

History 974
Summer, 2007
June 25-29, 8:30-11:30
318, Wisconsin Historical Society
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READINGS IN AMERICAN HISTORY FOR TEACHERS OF HIGH SCHOOL ADVANCED PLACEMENT COURSES

Date	Discussion and Assignments
	EDUCATION AND SOCIETY IN AMERICAN HISTORY
June 25	School Belles Reading: Linda K. Kerber, <i>Women of the Republic</i> , 185-231; Margaret A. Nash, <i>Women's Education in the United States 1780-1840</i> , 35-52, 135-40; Benjamin Rush, "Thoughts upon Female Education"; Judith Sargent Murray, "The Gleaner," essay 88; "Diary of Lucy Sheldon"
26	Gangs of New York Reading: Lloyd P. Jorgenson, <i>The State and the Non-Public School, 1825-1925</i> , 69-85; Martin L. Meenagh, "Archbishop John Hughes and the New York Schools Controversy of 1840-43"; William Oland Bourne, <i>History of the Public School Society ...</i> , 324-49; "An Act ... in Relation to Common Schools" [1842]; Benjamin Justice, <i>The War that Wasn't</i> , 19-44
27	The Minds of Black Folk Reading: James D. Anderson, <i>The Education of Blacks in the South, 1860-1935</i> , 33-78; Louis R. Harlan, ed. <i>The Booker T. Washington Papers</i> , 3.87-90, 279-88, 322-49, 459-61; W. E. Burghardt Du Bois, <i>The Souls of Black Folk</i> , 41-59; Meyer Weinberg, ed., <i>W. E. B. Du Bois: A Reader</i> , 157-71
28	Centered on the Child Reading: William Reese, <i>America's Public Schools</i> , 118-48; John Dewey, <i>The School and Society</i> , rev. ed., 31-56; idem, <i>Experience and Education</i> , 86-112; Arthur Zilversmit, <i>Changing Schools</i> , 167-83; E. D. Hirsch, <i>Cultural Literacy</i> , 110-33
29	Standards Bearers Reading: Diane Ravitch, <i>National Standards in American Education</i> , 33-58; idem, <i>Left Back</i> , 408-52; "A Nation at Risk"; Gary B. Nash, Charlotte Crabtree, and Ross E. Dunn, <i>History on Trial</i> , 149-87; "National Standards for United States History," 1-15

Assignment for Second Credit

Students may sign up for a second credit (unless they have done so for History 975). Earning this credit requires creating a lesson incorporating primary sources to run for 2-4 days during one's own course. Students will submit the following materials for evaluation: 1) a short statement delineating the unit's scope and pedagogical goals; 2) a detailed schedule of the lesson plan including readings, homework assignments, class activities, and the instruments for assessing student work; 3) copies of all readings, hand-outs, etc.; and 4) a five-page essay explaining why the unit was created and how it fits into one's own course. Students will discuss this project with the instructors during the week of June 25 and submit it no later than July 13.