

**HIST 592: American History Institute
Gilder Lehrman Institute 2016**

INSTRUCTOR: Edward R. Crowther, Ph. D.

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COURSE CREDIT: 3 graduate credits

DATES & TIMES: Summer 2016

This course consists of a 42.5 hour intensive face-to-face student interaction with a Gilder Lehrman content area expert and a pedagogy expert followed by interactions with the professor of record to complete a lesson plan and a ten page reaction paper, following one of forty, 45 hour intensive seminars with a Gilder Lehrman professor and a Gilder Lehrman Content Specialist. The mode of interaction is via email, student submissions, and professorial feedback.

See page 6 for assignments and submission information.

Summer 2016 Institute Schedules and locations.

June 19 – June 25

The American Civil War: Origins and Consequences, June 19–25

Gary W. Gallagher

Location: University of Virginia

Explore the key topics of the Civil War, including the central role of slavery, how military and civilian affairs intersected, and how Americans have remembered the conflict.

The Great Depression and World War II, June 19–25

David M. Kennedy
Location: Stanford University

Survey the causes and impact of the Depression, the nature of the New Deal, and the war's formative impact on the shaping of American society.

United States Foreign Policy since 1898, June 19–25
Jeremi Suri
Location: The University of Texas at Austin

Examine the historical development of American foreign policy from the Spanish-American War through the contemporary war on terror, with a focus on issues such as national security, imperialism, and nation-building.

June 26 – July 2

The Civil War through Material Culture and Historical Landscapes (K–8 Teachers Only), June 26–July 2
Peter S. Carmichael
Location: Gettysburg College

Artifacts, photographs, and historic sites offer teachers new methods and materials to engage students of all ages and learning styles in the experiences and consequences of the Civil War.

Colonial Encounters: Indians, Europeans, and Africans, June 26–July 2
John Demos
Location: Yale University

Explore how three great population streams—Indian, European, and African—converged, clashed, and (sometimes) joined in the Americas and ultimately pointed the way toward today's multicultural society.

July 3 – July 9

Gettysburg: History and Memory, July 3–9
Allen C. Guelzo
Location: Gettysburg College

Through the experiences of soldiers and civilians and an understanding of the battlefield itself, participants will come to know Gettysburg as a hinge event in the development of American democracy.

The American Revolution (K–8 Teachers Only), July 3–9
Andrew W. Robertson
Location: Columbia University

Participants will consider two different American revolutions: the struggle for American self-determination from 1763 to 1783 and the ongoing struggle for liberty and equality enunciated in the Declaration of Independence.

July 10 – July 16

Native American History, July 10-16

Colin G. Calloway

Location: Dartmouth College

Explore Native American history through a series of topics and case studies, including early encounters, the Lewis and Clark expedition, and persistence in the face of American expansion and assimilation policies.

The Age of Lincoln, July 10–16

Richard Carwardine

Location: St. Catherine's College, Oxford University

Abraham Lincoln's life becomes a prism for exploring key aspects of his age, including slavery and the Old South, religion and politics, wartime leadership, and emancipation.

The Age of Jim Crow in History and Literature, 1865–1975, July 10–16

Jane Dailey

Location: The University of Chicago

Investigate the Jim Crow era through a combination of historical sources and texts and historically-oriented literature.

9-11 and American Memory, July 10–16

Edward T. Linenthal

Location: New York University

In Partnership with the 9/11 Memorial & Museum

Examine the nature and meaning of historical memory, using the extraordinary collections of the 9/11 Memorial & Museum, the historic site, and memorial itself to explore the forging of reactions to and interpretations of 9/11.

American Origins: 1492 to 1625, July 10–16

Peter Mancall & Robert C. Ritchie

Location: University of Southern California

In Partnership with the University of Southern California

Explore the initial creation of “America,” with a particular focus on the period from European contact through the establishment of permanent colonies in English North America.

The Civil Rights Movement, July 10–16^{NEW!}

Charles McKinney

Location: Rhodes College

The Era of George Washington, July 10–16

Gordon S. Wood

Location: George Washington's Mount Vernon

Investigate the context and meaning of George Washington's life and legacy, from his leadership as commander in chief of the Revolutionary Army to his role as the first president of the United States.

July 17 – July 23

Thomas Jefferson and the Enlightenment, July 17-23

Frank Cogliano

Location: University of Edinburgh

Examine Jefferson's life and times by considering his efforts to apply the principles of reason to the major challenges he confronted as a revolutionary, diplomat, politician, and elder statesman.

America after the Cold War, July 17–23

Jeffrey Engel

Location: Southern Methodist University

The lives and policies of presidents from George H. W. Bush through Barack Obama will be used to examine the foreign policy, immigration policy, health care, and culture wars of the post–Cold War era.

Westward Expansion, July 17–23^{NEW!}

Patricia Nelson Limerick

Location: University of Colorado, Boulder

Using the latest in research in “New Western History,” participants will explore case studies that explain the importance and distinctiveness of the American West in the past and present.

The Era of Theodore Roosevelt, July 17–23

Bruce Schulman

Location: Boston University

Investigate the immense changes in governmental power, city growth, mass immigration, and more during the era of Theodore Roosevelt, from the final years of the nineteenth century through the opening decades of the twentieth.

American Protest Literature: Thomas Paine to the Present, July 17–23

John Stauffer

Location: Harvard University

Using a wide variety of primary source documents, participants will explore the rich tradition of protest literature in the United States from the American Revolution to the present.

Lewis and Clark: An American Epic, July 17–23

Elliott West

Location: University of Montana

What can the Lewis and Clark expedition of 1804–1806 tell us about the young republic—its values and aspirations, the goals of its leaders, the preceptions of native peoples, and the emerging vision of an empire at a time of global change.

July 24 – July 30

The Thirteen Colonies (K–8 Teachers Only), July 24–30

John Fea

Location: Princeton University

Examine how the colonies developed from remote English outposts to well-connected provinces of the British Empire and consider how this period provides a laboratory for teaching historical-thinking skills in the K–8 classroom.

Reconstruction, July 24–30

Eric Foner & Martha S. Jones

Location: Columbia University

Reconstruction remains a pivotal but much misunderstood era of American history, 125 years after it came to a close. This seminar will examine the history of Reconstruction, understood both as a specific period of the American past, which began during the Civil War, and as a prolonged and difficult process by which Americans sought to reunite the nation and come to terms with the destruction of slavery.

Empire City: New York from 1877 to 2001, July 24–30

Kenneth T. Jackson & Karen Markoe

Location: Columbia University

Explore New York City history and discover how the metropolis grew over centuries to become the business, financial, publishing, fashion, and cultural capital of the country.

The Role of the Supreme Court in American History, July 24–30

Larry D. Kramer

Location: Stanford University

Examine how key Supreme Court decisions—including *Marbury v. Madison*, *Dred Scott*, and *Brown v. Board of Education*—gradually secured the Court’s unique position in American politics.

The Story of World War II, July 24–30

Donald L. Miller

Location: National World War II Museum

World War II is perhaps the greatest story—as well as the greatest catastrophe—in recorded history. Why was it fought? How was it fought? And how did it shape the world we live in?

Immigrants in American History and Life, July 24-30

Mae Ngai

Location: Columbia University

Participants will consider the similarities and differences in two great waves of mass immigration to the United States: 1890–1915 and 1970–present.

The Global Cold War, July 24-30^{NEW!}

Daniel Sargent

Location: USS Midway Museum

The Gilded Age and Its Modern Parallels, July 24-30

Richard White

Location: Stanford University

Explore how the immigration, industrialization, and class struggle of the Gilded Age—from the end of the Civil War to roughly the turn of the twentieth century—created the foundation for the modern United States.

July 31 – August 6

The Founding Era, July 31-August 6^{NEW!}

Richard Brookhiser

Location: New York University

Examine the American Revolution and its aftermath, from the first stirrings in the late 1760s, through the establishment of the new Constitution and the first two party system in the 1790s.

COURSE DESCRIPTION:

Teachers accepted to and participating in The Gilder Lehrman Institute Summer Seminars/Courses for Teachers will have the opportunity to earn graduate credit for their successful completion of a summer seminar by submitting a digital copy of one of their primary source activities along with a reaction paper. The reaction paper will explain the teacher's enhanced knowledge of American history in the specific topic covered in the summer seminar and their enhanced ability to develop effective teaching strategies that incorporate this new disciplinary knowledge in their classroom teaching.

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

- Define and analyze key terms, ideas, and concepts of the Summer Institute in United States History for which the student is enrolled.
- Demonstrate an understanding of the interplay of terms, ideas, and concepts encountered in the Summer Institute in United States History especially in applying them in your professional practice.
- Examine, appraise, and contribute to selected scholarly debate about key terms, ideas, and/or concepts encountered in the specific Summer Institute in United States History in which the student is enrolled.

Program Goals:

This learning experience is offered by the Adams State University Department of History, Anthropology, Philosophy, Political Science and Spanish. It is designed to contribute to the department's fulfilling the following program goals:

- Goal 1. To provide effective educational programs in degree area and disciplines represented by the department.
- Goal 2. To promote student learning in discrete courses, minor, emphasis, and degree programs.
- Goal 3. To produce graduates who attain employment as Social Studies Teachers or other professional employment and/or gain admission to Law and Graduate Schools.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Each seminar has its own required readings. See materials listing for your seminar at gilderlehrman.org.

COURSE REQUIREMENTS:

Course Procedure/Requirements:

1. Register and provide payment for the course. (See registration link at

<http://blogs.adams.edu/glinstitute>) N. B.: To receive Summer credit you must register by August 3, 2016; for Fall credit, you must register by December 9, 2016.)

2. Produce and electronically submit one primary source document and one ten-page reaction paper as an email attachment to glinstitute.adams.edu. (see further instructions below.)

Further instructions:

1. How do submit assignments? Attach your assignments to your email and send them to me at glinstitute@adams.edu.
2. In what electronic format should I create my assignments? Create and save your assignments as .rft, .doc, or docx.
3. What file names should I give my documents? For the primary source document call it, janedoeprimarysource.doc. Substitute your first name and your last name for janedoe. For the reaction paper, call it janedoesreaction.doc. Substitute your first name and last name for janedoe.
4. How do I develop my primary source activity? As part of your summer institute, you will examine a welter of primary source documents. Create an age- appropriate document activity from one of these primary documents. The activity must identify a particular primary source document, reproduce it in full (url to an electronic source is acceptable), identify the appropriate state content standard the primary documentary activity will address, and provide appropriate guiding questions for student content analysis and discussion. (N. B.: *If an individual seminar that does not complete a primary source activity during the institute, please consult with the instructor about how to create a similar activity based on the institute.*)
5. How do I develop my reaction paper? In a narrative form, describe and explain how the seminar enhanced your knowledge of United States History in the particular field covered in the seminar and how you might incorporate this enhanced knowledge in developing lessons for your students. You should employ standard, academic English; you should double space the paper; but this is not a research paper, so you need not include citations and sources unless you quote something directly and/or include an image.

Due Dates:

- Summer term registration: All summer course requirements are due within ten days of completing your institute and, in any case, by August 21, 2016, for summer credit.
- Fall term registration: Fall registrants must submit your work by December 16, 2016.

Note on Communicating with Instructor:

To contact me, email glinstitute@adams.edu. Email correspondence ensures a timely response and an accurate record of interactions between summer seminar participants and the instructor of record. Be sure to list glinstitute@adams.edu in your accepted emails if you have any filters set.

Plagiarism: Misrepresenting someone else's work as your own is not acceptable and will result in a zero for the course. Note that this is the standard and required disclaimer.

Scholarly Paper Writing Rubric				
	Structure of Argument	Evidence	Quality of Writing	Adherence to format and form of academic writing
A Superior	Thoughtful, clear, and insightful thesis and fully developed argument that confirms, contradicts, or augments the scholarship on the topic.	Well-chosen supporting evidence that is accurately described, balanced, and varied	Writing clearly supports the thesis and is effectively structured, grammatically correct, stylistically pleasing and is in the appropriate voice	The paper follows the form of the relevant style guide prescribed for the course, cites sources correctly, is free of plagiarism, meets or exceeds minimum pagination requirements.
B Acceptable	Clear Thesis and a logically developed argument	Each point is supported by defensible evidence	Writing is focused in support of the thesis and is grammatically correct and in the appropriate voice	The paper follows the form of the relevant style guide prescribed for the course, cites sources correctly, is free of plagiarism, meets or exceeds minimum pagination requirements.
F Attempted	Argument addresses main points of the question	Some support of main points	Writing is generally grammatically correct	The paper is arranged in an orderly fashion, free of plagiarism, and documents sources adequately.

Lesson Plan Rubric				
	Student Learning Outcomes linked to Standards	Differentiation according to state/best practices requirements.	Student engagement with primary sources	Assessment delineation
A Superior	Clear linking of student learning outcomes to applicable state/common cores standards.	Explicit differentiation including learning style, learning ability, and evidence of culturally responsive teaching.	Students engage and analyze primary sources according to a clearly articulated outcome.	Student work is assessed by a sophisticated rubric that clearly ties to outcomes and standards.
B Acceptable	Linking of outcomes to standards.	Differentiation according to learning style, learning ability, or culturally responsive teaching.	Students work with primary sources and perform an activity with them.	Students are assessed according to a rubric that links to outcomes or standards.
F Attempted	Outcomes and standards are linked but their connection is unclear.	Some evidence of differentiation.	Students are exposed to primary sources.	Grading rubric is present but not clearly linked to outcomes or standards.

Syllabus Statement Regarding Course Adaptations or Accommodations:

Adams State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Adams State University is committed to achieving equal educational opportunities, providing students with documented disabilities access to all university programs, services and activities. In order for this course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Disability Services can be contacted at odsd@adams.edu, and 719-587-7746. They are your primary resource on campus to discuss the qualifying disability, help you develop an accessibility plan, and achieve success in your courses this semester. Please make an appointment with them as early as possible this semester, to receive letters to present to me so that we can discuss how potential accommodations can be provided and carried out for this course. If you have received Accommodation Letters for this course from ODS, please provide me with that information privately so that we can review your accommodations together and discuss how best to help you achieve equal access in this course this semester.

Statement Regarding Academic Freedom & Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Reaction Paper	60%
Lesson Plan	40%

Grade Scale:

A	90-100%
B	80-89.9%
F	Below 80%

Credit will not be awarded for work assessed at less than a B.

CLASS SCHEDULE:

The class schedule is established by Gilder Lerhman and is included in the confirmation packets you will receive. To receive credit for attending class, you must complete the reaction paper and lesson plan within ten days of the conclusion of your seminar.

Gilder Lerhman Schedule:

Sunday – Check in 5 pm, Dinner. 7-9, Overview and Introduction

Monday – 8-12, 1-5 Content Presentations

Tuesday – 8-12, Content Presentations, 1-5 Pedagogy

Wednesday – 8-12, 1-5 Content Presentation

Thursday – 8-12, 1-5 Content Presentation

Friday – 8-12 Pedagogy, 1-5 Content

Friday – 7-9 Debrief

The professor of record should receive your lesson plan and reaction paper ten days after the last Friday session.