eds. Seymour Drescher, David Eltis, Stanley Engerman, and David Richardson. 10, 000 words. (Forthcoming Cambridge University Press, 2017).
- “Propõe-se a Qualquer Consignação, Menos de Escravos”: o problema da emancipação no Recife, ca. 1870,” in *Tornando-se Livre: agentes históricos e lutas sociais no processo de abolição*, eds., Maria Helena P.T. Machado and Celso Thomas Castilho (São Paulo: EDUSP, 2015), 277-92. Translated by Máira Chinelatto Alves.
- “‘Já é lei no Brasil nascer-se livre!’: A politicização da lei de 1871 em Pernambuco,” in *Políticas da Raça: Experiências e legados da abolição e da pós-emancipação no Brasil*, eds., Flávio Gomes and Petrônio Domingues (São Paulo: Selo Negro Edições, 2014): 17-34. Translated by Fernanda Bretones Lane.

Book Reviews

I have reviews in *Hispanic American Historical Review*, *Journal of Colonialism and Colonial History*, *Journal of Southern History*, *Luso-Brazilian Review*, *Estudios Interdisciplinarios de América Latina y el Caribe*, *World Sugar History Newsletter*, *The Americas*, *Social History*.



The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

Dear Karen Christianson:

I am excited to be included as a scholarly advisor in the Newberry Library's proposal for "*¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas.*" As a specialist in the histories of slavery and emancipation in Latin America, I am looking forward to helping shape the way that these complicated histories are discussed and engaged by diverse communities in the greater Chicago area, and internationally, by nature of the Newberry's links to Mexico and UNAM.

This project's focus on revolutions in the independence era provides a wonderful starting point for reflecting more broadly on the linked histories and struggles of people in the Americas; on the contemporary implications of those revolutions; and on the ways that international institutional collaborations are critical for fostering these types of wide-ranging discussions. I am very impressed by the project's commitment to taking seriously the participation of Chicago's Latino and Latin-American communities. This is crucial for actually producing new narratives about the past, and simultaneously creating new starting points for thinking about the connected histories of the Americas. The partnership with UNAM Chicago is unique for linking to Mexico's foremost institution of higher learning, and for paving the way for future cross-national initiatives. Also, part of this larger effort to make "history" and the humanities relevant in public discourse entails having the conversation across many different spaces of everyday life: with activities ranging from youth-writing programs, to musical performances, to bike tours of public art, this Newberry-led project is thoughtful and innovative.

I am delighted to take part in the discussions focusing more specifically on the histories of slavery and emancipation. Though knowing that the American, Haitian, and Latin American revolutions in different ways brought forth new ways of challenging and slowing the centuries-old system of Atlantic slavery, the fact of the matter remains that more people were forcibly brought to the Americas and enslaved in the decades following these revolutions than before. Therefore, as one who will help coordinate a program on slavery and emancipation, the goal is to convey the rather straightforward idea that freedom is not a linear process; that these struggles are contingent, and rooted in the efforts of those Africans and Indigenous people who were enslaved. And, that these struggles were central to how notions about freedom, democracy, and citizenship took shape globally in the nineteenth century.

I bring over ten years of scholarly experience to this endeavor. I am an associate professor of History at Vanderbilt, and have published a prize-winning book on the abolition of slavery in Brazil (2016). I am now researching a second book on the circulation of *Uncle Tom's Cabin* in Latin America. I am thinking comparatively and transnationally about the processes of slavery and abolition in the mid-nineteenth-century, and will convene a panel of experts who can talk about not just the “what happened,” but also about how the story of the ‘what happened’ remains part of the debates over citizenship and belonging today. We will explore themes of Indigenous enslavement and resistance; memory of abolition and reparations; the persistence of slavery beyond the revolutionary era; Afro-American abolitionism; and, the circulation of antislavery literatures.

In short, I want to reiterate my enthusiasm for this project, and am honored to play a part in its conceptualization and implementation.

Celso Thomas Castilho
Associate Professor of History
Vanderbilt University

LAURENT DUBOIS
 Professor of Romance Studies and History
 213 Language Center, Box 90257
 Duke University
 Durham, NC 27708-0257

EDUCATION

University of Michigan August 1998
Ph.D. in Anthropology and History
 Dissertation: *A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean, 1789-1802*
 Committee: Fernando Coronil (chair), Ruth Behar, Simon Gikandi, Julius Scott, Rebecca Scott, Ann Stoler

Princeton University May 1992
B.A. in Anthropology and English Graduated *summa cum laude*
 Certificates in Afro-American Studies, Latin American Studies, and Creative Writing
 Senior Theses: *The Only Medicine We Have: AIDS and the Creolization of Medicine in Guadeloupe* (Anthropology, Afro-American and Latin-American Studies), *Resurrection City* (English and Creative Writing)

ACADEMIC POSITIONS

Professor of Romance Studies and History, Full Professor	2007-present
Faculty Director, Forum for Scholars & Publics, Duke University	2013-present
Co-Director, Franklin Humanities Center Haiti Laboratory, Duke University	2010-2013
Marcelo Lotti Professor in Romance Studies and History	2010-2015
Department of History, Michigan State University, Associate Professor	2003-2007

SELECTED FELLOWSHIPS, GRANTS AND AWARDS

National Humanities Center Fellowship	2016-17
Howard Johnson Distinguished Teaching Award, Duke University	2012
Bank of America Foundation Grant for "Land, Agriculture, and Environment in Haiti" Project	2012-13
National Endowment for the Humanities Grant for "Archive of Haitian Religion & Culture"	2012-15
Mellon New Directions Fellowship	2010-13
National Humanities Center Fellowship	2008-09
Guggenheim Fellowship	2008-09

SELECTED PUBLICATIONS

Books

1. *Freedom Roots: Histories from the Caribbean* (co-authored with Richard Turits) (University of North Carolina Press, 2019).
2. *The Language of the Game: How to Understand Soccer* (Basic Books, 2018).
3. *The Banjo: America's African Instrument* (Harvard University Press, 2016).
4. *Haiti: The Aftershocks of History* (Metropolitan Books, 2012)
5. *Soccer Empire: The World Cup and the Future of France* (University of California Press, 2010).
6. *A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean, 1787-1804* (Omohundro Institute for Early American History and Culture and University of North Carolina Press, 2004).

Awards: *Frederick Douglass Prize, Gilder-Lehrman Center (For the best book on Slavery, Resistance and Emancipation)

*Atlantic History Prize, American Historical Association

*John H. Fagg Prize, American Historical Association (For the best book on Spain, Portugal and Latin America)

* David Pickney Prize, Society for French Historical Studies (For the best book in French History)

7. *Avengers of the New World: The Story of the Haitian Revolution* (The Belknap Press of Harvard University Press, 2004).
8. *Les esclaves de la République: l'histoire oubliée de la première émancipation, 1789-1794* (Paris: Calmann-Lévy, 1998).

Edited Books

1. With Kaiama Glover, Nadève Menard, Millery Polyné and Chantalle Verna, *The Haiti Reader* (Duke University Press, 2020).
2. With Thomas Bender and Richard Rabinowitz, *Revolution!: The Atlantic World Reborn* (New York: Giles Ltd., 2011).
3. With Julius Scott, ed., *Origins of the Black Atlantic* (New York: Routledge Press, 2009)
4. With John Garrigus, ed., *Slave Revolution in the Caribbean, 1789-1804: A History in Documents* (New York: Bedford Press, 2006; 2nd edition 2016).

Translations

1. Translation of Achille Mbembe, *Critique of Black Reason* (Duke University Press 2017).
2. Translation of Jean Casimir, *The Haitians: A Decolonial History* (forthcoming with University of North Carolina Press, 2020).

Digital Projects and Social Media

1. Twitter: @Soccerpolitics (32.5K Tweets; 7800 Followers)
2. "Musical Passage" Website <http://www.musicalpassage.org>
3. Soccer Politics Blog (2009-present) <http://sites.duke.edu/wcwp>.
4. Banjology Site (2012-present) <http://sites.duke.edu/banjology>

Magazine and Newspaper Writing

1. "Atlantic Freedoms" *Aeon*, November 7, 2016 (<https://aeon.co/essays/why-haiti-should-be-at-the-centre-of-the-age-of-revolution>)
2. "Who Will Speak for Haiti's Trees," *New York Times*, October 17, 2016 <http://nyti.ms/2e4smbD>

Selected Articles

1. "Minette's Worlds: Theatre and Revolution in Saint-Domingue," *Eighteenth Century Studies*, vol. 50, forthcoming.
2. With David Kirkland Garner and Mary Caton Lingold, "The Caribbean Digital and Peer Review: A Musical Passage Hypothesis," *SX Archipelagos* 3 (July 2019).
3. "From Africa to Appalachia," *No Depression: The Quarterly Journal of Roots Music* (Winter 2016).
4. With Achille Mbembe, "Nous sommes tous Francophones," *French Politics, Culture & Society* 32:2 (Summer 2014): 40-48.
5. "Thinking Haiti's Nineteenth Century," *Small Axe* 44 (July 2014), 72-79.
6. "Dessalines Toro d'Haïti," *William and Mary Quarterly* 3d series, 69, no. 3 (July 2012), 541-548.
7. "An Atlantic Revolution," *French Historical Studies* 32:4 (Fall 2009): 655-661.
8. "Histoires d'esclavage en France et aux Etats-Unis," *Esprit* (February 2007) : 71-80.
9. With Bernard Camier, "Voltaire, Zaïre, Dessalines: Le Théâtre des Lumières dans L'Atlantique français," *Revue d'histoire moderne et contemporaine* 54:4 (December 2006) : 39-69.

Duke University

DURHAM
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DEPARTMENT OF HISTORY
226 CLASSROOM BUILDING

BOX 90719
TELEPHONE (919) 684-2343
FAX (919) 681-7670

2 January 2020

The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

Dear Karen:

I am writing to offer my enthusiastic support for the wonderful Newberry Library NEH proposal on “*¡Vivan las Revoluciones!*: Forming More Perfect Unions Across the Americas.” As a historian who specializes on Atlantic World, and particularly on the Age of Revolution in the Caribbean, I will be delighted to contribute to this project as a Scholarly Advisor. In this capacity, I hope to be able to contribute in a range of ways to your programming, through advice on possible topics and invitees, consultation on questions of format and outreach, and as a participant myself.

I admire the conceptualization of this project, which will focus in on a topic of ongoing importance and relevance in a way that will bring a wide range of Chicago’s communities into dialogue and conversation. By connecting the histories of different regions of the Americas, and through the institutional linkages with Mexico and other regions, this program will help to generate new convergences and conversations. The Newberry, with its famously rich collection of materials from throughout the hemisphere, is an ideal location for this series. I particularly like the ways in which a range of students and community members will be invited to actively participate in the program, notably through musical events – and indeed have a few ideas about possible specific works that might be showcased in such a context.

I will bring to my contributions a range of experiences related both the scholarly topic itself and to the question of public programming. I am the founder and Faculty Director of the Forum for Scholars & Publics at Duke University, which aims to connect the university with a range of broader publics through our program. I have also worked closely with the New York Historical Society, as Co-Chair of the Scholar’s Committee, on the exhibit *Revolution!*, which linked the histories of the Haitian, French and American Revolutions. I have also participated in several NEH sponsored programs over the years, including one at the Newberry Library run by Jeremy Popkin in 2006. As such, I hope I that my knowledge and perspective can contribute usefully to this project.

I look forward to the possibility of working with you on this project, and remain at your disposal if you need any further information from me. I have also attached a 2-page CV.

Sincerely,

Laurent Dubois
Professor of Romance Studies and History
Faculty Director, Forum for Scholars & Publics
Duke University

Jordana Dym

Professor, Department of History
 Skidmore College
 Saratoga Springs, NY 12866

e : jdym@skidmore.edu

t : (b) (6)

<http://skidmore.academia.edu/JordanaDym>

Education & Work History

Ph.D. New York University, History, September 2000.
 M.Phil. New York University, History, May 1999.
 M.A. Stanford University, Russian and East European Studies, September 1989.
 B.A. Stanford University, History (with distinction), June 1989.

Fields Colonial and National Latin America Atlantic History
 History & Travel Public History History of Cartography

Skidmore College, 2000-present

John B. Moore Documentary Studies Collaborative
Department of History

Inaugural Director (2014 - 2018)

Professor (2014-present);

Associate (2006-2013), Assistant Professor (2000 - 2006)

Latin American and Latinx Studies Minor Program

Director (2007-2011, 2019-present)

Select Courses Taught

Introduction to Latin American History	Introduction to Public History	Oral History
Mapping the Americas	History & Cartography	The World Through Maps
Latin America through Travel	Principles of Documentary	Archival Storytelling

Fall 2006: Director, Fall Seminar at Skidmore-in-Paris

Teaching: 19th Century Paris; Visiting France: Travel Writing from 1300 to 1950

Foreign Service Officer, U.S. Department of State, 1990-1995.

Select Fellowships, Honors, and Awards

Humanities Writ Large, Duke University (2013-4)

J.B. Harley Fellowship, History of Cartography (Summer 2013)

National Endowment for the Humanities

2016 Summer Institute Co-Director, "Mapping Text and Travel," Newberry Library, Chicago, IL (5 weeks) July - August 2016

Fellowship, "They Also Mapped," John Carter Brown Library (2012-13, 6 mo.); (2003-4, 12 mo.)

2001 Summer Seminar Participant, "Popular Cartography and Society: A Summer Institute in the History of Cartography," Newberry Library

Skidmore College

2011-2012 Teagle Grant-supported funding to develop History Department public history programming (\$5000 for the Department)

Languages

French, Spanish (near native fluency in reading, speaking, writing); Russian (intermediate)

Select Publications

Monographs

From Sovereign Villages to National States: City, State and Federation in Central America, 1759-1839 (Albuquerque: University of New Mexico Press, 2006)

The World Displayed: The Cartography of Western Travelers, 1600-1930, ms. in prep. (under contract to deliver to U. Chicago Press, January 2020)

Select Edited Volumes

Mapping Latin America: A Cartographic Reader, co-edited with Karl Offen (Chicago: U. of Chicago Press, 2011)

Politics, Economy and Society in Bourbon Central America, co-edited with Christophe Belaubre (Boulder: The University Press of Colorado, 2007).

Select Peer-reviewed Book Chapters & Journal Articles

- “Maps and Travel,” *Cambridge History of Travel Writing*, eds Nandini Das and Tim Youngs (Cambridge University Press, 2019).
- “Democratizing the Map: Between Imperial and National Mapping in Guatemala, 1821-2010,” in James Akerman, ed., *From Colony to Nation-State: Mapping Decolonization* (U. of Chicago Press, 2017), 160-204
- “Maps and the Teaching of Latin American History,” co-authored with Karl Offen, *Hispanic American Historical Review* 92, no. 2 (2012): 213-244
- “Citizen of Which Republic: Foreigners and the Construction of Citizenship in Central America, ca. 1808-1845,” *The Americas* 64, no. 4 (2008): 477-510 Best Article Prize, NECLAS, 2009.
- Spanish translation: *Itinerarios* 3, no. 3 (2009), Univ. Nacional de Rosario, Argentina, 11-58
- “Our Pueblos, Fractions with No Central Unity”: Municipal Sovereignty in Central America, 1808-1821,” *Hispanic American Historical Review* 86, no. 3 (2006): 431-466
- “The Familiar and the Strange: Western Travelers’ Maps of Europe and Asia, ca. 1600-1800,” *Philosophy & Geography* 7, no. 2 (2004): 155-191
- “More Calculated to Mislead than Inform: Travel Writers and the Mapping of Central America, 1821-1945,” *Journal of Historical Geography*, 30, no. 2 (April 2004): 340-363.
- Republished in *Varia Historia* 23, no. 37(2007): 81-109 (Portuguese)

Encyclopedia Entries

- The History of Cartography*, University of Chicago Press (1987-), 5000 word chapters/essays
- Vol. 4, *Cartography in the European Enlightenment*, Ed. by Matthew Edney and Mary Pedley
- “Colonial Spanish Administrative Cartography, 18. c” “Travel and Cartography”
- Vol. 5, *Cartography in the Nineteenth Century*, Ed. by Roger P. Kain “Travel and Cartography”

Other

Editor and Managing Editor, *Mesoamérica*, issues 51-55 (2009-2013).

Guest Editor, Issue, *Colonial Latin American Review*, 21, no. 1 (2012), “Experiencing the Spaces of Colonial Latin America,” authored introduction; edited five invited articles.

Symposium & Exhibit organizer & curator, “Declarando independencias: textos fundamentales” with Erika Pani (Colegio de México) and Alfredo Avila (UNAM). International symposium on acts of Independence in the Americas. Exhibit at Archivo General de la Nación, Mexico, September 2010.

Keynote Papers/Lectures

- “El Reino de Guatemala, las Cortes de Cádiz y una respuesta a Napoleón, 1808-1812,” *XV Festival del Centro Histórico*, Casa Ibagüen, Guatemala City, August 14, 2012. Urbanística, Muni. de Guatemala.
- “Atlas et décolonisation : de l’*Atlas de Guatemala en Ocho Cartas* (1832) à l’*Atlas Preliminar de Guatemala* (1964), colloquium, *Entre passé et projet: le rapport à l’histoire et aux identités politiques dans les atlas modernes*, Jean-Marc Besse, organizer, École française de Rome, June 20-21, 2013.
- “Democratizing the Map: Between Imperial and National Mapping in Guatemala, 1821-2010,” 17th Kenneth Nebenzahl Jr. Lectures in History of Cartography, *Mapping the Transition from Colony to Nation*, Newberry Library, Chicago, November 4-6, 2010.
- “Declarando independencia: La evolución de la independencia centroamericana, 1821-1864,” Presidential Panel, The Bicentennial of the Independence Movements In Latin America, LASA, Toronto, October 2010 and at *Declarando Independencias*, Colegio de México/Universidad Nacional de México/Archivo General de la Nación, Mexico City, September 22-24, 2010

Select Professional Service

<i>ISHMap (Int’l Society for the History of the Map)</i>	Secretary (2018); Chair of Trustees (2019)
<i>H-Maps</i>	Organizing and founding editor, 2019.
<i>Fulbright National Screening Committee</i>	Central America (2011 and 2012)
<i>Latin American Studies Association</i>	Executive Council, Visual Studies (2013-2015)



December 27, 2019

The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

To the Newberry Library

Thank you for your invitation to serve as a humanities scholar and consultant for *¡Vivan las Revoluciones!*: Forming More Perfect Unions Across the Americas. I am delighted to contribute to this innovative and ambitious project to connect local, national and international communities to ideas, events and legacies of late eighteenth and early nineteenth century hemispheric revolutions in discussions, exhibitions and activities.

I can't imagine a better time than the 2020s run up to important commemorative moments (1776-2026 for the US; 1820s-2020s for Ibero-America) or a better place than Chicago, a city settled by Europeans, Africans, and Americans, for a project to connect Mexican, Hispanic, Latinx and African-American communities to revolutionary histories. "Atlantic" history should not stop at the shores – the processes that initiated there continued well inland, particularly in regions reached by inland waterways.

Nor can I imagine a host institution with better human and cultural capital than the Newberry. First, the Library's rich collections in hemispheric history will amply support a showcase such as *¡Vivan las Revoluciones!* by placing in dialogue materials from sixteenth century Mesoamerican codices and eighteenth century North and South American as well as European maps, constitutions and pamphlets. Second, the Newberry's staff has committed to making these collections relevant to members of all the societies that contributed to their production.

Whether in exhibitions, bike tours, or debates, *¡Vivan las Revoluciones!* prioritizes specific and diverse outreach and programming for young and old, and first-time as regular and first-time visitors. I am heartened, in particular, by already-established relationships collaborations with regional and international organizations and by plans to deliver bilingual programming ranging from symposia with scholarly dialogue that fosters academic innovation to exhibitions and hands-on activities welcoming students. Such intentionality speaks volumes about the Library's commitment to inclusivity and the relevance of such research institutions to contemporary culture to reach audiences that respond to Lin-Manuel Miranda's *Hamilton* and might both enjoy and learn from first-hand contact with the materials that inspired the musical.

As an expert in the Age of Revolutions, I have worked with colleagues and sources in Spanish, French and English on Atlantic politics and independence processes and who served as co-convenor of a 2010 colloquium on declarations of independence in the Atlantic World held in Mexico City and curator of its accompanying exhibition. From such work, I know that there are rich textual and visual materials addressing themes important then and relevant now, including acts of self-determination and debates about popular sovereignty, popular songs, caricature and works of fine art that display as well as describe ideals of freedom, citizenship and rights, as well

as maps by local and national actors that lay claim to different territories. I look forward to drawing on my scholarly expertise in political and intellectual history of Atlantic revolutions and the history of cartography with a pedagogy focused increasingly on public history, including ethics, oral histories and archival storytelling, for this project.

In speaking with you and other Newberry staff members in the planning process, I have been impressed with the wholehearted commitment to expanding your outreach to different age groups, Mexican academic partner institutions, and linguistic communities. I am excited to work with you however my expertise serves, whether in designing activities for students (of all ages) to draft declarations of independence, opening eyes to the ways that historic maps serve as cultural objects that reveal more than political geography through the boundary lines and territories included.

Sincerely,

Jordana Dym
Professor of History and Director of Latin American and Latinx Studies
Skidmore College
e: jdym@skidmore.edu
t: 518 580 5272

CAITLIN A. FITZ

Department of History • Northwestern University • c-fitz@northwestern.edu • (847) 467-2906

ACADEMIC APPOINTMENTS AND EDUCATION

Associate Professor of History, Northwestern University (2011–; associate prof. since 2018)

Barra Postdoctoral Fellow, McNeil Center for Early American Studies, U. of Pennsylvania, 2010-11

Ph.D., Yale University, Department of History, 2010, with distinction

A.B., Princeton University, Department of History and Program in American Studies, 2002

Summa cum laude, Phi Beta Kappa

SELECTED AWARDS, HONORS, AND FELLOWSHIPS

American Council of Learned Societies Faculty Fellowship (2018–2019)

Best First Book Prize, Society for Historians of the Early American Republic (co-winner, 2017)

Honorable Mention, PROSE Award for Professional and Scholarly Excellence, U.S. History category, Association of American Publishers (for *Our Sister Republics*, 2017)

Distinguished Teaching Award, Weinberg College of Arts and Sciences, Northwestern (2017)

American Council of Learned Societies Faculty Fellowship (2014–2015)

George Washington Eggleston Historical Prize, Yale University (for dissertation, 2011)

Fulbright Fellowship, Brazil (2002–2003)

SCHOLARLY PUBLICATIONS

Our Sister Republics: The United States in an Age of American Revolutions (W.W. Norton/Liveright, 2016).

Reviewed and Featured in (selected):

The Wall Street Journal; *The Atlantic*; *Dissent*; *The Times Literary Supplement* (London);

Claremont Review of Books; *Americas Quarterly*; *BackStory with the American History Guys*;

Amazon.com (A Best Book of the Month Selection in History, July 2016)

“The Hemispheric Dimensions of Early U.S. Nationalism: The War of 1812, Its Aftermath, and Spanish American Independence,” *Journal of American History* 102.2 (September 2015), 356–379.

“‘Suspected on Both Sides’: Little Abraham, Iroquois Neutrality, and the American Revolution,” *Journal of the Early Republic* 28.3 (Fall 2008), 299–335.

“‘A Stalwart Motor of Revolutions’: An American Merchant in Pernambuco, 1817–1825,” *The Americas* 65.1 (July 2008), 35–62.

“The Tennessee Antislavery Movement and the Market Revolution, 1815–1835,” *Civil War History* 52.1 (March 2006), 5–40.

PUBLIC WRITING

“Part of the Wider World After All,” *Wall Street Journal*, November 30, 2018.

“Freedom on the March,” *Wall Street Journal*, November 14, 2017.

“Lives Lost For Their Countries,” *Wall Street Journal*, July 12, 2017.

“The Accidental Patriots,” *The Atlantic*, December 2016 (review essay on Jane Kamensky’s *A Revolution in Color: The Life of John Singleton Copley* and Alan Taylor’s *American Revolutions: A Continental History, 1750–1804*).

“What the baby Bolivar boom tells us about how we used to view South America,” *Los Angeles Times*, invited op-ed, August 21, 2016. *Republished on the online portal of the Philadelphia Inquirer* (philly.com) as **“When U.S. idealism transcended racial and religious differences,”** August 29, 2016.

“When the Fourth of July Embraced Latin America Too,” *Wall Street Journal*, July 2–3, 2016 (weekend “Review” section). *Reprinted in the newspaper’s Spanish-language edition as “Cuando EE.UU. admiraba las revoluciones de América Latina,”* July 4, 2016; *also reprinted in the Europe and Asia editions (English language),* July 4, 2016.

“Passing With Flying Colors,” *Wall Street Journal*, June 18–19, 2016, weekend “Review” section.

SERVICE TO THE PROFESSION (SELECTED)

Editorial Board, *Early American Studies*, 2018–2022

Nominations Committee, Society for Historians of the Early American Republic (2018–2021)

Program Committee, 2019 annual meeting, Society for Historians of the Early American Republic

Program Committee, 2015 joint annual meeting for the Society of Early Americanists and the Omohundro Institute of Early American History and Culture

Manuscript referee: *The William and Mary Quarterly* ▪ *The Journal of the Early Republic* ▪ *Diplomatic History* ▪ *The Journal of Southern History* ▪ *The Journal of the Civil War Era* ▪ *Early American Studies* ▪ *American Nineteenth Century History* ▪ *The Pennsylvania Magazine of History and Biography* ▪ The University of Pennsylvania Press ▪ W.W. Norton ▪ *Almanack Braziliense* (academic journal based in São Paulo) ▪ *Co-herencia* (academic journal based in Medellín, Colombia)

PUBLIC SPEAKING AND OUTREACH

“How *Hamilton* Revolutionized the Message: When Music is the Means to Communicate,” School of Communications Alumni Event, Northwestern University (May 2018)

Seminar leader, Newberry Teachers’ Consortium, seminar for high school teachers, “Latin American Independence and the United States,” Newberry Library, Chicago (April 2016)

Lecturer/workshop leader, Kits ‘n’ Cats Day at Northwestern (encouraging Evanston public high school students to think about attending college, May 2013)

Seminar leader, Teaching American History program for high school teachers in Chicago area public schools (July 2012)

Guest speaker, Northwestern University Office of STEM Education Partnerships, introducing Chicago-area public high school students to historical research (June 2012)

The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

Dear Karen,

As a scholarly adviser and speaker, I am genuinely honored to support the Newberry Library's creative and cutting-edge program series, "*¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas.*"

Americans tend to imagine their Revolution as a genteel affair waged by men in wigs and buckled shoes. That's not completely wrong. But scholars' understanding of the war has shifted dramatically in past years to include a far broader array of actors: Cubans of color who fought along the Gulf Coast. White northeastern women who, applying revolutionaries' public rhetoric to their personal lives, resolved to have fewer children. Escaped slaves who found freedom behind British lines. Native people who concluded that the United States posed a bigger threat to their sovereignty than the British Empire ever had. From Brazil to Buenos Aires, enslaved people and free-trade radicals alike paid attention, and over the next fifty years they would wage their own revolutions—in ways that shaped their own futures as well as the United States itself.

The Newberry Library's exhibition and related programming will bring this broader, messier, and more accurate understanding of the inter-American revolutionary age to Chicago's diverse audiences. I am personally excited about this, because one of my frustrations with conventional understandings of the Revolution is not simply that they are so partial and incomplete, but that this incompleteness tends to exclude so many contemporary populations from their own history. By emphasizing instead how the revolutionary age swept from the United States and Haiti to Brazil and Spanish America, and how in each of those places it encompassed a huge variety of actors, *¡Vivan las Revoluciones!* offers a more inclusive and a more accurate history. In my own experiences—whether talking with Chicago public school educators, Northwestern undergraduates, book clubs, museum attendees, and even a Catholic archbishop—audiences are thirsty for this fuller understanding of the American (and inter-American) past.

The Newberry's proposed programming is academically trailblazing, emphasizing not only comparative histories throughout the Western Hemisphere but also *connective* ones. It looks at how the shot heard 'round the world ricocheted throughout Latin America and the Caribbean—and, crucially, at how revolutionary struggles in Latin America and the Caribbean then ricocheted back to shape the United

States. The programming is also wonderfully innovative, complete with a revolutionary anthem singalong, a bike tour, an outdoor public debate, and reenacted toasts (huzzahs and hisses most definitely encouraged).

I am especially thrilled to be involved in this programming because the inter-American revolutionary age has guided my research, writing, and teaching for the past fifteen years. My book, *Our Sister Republics: The United States in an Age of American Revolutions* (published with W.W. Norton/Liveright in 2016), explores how Latin America's independence wars shaped popular U.S. thinking about race, revolution, and republicanism in the early nineteenth century. It was named a "best book of the month" in History on Amazon.com, a summer pick in *The Atlantic*, and the recipient of a book award from the Society for Historians of the Early American Republic. (One of my favorite discoveries while researching this book was that well over half of July Fourth celebrations in the decade following the War of 1812 included toasts to Spanish American independence, a development that I am eager to discuss—and perhaps even reenact—at the Newberry's planned "Toasting the Revolutions" event.) I am now working on a new project about how Latin American abolitionism helped to radicalize U.S. antislavery. Recipient of a teaching award here at Northwestern, I also speak regularly about my research at high schools and public events (such as Philadelphia's Museum of the American Revolution and the Chicago Humanities Festival). I truly value these engagements and am honored to be part of the Newberry's groundbreaking exhibition and the city-wide conversation it will encourage.

Indeed, this exhibition promises to make a difference to the Chicago community, drawing people from all over the city (as well as drawing them *to* different parts of the city) so that they can interact with new neighbors and new ideas. I am genuinely honored to support it.

Sincerely,

A handwritten signature in cursive script that reads "Caitlin Fitz".

Caitlin Fitz
Associate Professor of History
Northwestern University
1881 Sheridan Road
Evanston, IL 60208-2220
c-fitz@northwestern.edu
847-467-2906

Mónica Ricketts

Gladfelter Hall 921/ 1115 West Berks Street/ Philadelphia, PA 19122-6089

Phone: (215) 204-7461 / Email: mrickett@temple.edu

CURRENT POSITION

Temple University, Associate Professor of History (tenure track)

Fall 2010 -

EDUCATION

Harvard University, Cambridge, MA

June 2007

Ph.D., Department of History. Committee members: John H. Coatsworth

(Columbia University), John Womack, Jr. (Harvard University), Susan Pedersen (Columbia University)

Harvard University, Cambridge MA

2002

M.A., History. Fields of Examination: Latin America 1500-1810, Latin America since 1810, England since 1688, Imperialisms since 1492

Pontificia Universidad Católica del Perú, Lima, Peru

1996

Licenciate, *sobresaliente*, Department of History,

Thesis: "El teatro en Lima y la construcción de la nación republicana. Lima, 1790-1850"

COURSES TAUGHT

Undergraduate Level

Race and Gender in Iberian America (new curriculum course created)

HIS 3566

Cuba: War, Hope, and Revolution (new curriculum course created)

HIS 2517

Gender and World Societies

HIS 0824

Imperialism, Race, Empire

HIS 2702

Graduate Level

Studies in Spanish and Portuguese America (new curriculum course created)

HIS 8506

Studies in Imperialism

HIS 8308

SELECTED PUBLICATIONS

Book

Who Should Rule? Men of Arms, the Republic of Letters, and the Fall of the Spanish Empire (New York: Oxford University Press, 2017)

Journal articles (peer-reviewed)

"De la palabra a la acción: oradores, editores, abogados y conspiradores en el virreinato del Perú, 1780-1808," Revista de Indias vol 73, no. 258 (2013): 399-430

"The Rise of the Bourbon Military in Peru, 1768-1820," Colonial Latin American Review 22, vol. 3 (2012): 413-439

"Together or Separate in the Fight Against Oppression? Liberals in Peru and Spain in the 1820s," European History Quarterly 41 vol. 3 (Summer 2011): 413-42

Books chapters

"José María Blanco White: contra la Junta y las Cortes y por América," Voces Americanas en Cádiz: diputados, discursos y debates, eds. Scarlett O'Phelan Godoy y Georges Lomné (Lima: Fondo Editorial de la Pontificia Universidad Católica del Perú, Instituto Francés de Estudios Andinos, 2014), 371-386

"Reconectando a España con Hispanoamérica: hacia una nueva historia de la independencia," Bicentenario - 200 Jahre Unabhängigkeit in Lateinamerika: Geschichte zwischen Vergangenheit und Zukunft eds. Stefan Rinke y Hans-Martin Hinz (Stuttgart: Heinz, 2011), 285-305

"Spanish American Napoleons: The Transformation of Military Officers into Political Leaders, Peru, 1790-1830," Napoleon's Atlantic: The Impact of Napoleonic Empire in the Atlantic World, eds. Christophe Belaubre, Jordana Dym, and John Savage (Leiden and Boston: Brill, 2010), 209-228

"Heterodoxia y soledad en Jorge Basadre," Jorge Basadre, el hombre, su obra y su tiempo, ed. Scarlett O'Phelan and Mónica Ricketts (Lima: Instituto Riva-Agüero, Instituto Cultural Peruano Norteamericano, Universidad del Pacífico, 2005), 421-440

"El teatro en Lima: tribuna política y termómetro de civilización, 1820-1828," La independencia del Perú. De los Borbones a Bolívar, ed. Scarlett O'Phelan (Lima: Pontificia Universidad Católica del Perú, Instituto Riva-Agüero, 2001), 429-453

"Un nuevo teatro para una sociedad mejor. El teatro en Lima en tiempos de la Confederación Perú-Boliviana," El Siglo XIX en Bolivia y América Latina, ed. Rossana Barragán, Dora Cajías and Seemin Qayum (La Paz: Coordinadora de Historia, Institute Français d'Études Andines, 1997), 251-263

SELECTED FELLOWSHIPS AND AWARDS

Grant-in-Aid, Temple University, summer – RESEARCH IN LIMA	2019
CLARA Research Award, Temple University, summer – RESEARCH IN LIMA	2019
Center for the Humanities, Temple	2018-2019
Department of History Teaching Award	2017
Temple University Summer Research Award – RESEARCH FOR FIRST BOOK	2015
Humboldt Foundation, Research Fellowship for Postdoctoral Researchers	2009-2010
Paul W. McQuillen Memorial Fellowship, John Carter Brown Library, Providence, RI (declined)	2008
Alice E. Adams Research Fellowship, John Carter Brown Library, Providence, RI	2005
Mellon Fellowship in Latin American History, Harvard University	2003-2006

PROFESSIONAL ASSOCIATIONS AND AFFILIATIONS

AHA, American Historical Association; CLAH, Conference on Latin American History; SECOLAS, Southeastern Council of Latin American Studies; Instituto Riva-Agüero, Pontificia Universidad Católica del Perú; LASA, Latin American Studies Association; ASPHS, Society for Spanish and Portuguese Historical Studies

LANGUAGES: Spanish (native) German (fluent) French and Portuguese (good reading knowledge)



TEMPLE UNIVERSITY
A Commonwealth University

College of Liberal Arts

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<http://www.temple.edu/history>

Department of History

The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

Dear Karen:

It is with the greatest pleasure that I write this letter of support for the NEH Humanities Discussions grant application “*¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas.*” I am honored and delighted to serve as scholarly advisor to this project aimed at bringing together histories and peoples that while inextricably close remain separate.

The Newberry Library is an ideal institution to carry this ambitious project forward. Not only does it hold one of the most important collections of Hispanic American prints and documents on the wars of independence, but it has a long tradition of bringing scholars from diverse disciplines and backgrounds together to conduct research and exchange ideas. The library’s outreach capacity in the city of Chicago, the US, and Latin America is a great asset for a project of this nature. I appreciate how these spheres of action have been carefully considered in the project’s design, for the envisioned sessions are not restricted to the specialized but open to the general Anglo and Hispanic publics. This will be both an academic and a public history project. I find it particularly appropriate and exciting to hold this series in the city of Chicago, which not only has a long history of Latin American immigration, but also some of the oldest grassroots African American and Latino activist organizations. Moreover, I find it particularly inspiring to discuss questions of mutual political influences, the spread of revolutionary ideas, the circulation of pamphlets and newspapers, the key role of race in this era, and the role of culture among people who are aware of the challenges these ideals and changes imply. Facing the current backlash against the Latino population and the resurgence of racism, we no longer can afford to reflect only on the positive aspects of revolutions. We need to carefully discuss and understand what revolutions implied for the individuals on the ground to fully grasp their choices and behaviors. Where else would be it better to discuss the Age of Revolutions than in Chicago?

As a specialist working on independence, revolutions, and loyalism in Peru and Spain in a larger imperial context I am very much looking forward to participating in the planning of this project. In the past I have attended conferences on the Age of Revolutions, but I do not know of any of such a vast and true international scope. I am also grateful to have been invited to present a paper in the panel “Printing and Publishing in the Revolutions,” where I expect to share my research on publishers, men of letters, and planners of revolutions in Spain and Peru. It will be particularly interesting and important to form part of a panel that is not limited to Latin Americanists. Late-eighteenth and early-nineteenth-century women and men of letters wrote for their specific publics, but also for a universal republic of letters that was not constrained by

borders or nationalities. Scholars have too often neglected this crucial aspect of our passed lettered culture. We need a framework like the one offered by this program to help us open up our own mental frameworks to assess the world of ideas and ideologies in their own dimensions. Likewise, since it is very hard or even useless to analyze intellectual activities in discrete ways, I am most enthusiastic about the project's approach to have a sequence of sessions dedicated to discussing songs, printing materials, broader intellectual influences, visual art, slavery, revolutionary activities, etc. Revolutionaries or loyalists engaged in struggles that soon turned into wars, which were forced them to carry numerous hats along and fight with their pens, swords, and imaginations according to the circumstances. These series of conferences will give us all the opportunity to analyze a generation from multiple angles, to compare and contrast their choices with those of their near or distant neighbors, and to reflect on the way we scholars and the general public think about these peoples and inevitably about ourselves.

I thank the Newberry Library for this wonderful opportunity and very much look forward to working with you.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Mónica Ricketts', with a stylized, cursive script.

Mónica Ricketts

Associate Professor, Department of History
Temple University
Gladfelter Hall 921
1115 West Berks Street
Philadelphia, PA 19122-6089
Phone: (215) 204-7882
Email: mrickett@temple.edu

ERIC SLAUTER

Division of the Humanities
University of Chicago
1115 East 58th Street
Chicago, IL 60637
773-702-7744 (office)
eslauter@uchicago.edu

EDUCATION

Ph.D., English and American Literature, Stanford University (2000).

Post-baccalaureate in Fine Arts, School of the Art Institute of Chicago (1995).

B.A., Honors in English and History, Phi Beta Kappa, Northwestern University (1992).

ACADEMIC APPOINTMENTS

Deputy Dean of Humanities, University of Chicago (2018-)

Associate Professor of English and the College (2008-) and Associate Faculty, Divinity School (2017-)

Chair, Board of University Publications/University of Chicago Press (2015-2018)

Director, Karla Scherer Center for the Study of American Culture (2008-2018)

Visiting Editor, William and Mary Quarterly (2013-2014).

PUBLICATIONS (selected)

Book

The State as a Work of Art: The Cultural Origins of the Constitution. Chicago: University of Chicago Press, 2009. Paperback edition, 2011.

Articles

“Does the United States Need a Bill of Rights? Revisiting a Question from 1787.” In Political Thought and the Origins of the American Presidency, ed. Ben Lowe. Gainesville: University Press of Florida, 2020. [in press]

“The Literature of Revolution and the Origins of Ideological Origins.” New England Quarterly 91:1 (March 2018): 57-77.

“Three Lessons from the History of a Book.” PMLA 131.3 (May 2016): 759-764.

“Looking for Scipio Moorhead: An ‘African Painter’ in Revolutionary North America.” In Slave Portraiture in the Atlantic World, edited by Agnes Lugo-Ortiz and Angela Rosenthal. Cambridge: Cambridge University Press, 2013. 88-116.

“Rights.” In The Oxford Handbook of the American Revolution, edited by Jane Kamensky and Ed Gray. New York: Oxford University Press, 2012. 447-464.

“Life, Liberty, and the Pursuit of Happiness,” The Boston Globe, July 3, 2011.

“History, Literature, and the Atlantic World.” Published simultaneously in the William and Mary Quarterly, 3d Ser., 65:1 (January 2008): 135-166; and Early American Literature 43:1 (Winter 2008): 153-186. Subject of “The ‘Trade Gap’ in Atlantic Studies: A Forum on Literary and Historical Scholarship” (WMQ, pp. 167-186; EAL, pp. 187-210).

“Written Constitutions and Unenumerated Rights.” In Liberty! /Égalité! /Independencia!: Print Culture, Enlightenment, and Revolution in the Americas 1776-1838. Worcester, Mass.: American Antiquarian Society, 2007. 57-78.

PRESENTATIONS (selected)

Recent invited talks at Yale (2019), University of Washington (2019), Florida Atlantic University (2019), Harvard (2018), University of Wisconsin-Madison (2017), Michigan (2017), Stanford (2016), and University of Alabama (2015).

COURSES (selected)

“The Declaration of Independence” (English; History; Human Rights; Law, Letters, and Society; Fundamentals; BA level); “Enlightenment and Revolution in America” (English and History; MA/PhD level); “The Multidisciplinary Study of American Culture” (English, History, Law, Divinity; MA/PhD and JD level)

FELLOWSHIPS and GRANTS (selected)

Library Company of Philadelphia (1999), McNeil Center for Early American Studies/University of Pennsylvania (1999-2000), Newberry Library (2003-04), Huntington Library (2006-07).

HONORS (selected)

Member, American Antiquarian Society (elected 2013).

Fellow, Massachusetts Historical Society (elected 2012).

MLA Prize for a First Book, Honorable Mention (2011).

December 31, 2019

The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 West Walton Street
Chicago, IL 60610

Dear Karen,

I'm honored to serve as a scholarly advisor and speaker for the Newberry's NEH Humanities Discussions grant "¡Vivan las Revoluciones!: *Forming More Perfect Unions Across the Americas.*"

The Newberry's programming, along with a related exhibit, represents an important reflection on the origins, effects, links, and legacies of the multiple independence movements in Americas from the 1770s through the 1820s—what John Adams termed an “age of revolutions and constitutions.” In partnership with significant cultural institutions in the city, the Newberry has planned exciting events for different audiences, ranging from discussions of the comparative study of revolutions in the Americas to programs for young people centered on key founding documents.

As a researcher and teacher focused chiefly on the political and legal documents of the American Revolution, I know how exciting it can be for students and scholars to see familiar documents in new ways. I have tried to do that in a book about the cultural origins of the Constitution and in a recent course for undergraduates on the origins and legacy, from 1689 to the present, of the Declaration of Independence. The Newberry's programs promise to help draw lines of connection and influence between these documents and the founding documents of Haiti, Venezuela, and Mexico and to help improve our understanding of how revolutionary ideas circulated in material form, reanimating old documents, manifestos, and pamphlets in ways that modern Americans can appreciate.

I'm excited to bring my own students to experience these programs and look forward to working with you and the curators, educational, and exhibition staff at the Newberry.

Sincerely,

Eric Slauter
Deputy Dean, Division of the Humanities
Associate Professor, Department of English
Associate Faculty, The Divinity School
University of Chicago

RESUMÉ

REBECA FERNANDEZ

(b) (6)

| (b) (6)

EDUCATION

Master of Science in Historic Preservation | 2015

School of the Art Institute of Chicago

Bachelor of Science in Architecture | 2000

Universidad Autónoma Metropolitana Azcapotzalco, México City

PROFESSIONAL & RELEVANT EXPERIENCE

Rogers Park Business Alliance | Current

Progresando, Bilingual Program Manager

- Create, outreach, promote, and lead the new Spanish entrepreneurial program for the Latino community in Rogers Park, Chicago.
- Provide entrepreneurial group sessions and technical assistance to startups and current business.

Mujeres Latinas en Acción | Current

Empresarias del Futuro (EDF), Program Advocate

- Outreach to promote and recruit candidates to participate in the EDF programs.
- Provide group sessions using the program curriculum.
- Provide individual coaching and guidance to start or maintain a business.
- Organize a variety of events for participants' entrepreneurial development.

Senior Museum Associate | May 2015 – Oct 2017

Friends of the Chicago River at the Bridgehouse Museum, Chicago

- Led bilingual educational tours exploring the river's history, emphasizing its value as a regional resource.
- Educated visitors about the history of Chicago River, and the architectural and engineering significance of the historic bridges in Chicago.
- Researched, wrote and designed new exhibit boards for the museum.

Architectural Restoration | June 2015 – Jan 2017

Restoric, L.L.C., Chicago

- Restored historic exterior architectural wood elements on Chicago Landmark buildings.
- Performed stripping of finishes manually and chemically.
- Applied stabilization products and epoxies for restoration.
- Worked with pigments and paints for finishes and faux grain painting.

Public Service Intern | June 2014 – April 2015

City of Chicago's Historic Preservation Division - Landmarks Designations

- Conducted field surveys, historic architectural research, and building condition surveys on historic buildings.
- Designed the *Chicago's Landmark District* poster for the exhibit at the Cultural Center.
- Surveyed and researched the history of murals in the Pilsen and Little Village neighborhoods.

Construction Project Manager Assistant | 2007 – 2011

DEN Construction Management, L.L.C., Chicago, IL

- Assisted architectural and engineering project managers with administrative work.
- Responsible supervising construction quality for close-out procedures, including punch-lists and follow-up material and labor warranties.

Architectural Designer, Mexico City | 1997 - 2006

Independent Practice / Consultant

- Assisted clients with architectural design, solar passive design, and lighting design.
- Produced and coordinated construction documents.
- Executed projects for small and medium high-end residential projects, affordable housing, rehabilitations, commercial, and urban developments.
- Assisted clients with full service of architectural design, project management, and construction.

TOURS AND LECTURES

- Lecture, A Living Tradition: Murals in Pilsen | Landmarks Illinois and UNAM | Chicago Biennial 2017
- Tour, A Living Tradition: Murals in Pilsen | Arquitectos Latinos | Chicago Biennial 2017
- Panelist, Pilsen: Arte Arquitectura Cultura | Illinois Institute of Technology | 2018
- Lecture, A Living Tradition: Murals in Pilsen | Vernon Library, Lincolnshire, IL | 2018
- Panelist, Graham Foundation, Chicago, IL | 2019
- Living Heritage Symposium, San Antonio, TX | 2019

VOLUNTEER EXPERIENCE

- Friends of the Chicago River | 2015 – 2018
- Mujeres Latinas en Accion, Citizenship Workshops | Current
- The Society of Hispanic Professional Architects, Secretary at the Board of Directors | Current
- Ask and Architect Bilingual Chair Program, Arquitectos Latinos | Current
- Community Members for Perla Tirado for Judge, Committee Campaign | Current

REBECA FERNANDEZ

(b) (6)

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(b) (6)

January 3, 2020

The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

Dear Karen,

I would be happy to be a consultant to the Newberry Library for its project “¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas.” Specifically, I can be a consultant on your bike tour in June 2021 of Chicago’s Latino neighborhoods to explore murals and monuments representing the revolutions of Latin America. I have done research on the murals of Pilsen and Little Village, and I can help the Newberry develop a plan for describing the content and background of the murals to people on your tour. I also look forward to participating in the tour as one of your guides.

I grew up in Mexico City and studied Architecture practicing for 9 years as a consultant where I learned the importance about the role of the built environment and the impact in our societies. After immigrating to the United States I obtained my Masters in Historic Preservation at the Art Institute of Chicago. My internship with the City of Chicago at Landmark division provided unique experience including doing the full survey of murals in Pilsen and Little Village. This last project inspired me to continue on my own to researching and study these murals. Now, I am focusing on the murals created during the settlement of the Mexican community in Pilsen and Little Villa, which I called them “The Grand Parent Murals”. The murals and monuments of Chicago’s Pilsen and Little Village are complex and often changing, so we will need to plan carefully.

I have attached my resume for your grant application to the National Endowment for the Humanities. Thank you for the opportunity to participate in your project on Latin American revolutions, and I look forward to working with the Newberry on this project.

Sincerely,

Rebeca Fernandez

Julia Gaffield, Ph.D.
Curriculum Vitae, January 2020

EDUCATION

Duke University, 2007-2012 Ph.D., Department of History

Dissertation: "So Many Schemes in Agitation": The Haitian State and the Atlantic World

York University, Toronto, Canada, 2006-2007 M.A., Department of History

University of Toronto, Toronto, Canada, 2002-2006 Honors B.A., History Specialist

PROFESSIONAL APPOINTMENTS

2019-present Associate Professor, Department of History, Georgia State University (GSU)

2013-2019 Assistant Professor, Department of History, GSU

2013-2014 Andrew W. Mellon Postdoctoral Fellow, Brandeis University

PUBLICATIONS

Books

Julia Gaffield, *Haitian Connections in the Atlantic World: Recognition after Revolution*, (The University of North Carolina Press, 2015).

- Winner of The Mary Alice and Philip Boucher Book Prize, French Colonial Historical Society, 2016

Julia Gaffield, editor, *The Haitian Declaration of Independence: Creation, Context, and Legacy*, (The University of Virginia Press, 2016).

Refereed Articles

2020 "The Racialization of International Law in the Aftermath of the Haitian Revolution: The Holy See and National Sovereignty," *American Historical Review* (forthcoming April 2020).

2017 Julia Gaffield and Philip Kaisary, "'From freedom's sun some glimmering rays are shed that cheer the gloomy realms': Dessalines at Dartmouth, 1804," *Slavery & Abolition* 38, no. 1 (2017): 155-177.

2012 Julia Gaffield, "Haiti and Jamaica in the re-making of the early nineteenth century Atlantic World," *The William and Mary Quarterly* 69, no. 3 (2012): 583-614.

2007 Julia Gaffield, "Complexities of Imagining Haiti: A Study of National Constitutions, 1801-1807" *Journal of Social History* 41, no. 1 (2007): 81-103.

Select Book Chapters

2017 Julia Gaffield, "Reading Declarations: Universal Rights, the Local and the Global," in *Understanding and Teaching the Age of Revolutions*, Ben Marsh and Mike Rapport, eds., (University of Wisconsin Press, 2017).

2016 Julia Gaffield, "'Outrages on the laws of nations': American Merchants and Diplomacy after the Haitian Declaration of Independence," in *The Haitian Declaration of Independence: Creation, Context, and Legacy*, Julia Gaffield, ed., (The University of Virginia Press, 2016).

- 2016** David Armitage and Julia Gaffield, "Introduction: The Haitian Declaration of Independence in an Atlantic Context," in *The Haitian Declaration of Independence: Creation, Context, and Legacy*, Julia Gaffield, ed., (The University of Virginia Press, 2016).

Select Public Scholarship

- 2019** Julia Gaffield, "Haiti protests summon spirit of the Haitian Revolution to condemn a president tainted by scandal," *The Conversation*, November 15.
- 2018** Julia Gaffield, "Meet Haiti's founding father, whose black revolution was too radical for Thomas Jefferson," *The Conversation*, August 30.
- 2017** Julia Gaffield, "Ask the Author," *Common-place: The Journal of Early American Life* 17, no. 2 (2017).
- 2014** Julia Gaffield, "Haiti's Declaration of Independence: Digging for Lost Documents in the Archives of the Atlantic World," *The Appendix* 2, no. 1 (2014).

SELECT AWARDS, GRANTS, FELLOWSHIPS

- 2019** Lead Grant Writer, PI: Musée du Panthéon National Haïtienne (MUPANAH), B. H. Breslauer Foundation (\$10,000)
- 2019** Lapidus Initiative Fellowship for Digital Collections (with Jennifer Palmer and Patrick Tardieu, Bibliothèque Haïtienne des Spiritains), Omohundro Institute, William & Mary (\$5,000)
- 2018** ACLS Fellowship, American Council of Learned Societies (\$40,000)
- 2018** Scholarly Support Grant, GSU (\$20,000)
- 2017** Cleon C. Arrington Research Initiation Grant, GSU (\$20,000)
- 2017** The Dean's Early Career Award, GSU
- 2016** Provost's Faculty Research Fellowship, GSU (\$25,000)

SELECT PROFESSIONAL SERVICE

- 2018-present** Editorial Board, *Haiti History Journal: Haiti and the Atlantic World/ Revue d'histoire d'Haïti: Haïti et le Monde Atlantique*
- 2016-present** Co-editor, H-Haiti (with Marlene Daut)
- 2018-present** Moderator and Founder, Georgia Atlantic, Latin American, and Caribbean Studies Initiative (GALACSI), co-sponsored by the Fox Center for Humanistic Inquiry, Emory University, the Humanities Research Center at GSU, and the Wilson Center for the Humanities & Arts at the University of Georgia
- 2018** President, Latin American and Caribbean Section of the Southern Historical Association

MEDIA

- 2019** Peter Beaumont, "Sick of corruption, Haiti looks back to its revolutionary hero for hope," *The Guardian*, December 7.
- 2019** Jean Pharès Jérôme, "La Bibliothèque haïtienne des pères du Saint-Esprit rouvre ses portes avec de Nouvelles perspectives," *Le Nouvelliste*, Haiti, February 6.
- 2018** Frantz Duval, "Julia Gaffield: à la recherche de l'histoire d'Haïti," *Le Nouvelliste*, Haiti, March 28.
- 2010** Will Pavia, "Julia Gaffield discovers Haiti founding document in British National Archives," *The Sunday Times*, London, April 2.

P.O. Box 4117
Atlanta, GA 30302-4117
Phone: 404/413-6385
Fax: 404/413-6384

January 1, 2020



The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

To the Newberry Library,

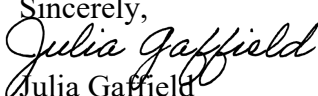
I write to enthusiastically support your application for an NEH Humanities Discussions grant for “¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas.” I have been invited as a potential speaker for the proposed event, “The Power of the Printed Word in the Age of Revolutions,” which will study printing and book history during the Age of Revolutions and is scheduled to take place in June of 2021.

This is a critical and innovative initiative that will build on and expand the historiographical boom in the field of the Age of Revolutions over the last decade. Interdisciplinary studies of the era have proliferated and we are at an important juncture in which it would be beneficial to take stock of the field and articulate a path forward. This is the perfect opportunity to do so. The histories of the US, Haitian, and Latin American independence struggles are intricately connected and are central to the world today.

I am a historian of early 19th century Haiti and my research program studies the aftermath of the Haitian Revolution and how the country established its independence and sovereignty through diplomacy and state formation. My first book *Haitian Connections in the Atlantic World: Recognition after Revolution* (UNC 2015) won the Boucher Prize from the French Colonial Historical Society and analyzed the first decade of Haitian independence. I concluded that Haiti sustained its independence because it received partial or temporary recognition from the British Empire and the United States in the context of the Napoleonic Wars. I am currently writing a book on Haiti’s relationship with the Catholic Church in the 19th century and how this relationship affected trends in international law.

My expertise for the panel on printing and book history stems from my uncovering of the only known remaining copies of the Haitian Declaration of Independence from 1804 at the National Archives of the United Kingdom. The exchange of information was crucial for the success of the Haitian Revolution and for international diplomacy before and after Haitian independence. Putting this moment in conversation with other similar and disparate moments and trends will inevitably help us better understand an important moment in the foundation of the modern nation state.

I am excited about this project and very much look forward to the fruitful conversations, publications, exhibits, and other media that will come out of it.

Sincerely,

Julia Gaffield

Associate Professor of History

Anton Miglietta

(b) (6)

(b) (6)

Formal Education and Teaching Certifications

Licenses and Endorsements Received: Illinois State Board of Education Professional Educator License (PEL) through 2021 in History-Social Science (9 - 12) with Endorsements in Language Arts (6 - 8) and Social Science (6 - 8)

2020: *National Board Certified Teacher:* Accomplished Certification in the Nurturing Teacher Leadership (NTL) cohort with the Quest Center, Chicago Teachers Union

2005 – 2009: *Chicago State University,* Teaching Certification in History; Received full scholarship from State Representative Larry McKeon and partial support from Chicago State University; Completed Masters in Education coursework with a 3.9 G.P.A.

1997 – 1999: *Northeastern Illinois University, University Without Walls Program*
B.A. in Community Organizing & Community Education, Janine Liska, Director

Teaching, Education & Organizing Experience

2018 – 2020: Teacher, History/Social Sciences, Instituto Justice Leadership Academy – Rudy Lozano Campus, 2570 S. Blue Island, 773.890.0055; Duties: Teach U.S. History and Chicago: A Struggle for Equity; Lead facilitator of curriculum development processes

2016 – 2018: Teacher, History/Social Sciences, Uplift Community High School, Chicago Public Schools, Chicago, Illinois, 900 West Wilson, 773.550.2875; Duties: Teach World Studies (Freshmen), Chicago Studies (11th/12th Gr.), and Seminar (various); Participate and provide leadership on Freshmen Grade Level Team; Coordinated Advisory Teams

2010 – 2016: Co-founder & Curriculum Director, *Chicago Grassroots Curriculum Taskforce,* Chicago, Illinois, 4554 North Broadway, 773.275.2428; Duties: coordinate programming, develop curriculum, lead staff development, lead co-presenter, grant writing, recruit members, support building of grassroots curriculum movement

2005 – 2009: Co-founding teacher (with students), *Chicago Youth Initiating Change and the Social Justice Student Expo;* Duties: offer supports, guidance, structures, curricula, and motivation to involve & empower youth; raise funds; coordinate teams, prepare youth to take action on issues of injustices, driving, event planning, relationship-building, organizing

2004 – 2009: Teacher and Social Justice Curriculum Coordinator, *Rudy Lozano Leadership Academy,* Chicago, Illinois, 2570 South Blue Island, 773.890.0055, Christine Diaz, Principal; Duties: co-construct and facilitate student-centered units of study in U.S. History, Latin American Studies, World Studies, Mass Media; lead RLLA staff in designing justice-centered curricular units; faculty advisor for RLLA's student government & ACTIVOS after-school program

1999 – 2004: Teacher, *Prologue Alternative High School,* Chicago, Illinois, 640 West Irving Park Road, 773.935.9925, Pa Joof, Principal; Duties: co-construct and facilitate student-centered units of study in U.S. History, Community Organizing, Mass Media, Latin American Studies

1992 – 2002: Program Co-Coordinator, *Youth on Youth Summer School,* Chicago, Illinois, Truman College GEAR UP / Uplift Community School, Karen Sandler, Director; Duties: coordinate training of tutors, academic program development, and daily operations of a six week summer program for over 100 6 – 9th graders (1992, '93, '95, '97, '00, '01)

1998: Youth Education & Organizing, Rogers Park Youth Net, Chicago, Illinois, June Terpstra, Director; Duties: youth education & organizing facilitator; coordinated weekend college trip to Northern Illinois University

1997 – 2000: Co-founder, Youth for Change (Southwest Youth Collaborative)

Duties: help strategize, facilitate, and mobilize for campaigns centered on youth employment, education, and funding

1997: Youth Organizer, Alternatives Inc., After School Action Program, Chicago, Illinois;

Duties: youth organizing, worked with dozens of North side youth institutions and built city-wide collaborations

1996 – 1997: Education Coordinator, McCormick Boys & Girls Club, Chicago Illinois; Duties: education and homework program coordinator for 35 - 45 students per session

1993 – 1995: Co-founder, Uptown Youth F.O.R.C.E., Uptown, Chicago, Illinois; Duties: developed local campaigns with youth against criminalization, miseducation, police brutality; led a successful sit-in of 100 youth and parents at Truman College to open facilities; helped to connect Uptown youth with those from the Southwest Youth Collaborative and Centro Sin Fronteras

1992 – '98; 2008 – '10; 2016 – '17: Local School Council member, elected by parents and community members, Duties: coordinated the Multicultural Curriculum Committee, hosted major multicultural events, helped to recruit, interview, and select teachers and the principal; help write the School Improvement Plan (Stockton School, 1992-98; Inter-American Magnet School, 2008-10; Franklin Fine Arts Center, 2016-17)

1992 – 1995: G.E.D. Instructor and Youth Organizer, Uptown Community Learning Center, Chicago Illinois, 4509 North Broadway, 773.769.2085, Laurie Odell, Director; Duties: G.E.D. instructor for youth in "rival gangs"; youth & community organizer

Publications/Presentations

2014: [Primary co-author/editor](#), Grassroots Curriculum Toolkit 4.0 (print version), Chicago Grassroots Curriculum Taskforce, Chicago, Il., 215 pgs, Introduction by Christine Sleeter, Ph.D.

2013: [Co-author](#), Re-framing, Re-imaging, and Re-tooling Curricular from the Grassroots: the Chicago Grassroots Curriculum Taskforce, Current Issues in Comparative Education, Teachers College, Columbia University, Vol. 15, Issue 2

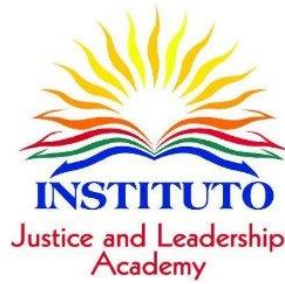
2013: [Keynote speaker](#), National Association Multicultural Education, Philadelphia, Pa. *Curriculum on Social Justice Movements & School Reform*, General Session, Ormandy Ballroom

2012: [Primary author](#), Urban Renewal or Urban Removal? A Grassroots Look at Chicago's Land Grabs and the Struggle for Home and Community, Chicago Grassroots Curriculum Taskforce, Chicago, Il., 270 pgs

2012: [Primary author](#), Student Learning and Action Journal, Chicago Grassroots Curriculum Taskforce, Chicago, Il., 155 pgs

2011 – 2015: [Co-facilitator](#), Chicago Grassroots Curriculum Taskforce, recurring semester trainings/workshops at Northeastern Illinois University, University of Chicago Urban Teacher Education Program, Illinois State University Chicago Teacher Education Pipeline, Indiana University Northwest, Kenwood Academy (Chicago public school), and dozens of other schools, community groups, conferences, and events

1996 – 2000: Co-founder & Editor, Chi Town Low Down newspaper, Duties: facilitated the development and distribution of the only independent youth-run, activist, bilingual, hip hop newspaper in Chicago; writing editing, photography, design, advertising, release party coordination (copies are available)



January 5, 2020

The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

To the Newberry Library,

I am both humbled and honored to be considered as a consultant for your NEH Humanities Discussions grant, “¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas.” As a consultant on this project, I can support the crafting of productive conversations to center youth voices while helping partners prioritize the inclusion of youth and families from marginalized communities. As a high school history teacher at Instituto Justice Leadership Academy – Rudy Lozano Campus, located near the Pilsen / Little Village Border, I am thrilled to engage my students, their families, and communities in analyzing Latin American revolutions with a stated purpose of supporting their critical thinking and inspiring civic engagement to challenge systems of oppression and marginalization clearly seen within Chicago’s communities and throughout the Americas.

At a time of increased economic inequities, systemic racism, gentrifying spaces, and neo-Nativist movements against Latinx immigrants, among other injustices experienced today, my students and their families need pathways of hope and weapons of justice to forge more equitable futures. Histories of revolutions, especially those led primarily by the most marginalized peoples, are foundational tools of hope. How can young people expect to “be the change you want to see in the world”, as Ghandi emphasized, if they are not exposed to the most successful movements for change the world has seen? Learning history, especially culturally relevant studies of history in diverse communities, can open doors to critical change so students feel more empowered to respond intelligently to grave challenges they face.

This project speaks directly to my lived experiences as a longtime youth organizer, alternative/public school social justice teacher, and grassroots curriculum writer/publisher. I began organizing young people and families in the late 1980s by using sports and educational programs to unite youth from different cultures, street organizations (“gangs”), and age groups. At eighteen, I was elected to my former elementary school’s Local School Council and immediately began mobilizing for culturally relevant curriculum, known at that time as multicultural education with a Freirian emphasis. Since then, I have taught various history/social studies courses for 13 years in Uptown and Pilsen/Little Village. Each course seeks to foster critical dialogue, historical analysis, and civic action. Additionally, from 2008 to 2016, I co-founded the Chicago Grassroots Curriculum Taskforce, a non-profit committed to involving students, families, and communities in the creation of culturally responsive learning rooted in critical pedagogy and local to global studies. In this capacity, I presented, designed curriculum, and led discussions at numerous universities and educational conferences. I was the lead writer/editor of *Urban Renewal or Urban Removal?: A Grassroots Look at the Struggle for Home and Community* as well as the *Grassroots Curriculum Toolkit (4 editions)*.

With such a prolific collection of documents from across the Americas to analyze, programmatic opportunities to engage my students, scholarly expertise to tap, and critical discussions to embrace, I look forward to the launch of “¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas” – and with great anticipation. Revolutions are the backbone of substantial social change. This program will emerge as the backbone to better understand the complexities of and inspirations imbedded in these revolutions!

Sincerely,

Anton Miglietta
National Board Certified History Teacher (NBCT)
Instituto Justice Leadership Academy

NEH Résumé (Biosketch)

Delilah Montoya

2001-present Professor, Photo/Digital Media, School of Art, University of Houston, Houston, Texas
1998-2000 Harnish Visiting Professor, Studio/Photography, Department of Art, Smith College, Northampton, Massachusetts
1997-1999 Visiting Professor, Film/Photography/Video Productions, Hampshire College, Amherst, Massachusetts
1994-1996 Visiting Professor, Art History/Studio, and Gallery Director, Art Department, California State University, Los Angeles, California

Education

M.F.A. (Distinction) Studio Art, Sagrado Corazon University of New Mexico, Albuquerque, New Mexico, 1994
M.A. (Honors) Printmaking, Saints and Sinners, University of New Mexico, Albuquerque, New Mexico, 1990
B. A. Studio Art, University of New Mexico, Albuquerque, New Mexico, 1984
A. A. Commercial Photography and Art, Metropolitan Technical College, Omaha, Nebraska, 1978

Awards and Honors

2018 City Initiative Grant, Houston Texas
2017 Idea Research and Development Fund, Houston Texas
Cynthia Wood Mitchell Grant, University of Houston, Houston Texas
UH Small Grant: University of Houston, Houston Texas
2016 SEED Grant, Center for Mexican American Studies, University of Houston, Houston, TX
2015 La Valiente Honoree, Voices Breaking Boundaries Fund Raiser
2015 LA/ Havana Artist Exchange Program, Richardson Diplomacy Project,
2015 International Studio and Curatorial Program Artist Residency, Brooklyn NY,
2009 Richard T. Castro Distinguished Visiting Professorship, Denver Colorado
2008 Artadia Awards Houston

Publications

Seeking Tongues: Postcolonial Photographies: Texas Tech University (2018): 3

Contemporary Casta Portraiture: Nuestra Calidad. Houston: Arte Publico Press, 2017

Women Boxers: The New Warriors. Houston: Arte Publico Press, 2006.

Rearing Mustang/ Razing Mesteño Born of Resistance: *Cara a Cara Encounters with Chicana/o Visual Culture*. Eds. Victor A Sorrel and Scott L. Baugh. Tucson: University of Arizona Press, 2015. Print.

"Mirror, Mirror: the Latino/a as the 'Other' in the Fine Arts." College Arts Association Abstracts (2005): 44.

Other Relevant Professional Activities and Accomplishments

Lectures

Using Art for Social Justice, University of Houston, Clear Lake, 2019
Nuestra "Calidad" Round Table Discussion, Transart Foundation, Houston TX April 7, 201
Show and Tell: Laura Aguilar, Vincent Price Museum, Los Angeles, CA February 10, 2018
Exploring Technical Excellence, Entre Tinta y Lucha: 45 Years of Self Help Graphics & Art, CSLA Gallery, Los Angeles CA Sept 6, 2018
Demanding Dignity: A Discourse on Bodies, TTU, Lubbock TX October 17, 2018
Caged, Enraged, and Engaged: Challenging American Immigration Policy, School of Art, TTU, Lubbock TX October 20
Equity, Diversity and Inclusion in the Work Place, Texas Association of Museums EDI Seminar, Houston, TX November 11, 2018
Mujeres del Sur, Union Gallery, Houston TX November 10, 2018
Nuestra "Calidad," Silver City Museum, Silver City NM June 15, 2018
Visiting Artist Program: Delilah Montoya Lecture, CU, Boulder CO, September 25, 2018
Gallery Visits Sept 25 - 27
Delilah Montoya New Warriors, PDNB, Dallas TX, November 17, 2018
La Morina, Icons and Symbols of the Borderland, Centro de Artes, San Antonio TX 2017
Delilah Montoya, Chicana Symposium, Mulvane Art Center, Topeka Kansas 2017
Through a Mestiza Lens, Chicana Art and Artist in the 21st Century, Trinity College. 2017

Selected Solo Exhibitions

2019 "Contemporary Casta Portraiture: 'Nuestra Calidad,'" Centro de Arte, San Antonio TX
"Delilah Montoya: Sed, The Trail of Thirst," Tucson Desert Art Museum, Tucson AZ
2018 "Contemporary Casta Portraiture: 'Nuestra Calidad,'" curator Surpik Angelini,
Transart, Houston TX
"Contemporary Casta Portraiture: 'Nuestra Calidad,'" curator Carmen Vendelin,
Silver City Museum, NM
"Body Amour", curator Jocelyn Miller, PS1 MOMA; Brooklyn, New York
"Delilah Montoya: The New Warriors" curator Missy Finger, PDNB Gallery: Dallas, Texas
2014 "Delilah Montoya: Syncretism", curator Kate Ware, New Mexico Museum of Art,
Santa Fe, New Mexico

Selected Traveling Exhibitions

2015 - 2018 "Detention Nation", curated by Sin Huellas, Station Museum, Houston, TX; El Museo de Las Americas, Denver Co; Mulvane Art Museum, Topeka, Kansas, TTU Landmark Gallery, Lubbock TX

2015- 2018 "*Icons and Symbols of the Borderland*," Juntos, curator Diana Molina, Centennial Museum El Paso, Centro de Artes, San Antonio, Brownsville Museum of Art, and The Amarillo Museum of Art.

2013- 2016 *Our America: The Latino Presence in American Art*, Smithsonian American Art Museum, curator by Carmen Ramos, The Patricia and Phillip Frost Art Museum at Florida International University in Miami, Florida; Crocker Art Museum in Sacramento, California; Utah Museum of Fine Arts in Salt Lake City, Utah; Arkansas Art Center in Little Rock, Arkansas; Delaware Museum of Art in Wilmington, Delaware

2013-2017 *Estamos Aqui (We Are Here)*, Exhibits USA, curator Brad Cushman, Lake County Forest Preserves, Greenbelt Cultural Center North Chicago, IL; El Museo Latino, Omaha, NE; Museum of the Southwest Midland, TX; Kenosha Public Museums Kenosha, WI; Shafer Memorial Gallery, Great Bend, KS; Kansas City Public Library, Kansas City, MO



Delilah Montoya Professor of Art
KCMC School of Art

January 2, 2020

The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

To the Newberry Library,

I am writing this letter in support of the Newberry Library's NEH "Humanities Discussions" grant to assist a series of public programs related to the Age of Revolutions, particularly in the Americas. It is an honored to be invited as a participant in one of these programs to discuss ideas of how race is a humanizing factor in the establishment of our communities during and beyond our revolutionary moments.

This project proposed to be part of the NEH's "A More Perfect Union" initiative tentatively entitled "*¡Vivan las Revoluciones!*: Forming More Perfect Unions Across the Americas," will sustain Newberry's programming. A concurrent exhibition, tentatively titled "*¡Vivan las Revoluciones!*: Latin America in the Age of Revolutions" in collaboration with the National Museum of Mexican Art here in Chicago, will focus on depictions of race in the art of the colonial and revolutionary periods-- particularly *casta* paintings.

My current work, *Contemporary Casta Portraiture, Nuestra Calidad*, photographic portraits and a catalog envision these Colonial Latin American Casta Paintings as structural references to how race/ ethnicity is understood throughout our continent. This topic, which the current scholarship is developmental, has many historic implications and value. For this reason I believe the Newberry Library proposal will contribute to this discussion that deserves substantial attention.

It is with much enthusiasm that I support Newberry library's NEH "Humanities Discussion" grant aimed at conversation through public programming.

Sincerely,

Professor Delilah Montoya

(b) (6); dmontoy2@central.uh.edu

JUAN SUÁREZ ONTANEDA
University of Illinois at Urbana-Champaign
Department of Spanish and Portuguese
(b) (6) | jasuare2@illinois.edu

EDUCATION

- 2020 Doctor of Philosophy (Candidate, expected May 2020)
Latin American Literatures and Cultures
(University of Illinois Urbana-Champaign-IL)
Dissertation title: “Staging Race: Blackness, Performance, and Citizenship in Afro-Latin American Writers (1940-2000).”
Dissertation Director: Mariselle Meléndez
- Graduate Minor in Latina/o Studies (University of Illinois Urbana-Champaign).
Unit for Criticism and Interpretative Theory Certification (University of Illinois Urbana-Champaign).
Graduate Certificate in Holocaust, Genocide, and Memory Studies (University of Illinois Urbana-Champaign).
- 2014 Master of Arts - Spanish Literatures and Cultures (University of Illinois Urbana-Champaign)
[*Suma Cum Laude*]
- 2011 Bachelor of Arts-Political Science and French (Saint Anselm College, Manchester-NH) [*Cum Laude*]

TEACHING EXPERIENCE

- 2012- Teaching Assistant- Department of Spanish and Portuguese (University of Illinois Urbana-Champaign)

ACADEMIC HONORS, GRANTS AND AWARDS

- 2019-20 Lemann Graduate Fellowship (University of Illinois Urbana-Champaign)
Project: “Performing the Diaspora in Brazil: the Black Experimental Theater and its Search for a Racial Language in mid-twentieth Century Rio de Janeiro” [**\$18,000**]
- 2019-20 The Newberry Library, Mellon Fellow, “The Archive: Theory, Form, Practice”
- 2018-19 Illinois Program for Research in the Humanities Graduate Fellowship (University of Illinois Urbana-Champaign), Project: “Mobilizing the Stage: Race, Gender, and Performance in Brazil, Colombia, and Peru (1940-2000)” [**\$10,000**]
- 2017-18 Lemann Graduate Fellowship (University of Illinois Urbana-Champaign), Project: “Performing the Diaspora in Brazil: the Black Experimental Theater and its Search for a Racial Language in mid-twentieth Century Rio de Janeiro” [**\$18,000**]
- 2016 Tinker/Lemann Fellowship (Center for Latin American and Caribbean Studies, University of Illinois Urbana-Champaign) Project: “The Imaginative Frontiers of Abdias do Nascimento: Race, Performance, and the Black Experimental Theatre” [**\$1,600**]
- 2016 Brazil Initiation Scholarship (Brazilian Studies Association- BRASA)

Project: “The Imaginative Frontiers of Abdias do Nascimento: Race, Performance, and the Black Experimental Theater” [**\$1,500**]

- 2015-16 Mellon Travelling Scholar, Project: “History of World Music Recording/Global Midwest Workshop” (Project developed by Philip V. Bohlman, Ron Rodano, and Harry Liehberman)
- 2014 Tinker Fellowship (Center for Caribbean and Latin American Studies, University of Illinois Urbana-Champaign) Project: “Contested Festivities: Black Musicians in the Celebrations of *cofradías* during 17th and 18th Century Real Audiencia de Quito” [**\$2,000**]
- 2014 Department of Spanish and Portuguese Graduate Fellowship for pre- dissertation research in Quito and Esmeraldas, Ecuador. Summer 2014. [**\$2,000**]
- 2014 Department of Spanish and Portuguese Conference Travel Grant. Kentucky Foreign Languages Conference. Spring 2014. [**\$500**]
- 2007-11 O’Farrell Scholarship for Latino Excellence (Saint Anselm College) [**\$36,000 per academic year**]

RESEARCH EXPERIENCE

- 2017 Research Assistant for Dr. Glen Goodman’s book project: “Locating Whiteness: Immigration, Race, and Region in Brazil.” (University of Illinois at Urbana-Champaign)
- 2015 Research Assistant for Dr. Mariselle Meléndez’s book project: “The Cultural Geography of Spanish American Ports in the Age of Enlightenment.” (University of Illinois at Urbana-Champaign)

PUBLICATIONS

Book Chapters

- 2020 “The Ruses of (National) Memory in the Cinematic Choreographies of Delia Zapata Olivella: Dancing to Build Gender in the Public Sphere” in *Fire Under My Feet: Historical Perspectives on Dance in the African Diaspora* edited by Ofosuwa Abiola [Forthcoming 2020].

Journal articles

- 2018 “Physiognomies of Performance: The Corollary of Representation of Abdias do Nascimento.” (Under review in the *Luso-Brazilian Review*).

PROFESSIONAL MEMBERSHIP

- 2015-present Brazilian Studies Association (BRASA)
2015-present Latin American Studies Association (LASA)
2014-present Modern Language Association of America
2011 Pi Delta Phi (French Honor Society)

LANGUAGES

Spanish (Native), French and English (Near Native), Portuguese (Advanced), Italian (reading knowledge).



COLLEGE OF LIBERAL ARTS & SCIENCES

Department of Spanish & Portuguese
4080 Foreign Languages Building, MC-176
707 S. Mathews Ave.
Urbana, IL 61801-3625

December 26, 2019

The Newberry Library
c/o Karen Christianson, Director of Public Engagement
60 W. Walton Street
Chicago, IL 60610

To the Newberry Library

I am delighted to serve as a speaker for your NEH Humanities Discussions grant, “¡Vivan las Revoluciones!: Forming More Perfect Unions Across the Americas.” As a speaker for this project I look forward discussing the relevance of music in the different revolutionary processes that have taken place in Latin America since the Spanish Conquest in 1492. Specifically, I am eager to bring my expertise about Afro-Latin American cultural productions, and their political significance to the debates about citizenship across the centuries through the program “Songs of Revolution, Songs of Nation.”

This project provides a golden opportunity to improve understanding and appreciation of the histories of the American, Haitian and Latin American independence struggles, the connections and influences among these struggles, and their ongoing legacies today. The proposed set of discussions has the potential to help a wide range of diverse audiences learn more about this history and make connections to the present. The opportunity to engage Chicago’s Hispanic-American communities in humanities discussions is particularly important, and to present those communities with a project that is curated with their presence as an angular component.

As a doctoral candidate in Latin American Literatures and cultures, I have over seven years of research experience archiving, documenting, and analyzing the connection between the artistic labor of ethnic minorities, and the political significance of their work on stages that ranges from theaters to radio stations. My work provides a literary history of performances by ethnic minorities in Latin America as evidence of the debates that surrounded the concept of citizenship, from the colonial period all the way to the twenty-first century. I have broad experience organizing community conversations, as the head archivist for Ecuador’s oldest prison, as the Graduate Advisor for the Black and Latinx Male Summit at the University of Illinois Urbana-Champaign, and as a Lemann Fellow at UIUC.

“¡Vivan las Revoluciones!” would be a landmark project to bring the Latin American and Latinx communities closer to the Newberry Library, and I am eager to begin working on this project.

Respectfully,

A handwritten signature in black ink, appearing to read "Juan Suárez Ontaneda". The signature is fluid and cursive, with the first name "Juan" being the most prominent.

Juan Suárez Ontaneda

[illegible]

Attachment 4b: Budget Notes

Budget Detail for Programs								
Program	Honoraria	Travel	Lodging	Translation	Recording/ Photography	Printing	Venue Cost	Totals
April 2021 Opening Symposium, 6 speakers (5 out of town) (Newberry - no venue fee)	1,500	4,000	1,090	1,200	1,000	250	-	
April - June 2021, Expenses for Gallery Tour Training	1,000	-	-	1,200	1,000	-	-	
May 2021 Songs of Revolution, Songs of Nation; performance ensemble plus 1 speaker (Newberry - no venue fee)	5,250	800	436	1,200	1,000	400	-	
June 2021 The Power of the Printed Word in the Age of Revolutions, 3 speakers Newberry - no venue fee)	750	2,400	654	1,200	1,000	250	-	
Totals for Fiscal Year 2021	8,500	7,200	2,180	4,800	4,000	900	-	27,580
July 2021 Bughouse Square Debates on Forming More Perfect Unions in the Americas, 4 readers/speakers (public park - Newberry covers permit fees, recording/photography, and printing expenses as part of regular public program)	1,000	-	-	1,200	-	-	-	
September 2021 Public Art of Revolution: A Community-Based Bike Tour; tour leaders (public streets; no venue fee)	1,000	-	-	1,200	500	250	-	
September 2021 Public Art of Revolution: A Community-Based Bike Tour; Blackstone Bicycles ride fee	5,000	-	-	-	-	-	-	
September 2021 Public Art of Revolution: A Community-Based Bike Tour; research/writing fee for Vamonde app	250	-	-	1,200	-	-	-	
September 2021 Revolutions Across Borders, 4 speakers (1 out of town) (UNAM - no venue fee)	1,000	800	218	1,200	1,000	250	-	
November 2021 Youth Declaring Independence, collection presentation fee, travel to Newberry for students, plus 1 speaker (Segundo Ruiz Belvis Center)	700	1,000	-	1,200	1,000	250	1,750	
March 2022 The Art of Race in the Revolutions, 3 speakers (all local) (National Museum of Mexican Art)	750	-	-	1,200	1,000	250	1,000	
May 2022 Slavery and Emancipation in the Age of Revolutions, 3 speakers (estimated venue fee)	750	2,400	654	1,200	1,000	250	1,750	
June 2022 Women and the Revolutionary Era, 3 speakers (estimated venue fee)	750	2,400	654	1,200	1,000	250	1,750	
Totals for Fiscal Year 2022	11,200	6,600	1,526	9,600	5,500	1,500	6,250	42,176
September 2022 Toasting the Revolutions, performance fee plus 2 speakers	3,000	-	-	1,200	1,000	500	-	
Totals for Fiscal Year 2023	3,000	-	-	1,200	1,000	500	-	5,700
Grand Totals	22,700	13,800	3,706	15,600	10,500	2,900	6,250	75,456

Attachment 4c: Budget Notes Narrative

Salaries & Fringe Benefits

Coverage for Newberry staff salaries are calculated based on current actual pay, with fringe benefits estimated at 27 percent.

Consultant Fees

Honoraria for Humanities Scholars are \$(b) (6) each and for program presenters generally \$(b) (6) each. Fees for translations services, recording, photography, and audience research firm are based on the fees the Newberry currently pays for these services for its public programs.

Travel

For non-local program presenters, travel reimbursement is estimated at \$800 each, plus lodging based on current federal rates for Chicago. Also included are \$500 for a support van for the bike tour program and \$1,000 for transporting materials and Newberry staff to off-site events.

Supplies & Materials

This category includes printing and fabrication for banners, posters, signs, and flyers to use for promotional purposes, as well as printed programs and Humanities Resources materials to distribute at events. Newberry graphic artists on staff will design the project logo, branding elements, and printed materials.

Other Costs

Venue Fees: The Newberry and UNAM will provide venue spaces at no charge; the National Museum of Mexican Art has offered a steeply discounted rate for the Art of Race event that will be held there. We have estimated \$1,750 for three other venues, based on current common non-profit rates in Chicago for free programs held at cultural institutions.

Publicity: Promotion, advertising, and social media will be managed by the Newberry, in coordination with marketing staff at our cultural institution partners. See the Narrative section for detailed plans.

Indirect Costs

The Newberry Library's Indirect Cost Negotiation Agreement dated December 28, 2017, negotiated with the US Department of the Interior, Interior Business Center, provides for an Indirect Cost Rate of 50% (see Attachment 9). The rate applies to federal funds for "all programs" obtained through June 30, 2020, which is the percentage used here. We inquired about the possibility of using a lower rate for purposes of this grant proposal, but were told we are required to use the current negotiated rate.

Attachment 5: Two-Page Bibliography

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Attachment 6: Additional Information

Work Sample for Secondary Digital Media Components

This is our digital work sample: <http://publications.newberry.org/chicago1919/>

Project team members for the website above who will also work on the “*¡Vivan las Revoluciones! Forming More Perfect Unions Across the Americas*” website include Newberry staff members:

- **Jennifer Thom Dalzin**, Director, Digital Initiatives and Services
- **Jennifer Wolfe**, Digital Initiatives Manager
- **Nicolas White**, Digital Initiatives Librarian
- **Ryan Hageman**, Digital Projects Assistant

Attachment 7: Illustrations

IN CONGRESS, July 4, 1776. A DECLARATION BY THE REPRESENTATIVES OF THE UNITED STATES OF AMERICA, IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into compliance with his Measures.

He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

He has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean Time exposed to all the Dangers of Invasion from without, and Convulsions within.

He has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither and raising the Conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

He has erected a Multitude of new Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance.

He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

For quartering large Bodies of Armed Troops among us.

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all Parts of the World:

For imposing Taxes on us without our Consent.

For depriving us, in many Cases, of the Benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended Offences:

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

He is, at this Time, transporting large Armies of foreign Mercenaries to complete the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

He has constrained our fellow Citizens, taken Captive on the high Seas, to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

He has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontiers the merciless Indian Savages, whose known Rule of Warfare is an undistinguished Destruction, of all Ages, Sexes and Conditions.

In every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

Now have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

We, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS ASSEMBLED, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Signed by ORDER, and in BEHALF of the CONGRESS,

JOHN HANCOCK, PRESIDENT.

ATTEST.
CHARLES THOMSON, Secretary.

NEW YORK, June 23, 1776: PRINTED BY S. S. SOUTHWICK.

Figure 1: In Congress, July 4, 1776. A Declaration by the Representatives of the United States of America, in General Congress Assembled. Newport, RI: Solomon Southwick, July 13, 1776. Image of Newberry Library copy, call number Case broadside E221 .U57 1776.

DECRETO.

La Asamblea general sanciona el decreto expedido por la Junta Provisional Gubernativa de estas provincias en 1.º de setiembre de 1811, relativo á la extincion del tributo, y ademas derogada la mita, las encomiendas, el yanacozgo, y el servicio personal de los indios baxo todo respecto, y sin exceptuar aun el que prestan á las iglesias, y sus parrocos, ó ministros; siendo la voluntad de esta Soberana Corporacion, el que del mismo modo se les haya, y tenga á los mencionados indios de todas las provincias unidas por hombres perfectamente libres, y en igualdad de derechos á todos los demas ciudadanos que las pueblan, debiendo imprimirse, y publicarse este Soberano decreto en todos los pueblos de las mencionadas provincias, traduciendo al efecto fielmente en los idiomas Guaraní, Quichua, y Aymará, para la comun inteligencia. Buenos-Ayres 12 de marzo de 1813. = *Dr. Tomas Antonio Valle*, presidente = *Hipolito Vieytes*, secretario. = Es copia. = *Dr. Bernardo Velez* secretario de el gobierno Intendencia.

AYMARA.

Apu camachiri quelcañaca chirí acataque marcanacam asquiba-ampataqui sumachaccaña pataqui iscaansa achansa máa cuscaña-taqui. = Hamavtana ichauruna am-tapge Camisateg naira hillirinaca aca naira quinsa mara camachirinaca uca taque marcanaca, ichasti guasitaraquipi amtapge camisateja-naira Jusucianaca camachicjaana uca mara quipi ichaasti amtapge camachipge taque guaguapam, Guaguapataquisa aparata cancanipataqui guinayanguinanpataqui tributus taque pacha marcanacam aparatagua Mittas cedula sat sutini ucaasa aparataraquigua iglesianacasabaque sirvirinacasa, ni chachasa, ni guar-misa sibempaguaquisiti encomien-dasatsutini aparataraquigua hanigua subdelegadocunása ni curacanacasa haqqe sirvinaracasa uchapachaniti quinaipecpataqui aparatagua, iana-cunanacasa vraquenaca sirvinasa aparataraquigua; guannaman guaguapataqui unanchapgam humana-casa yaticpam iatichausim guaguanacam guaguapataquisam taqqepa-cha taqueaparatagnacanqui lucama guaquequelca uchata taque tata cura-nacasa hilirinacmasa yatipa: taque Huquenacasa camisateja higuasana-campi mayaquinigua taqqe camachirinacsasa camisateja gueracochi-nacasa camachirinaca hichauruta acoátoqueru guinaypachataqui uma-nacaasa libertanipactapi. Aqquesa Gneracochasa mayaquipigua cus-cagua guarimisa, chachasa aca camachiristi ichaurupii quelca icha-taqueacañacam iscaansa achansa iatipachanipataqui. Aca marca Buenos-Ayres tu vnca payani uruna marzo pac-sina Maransa guaranca quinsa calleo pataca tunca quinsa uruna. -- *Tomas Antonio Valle* taque Asamblea Suntini Camachiri. -- *Hipolito Vieytes* secretario Sutini. Es copia. *Dr. Bernardo Velez*.



Figure 2: Decreto: la Asamblea General Sanciona el Decreto Expedido por la Junta Provisional Gubernativa de Estas Provincias en 1 de Setiembre de 1811, Relativo a la Extincion del Tributo... Buenos Aires: Imprenta de Niños Expósitos, 1813. Image of Newberry Library copy, call number Ayer folio F2845 .A73 1813.

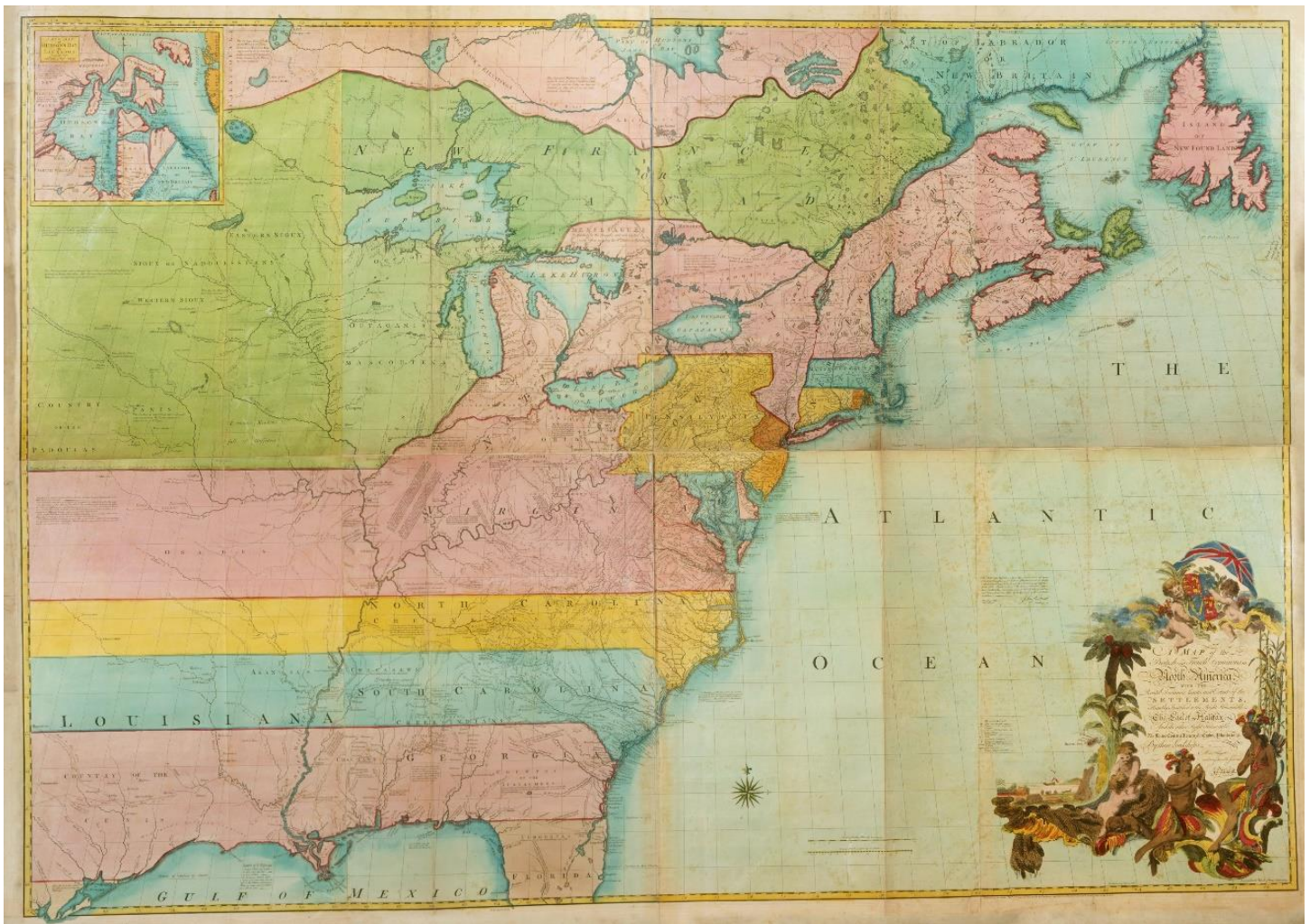


Figure 3: Mitchell, John. *A Map of the British and French Dominions in North America...* London: John Mitchell, 1755. Image of Newberry Library copy, call number Vault drawer Ayer 133 .M66 1755.



Figure 4: Cruz Cano y Olmedilla, Juan de la. *Mapa Geográfico de America Meridional...* Madrid: Hipolito Ricarte, ca. 1775. Image courtesy David Rumsey Historical Map Collection; Newberry Library copy call number Novacco 6F 11.



Figure 5: Disturnell, John. *Mapa de los Estados Unidos de Méjico...* New York: J. Disturnell, 1847. Image of Newberry Library copy, call number Vault Graff 1092.



Dessiné par W. Ponce.

PRISE DU SÉNÉGAL

Gravé par N. Ponce,
Graveur de M. Comte d'Artois.

L'Escadre du Roi, commandée par le M.^e de Vaudreuil, composée de deux Vaisseaux et cinq Frégates ou Corvettes, partit de Brest en Décembre et arriva le 28 Janvier 1779 à l'embouchure du Sénégal, le 30, le Duc de Lauzun avec le Corps de troupes qu'il commandait tira des Régiments de la Reine, Languedoc, Forez et Walsh, s'étant embarqué sur les petits Bâtimens de l'Escadre et les Chaloupes des Vaisseaux aux ordres du Ch.^e Duchaffault de Chaon, fit ses dispositions pour passer la barre du Flauve dont l'entrée est difficile. Les Vaisseaux le Fendant et le Sphinx montés par le Général et M.^e de Soulanges mouillèrent, ainsi que les Frégates, devant l'embouchure du Flauve pour soutenir la petite Flotille qui ne put, à cause de la Marée contraire, aborder le même jour à l'Île S.^t Louis. Les Bâtimens tirèrent à l'ancre pendant la nuit; et le

troupes mirent pied à terre à la Côte du Continent. Le lendemain, elles se rembarquèrent et abordèrent dans l'Île où le Duc de Lauzun recut la Capitulation des Maîtres du S.^t Stenton Gou.^{ve} de la Colonie, et prit possession du Fort S.^t Louis et des autres établissements de ce vaste Pays qui est resté à la France par la Paix de 1763. La Garnison fut faite prisonnière de Guerre. M.^e de Pontevé, ancien de Senneville, de Capellis, et Alary, commandans les Frégates ou Corvettes de cette Escadre, prirent et détruisirent, en Février et Mars de la même Année, le Fort de James et tous les établissemens Anglois de la Rivière de Gambie et de celle de Sierra leona. On prit aux Ennemis dans ces différentes expéditions 180 pièces d'artillerie, et une trentaine de Bâtimens. Le Ch.^e de Barras la Villette fut le seul Officier qui y perdit la vie.

Paris chez M. Ponce, Graveur de M.^e Comte d'Artois, Rue S.^t Hyacinthe N.^o 29.

A. P. D. R.

et chez M. Godefroy, Graveur de Sa Majesté Impériale, Rue des Francs Bourgeois.

Figure 6: Ponce, Nicolas. "Prise du Sénégal," in *Recueil d'Estampes Representant les Différents Événemens de la Guerre qui a Procuré l'Indépendance aux Etats Unis de l'Amérique...* Paris: Ponce and Godefroy, 1784. Image of Newberry Library copy, call number Case F 832 .737.



CONGRESO DE LOS ESTADOS UNIDOS DE AMERICA. Sesion 10 de Mayo de 1821.
 H. Clay presenta la mocion siguiente: que sea admitida por haber tenido a su favor 57 votos, contra 68.
 Resuelto: que los miembros de los Representantes participen en el voto sobre que el pueblo de los Estados Unidos sea
 por el sufragio de los ciudadanos de los Estados Unidos del voto que ellos consideren para establecer su Libertad e Independencia
 y que sea aceptado la Constitucion establecida al Presidente de los Estados Unidos, siempre que tenga por conveniente reunir
 con la voluntad e Independencia de cada uno de los Estados precedentes.
HENRY CLAY,
 Late Speaker of the United States House of Representatives,
 the Advocate of South American Independence. | Ex-Orador de la Cámara de los Representantes de los Estados
 Unidos de América. Defensor de la Independencia Americana.
 Engraving made, according to list of Virginia.

Figure 7: Maverick, Peter. Henry Clay, Late Speaker of the United States House of Representatives, the Advocate of South American independence = [Henry Clay], Ex-Orador de la Cámara de los Representantes de los Estados Unidos de América, Defensor de la Independencia Americana. Washington, DC: Benjamin O. Tyler, 1822. Image of Newberry Library copy, call number Vault oversize Ruggles 514.



Figure 8: Salas, Ramón. "Yumbo," in *Quito Costumes*. Watercolors on paper, ca. 1865. Image of Newberry Library copy, call number Vault Ayer Art Quito Costumes.

Documentos principales,
del Origen, y fomento de la injusta
Causa de infidelidad actuada
Contra
los Cavalleros Ugartes, estable-
cidos en la Ciudad del Cusco
y
Sentenciada en favor de su innoz.
por
La Real Audiencia, y Sala del
Crimen de Lima.

Tomo I^o

Años de 1783, y 1784.

Figure 9: Peru, Real Audiencia (Lima), Sala de Crimen. *Documentos Principales, del Origen, y Fomento de la Injusta Causa de la Infidelidad Actuada contra los Cavalleros Ugartes...* Manuscript, 1785. Image of Newberry Library copy, call number Vault Ayer MS 3254.

INDEPENDENCIA OU MORRER.

G L O Z A.



I.

F Alsos Irmãos porfiosos
Na teima de nos render
Hão de ver com magoa e pasmo
Independencia, ou morrer.

II.

O Brazil gigante em pulso
Desafia a combater,
Tendo hum Chefe, que lhe jura
Independencia, ou morrer.

III.

Se he Chefe, que o nosso affecto
Sabe grato merecer;
Seja Rey Consticional;
Independencia, ou morrer.

IV.

Seja Rey, ... e em prazo breve
O devemos eleger
Para firmarmos eternos
Independencia, ou morrer.

V.

Do Mundo na perspectiva
Vamos assim renascer,
Tendo hum Rey, tendo por timbre
Independencia, ou morrer.

VI.

Mal podem perfidos planos
Nosso brio entorpecer;
Não se arreceem desastres,
Independencia, ou morrer.

VII.

Que importa á custa do sangue
Nossa liberdade obter;
Co' a vida se compra a Gloria,
Independencia, ou morrer.

VIII.

Veremos, verão ditozos
Os que houverem de viver
Fructos do Conjuro santo:
Independencia, ou morrer.

IX.

A's armas Brazil — ás armas...
He tempo de combater
Pela Patria, e Liberdade
Independencia, ou morrer.

X.

He tempo; — vinguem-se afrontas...
Redemptor PEDRO ha de ser!
E sellaremos co' a vida,
Independencia, ou morrer.

XI.

Ha de ser fatal á Lisia
Fatal ao Mundo ha de ser
Nosso Rey, nosso designio:
Independencia, ou morrer.

XII.

Dos perfidos sobre cadaveres
Sobre ruinas se erguer
Ver-se-há o Regio Solio!
Independencia, ou morrer.

RIO DE JANEIRO 1822. NA TYP. DE SILVA PORTO, E C.

Figure 10: *Independencia ou Morrer*. Rio de Janeiro: Oficina de Silva Porto e C., 1822. Image of Newberry Library copy, call number Greenlee folio 4504 .P855.



Figure 11: A view of an exhibition in one room of the Newberry's Trienens Galleries, where the exhibition *¡Vivan las Revoluciones! Latin America in the Age of Revolutions* will be mounted in spring 2021.

Nonprofit Organization
Indirect Cost Negotiation Agreement

EIN: 36-2167814

Organization:

The Newberry Library
60 West Walton Street
Chicago, IL 60610-7324

Date: December 28, 2017

Report No(s) : 18-A-0242 (18D)
18-A-0243 (19D)
18-A-0244 (20D)

Filing Ref.:
Last Negotiation Agreement
dated April 9, 2015

The indirect cost rates contained herein are for use on grants, contracts, and other agreements with the Federal Government to which 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 230 will continue to apply to federal funds awarded prior to December 26, 2014. The rates were negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rates

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
<u>Indirect Cost Rate</u>					
Predetermined	07/01/17	06/30/18	50.00%*	On-Site	All Programs
Predetermined	07/01/18	06/30/19	50.00%*	On-Site	All Programs
Predetermined	07/01/19	06/30/20	50.00%*	On-Site	All Programs
<u>Reader Services Rate</u>					
Predetermined	07/01/17	06/30/18	\$58.00**	On-Site	All Programs
Predetermined	07/01/18	06/30/19	\$58.00**	On-Site	All Programs
Predetermined	07/01/19	06/30/20	\$58.00**	On-Site	All Programs

*Base: Modified total direct costs (MTDC). MTDC means all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

**Base: Analysis of actual reader days based on daily sign in book.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Treatment of paid absences: Vacation, holiday, sick leave, and other paid absences are included in salaries and wages and are claimed on grants, contracts, and other agreements as part of the normal cost for the salaries and wages. Separate claims for the costs of these paid absences are not made.

A. Limitations: Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

B. Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.

C. Changes: The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

D. Rate Type:

1. Fixed Carryforward Rate: The fixed carryforward rate is based on an estimate of the costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. Provisional/Final Rate: Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. Predetermined Rate: A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

E. Rate Extension: Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

F. Agency Notification: Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

G. Record Keeping: Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

H. Reimbursement Ceilings: Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

I. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

J. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. This Negotiation Agreement is entered into under the terms of an Interagency Agreement between the U.S. Department of the Interior and the cognizant agency. No presumption of federal cognizance over audits or indirect cost negotiations arises as a result of this Agreement.

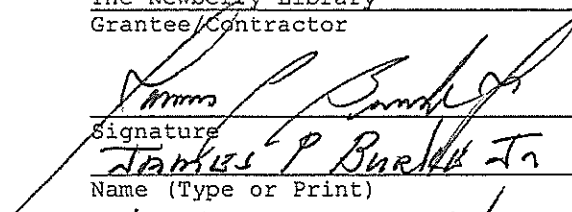
4. Organizations that have previously established indirect cost rates--exclusive of the 10% *de minimis* rate--must submit a new indirect cost proposal to the cognizant agency for indirect costs within six (6) months after the close of each fiscal year.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Nonprofit Organization:

The Newberry Library
Grantee/Contractor



Signature

James P. Burke Jr.
Name (Type or Print)

VP Finance & Admin.
Title

12.27-2017
Date

By the Cognizant Federal Government
Agency:

National Endowment for the Humanities
Cognizant Agency

CRAIG WILLS Digitally signed by CRAIG WILLS
Date: 2017.12.28 12:08:26 -08'00'
_____/s/

Signature

Craig A. Wills
Name

Office Chief

Office of Indirect Cost Services
Title

U.S. Department of the Interior
Agency

Interior Business Center
Agency

Negotiated by Tony Pisarenko
Telephone (916) 930-3812

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Newberry Library	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Laura Middle Name:
* Last Name: McGrady	Suffix:
* Title: Vice President for Finance and Administration	
* SIGNATURE:	* DATE: 01/04/2020
