

# **HIS 3534: Teaching Controversy in History**

## **Instructor: Dr. Allison Fredette**

### **Fall 2018, Sec. 101**

**Meeting Times:** Monday, Wednesday 2-3:15pm

**Room:** Anne Belk Hall 233

**Office Hours:** Tuesday/Thursday 10-12pm (or by appt)

**Office:** Anne Belk Hall 234H

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### **Course Description**

American history, from the explorations of Columbus to the rise of conservatism, can be a minefield of sensitive and controversial subjects through which teachers, museum employees, scholars, and journalists must maneuver. Controversy is an inevitable and vital part of teaching and studying history, and one which can enrich our knowledge of the past, make engagement with history more exciting, and sometimes cause headaches for the teacher and audience. This course is designed to prepare students, whatever their field of history, to sensitively and thoughtfully engage with and teach controversial issues in American history. Although this class focuses on the themes common to the American history field, the techniques can be used in any field of history – or even outside the field of history itself.

Teaching and learning controversial issues is increasingly vital in today's society. As debate moves from academia and legislative chambers into the "real world" (and online), people need to be able to civilly discuss controversial topics with one another. Teaching controversial topics can provide a model of civic engagement in an era in which we desperately need it. Additionally, the National Council for the Social Studies argues that "citizens in the twenty-first century must be prepared to deal with rapid change, complex local, national, and global issues, cultural and religious conflicts, and the increasing interdependence of nations in a global economy." Teaching controversial issues necessarily involves exploring multiple viewpoints and questioning one's own values and assumptions. These tools are vital to achieving the goals of citizenship espoused by the NCSS. Finally, teaching controversial topics can provide a deeper understanding of American history itself. Sometimes controversy is just better history!

In order to properly convey historical information to an audience, one must first be well trained in the subject matter and then in the techniques of defusing possible tensions. Throughout the semester, this class will provide students with both of these tools. Each week we will tackle a different controversial subject, including race/ethnicity/white supremacy, sex/sexuality, immigration, politics, and religion. We will read scholarly articles on each subject, as well as articles that explore techniques to convey these controversial topics. Each class will be led by student discussion leaders, and we will get a chance to question each other and the texts and to brainstorm further ideas about how to teach controversy. My hope is that this class will make us all better historians.

## **History Skill Guide**

According to our department's history skill guide, this 3000-level course will meet the following pedagogical goals and practices:

- Provide intensive training in the craft and communication of history.
- Research methods:
  - identification, analysis, and use of primary and secondary sources
  - written prospectus
  - rough draft
  - revision of rough draft
  - historical narrative
  - Chicago style documentation
  - historiographical essays
  - annotated bibliography
  - oral presentations
  - reading and writing book reviews
  - identification and comparison of different interpretations
  - introduction to theory
  - use of interdisciplinary methods
  - oral history

## **Required Books**

Although there is no assigned book for this course, the reading assigned is quite extensive. All articles listed in the syllabus will be posted on AsULearn. You must also purchase one book of your choosing for a book review due mid-semester.

## **Important Dates**

**September 10** – Primary document analysis due

**October 15** – Book analysis due

**December 3** – Final projects due

**Throughout the semester:** teaching reviews due

## **Course Requirements and Grades**

Students are expected to attend all classes, keep up with all assigned readings and films, participate fully and positively in class discussion, take unannounced reading quizzes, write one book analysis, evaluate one lesson plan/public history example, compile one primary document, and complete a final project. I will provide more information on the papers and projects as the semester progresses.

Final grades will be calculated as follows:

Participation/Quizzes	25%
Book analysis	20%
Class discussion leader	10%
Reviews of lesson plans/public history	10%
Primary document collection	10%
Final project	25%

## **Grading Scale**

A	93-100
A-	90-92.4
B+	87-89.4
B	83-86.4
B-	80-82.4
C+	77-79.4
C	73-76.4
C-	70-72.4
D+	67-69.4
D	63-66.4
D-	60-62.4
E	0-59.4
I	Incomplete

## **Class Policies**

### **Participation, Quizzes, and In-Class Behavior**

Students must attend all class meetings. It goes without saying that you cannot do well on your participation grade (25% of your final grade) if you do not attend class. In addition, this class involves extensive discussion, and your participation is expected and required. You must complete all readings before class and come prepared to engage with both the professor and your fellow students in a lively discussion of the day's topic. Disagreement is expected (especially in this class!), and often encouraged, but students must remain respectful at all times of their fellow classmates and professor. Additionally, throughout the semester, I will give unannounced quizzes in class. They will be short in duration (5-10 minutes) and consist of short answer questions dealing mainly with the issues raised in the readings. In order to do well on these quizzes, you must read ALL assigned material. Because there are no formal exams, these quizzes will form a significant percentage of your grade.

Your grade is contingent on your full attention being given while in the class. Please refrain from facebooking, tweeting, instagraming, etc. while in class. If you are found doing so, it will seriously hurt your grade in the course. Above all, please turn off your cell phone when you enter class. We only have a short amount of time together. Let's make the most of it!

### **Assignments**

A rubric for each assignment will be given out one week before it is due. All written assignments should be done in 12-point double-spaced font (Times New Roman or comparable font) with one-inch margins. All papers must be turned in by class time via AsULearn. I do not accept hard copies.

Late papers and assignments will be penalized 10 percentage points for every day past the due date.

### **Book Analysis**

For the week of October 15-17, students will choose ONE book from a list provided by the professor (you may suggest books contingent on my approval). These books will discuss various controversial issues in American history or be controversial themselves. After reading this book, students will write a short analysis (3-4 pages) of the book, its argument and contribution, its use of sources, and its effectiveness at conveying a controversial topic. This analysis is intended to situate the historian's argument within the historiography on this subject and to understand how to study controversy. It is not intended to be a review of whether or not the book was boring, exciting, or worth recommending to your next-door neighbor. Additionally, students are expected to give a brief (3-5 minute) overview of their book and its argument to the class on the day they submit their paper.

### **Class Discussion Leader**

During the semester, two-three students will lead class for a week. These students are expected to do all the reading for that day (as are their fellow students) and to prepare a list of discussion questions and topics to highlight that day. Students will choose which week they would like to lead during the second week of classes.

### **Reviews of Lesson Plans/Public History**

Beginning with week 4, I have listed a few sample lesson plans, digital exhibits, or public history examples under each topic. Students will each choose ONE of these to review. You must choose your selected item by week 2. Your review will be due the day of class. You will find an evaluation form on AsU Learn, which asks students to determine whether or not this is a credible and informative source, whether it provides a good blueprint for learning, whether or not it is a good model to convey controversial information, and things you would change about the item. Students are expected to share what they have found with the class, so that we may all develop a better working knowledge of techniques and practices in educating the public about controversial topics. You will receive extra points if you find a new lesson plan/digital exhibit and review it.

### **Primary Source Collection**

One of the most vital techniques to convey controversial history is through primary documents. During this semester, this class will create our own primary document database to use in the future and to better understand controversial subjects. By September 10, each student must upload one primary document (or a link to a primary document) to a forum on AsU Learn. Each student must also write a 200-300-word paragraph explaining what this document is, how it helps us better understand a controversial subject, and how you would use it in a classroom/museum setting.

### **Final Project**

In order to demonstrate students' understanding of the techniques and information we've covered this semester, each student will complete a final project. You have two options: you may create a detailed unit plan, including links to sources and examples of assessments, or you may write a short historiography paper (8-10 pages) on a controversial topic of your choosing. I will give more information about this assignment as the semester progresses.

## **Academic Integrity**

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: [www.studentconduct.appstate.edu](http://www.studentconduct.appstate.edu).

## **Statement on Student Engagement with Courses**

In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen-hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

## **Disability Services**

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu/> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

## **Religious Observances Policy**

Faculty members are required to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term “religious observance” to include religious holidays, holy days, or similar observances associated with a student’s faith that require absence from class. Faculty, at their discretion, may include class attendance as a criterion in determining a student’s final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

## **A Note on Pronouns in Our Classroom**

Learning names is an excellent goal and a great way to address one another. Please think carefully about pronoun usage in our classroom. When in doubt, please try to use inclusive language in our classroom (“y’all” and “they” work well). For more info: <http://lgbtqia.ucdavis.edu/educated/pronouns.html>

# Weekly Schedule

## **Week 1, August 22**

### **Introduction – The New Importance of Teaching Controversy**

## **Week 2, August 27 & 29**

### **Tactics for Teaching Controversy in Multiple Settings + American Exceptionalism**

- Read for Monday: NCAC: Museum Best Practices for Managing Controversy  
<http://ncac.org/resource/museum-best-practices-for-managing-controversy>;  
Laura Feller, "Doing History in NPS 'Classrooms,'" *Perspectives on History* (May 2010); Diana E. Hess, "Skillful Teaching of Controversial Issues Discussions," *Controversy in the Classroom: The Democratic Power of Discussion* (New York: Routledge, 2009), 53-76.
  - Discuss handout: "Handling Controversy in the Classroom" Ryerson University, Canada
- Read for Wednesday: James R. Grossman, "The New History Wars," *The New York Times* (Sept 2014); Jacoba Urist, "Who Should Decide How Students Learn About America's Past?" *The Atlantic* (Feb 2015); Tim Tyson, "Can Honest History Allow for Hope?" *theatlantic.com* (Dec. 18, 2015).

## **Week 3, September 5**

### **Trigger Warnings, Microaggressions, and Privilege**

- Read for Wednesday: Greg Lukianoff and Jonathan Haidt, "The Coddling of the American Mind," *The Atlantic* (September 2015); Kate Manne, "Why I Use Trigger Warnings," *New York Times Sunday Review* (Sept. 19, 2015); Julie A. Winterich, "Trigger or Not, Warnings Matter," *Inside Higher Ed* (October 9, 2015); Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack"  
Review *one* of the following webpages and *one* of the following videos:
  - The Microaggressions Project: <http://www.microaggressions.com/>
  - I, Too, am Harvard: <http://itooamharvard.tumblr.com/>
  - Microaggressions in Everyday Life:  
<https://www.youtube.com/watch?v=xAIFGBIEsbQ>
  - Microaggressions: Comments that Sting:  
<https://www.nytimes.com/video/us/100000002769668/microaggressions-comments-that-sting.html>
  - Shit White Girls Say ... to Black Girls:  
[https://www.youtube.com/watch?v=yIPUzxpIBe0#aid=P9fV\\_U72xaI](https://www.youtube.com/watch?v=yIPUzxpIBe0#aid=P9fV_U72xaI)
  - What Kind of Asian are You?: <https://www.youtube.com/watch?v=DWynJkN5HbQ>

## **Week 4, September 10 & 12**

### **Using Primary Documents to Teach Controversy**

## **Week 5, September 17 & 19**

### **Race, Ethnicity, and White Supremacy**

- Read for Monday: Jennifer Morgan, "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1700," *The William*

and *Mary Quarterly* 54:1 (Jan. 1997), 167-192; Lyra D. Montiero, "Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda's *Hamilton*," *The Public Historian* 38:1 (February 2016), 89-98.

- Watch in class: "The Myth of Race, Debunked in 3 Minutes" <https://youtu.be/VnfKgffCZ7U>  
"Is Racism Over Yet?" [https://youtu.be/h\\_hx30zOi9I](https://youtu.be/h_hx30zOi9I)  
PBS, "Once banished, controversial race exhibit resurfaces at Chicago museum" <http://www.pbs.org/newshour/bb/once-banished-controversial-race-exhibit-resurfaces-at-chicago-museum/>
- Read for Wednesday: Akinyele Omowale Umoja, excerpt from *We Will Shoot Back: Armed Resistance in the Mississippi Freedom Movement*; Timothy Tyson, "Robert F. Williams: Change from the Bottom Up," *Major Problems in American History, Vol. 2* (New York: Cengage, 2011); Marcia E. Chatelain, "How to Teach Kids About What's Happening in Ferguson," *The Atlantic* (Aug 2014); "Joint Statement from Museum Bloggers and Colleagues on Ferguson and Related Events," *The Inluseum.com*.
  - Review: Digital Exhibit: Revisiting Rebellion: Nat Turner in the American Imagination <http://americanantiquarian.org/NatTurner/>
  - Review: Digital Exhibit: Black Power! The Movement, The Legacy <https://www.google.com/culturalinstitute/beta/exhibit/hwIiQS8vVfQilQ>
  - Review: Documentary: "The Trouble I've Seen" <http://www.northeastern.edu/law/news/multimedia/videos/crrj-trouble-seen.html>

## **Week 6, September 24 & 26**

### **Race, Ethnicity, and White Supremacy**

- Read for Monday: Carol Anderson, "Burning *Brown* to the Ground," *White Rage: The Unspoken Truth of Our Racial Divide* (NY: Bloomsbury, 2016); Elizabeth Catte, "A Confederate on Campus: The Case of MTSU's Forrest Hall," NCPH.org blog (History@Work); Aleia Brown, "The Confederate Flag Doesn't Belong in a Museum," *Slate.com* (June 25, 2015); Dell Upton, "Confederate Monuments and Civic Values in the Wake of Charlottesville," *Society of Architectural Historians Blog*, Sept. 13, 2017; Ibram X. Kendi, "A History of Race and Racism in America, in 24 Chapters," *New York Times*, Feb. 22, 2017.
  - Review: Lesson Plan: Race: A Contested History <https://www.facinghistory.org/reconstruction-era/lessons/contested-history>
  - Review: Lesson Plan: How to Use Controversial Images to Engage Students in History <http://www.blackpast.org/classroom/how-use-controversial-images-engage-students-history>
  - Review: Lesson Plan/Public History: Separate but Equal? South Carolina's Fight Over School Segregation <https://www.nps.gov/nr/twhp/wwwlps/lessons/158equalization/158equalization.htm>
- Read for Wednesday: Nicholas Dauphine, "Hispanics: The Forgotten Class in Civil Rights History," *LBJLibrary.org*; Beth S. Wenger, "The Lynching of Leo Frank," *The Jewish Americans* (New York: Doubleday, 2007); Anna Tucker, "Leo Frank commemoration: Museum partnerships and controversial topics," NCPH.org blog (History@Work).

- Review: Lesson Plan: Teaching about the Chicano Movement  
<https://learninglab.si.edu/collections/teaching-about-the-chicano-movement/Casb7KujLJtgTojU>
- Review: Lesson Plan: Teaching European Anti-Semitism from its Origins to the Holocaust  
<https://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust>
- Review: Digital Exhibit: From Haven to Home: 350 Years of Jewish Life in America  
<http://www.loc.gov/exhibits/haventohome/>
- Review: Lesson Plan: The American Jewish Experience in the Twentieth Century: Antisemitism and Assimilation  
<http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/jewishexp.htm>

## **Week 7, October 1 & 3**

### **Sexuality and Sex**

- Read for Monday: Vicki L. Eaklor, "Teaching LGBTQ History: Two Situations," *Perspectives on History* (May 2010); Rachel Mattson, "Anti-Homophobia Education: Predicaments and Possibilities," *Perspectives on History* (May 2010); Genny Beemyn, "Transforming the Curriculum: The Inclusion of the Experiences of Trans People," *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History* (Madison: University of Wisconsin Press, 2014); Susan Ferentinos, "A Pep Talk for the Faint of Heart," *Intepreting LGBT History at Museums and Historical Sites* (New York: Rowman & Littlefield, 2014), 9-17.
- Read for Wednesday: Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America;" George Chauncey, "Trade, Wolves, and the Boundaries of Normal Manhood," from *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994).
  - Review: Lesson Plan: Bayard Rustin: The Fight for Civil and Gay Rights  
<http://www.tolerance.org/lesson/bayard-rustin-fight-civil-and-gay-rights>
  - Review: Lesson Plan: Pauli Murray: Fighting Jane and Jim Crow  
<http://www.tolerance.org/lesson/pauli-murray-fighting-jane-and-jim-crow>
  - Review: Public History: Lisa Yun Lee, "Peering into the bedroom: Restorative justice at the Jane Addams Hull House Museum," *The Routledge Companion to Museum Ethics: Redefining Ethics for the Twenty-First-Century Museum* (New York: Routledge, 2011), 174-187.

## **Week 8, October 8 & 10**

### **Sexuality and Sex**

- Read for Monday: Christopher L. Doyle, "Safer Sex in the High School History Classroom: How Sex is Repressed, Why It is Necessary, and What We Can Do About It," *Perspectives on History* (May 2010); Danielle L. McGuire, "Sexual Violence and the Long Civil Rights Movement;" Susan Cahn, "The Sexual Paradox of High School Desegregation," *Sexual Reckonings: Southern Girls in a Troubling Age* (Cambridge, MA: Harvard University Press, 2007), 269-303; Thomas Foster, "Intimate Lives on Display: Monticello and Mount Vernon," NCPH.org blog (History@Work).

- Review: Lesson Plan/Documentary: *The Loving Story*, Teacher's Guide  
[http://www.tolerance.org/sites/default/files/general/The%20Loving%20Story%20Study%20Guide\\_0.pdf](http://www.tolerance.org/sites/default/files/general/The%20Loving%20Story%20Study%20Guide_0.pdf)
- Review: Lesson Plan/Documentary: *Unforgivable Blackness* and Interracial Sex  
[http://www.pbs.org/unforgivableblackness/teachers/lesson\\_convention.html](http://www.pbs.org/unforgivableblackness/teachers/lesson_convention.html)
- Read for Wednesday: Trysh Travis, "Teaching Controversial Topics: Abortion," *Perspectives on History* (May 2010); James C. Mohr, "Abortion in America, 1800-1880," *Women's America* (NY: Oxford University Press, 2011), 202-211.

## **Week 9, October 15 & 17**

### **Papers Due**

## **Week 10, October 22 & 24**

### **Immigration**

- Read for Monday: Cindy Hahamovitch, "Guestworkers of the World, Unite! You Have Nothing to Lose but Your Passport, Your Visa, Your Immigration Status," *No Man's Land: Jamaican Guestworkers in America and the Global History of Deportable Labor* (Princeton: Princeton University Press, 2013); Roger Daniels, "No Lamps Were Lit for Them: Angel Island and the Historiography of Asian American Immigration," *Journal of American Ethnic History* 17:1 (Fall 1997), 3-18.
  - Review: Lesson Plan: Migration from Latin America  
[http://learner.org/libraries/socialstudies/9\\_12/weir/index.html](http://learner.org/libraries/socialstudies/9_12/weir/index.html)
  - Review: Digital Exhibit: Bittersweet Harvest: The Bracero Program, 1942-1964  
<http://americanhistory.si.edu/bracero/introduction>
  - Review: Lesson Plan: Teaching the Bracero Program  
<http://braceroarchive.org/teaching>
  - Review: Lesson Plan: Angel Island: Li Keng Wong's Story  
[http://teacher.scholastic.com/activities/asian-american/angel\\_island/index.htm](http://teacher.scholastic.com/activities/asian-american/angel_island/index.htm)
- Read for Wednesday: Aviva Chomsky, "Myth 10: The United States is a melting pot that has always welcomed immigrants from all over the world," *"They Take Our Jobs": And 20 Other Myths About Immigration* (NY: Beacon Press, 2007), 77-90.
  - Review: Lesson Plan: Immigration and the U.S. Policy Debate  
<http://www.choices.edu/resources/detail.php?id=25>
  - Review: Lesson Plan: Nativism in the United States  
<http://ww2.kqed.org/lowdown/wp-content/uploads/sites/26/2016/09/History-of-Nativism-lesson-plan.pdf>
  - Review: Lesson Plan: Nativism and Myths about Immigrants  
[http://www.theadvocatesforhumanrights.org/uploads/eon\\_lesson\\_10.pdf](http://www.theadvocatesforhumanrights.org/uploads/eon_lesson_10.pdf)

## **Week 11, October 29 & 31**

### **Genocide**

- Read for Monday: Paula Cowan, "Visiting Auschwitz-Valuable Lessons or Holocaust Tourism?" *Teaching Controversial Issues in the Classroom* (Bloomsbury: 2012); James Frusetta, "Beyond Morality: Teaching about Ethnic Cleansing and Genocide," *Perspectives on History* (May 2010).
  - Review: Lesson Plan: American Responses to the Armenian Genocide

- <https://www.facinghistory.org/resource-library/crimes-against-humanity-and-civilization-genocide-armenians/american-responses-armenian-genocide>
- Review: Lesson Plan: Teaching about the Horrific – ISIS, Slavery, and Rape  
[http://www.huffingtonpost.com/alan-singer/teaching-about-the-horrif b\\_8009766.html](http://www.huffingtonpost.com/alan-singer/teaching-about-the-horrif b_8009766.html)
  - Read for Wednesday: Benjamin Madley, "Understanding Genocide in California under United States Rule, 1846-1873," *The Western Historical Quarterly* 47:4 (Winter 2016), 449-461; Roxanne Dunbar-Ortiz and Dina Gilio-Whitaker, "Myth 8: The United States Did Not Have a Policy of Genocide," *All the Real Indians Died Off: And 20 Other Myths About Native Americans* (NY: Beacon Press, 2016); Bon Janiskee, "An Indian Memorial Helps to Re-Imagine Little Bighorn Battlefield National Monument," [nationalparkstraveler.com](http://nationalparkstraveler.com) (Dec 2008).
    - Review: Lesson Plan/Public History: The Carlisle Indian Industrial School: Assimilation with Education after the Indian Wars  
[https://www.nps.gov/subjects/teachingwithhistoricplaces/lesson-plan-163\\_carlisle-school.htm](https://www.nps.gov/subjects/teachingwithhistoricplaces/lesson-plan-163_carlisle-school.htm)
    - Review: Lesson Plan: The People vs. Columbus, et al.  
<https://zinnedproject.org/materials/people-vs-columbus/>
    - Review: Lesson Plan/Public History: The Trail of Tears and the Forced Relocation of the Cherokee Nation  
<https://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118trail.htm>

## **Week 12, November 5 & 7**

### **War and Protest**

- Read for Wednesday: Donna Alvah, "Teaching 'The United States and the Vietnam War,'" *Perspectives on History* (May 2010); Edward T. Linenthal and Tom Engelhardt, "Introduction," *History Wars: The Enola Gay and Other Battles for the American Past* (New York: Henry Holt, 2010).
  - Review: Lesson Plan: 9/11 Anniversary Teaching Guide  
<http://morningsidecenter.org/teachable-moment/lessons/911-anniversary-teaching-guide>
  - Review: Lesson Plan: Practice DBQ: The Decision to Drop the Atomic Bomb on Hiroshima and Nagasaki  
<http://morningsidecenter.org/teachable-moment/lessons/practice-dbq-decision-drop-atomic-bomb-hiroshima-nagasaki>
- Read for Monday: Emma Brown, "Texas Officials: Schools should teach that slavery was 'side issue' to Civil War," *Washington Post* (July 2015); "Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union," *Charleston Syllabus*.
  - EVERYONE review: "Teaching Hard History: American Slavery," Southern Poverty Law Center Report, 2018  
[https://www.splcenter.org/sites/default/files/tt\\_hard\\_history\\_american\\_slavery.pdf](https://www.splcenter.org/sites/default/files/tt_hard_history_american_slavery.pdf)
  - Review: Lesson Plan: Activity #5: Sherman's March to the Sea  
<http://www.pbs.org/kenburns/civil-war/classroom/classroom-activities/#activity-five>

## **Week 13, November 12 & 14**

### **Politics**

- Read for Monday: Diane Hess, "How do teachers' political views influence teaching about controversial issues?" *Social Education* 69 (Jan/Feb); James Coll, "Taking the Court into the Classroom: Using Legal Cases to Discuss Controversial Topics," *Perspectives on History* (May 2010); Steve Drummond, "Politics in the Classroom: How Much Is Too Much?" *NPR*.
  - Review: Lesson Plan: The Electoral College and the Popular Vote for President <http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/current-events/electoral-college-popular-vote/>
  - Review: Lesson Plan: Revisiting *Roe v. Wade* <http://learning.blogs.nytimes.com/2004/04/26/revisiting-roe-v-wade/?r=0>
- Read for Wednesday: Dan C. Carter, "The Politics of Race and the Rise of the Right," *Major Problems in American History, Vol. 2* (New York: Cengage, 2011); Saul Cornell, "The Second Amendment Goes to Court," *OSU.edu*; Joyce Lee Malcolm, "The Right of the People to Keep and Bear Arms: The Common Law Tradition," *Gun Control and the Constitution: Sources and Explorations on the Second Amendment*.
  - Review: Lesson Plan: The 2<sup>nd</sup> Amendment: The Right to Bear Arms <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-2nd-amendment-the-right-to-bear-arms.cfm>

## **Week 14, November 19**

### **Politics & Religion**

- Read for Monday: Richard Schaefer, "Let's Talk about Religion," *Perspectives on History* (May 2010); Keith C. Barton and Jennifer Hauver James, "Religion in History and Social Studies," *Perspectives on History* (May 2010).

## **Week 15, November 26 & 28**

### **Religion**

- Read for Monday: Russell Shorto, "How Christian Were the Founders?," *New York Times Magazine* (Feb 2010); Johann N. Neem, "Beyond the Wall: Interpreting Jefferson's Danbury Address," *Journal of the Early Republic*, Vol. 27, No. 1. (Spring, 2007), 139–154.
  - Review: Lesson Plan: Discussion guide: Religion in early America <http://www.learnnc.org/lp/editions/nchist-eg/5509>
  - Review: Lesson Plan: The Separation of Church and State from the American Revolution to the Early Republic <http://nationalhumanitiescenter.org/tserve/eighteen/ekeyinfo/sepchust.htm>
- Read for Wednesday: Excerpt from *Islam in Black America: Identity, Liberation, and Difference in African American Islamic Thought*, excerpt from podcast "O, People of America!" and "Echoes of the Call," *Backstory Radio*.
  - Review: Lesson Plan: Islam in America: From African Slaves to Malcolm X <http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/islam.htm>
  - Review: Lesson Plan: The Christian Right [http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/chr\\_rght.htm](http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/chr_rght.htm)

## **Week 16, December 3 & 5**

### **Projects Due**