



“The Kids are not the Threat”

Learn about the role of youth movements in extending democracy



Roderick Ferguson is professor of Women's, Gender, and Sexuality Studies at Yale University. Ferguson's teaching interests include the politics of culture, women of color feminism, the study of race, critical university studies, queer social movements, and social theory. He is the author of several books including *One-Dimensional Queer* and *We Demand: The University and Student Protests*. He has led one Institute seminar and two national seminars.

This seminar is for K-12 teachers in:

- History / Social Studies
- English
- Arts

This seminar links the anti-CRT, anti-DEI, anti-LGBTQ, and the contemporary suppression of student movements to the crackdown on social movements and youth rebellions in the nineteen sixties and seventies. The seminar looks back at the sixties and seventies to show how the U.S. government and U.S. corporations formed alliances to control not only demands for social transformation but also young people's interests in self-transformation.

The seminar looks at how the young people linked their personal transformations to critiques of militarization, homophobia, transphobia, settler colonialism, racism, patriarchy, genocide, etc. These personal and social transformations kept political and business elites up at night and compelled them to attempt to transform media, universities, laws, school boards, libraries, etc. The seminar analyzes the conditions out of which youth rebellions and student movements have emerged, examining how they are often tied to efforts to save and extend democracy.

Potential Curriculum Unit Topics

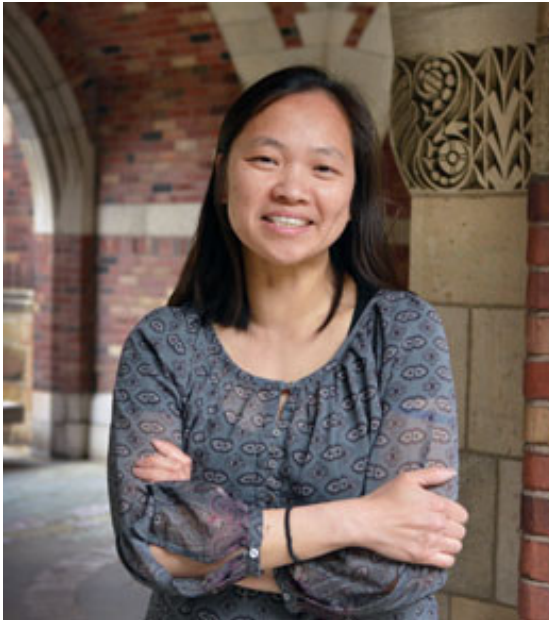
K-12 teachers can create curriculum units on a wide array of topics.

- **U.S., Latin American, African American, and World history teachers** can create units exploring the histories of various student and youth-led social movements
- **English teachers** can create units using the literature created by social movements or on novels or short stories that draw on or are set in or around social movements
- **Arts teachers** can create units that explore the vast array of artwork produced by social movements and those who sympathized with them and the role of visual arts in outreach



“Asian American History and the Making of the US Immigration System”

Learn about how the US immigration system has developed



Mary Lui is Professor of American Studies and History. Her primary research interests include: Asian American history, urban history, women and gender studies, and public history. She is the author of *The Chinatown Trunk Mystery: Murder, Miscegenation, and Other Dangerous Encounters in Turn-of-the-Century New York City* (Princeton University Press, 2005). She has led seminars both locally and nationally.

This seminar is for K-12 teachers in:

- History / Social Studies
- English
- Arts

This seminar explores the 19th and 20th century histories of Asian exclusion to understand the development of our modern-day immigration system and its enforcement. The seminar roughly covers the period from the late 18th century into the late 20th century and tracks patterns of migration from Asia as shaped by U.S. immigration policies and geopolitics.

We will also look at the ways in which Asians and Asian Americans confronted Asian exclusion to build lives, families, and communities. We will read works from historians in the field of Asian American studies as well as examine a wide array of primary sources—Congressional hearings and debates, court cases, newspaper and magazine articles, and oral histories.

Potential Curriculum Unit Topics

K-12 teachers can create curriculum units on a wide array of topics.

- **History teachers** can create units exploring specific topics within the history of Asian-American immigration, how law and politics have historically impacted the immigration system and its treatment of specific ethnicities and races, the
- **English and Arts teachers** can create units using Asian-American literature that relates to the immigrant experience
- **Arts teachers** can create units that explore artwork created by Asian Americans that addresses the immigrant experience as well as depictions of the immigrant experience generally



“Asking Questions in Biology”

Learn about how scientists ask questions and communicate their answers



Paul Turner is Rachel Carson Professor of Ecology and Evolutionary Biology at Yale University. Turner studies evolutionary genetics of viruses and antibiotic-resistant bacterial diseases. He is very active in science-communication outreach to the general public, and is involved in programs where faculty collaborate with K-12 teachers to improve STEM education in underserved public schools. He has led eight national seminars.

This seminar is for K-12 teachers in:

- STEM

There seems to be a trend in classrooms where students are increasingly reluctant to ask questions for fear of revealing that they have limited knowledge, or that they simply misunderstand. This trend is especially troubling because it signals that students may be stifling their inherent curiosity about the natural world.

This seminar explores what it means to ask a meaningful question in biology and examines how biological discovery comes through proposing ideas that are supported or refuted, which is the only way to advance overall scientific knowledge. We will examine why people are naturally curious, and how biological science can be a highly rewarding career, even if most of your ideas about biology are ultimately proven wrong.

In this seminar, we will explore how biological discovery and knowledge impact people’s trust in the health system and science generally.

Potential Curriculum Unit Topics

K-12 STEM teachers can create curriculum units on a wide array of topics.

- **STEM Teachers** can create inquiry-based units exploring a variety of biological questions that can include hands-on experiments, units aimed at teaching the scientific method, units that examine specific historical examples of scientific discoveries and examples of scientific knowledge being disproven



“Chemistry of Cooking”

Learn about the science behind cooking and food



Do you want to teach science that is relevant to everyday experiences? Look no further than your kitchen. We all are familiar with cooking. Yet, most people do not realize that cooking is chemistry. The aim for this seminar is to discuss the science related to cooking. Cooking offers a wealth of hands-on activities and opportunities to learn about chemistry.

In this seminar, we will explore questions such as: Why does baked bread smell so good? Why do egg whites become opaque when cooked? What makes bread rise? Why don't oil and vinegar mix? Why are jalapeño peppers hot? and What makes popcorn pop? Learning about the Chemistry of Cooking is a great way to make science relevant to the everyday lives of our students.

Gary Brudvig is Benjamin Silliman Professor of Chemistry and Professor of Molecular Biophysics and Biochemistry and Director of the Yale Energy Sciences Institute at Yale University. Brudvig's lab works to understand the chemistry of water oxidation in natural photosynthesis. In 2025, he was elected to the National Academy of Sciences. He has led eight national seminars.

Potential Curriculum Unit Topics

K-12 teachers can create curriculum units on a wide array of topics:

- Units can explore specific cooking techniques, the cooking of specific foods, the science behind food preservation, the chemistry of specific foods, the impact of specific foods and cooking processes on human health, the chemistry and science of nutrition
- Units can also use food and cooking to explore specific scientific topics and principles including thermodynamics, electromagnetism, molecular structures, and more

This seminar is for:

- Science teachers
- Chemistry teachers



“Resistance from Aristotle to Star Wars”

Learn about the history and ideas behind the desire to resist tyranny



Feisal Mohamed is Professor of English at Yale University. Mohamed specializes in seventeenth-century English literature with an emphasis on John Milton. He is the author of multiple books including, most recently, *Sovereignty: Seventeenth-Century England and the Making of the Modern Political Imaginary* (2020). His current interests include sovereignty, legitimacy, tyranny, and resistance. He has previously led one national seminar.

This seminar unpacks several keywords of our moment: “tyrant,” “dictator,” “resistance.” We hear them often, and often without a great deal of thought. Tyranny, in fact, has a specific meaning, one influentially articulated by Aristotle and at the heart of ideas of political order and legitimate resistance. Though noble and necessary, resisting tyranny is both symptom and expression of a wrench in right order.

This seminar begins with key classical and Renaissance sources, but also aims to show that resistance to tyranny is not an impulse of the Western tradition alone: we will explore Indigenous resistance movements focused on environmental justice. We will also see how resistance to slavery can deploy a biblical and classical language of anti-tyranny. Bringing discussion to more recent works that can be discussed in earlier grades, we will also consider *Star Wars* and *The Hunger Games*.

Potential Curriculum Unit Topics

K-12 teachers can create curriculum units on a wide array of topics:

- **ELA teachers** can create units that draw on a wide range of texts from the classical period through the Renaissance down to the present that draw on the seminar’s main themes of tyranny, resistance, dictatorship, order, and justice
- **History and Social Studies teachers** can create units that explore historical moments that raise questions about the rise of tyranny, historical examples of different methods of resistance, as well as units that deal with the topics of slavery and Indigenous, ethnic, and gender based social movements

This seminar is for K-12 teachers in:

- ELA
- History / Social Studies
- Humanities



“Latinx Histories, Cultures, and Communities”

Learn about the influence and impact of Latinx culture in the U.S.



This seminar will explore some of the central themes and issues that have shaped the experiences of Latino/a/x/e populations in the U.S.

The main areas of inquiry that this seminar will address include: U.S.-Latin American relations; the history of ethnic labels; the formation of transnational communities and identities; the politics of language and bilingualism; race, class, and ethnicity; gender and sexuality; political and social movements; geographic space and localities; literature; and media and popular culture.

To foster an interdisciplinary and hemispheric approach to Latinx Studies, seminar materials will draw from the social sciences and the humanities, as well as from U.S. and Latin American scholarship and cultural traditions.

Albert Laguna is Associate Professor of Ethnicity, Race & Migration and American Studies at Yale University. His research and teaching interests include transnational Latinx literatures and cultures, comparative ethnic studies, performance studies, and popular culture studies. Laguna’s award-winning first book, *Diversión: Play and Popular Culture in Cuban America* was published in 2017 by NYU Press.

Potential Curriculum Unit Topics

K-12 teachers can create curriculum units on a wide array of topics:

This seminar is for K-12 teachers in:

- History / Social Studies
- ELA
- Spanish Language
- Arts

- **History and Social Studies teachers** can create units on a wide range of topics mentioned above, including units focused on local Latinx communities, issues of immigration, politics, the role of Latinx culture and media in American popular culture, and more.
- **ELA and Spanish Language teachers** can create units that draw on Latinx literature and media to explore issues of race, gender, and identity, as well as narrative accounts and depictions of the Latinx experience in the United States.
- **Arts teachers** can create units that draw on a variety of Latinx art forms, including those with a local connection.