U.S. History for Teachers, From the Colonial Era to the Present

**Purpose**: To (begin) to prepare future teachers to teach U.S. History in the California Public Schools


This course also requires that each student have Internet access and the capacity to print the fruits of their writing and research efforts.

**Grading**: Your grade will be composed of the following components:

--Weekly Reading/Primary Source Research assignments: 25% (divided into two 12.5% portions)

--3 Primary Source Projects: 75% (25% each)

--In-class presentation: Credit/No Credit

Attendance: regular attendance is required in order to receive credit for the course. Chronic non-attendance can result in being dropped from the course.

**Classroom decorum**: please turn off/put away all electronic devices while in class. Thanks!

**Proposed Method**: The course will take the form of a workshop, designed to enable you to teach U.S. history using primary sources.

**Informal Prerequisite**: All that you have learned until now. You must apply this prior knowledge in order to do well in this class.

**First Principle**: that in order to Teach History, you first must Know History, and that before you can figure out how to teach History to students, you must first figure out how to teach it to yourself.

There are two types of assignments: **Weekly Reading/Primary Source Research Assignments** require that you read the assigned text chapter for the week, survey the associated web sites, and then select at least three specific primary sources that potentially could be used to teach some aspect of US History related to that week’s topic.

**Primary Source Projects**: there will be three Primary Source Projects, due in Week 6, Week 11, and Finals Week. They require that you select several thematically related primary sources and describe, interpret, and contextualize them. By “contextualize” I mean to relate them to the appropriate parts of the textbook and class lectures. (More on this as we get into the term).
Reading/Primary Source Research Assignments require you to read the assigned material and highlight at least three specific items that interest, perplex, provoke or otherwise engage you. Bring the textbook to class unless otherwise instructed.

Assignments are due to be posted to the Blackboard Discussion board by 10 AM Tuesday.

In-Class Presentations: each student will do one in-class presentation (approximately 10-15 minutes) in which they will use primary sources to teach a short lesson to the class. This is an opportunity, before a supportive audience, to enhance your ability to teach history (More on this later).

SYLLABUS STATEMENT for Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Course Syllabus (subject to modification)

Week 1: Course Introduction/Teaching American History Today

Week 2: Colonial Origins of the U.S.
Reading Assignment: Schrum, Preface and 1-35; WBA I, Preface, chapter 1
Sites: 66, 68, 71. First Reading/Research assignment due.

Week 3: Making a Revolution and Framing a Constitution
Reading Assignment: WBA I, chapters 4, 5
Sites: 8, 72. Second Reading/Research assignment due.

Week 4: The Missions of California
Reading Assignment: TBA
Sites: TBA. Third Reading/Research assignment due.

Week 5: Slavery and Abolitionism
Reading Assignment: WBA I, chapter 6, 9
Sites: 1, 49, 57, 75, 106. Fourth Reading/Research assignment due.

Week 6: The Gold Rush
Reading Assignment: WBA I, chapter 10
Sites: 36, 120, Gold Rush! Fifth Reading/Research assignment due.
First Primary Source Project due in class.
Week 7: The Civil War and “Reconstruction”
Reading Assignment: WBA I, chapter 11, 12
Sites: 84, 101, 104. Sixth Reading/Research assignment due.

Week 8: The Centrality of Immigration
Reading Assignment: WBA II, chapter 1, 2
Sites: 120, 125, 179. Seventh Reading/Research assignment due.

Week 9: The Progressive Reform Era
Reading Assignment: WBA chapter 5
Sites: 138, 147, 178. Eighth Reading/Research assignment due.

Week 10: The Great Depression and the New Deal
Reading Assignment: WBA chapter 8, pp. 445-467

Week 11: The Civil Rights Revolution
Reading Assignment: WBA chapter 12
Sites: 181, 202, 212. Tenth Reading/Research assignment due.

Week 12: The Rise of Mass Consumerism/Mass Culture
Reading Assignment: WBA chapter 11, pp. 352-374
Sites: 185, 208, 236, 240. Eleventh Reading/Research assignment due.
Second Primary Source Project due.

Week 13: The Gender Revolution
Reading Assignment: WBA chapter 13

Week 14: America in the 21st Century
Assignment: TBA

Week 15: America in the 21st Century
Assignment: TBA

Final Primary Source Projects due at time of Final Exam