

THE HISTORY OF TEACHING AMERICAN HISTORY

Historians narrate, interpret, and try to understand our relationship to the past. Not only facts, but causality, complexity, context, contingency, change-over-time, and meaning are all requisite components of the craft. In our practical society, history's "use" can seem difficult to explain, its applications less tangible and immediate than those that stem from some other disciplines. Yet, the history class, a foundational part of a good education, has been valued as essential to creating good citizens and well-rounded scholars. It has provided models of heroic —and villainous—acts, and served as a wellspring of lessons and cautions. All of these “uses” -- so intimately linked to our sense of national identity —make the history classroom a rich forum for intellectual inquiry and cultural discourse. This seminar will examine the challenging and changing role of historians and teachers of history as authorities guiding students toward a deeper knowledge of the American past.

Professor

Dr. Restad restad@mail.utexas.edu
GAR 2.144 T/Th 2-3:30 p

WEBSITE

<http://sites.la.utexas.edu/history2point0/>

REQUIRED

FitzGerald, *America Revised*. (also available as a three-part article, “Rewriting American History,” *New Yorker*, February 26, 1979; March 05, 1979; March 12, 1979)

Loewen, *Lies My Teacher Told Me*

Additional readings, available as posted on class website

1 blue-book (the expensive one with the most pages)

CIVILITY, GRADING, ETC.

Messages, course revisions, study guides, etc. will be posted on the course website. No hard copy will be distributed.

You are expected to attend each class, be on time, and stay for the entire class. Late arrival, early departure, ringing cell phones, texting, twitting, surfing, newspaper reading, sleeping, etc. distract and disrupt the entire class. Your courtesy is necessary and appreciated. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259 <http://www.utexas.edu/diversity/ddce/ssd/>. Students seeking assistance with writing may wish to contact The Undergraduate Writing Center <http://uwc.utexas.edu/>. Medical assistance/ counseling services are available at <http://www.cmhc.utexas.edu/>.

GRADES. Participation and attendance, 20%; Papers responding to readings, 40% [“shorter” papers, 10%; “longer” papers, 30%]; Final paper, 40%.

WRITING

General Guidelines, Rules, and Comments

If you're going to write, write. Write. Edit. Rewrite. Write. Ask "what is it I want to say?" Rewrite. Edit. Write some more.

Rules:

All assignments are due on the date they are listed.

Submit all papers via email to professor *before* class begins. Late work will receive a late grade. On occasion, you will need to bring hard copy to class as well.

Each must have a name, date, TITLE, double-spacing, and page numbers (think about this—and do it.) Use a standard margins and 12 point font.

Do not use footnotes or sources cited unless the assignment calls for them.

All handwritten, in-class papers, must be written in your only bluebook. Bring the bluebook to class every meeting.

Guidelines:

All questions about style, grammar, punctuation, usage, and more are succinctly, cheaply, and best stated in Strunk and White's classic *Elements of Style*.

<http://www.bartleby.com/141/>

SCHEDULE OF CLASS MEETINGS & ASSIGNMENTS

WEEK I	Jan 18
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- T Introduction
- Th Read: Bynack, V.P. “Noah Webster’s Linguistic Thought and the Idea of an American National Culture.” stable URL: <http://www.jstor.org/stable/2709333>

WRITE: One paragraph, not to exceed 150 words, that begins (approximately): “In ‘Noah Webster,’ Bynack argues....”

WEEK II	Jan 25
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- T Read: Preface, table of contents, and introductory material in both of the following books:
- Hildreath, Hosea, *An Abridged History of the United States of America*, 1831. Available electronically, PCL.
 - Willard, Emma . *Abridged History of the United States*, 1843. PDF (See course website for all PDFs.)

WRITE: Characterize the content and purpose of these antebellum American history texts. c. 200 words. (Nb. Your work may be read and critiqued by others during class.)

- Th Read: Channing, Edward, *A Student’s History of the United States*, 1901. PDF

WRITE—Compare the introductory parts and 5-10 pages of a chapter (your choice) of Willard’s and Channing’s texts. .250-500 words (maximum) Paper to be emailed to class and peer- critiqued. Instructions will follow.

WEEK III	Feb 1
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- T Critique and discuss papers. Revised paper due next meeting.

- Th Curtis, Robert I., “Confederate Classical Textbooks: A Lost Cause?” stable URL: <http://www.jstor.org/stable/30222300>

REWRITE: Rewritten Channing/ Willard papers due. Staple original draft + critiques beneath the final version.

WRITE: One paragraph, not to exceed 150 words, that begins (approximately): “In ‘Confederate Classical Textbooks,’ Curtis argues....” These papers will be read and commented on by others. Email as usual, but bring a hard copy to class as well.

WEEK IV	Feb. 8
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- T Read: Moreau, “Negotiating a National Past,” *Schoolbook Nation*.

WRITE: What does Moreau mean by the title of this chapter? 75 words, maximum. (Nb. These papers may be read and commented on by others.)

Th Read: Zimmerman, "Each 'Race' Could Have Its Heroes Sung"
Stable URL: <http://www.jstor.org/stable/2567917>

WRITE: Write one paragraph, not to exceed 150 words, that begins (approximately):
"The most arresting observation makes in "Each 'Race' is....." Explain. (Nb. These papers may be read and commented on by others.)

WEEK V	Feb 15
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T Read: Moreau, "Harold Rugg vs. Horatio Alger." Be sure you can identify "Horatio Alger"

WRITE: In no more than 150 words: What is Moreau's thesis? (Nb. These papers may be read and commented on by others.)

Th Read: FitzGerald, "Past Masters," in *America Revised*

WRITE: For each of FitzGerald's three essays: Write 150 words explaining the thesis. Type two quotations (plus page numbers) that you found insightful, provocative, wrong-headed, or ___?___. Bring these to class (and email to prof). Be able to expand on your observation in class.

WEEK VI	Feb 22
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T Fitzgerald, Fitzgerald, "Continuity and Change," in *America Revised*

WRITE: See above.

Th Read: "Progressives, Fundamentalists, and Mandarins, " in *America Revised*

WRITE: See above. Be able to explain the qualities of each (three) categories

WEEK VII	Mar 1
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T Discuss final paper. Begin search for textbooks. (see Week X)

WRITE: FitzGerald paper due.

Th Read: Cheney, "The End of History," *Wall Street Journal* (Oct. 20, 1994) pdf
Nash, "Ch. 1: Culture Wars and the Teaching of the Past," *History on Trial* pdf

WRITE: A 250-word analytical response to the reading. Avoid "my opinion." Engage at least one of the previous readings. (Nb. These papers may be read and commented on by others.)

WEEK VIII	Mar 8
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T Read: Locate a minimum of four (4) articles on the internet that discuss the 2010 controversy concerning the Texas State Board of Education and the adoption of history standards for the state. WRITE: A short summary of each article. Bring a copy of each

article to class. Cite the articles exactly as required in the *Chicago Manual of Style*. (Check Noodle Bib on the library cite if you need help.)

Th No class

WEEK IX SPRING BREAK

WEEK X Mar 22

T Compare textbooks. Details will be provided.

Th To be announced

WEEK XI Mar 29

T Ravitch, Diane, "The Educational Background of History Teachers"

WRITE: How does Ravitch's work fit into the critique initiated by FitzGerald? 250 words.

Th Read: Loewen, *Lies My Teacher Told Me*, Introduction, chapters 1-3.

WRITE: Type two quotations (plus page numbers) that you found insightful, provocative, wrong-headed, or _____. Bring quotations to class (and email them to prof). Be able to expand on your observation in class. Also, be able to state succinctly Loewen's major thesis (but go beyond the bland "teachers lie" as a response.)

WEEK XII Apr 5

T Read: Loewen, *Lies My Teacher Told Me*, Chapters 8-12, Afterword.

WRITE: Same as for first Loewen assignment. Be sure to read the Afterword.

Th Read: Cornbleth, "Images of America: What Youth 'Do' Know about the United States,"
Stable URL: <http://www.jstor.org/stable/3202530>

WRITE: In what ways does /not Cornbleth's article challenge Loewen's assumptions? (Be sure to articulate what you see as Loewen's major arguments.) 200-250 words.

WEEK XIII Apr 12

T Read: Rosenzweig, "How Americans Use and Think about the Past"

WRITE: A 250-word response to the reading, and in reference to Cornbleth and Loewen.

Th Read: Wineburg, "Making Historical Sense"

WRITE: "Wineburg's article has caused me to rethink the conversations about Cornbleth, Rosenzweig, and Loewen in these ways...." 250 words.

Note: assignment to watch and review a television history program or an internet site.

WEEK XIV Apr 19

T Report and work on papers.

Th Report and work on papers

WEEK XV	Apr 26
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T Read: Jefferson, "Whose War Is It Anyway? Ken Burns, The War and American Popular Memory," *Oral History Rev.* 2009: 71-81.

Anderson, "History and Popular Memory," in Edgerton and Rollins, ed. *Television Histories*, Lexington, KY, 2001: 19-36.

WRITE: Identify a theme that ties *both* papers (Jefferson and Anderson) together and elaborate on it. 250-500 words.

Th WRITE: Review of television history program or internet site.

WEEK XVI	May 3
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T Kohn, "History and the Culture Wars: The Case of the Smithsonian Institution's Enola Gay Exhibition"
Stable URL: <http://www.jstor.org/stable/2945111>

Th Read: Sturken, Marita, "Reenactment, Fantasy, and the Paranoia of History," *History and Theory*, 36: 1997.

WRITE: What is Sturken's thesis? Evaluate its merit(s). 250 words.

Final Paper due: Friday, May 6, before 5 pm, GAR 2.144.

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