

History 974  
Summer, 2009  
June 22-26, 8:30-11:30, 1:00-4:00  
318, Wisconsin Historical Society  
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## SEMINAR AND PRACTICUM IN AMERICAN HISTORY FOR TEACHERS OF HIGH SCHOOL ADVANCED PLACEMENT COURSES

Date	Discussion and Assignments
	SEMINAR: RACE IN AMERICAN HISTORY
June 22	Palefaces and Redskins  <b>Reading:</b> Roger Williams, <i>A Key into the Language of America</i> , 76-81; Daniel Richter, <i>Facing East from Indian Country</i> , 179-223; Nancy Shoemaker, <i>A Strange Likeness</i> , 125-40; Adair's <i>History of the American Indians</i> , 1-10; <i>Journal of Pontiac's Conspiracy</i> , 22-32 (even-numbered pages); John M' Cullough, "Narrative of John M' Cullough," 272-76; <i>Code of Handsome Lake</i> , 16-19
23	Black Markets  <b>Reading:</b> Walter Johnson, <i>Soul by Soul</i> , 135-161; Frederick Law Olmsted, <i>The Cotton Kingdom</i> , 593-600; Ariela J. Gross, <i>What Blood Won't Tell</i> , 48-72; Sally Miller v. <i>Louis Belmonti</i> ; Carol Wilson, <i>The Two Lives of Sally Miller</i> , 100-14; Michael A. Gomez, <i>Exchanging our Country Marks</i> , 1-16
24	Gold Mountain Meets Yellow Peril  <b>Reading:</b> Erika Lee, <i>At America's Gates</i> , 77-109; Kitty Calavita, "Collisions at the Intersection of Gender, Race, and Class"; "Memorial ... Senate of California"; James D. Phelan, "Why the Chinese Should be Excluded"; Marlon K. Hom, trans., <i>Gold Mountain</i> , 71-73, 77, 81, 83, 86-87; Hamilton Holt, ed., <i>Life Stories of Undistinguished Americans</i> , 174-85; Wu Tingfang, <i>America Through the Spectacles of an Oriental Diplomat</i> , 169-92
25	Negro on the Roof  <b>Reading:</b> Eric L. Goldstein, <i>The Price of Whiteness</i> , 35-50, <i>passim</i> ; Madison Grant, <i>The Passing of the Great Race</i> , 3-19; Arthur Abernethy, <i>The Jew A Negro</i> , 7-14, 103-10; Thomas Dixon, Jr., <i>The Traitor</i> , 95-109; Maurice Fishberg, <i>The Jews</i> , 504-28, 549-56 and <i>passim</i> ; Karen Brodtkin, <i>How Jews Became White Folks</i> , 53-76
26	X-Files  <b>Reading:</b> Michael A. Gomez, <i>Black Crescent</i> , 276-330; <i>The Autobiography of Malcolm X</i> , 184-207; Erdmann Doane Beynon, "The Voodoo Cult Among Negro Migrants in Detroit"; Barack Obama, "Speech on Race [March 18, 2008]"

### 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 22 and submit it no later than July 10. (Afternoon session on reverse side)

## PRACTICUM

<b>Date</b>	<b>Discussion and Assignments</b>
June 22	<p>Introduction to Problems of Teaching AP History</p> <ol style="list-style-type: none"><li>1: The Transition from high school to college; the teacher as historian</li><li>2: Surviving/thriving as an AP teacher; equity statement; the AP test; testing</li></ol> <p><b>Assignment:</b> read Charles L. Cohen, “The 50-Word Assignment”; College Board Equity Statement; Planning the Syllabus Exercise</p>
23	<p>Planning the Syllabus and Teaching Approaches</p> <ol style="list-style-type: none"><li>1: Thinking about the syllabus</li><li>2: The fifty-word assignment; teaching approaches</li></ol> <p><b>Assignment:</b> 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.</p>
24	<p>Integrating Documents into Teaching</p> <ol style="list-style-type: none"><li>1: The SOAPS exercise; analyzing a document</li><li>2: Devising a one-day unit around a document</li></ol> <p><b>Assignment:</b> 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</p>
25	<p>Documents as Historical Evidence and the DBQ</p> <ol style="list-style-type: none"><li>1: Teaching and writing the DBQ</li><li>2: Dissecting the DBQ</li></ol> <p><b>Assignment:</b> 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.</p>
26	<p>Resources, Teaching Issues and Wrap-Up</p> <ol style="list-style-type: none"><li>1: Textbook evaluation and resources; forum on teaching issues</li><li>2: Open discussion; course evaluation</li></ol> <p><b>Assignment:</b> 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.</p>