

Curriculum and Instruction 675, seminar 4
Summer, 2013
June 24-28, 9:00-12:00, 1:00-4:30
226 Pyle Center
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SEMINAR AND PRACTICUM IN AMERICAN HISTORY FOR TEACHERS OF HIGH SCHOOL ADVANCED PLACEMENT COURSES

SEMINAR THEME: THE HISTORY OF MASS COMMUNICATION IN AMERICA

This course is set up include persons with disabilities. Please let me know if you need accommodations in the curriculum, instruction, or assessments to enable your full participation. I will attempt to maintain confidentiality of the information you share with me.

All readings will be found on the course website. *Registration is necessary for access.*

JUNE 24

Time	Program
8:30-9:00	CONTINENTAL BREAKFAST: Alumni Lounge, Pyle Center
9:00-9:15	WELCOME AND INTRODUCTION
9:00-12:00	SEMINAR: SOULS PITCH Reading: David Paul Nord, "Teleology and News"; Frank Lambert, " <i>Pedlar in Divinity</i> , 52-94; William Seward, <i>Journal of a Voyage from Savannah to Philadelphia...</i> , 14-22; George Whitefield, <i>Three Letters from the Reverend Mr. George Whitefield</i> , 15-19; map of Philadelphia, ca. 1760; Benjamin Franklin, <i>Autobiography</i> , 114-17
12:00-1:00	LUNCH: Hosted by EOP (room tba)
1:00-4:30	PRACTICUM: Introduction to Problems of Teaching AP History 1: AP and History 101: the transition from high school to college; surviving/thriving as an AP teacher 2: Sources of Good Teaching; the AP test Assignment: (to be completed before class meets) Charles L. Cohen, "The 50-Word Assignment"; "Planning the Syllabus Exercise"

JUNE 25

9:00-12:00 SEMINAR: SEX, LIES, AND NEWSPRINT

Reading: Michael Buchholz, "The Penny Press, 1833-1861"; Andie Tucher, *Froth & Scum*, 21-45; Patricia Cline Cohen, *The Murder of Helen Jewett*, 20-37; [Anonymous], *The Life and Writings of James Gordon Bennett*, 12-22; Isaac C. Pray, *Memoirs of James Gordon Bennett*, 197-213

12:00-1:00 LUNCH, own your own

1:00-4:30 PRACTICUM: Planning the Syllabus, and Teaching Approaches

- 1: Thinking about the syllabus
- 2: The fifty-word assignment; student-centered and teacher-centered teaching approaches; post-it evaluation

Assignment: Write a 50-word sentence explaining the principle(s) you used in the "Planning the Syllabus Exercise" to balance the demands of covering an adequate amount of content while maintaining a sufficiently brisk pace.

5:00-6:00 EVENING OUTING, The Terrace, Memorial Union

JUNE 26

8:30-9:00 CONTINENTAL BREAKFAST, Pyle 325-26

9:00-9:45 KEYNOTE ADDRESS: Gloria Ladson-Billings

10:00-12:00 SEMINAR: ALL THE NEWS THAT'S FIT TO PURVEY

Reading: Jean Folkers and Dwight L. Teeter, Jr., *Voices of a Nation*, 2nd ed., 243-80; W. Joseph Campbell, "1897"; *New York Journal*, front page, Feb. 17, 1898, and editorial, "Spain's Victory of Peace"; *New York Times*, front page and "The Maine Blown Up," Feb. 16, 1898, and editorial, "The Maine," Feb. 17, 1898; Elizabeth V. Burt, "From 'True Woman' to 'New Woman'"; R&G Corset advertisements

12:00-1:15 LUNCH (on own)

1:15-4:30 PRACTICUM: Integrating Documents into Teaching

- 1: Connecting with the agenda; the SOAPS exercise; analyzing a historical document
- 2: Devising a one-day unit around a document; managing time; closing journal reflection

Assignment: Read the four sets of documents handed out in class and think about how to use them as the basis of a one-day class discussion

JUNE 27

9:00-12:00 SEMINAR: THE MARTIANS ARE COMING! THE MARTIANS ARE COMING!

Reading: Susan J. Douglas, *Listening In*, 124-60; Hadley Cantril and Gordon W. Allport, *The Psychology of Radio*, 127-38; Orson Welles, “The War of the Worlds” [October 30, 1938], file 381030.mp3, <http://archive.org/details/OrsonWellesMrBruns>; Hadley Cantril, *The Invasion from Mars*, 189-205; W. Joseph Campbell, *Getting It Wrong*, 26-44

12:00-1:00 LUNCH: Hosted by EOP (room tba)

1:00-4:30 PRACTICUM: Documents as Historical Evidence and the DBQ
1: Teaching and writing the DBQ
2: Dissecting the DBQ; post-it evaluation

Assignment: read the sample DBQ. Conduct a SOAPs analysis of each document and, for discussion purposes, make a brief note (ca. 10 words) regarding each document’s 1) single most salient point, and 2) significance for answering the DBQ’s question.

JUNE 28

9:00-12:00 SEMINAR: POLITICAL IMAGE

Reading: Mike Conway, “Before the Bloggers”; David A. Baird, “An Emerging Emphasis on Image”; Gary A. Donaldson, *The First Modern Campaign*, 109-25, 157-61; “Kennedy-Nixon First Presidential Debate, 1960,” http://www.youtube.com/watch?feature=player_embedded&v=gbrcRKqLSRw; Contemporary Comment on the Kennedy-Nixon Debates; Richard H. Rovere, “Letter from Chicago”

12:00-1:00 LUNCH, hosted by EOP (room tba)

1:00-4:30 PRACTICUM: Resources, Teaching Issues and Wrap-Up
1: The 2014 AP US History Text
2: Remaining challenges; course evaluation

Assignment: Prepare to share an effective/favorite 1) teaching strategy; 2) lesson/teaching device; 3) review technique; *or* 4) post-AP test activity. - ???

EVALUATIONS

JULY 12

Assignment: Complete the Implementation Assignment (see course webpage)