

History 974
Summer, 2008
June 23-27, 8:30-11:30, 1:00-4:00
318, Wisconsin Historical Society
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Classlists: history974-1-su08-ecc

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history975-1-08-ecc

SEMINAR AND PRACTICUM IN AMERICAN HISTORY FOR TEACHERS OF HIGH SCHOOL ADVANCED PLACEMENT COURSES

Date	Discussion and Assignments
SEMINAR: TECHNOLOGY AND SOCIETY IN AMERICAN HISTORY	
June 23	“Oh When Them Cotton Balls Get Rotten...” Reading: Angela Lakwete, <i>Inventing the Cotton Gin</i> , 47-71; Joyce E. Chaplin, <i>An Anxious Pursuit</i> , 277-29; M.B. Hammond, ed., “Correspondence of Eli Whitney relative to the Invention of the Cotton Gin,” 99-107; “Columbianus,” “The Origin of the Cotton Culture of the United States”; John Wesley Monette, “The Cotton Crop”; “Tending a Cotton Gin”
24	The Miller’s Tale Reading: John F. Kasson, <i>Civilizing the Machine</i> , 1-51; Eugene S. Ferguson, <i>Oliver Evans</i> , 11-32; Oliver Evans, <i>The Young Mill-wright and Miller’s Guide</i> , 211-29, 246-47, 280-84, plates VI, VII, VIII; David E. Nye, <i>America as Second Creation</i> , 91-116; Michel Chevalier, <i>Society, Manners, and Politics in the United States</i> , 134-44
25	The Fathers of Invention Reading: Thomas P. Hughes, <i>American Genesis</i> , 13-52; Ruth Schwartz Cowan, <i>A Social History of American Technology</i> , 119-48; “Research Laboratory of Mr. Edward Weston”; Robert A. Rosenberg, et al., eds., <i>Papers of Thomas A. Edison</i> , 4.xxxi-xxxvi, 473-79, 497-98, 503-06, 521-30, 562-63, 585-86, 639-39, 704-06, 769-74
26	Car Talk Reading: Ronald R. Kline, <i>Consumers in the Country</i> , 55-86; Henry Ford, <i>My Life and Work</i> , 195-205; Virginia Scharff, <i>Taking the Wheel</i> , 135-64; Eleanor Arnold, ed., <i>Buggies and Bad Times</i> , 23-44; Robert S. Lynd and Helen Merrell Lynd, <i>Middletown</i> , 251-71; Kathleen Franz, “The Open Road”
27	The Military-Technological Complex Reading: Paul N. Edwards, <i>The Closed World</i> , 42-73; Carroll Pursell, <i>The Machine in America</i> , 2 nd ed., 271-96; Vannevar Bush, <i>Science: The Endless Frontier</i> , 5-34; Thomas P. Hughes, <i>Rescuing Prometheus</i> , 255-300; Brian Hayes, “The World Wide Web”

Assignment for Second Credit

Students may sign up for an additional credit. 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 23 and submit it no later than July 11.

(Afternoon session on reverse side)

PRACTICUM

Date	Discussion and Assignments
June 23	Introduction to Problems of Teaching AP History 1: The Transition from high school to college; the teacher as historian 2: Surviving/thriving as an AP teacher; equity statement; the AP test; testing Assignment: read Charles L. Cohen, “The 50-Word Assignment”; College Board Equity Statement; Planning the Syllabus Exercise
24	Planning the Syllabus and Teaching Approaches 1: Thinking about the syllabus 2: The fifty-word assignment; teaching approaches Assignment: Write a 50-word sentence explaining the principle(s) you used during the “Planning the Syllabus Exercise” to balance the demands of covering an adequate amount of material while maintaining a sufficiently brisk pace.
25	Integrating Documents into Teaching 1: The SOAPS exercise; analyzing a document 2: Devising a one-day unit around a document 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
26	Documents as Historical Evidence and the DBQ 1: Teaching and writing the DBQ 2: Dissecting the DBQ 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.
27	Resources, Teaching Issues and Wrap-Up 1: Textbook evaluation and resources; forum on teaching issues 2: Open discussion; course evaluation Assignment: Prepare to share either an effective/favorite 1) teaching strategy; 2) lesson/ teaching device; 3) review technique; <i>or</i> 4) post-AP test activity.