

Stanford University
Graduate School of Education
Summer 2020

ED 268A: Teaching History/Social Science
Online Version

1:30-3:15 pm, Thursday, Monday, Tuesday

(note: this is a living document that will be adjusted; always make sure you are consulting the latest version)

Sam Wineburg (wineburg@stanford.edu)
Office: somewhere in Cyberspace
Office Hours: TBA

Emma Bene (ebene@stanford.edu)
Office: somewhere in Cyberspace
Office Hours: TBA

Education 268 A is the first part of a three-part course in the teaching and learning of history/social science. It has never been taught online before. Welcome to this experiment.

First, thanks for agreeing to be part of it. We can promise you that we will do our best to make it a worthwhile learning experience. What we can't promise is that it will be perfect. Expect some technical glitches along the way: Zoom cutting out; kids who need your help in the middle of class; dogs and cats that jump up on our laps; parents cooking in the kitchen; phones ringing, dogs barking, sirens blaring, you know, *life*. This is tough time and we have to do everything we can to keep our spirits up. And with the energy left, to lift up the spirits of our colleagues.

In light of these special circumstances, let's aim for kindness. If you tell me you're having trouble, I'm not going to judge you or think less of you.

I hope you will extend the same grace to me and Emma.

Before we get down to technicalities, a few ground rules:

- 1) You don't owe us any personal information about your health (physical or mental) that you don't want to share;
- 2) We, however, are always open to talking to you about anything you're going through, whether it is about our course or something else (Emma and I will post regular office hours once the course gets underway);
- 3) If we can't help, we will do my best to find someone who can;
- 4) If you need extra help, or something has come up, or you need extra time with an assignment, please ask. Do keep us informed. We'll work with you. *Promise.*

The summer quarter is a whirlwind introduction to the themes and issues we will explore until the end of our time together, nine months from now (C&I goes on for three quarters). Our course draws on the frameworks laid out in the [California History-Social Science Standards](#). We are also influenced by the new Common Core State Standards for History/Social Studies, which the State of California has adopted (see the pdf document, pp. 60-63, at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).

The study of history forms the core of the social studies. Rather than ask you to take sides in the ongoing headline-grabbing History Wars (wars that often polarize us more than we already are), our goals together are four-fold: First, we will consider what historical thinking is and how it differs from the memorization of names and dates. Who writes the history that kids read in textbooks? Whose voices are elevated and whose muted? We will explore how historical questions arise, and how we go about answering these questions and creating new knowledge. Second, we will explore what it means to *learn* history. How do we cultivate historical thinking and how does it develop over time? What elements of historical thinking can we expect from our students and how do we push them forward so that they feel empowered to make knowledge—not just consume it?

Third, we will consider what it means to *teach* history in real classrooms, where many students have reading levels that result from how this country miseducates those most in need. If we want students to interpret primary sources and do legitimate intellectual work, we will need to provide targeted instruction in historical reading and writing. Over the next 9 months, you will be introduced to instructional methods that integrate the teaching of history with the teaching of reading and writing. Our goal is to help you become teachers of your subject matter, but *also* teachers who possess skills for developing students' capacities as literate and effective members of society. To this end, the course will incorporate aspects of what is increasingly referred to as a "practice-based" approach to teacher education. We will create opportunities for you to rehearse and receive feedback on your own enactment of pedagogical techniques, moves, and repertoires. (warning: this will be a challenge online, but again, we'll do our best). Last but certainly not least: we will discuss broader questions of why we study history in the first place and how history can serve to help us better understand ourselves and offer hope for a better future.

Today's students live in a digital world. They are more likely to become informed about the issues that impact them, their families, and their communities by looking at a screen than by going to the library. In previous generations, the big question facing us was how to find information. Today, when we have mountains of information at our fingertips, the crucial question is whether, once found, this information should be *believed*. It falls on our shoulders as teachers to help students navigate the digital Wild West—where practically nothing is as it seems. When fake cures for the Coronavirus flood the Internet, these skills have become issues of life and death. Thus, another major goal of this class will be to introduce you to ways to prepare your students to make thoughtful decisions about what they read on the Internet.

A typical social studies teaching position is one in which you are teaching the 11th-grade American History curriculum; the 10th-grade World History curriculum; possibly a 12th-grade government or economics course and the 9th grade ethnic studies course. *No teacher, starting out, can know everything about the myriad topics they will have to teach!* What we will do in this course is start to develop *pockets of deep knowledge* about topics that typically get taught, but doing so from a critical perspective that goes beyond the flat narratives found in textbooks. This is known as "post-holing" (a metaphor that comes from planting posts deep in the ground when building a fence). Post-holing is the opposite of trying to "cover" everything—an approach that results in a curriculum that's a mile long and inch wide. Over time, you will develop more and more "pockets"; but don't feel bad if the ones we focus on this quarter are new. You signed up to become a teacher. Part of the contract is a life-long commitment to *always* being a learner.

REQUIRED READINGS¹

- Loewen, James W. (2018). *Teaching What Really Happened* (2nd edition, if possible). New York: TC Press. (also on e-reserve, see Appendix D)
- Robinson, Jo Ann (2001). *Montgomery Bus Boycott and the Women Who Started It*. Knoxville, TN: University of Tennessee Press. This book can also be read online via the Stanford Library special Corona arrangement with HathiTrust. See Appendix D.
- Arundhati Roy, *The Doctor and the Saint*. (used next quarter)
- All other readings/materials on canvas: <http://canvas.stanford.edu>

OFFICE HOURS

We will figure out the best times for office hours during the first few sessions of class.

GRADES

Congratulations. You made it to graduate school. Isn't it time we downplayed grades? Stanford requires that we assign one. Sometimes, when working for a large organization, it's worth taking on the bureaucracy. Other times it just depletes you. In this Catch 22, fortunately, there are hacks. So, let's be clear: in this course we expect everyone to get an A. An A means you did quality work. If there's an assignment that doesn't meet the standard of quality, we'll talk to you about it and ask you to re-submit. Easy as that. Or, in the bureaucratic language of the academy: *chill*.

ASSIGNMENTS

Snapshot Autobiography: The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling and truth. Take an 8 ½ by 11 sheet of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The *first* panel is the title page for your “Snapshot Autobiography”; the back page is reserved for an “*About the Author*” section. This leaves four panels. In each of the four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel 2, with “My Birth”). Fill two-thirds of each panel with your narrative and use the bottom third as a place to illustrate your narrative with a small (hand-drawn) picture.² Don't spend a lot of time on the pictures or the narrative. Give your Autobiography *a title* that captures its essence. Have fun! **Due: Monday August 3.**

Journal Entries: Over the sessions of this course, we will ask you to make 4 journal entries that respond to the readings and/or issues brought up in class. These entries open up a channel of communication between us that is often not afforded during class time. Think of these entries as informal letters where you are free to share gut reactions, questions, associations, or comments in creative, nonjudgmental space. Your journal entries will be uploaded on the Canvas site, but only you, me, and Emma will see them.

¹We will continue to use several of these books during Fall & Winter quarters as well.

² Hand-drawn, really. This is a clipart-free zone!

Short Homework Assignments After several of our classes we'll have short, informal homework assignments that go along with the readings.

Discussion Leaders. You will have an opportunity with one of your colleagues to lead 15-minute discussion of the readings. A lot of what you will be doing as history/social science teachers is engaging kids in discussion—finding ways to draw them out and having them formulate ideas in words. Cultivating a good discussion is not easy in face-to-face instruction; even harder when it's on Zoom. Doing this in C&I this summer will start the process of having you think about the kinds of questions that draw people out. (see Appendix A)

“Opening Up the Textbook” (OUT): For this assignment, you will create a one-day lesson that challenges students' notions that history is already finished. Because textbooks are a ubiquitous feature in the classroom, you need to build your lesson around—or in response to—a conventional textbook narrative. In your lesson, you should find some way to complicate the book's narrative—by expanding it, challenging it, articulating its silences, questioning its assumptions, pointing out its narrowness, and so on. (See Appendix B for the instructions for completing this assignment.)

Group Project: *Racializing the Curriculum*: This year will post hole the Philippine-American War. It will be a group project that we will do collectively, with each group taking on a different part of the challenge. On the last day of class, the class as a whole will present the curricular resources we have developed. (See Appendix C)

SCHEDULE OF SUMMER READINGS/CLASSES

All readings, except those from the required books, are posted on Canvas
Discussion leaders for that session are listed below the readings in green

Session 1: Thursday, July 30 Introduction to C&I

Read before class:

- James Loewen, *Teaching What Really Happened*, pp. 1-48 (2nd edition; if 1st edition, Intro and Ch. 1, “The Tyranny of Coverage”
- Excerpt, Townsend, C. (2004). *Pocahontas and the Powhattan Dilemma*. [very short, but please read closely]

Session 2: Mon. Aug. 3 Historiography: Inside Game of History

Read before class:

- Holt, Tom (1990). *Thinking Historically: Narrative, Imagination, and Understanding*. New York: College Board. Learn a bit about Prof. Holt at, <https://history.uchicago.edu/directory/thomas-c-holt>
- Wineburg, S., & Reisman, A. (2009). Disciplinary literacy in History. *Journal of Adolescent & Adult Literacy*.
- Twitter thread on historian Mark Bloch
- Excerpt, U.S. history textbook, section on the Spanish American War
- Excerpt, Nell Irvin Painter, *Standing at Armageddon*, chapter, “White Man's Burden”

[Discussion leaders on HOLT/BLOCH, Hector/Samantha]

- Levstik, Linda, & Barton, Keith (2011), Teaching Means Scaffolding. In *Doing History: Investigating in Elementary and Middle Schools* (pp. 17-18). New York: Taylor & Francis.

§ **Assignment Due:** *Snapshot Autobiography*

Session 3: Tue., Aug. 4
Read before class

Restoring Race to the Curriculum

- James Loewen, *Teaching What Really Happened* (ch. 3, *Historiography*)
- Anderson, R. Notion of schemata & the educational enterprise.
- Peterson, Farah. Black lives and the Boston Massacre, *American Scholar*

[Discussion leaders on ANDERSON/PETERSON, Jackelyn/Jessica]

Session 4: Thurs. Aug 6

Read before class

Reading in the History Classroom: Massacre in Tulsa

- The Massacre of Black Wallstreet, *The Atlantic*, <https://www.theatlantic.com/sponsored/hbo-2019/the-massacre-of-black-wall-street/3217/>
- 60 Minutes, Tulsa Massacre, ([12 minute video clip](#))

[Discussion leaders on Atlantic/60 minutes, Jose/Atosha]

COORDINATED READINGS

Group A, Newspaper Articles

- The Tulsa World “Race War Rages for Hours After Outbreak at Courthouse”
- The NYT “85 Whites and Negroes Die in Tulsa Riots”
- Photos of Riot-- <https://greenwoodculturalcenter.com/1921-tulsa-race-massacre>

Group B, White Business Community’s Perspective on Riot

- Minutes from Chamber of Commerce

Group C reads, Black First-Person Account of Riot

- BC Franklin Smithsonian Article
- B.C. Franklin’s letter

Session 5: Mon. Aug. 10

Read before class:

Opening Up the Textbook

- Robinson, Jo Ann (2001). *Montgomery Bus Boycott and the Women Who Started It*. Knoxville, TN: University of Tennessee Press.

Session 6: Tues., Aug. 11

Digital Hacks: Preparing Kids for Life Online

Note: with the exception of the first reading below, the rest of the readings are in the links below

Read before class:

- Executive Summary, *Evaluating Information: Cornerstone of Civic Online Reasoning*, Stanford History Executive Summary,
- [Wall Street Journal](#) “Most Students Don’t Know When News is Fake, Stanford Study Finds
- Time Magazine, How Your Brain Tricks You, <http://time.com/5362183/the-real-fake-news-crisis/>
- The Scandal of .Org <https://www.nytimes.com/2019/12/05/opinion/dot-org-domain.html>
- New York Times, “These Students are Learning About Fake News and How to Spot It,” <https://www.nytimes.com/2020/02/20/education/learning/news-literacy-2016-election.html?referringSource=articleShare>
- Harvard’s Usable Knowledge <https://www.gse.harvard.edu/news/uk/18/06/digital-native-digital-expert>

Session 7: Thur., Aug. 13 Structured Academy Controversy (SAC)

Read before class:

- Brief [overview](#) of the Structured Academic Controversy
- (optional) Johnson and Johnson, Critical thinking through structured controversy. *Educational Leadership*
- Amanda Ripley, “[Complicating the Narrative](#), *Medium*
- (video) Nina Totenberg NPR, YouTube, [Gay Couples Rights vs. Artistry](#)
- Masterpiece Case: Two Different Views (short articles from the *Forward* and the *Wall Street Journal*)
[Discussion leaders on RIPLEY, Ruiz, Rock]

Session 8: Monday., Aug. 17 Jigsaw: Gay Rights as a Civil Rights Issue

Read before class

note: videos are linked below; they are not on Canvas

- Aronson, Elliot, *Basic Jigsaw*, pages 1-11 (rest is optional)
- (video, 5 min.) Background on California’s *FAIR Education Act*, YouTube video from OurFamilyCoalition, https://www.youtube.com/watch?v=y_ZHNXYnmfU
- Stanford History Education Group lesson plan on Stonewall (student material)
- (video, 4 min). HistoryChannel, [How the Stonewall Riots Sparked a Movement](#), <https://www.youtube.com/watch?v=Q9wdMJmuBIA&t=26s>
- (video, 9 min.), [New York Times video](#), The Stonewall that You Know is a Myth, and that’s Okay. <https://www.nytimes.com/video/us/100000006322550/stonewall-lgbt-pride-anniversary.html>

- (video, 9 minutes) YouTube video, CBS, *This Morning*, “The Lavender Scare.”

<https://www.youtube.com/watch?v=isU81OjYLwc&t=199s>

JIGSAW READINGS/VIDEOS

- Group **A**, *Lavender Scare*
 - “The United States Government’s Anti-Gay Lavender Scare Explained,” [Teen Vogue](https://www.teenvogue.com/story/united-states-governments-anti-gay-lavender-scare-homosexuality-communism) (a PDF of the article is in Canvas, but it’s better to read online because of the active hyperlinks)
<https://www.teenvogue.com/story/united-states-governments-anti-gay-lavender-scare-homosexuality-communism>
 - (Podcast, 5 min), [Retropod](#), Frank Kameny, Washington Post podcast by Mike Rosenwald
Alternative link [here](#).
 - *excerpt*, Hoey Report (1950)
 - [OPTIONAL— “These People Are Frightened to Death,” Congressional Investigations and the Lavender Scare,” *Prologue: Quarterly of the National Archives*, Summer, 2016.]
- Group **B** reads/watches, *Medicalizing LGBTQ people*
 - (video, 5 min) “[Cured](https://www.curedfilm.com/),” the film-in-production
<https://www.curedfilm.com/>
 - Time Magazine*, February 12, 1965
 - Kirchick, James, “The Long War against a Gay Cure”
 - Scot, “Shock the Gay Away,” *Huffington Post*
- Group **C** reads, *Broader Historical Context*
 - excerpt, Jill Lepore
 - excerpt, Linda Hirshman

Session 9: Mon., Aug. 18

Read before class:

Presentations/Wrapping Up

- Wiggins, Grant (1989). Futility of Trying to Teach Everything of Importance. *Educational Leadership*, 47(3), 44-59.

[Discussion leaders, Nicholas, Hector]

Opening Up Textbook Assignment Due

Sunday night, August 23, by 11:59 pm, to be submitted electronically, via upload to Canvas

APPENDIX A: DISCUSSION LEADERS

Leading a discussion isn't easy. Zoom makes it even more difficult. That's why all of us will have a chance to kick off a discussion about the readings at least once during the summer quarter (and again, in Fall and Winter).

Find a time to put your head together with your discussion partner. With your partner, think about how you're going to engage the readings with your classmates.

First, figure out what you think are the main points of the readings you've been assigned (they are listed on the syllabus—not all readings for that day need to be discussed). The most basic questions are “getting on the same page” questions—those that get at what the author of the article is saying before getting to the stage of “*what do think about what the author is saying.*”

You'll want to prepare 2-3 of these ‘getting on the same page’ questions.

Next, you'll want to prepare 2-3 questions that get to the *heart* of the articles—questions that focus people on the meaning of the text—how the readings connect to each other, to teaching, to people's experiences? What are parts of the article(s) spoke to people or that sparked new ideas or ways of thinking?

Consider different ways of eliciting viewpoint diversity—and *prepare* some of these prompts so you have them at your fingertips. Good standbys include: “Are there other ways to look at this?” “Are there voices that see this from a different angle?” “Who can build on what __ just said?”

You'll want to engage people who haven't spoken. Example: “I notice that you, Emma, haven't said anything. What do you think about what Antonio just said?” Or, “I'd like to provide space for people who haven't yet had a chance to speak.” (And then you can wait a bit).

The mnemonic **ABA** is always useful to keep in mind.

Agree—Who agrees?

Build—Who can build on what Jorge just said?

Alternative—Are there alternatives? Other ways of seeing?

Plan ahead how you will encourage participation from everybody.

You will have **15 minutes** (sharp) for leading the discussion.

APPENDIX B: OPENING UP THE TEXTBOOK ASSIGNMENT

“Opening Up the Textbook” (OUT): For this assignment, you will create a one-day lesson that challenges students’ notions that history is a finished story. Because textbooks are a ubiquitous feature in the classroom, you need to build your lesson around—or in response to—a conventional textbook narrative. In your lesson, you should find some way to complicate the book’s narrative—by expanding it, challenging it, articulating its silences, questioning its assumptions, pointing out its narrowness, and so on. (You should bring two to four additional primary or secondary sources that shed light on the textbook and/or the topic you’ve chosen. Remember, however, that this is a single 50-minute lesson and therefore, it has to stand by itself.

Choosing a Topic. So as not to become overwhelmed, choose a topic of moderate grain size—do not choose something huge like World War II or the Renaissance, but something more self-contained, e.g., the Allies’ refusal to bomb railroad lines to Auschwitz, the passage of the Gulf of Tonkin Resolution, the antecedents to the Montgomery Bus Boycott, Mussolini’s invasion of Ethiopia, the events leading up to sending US troops to Vietnam, the Sykes-Picot Agreement, and so on. It is advisable to choose a topic you already know something about—it will make this assignment much easier. However, if you want to use this as an opportunity to “get smart quick” about a topic you don’t know much about, we will provide a list of recommendations. (General Guideline: If the textbook devotes more than *one page* to your topic then you’ve bitten off a chunk that is too large. We will provide a list of textbooks you will be able to access online.)

Format: Your final assignment should be organized into four parts.

Part 1: State the central historical question (CHQ) your lesson will address. (e.g., Why did Constantine convert to Christianity? Why did the Stonewall riots erupt when they did? Did President Johnson lie to the American people with his Gulf of Tonkin declaration? Why did the United States not grant citizenship to the Filipinos?). The CHQ should be an “open question,” where there are legitimate ways of answering it, as opposed to a single right answer. In two pages (double-spaced), analyze the textbook selection you choose. How does the textbook present this topic? (If the textbook addresses your general topic but leaves out your specific angle, make a case for why your angle is worthy of attention.) What is the problem with the textbook narrative? What does the book over-emphasize or ignore? Whose voices are heard or silenced or minimized or distorted? What if any errors in fact or in interpretation does the book make?

Here’s three tests for a good CHQ: a) you can answer it in different ways that don’t line up uniformly (even if they might tilt to one side); b) answering it demands new inputs (AKA “evidence”) rather than something that can be addressed by existing opinions and values; c) answering it explains rather than just describes. Compare these two questions: “What resources were mobilized domestically during WWII to aid in winning the war?” versus “How did the mobilization of resources during WWII create major changes in American society?” The former describes; the latter one aims to explain.

Part 2: In two to three pages (single spaced), write up a mini-lesson that contains the following sections: goals for student learning; the sequence of activities you will use to achieve these goals; the materials (two to three sources, not to exceed one page in length per source) you will use and how you will scaffold these sources; a rough estimate of how much time each activity will take; how you will “see” student thinking; and how you will close the lesson. Be sure to add what you imagine students will learn after this particular lesson. (You can assume that students have read your textbook narrative prior to the lesson.) Note: *If it is easier, this section can be written in non-essay bulleted form.*

Part 3: Write an accompanying essay of two to three pages (double-spaced) that explains how this lesson opens up history and challenges students’ belief that history is a finished story inscribed in a textbook. Aim for specificity, connecting your ideas to readings and discussions from class.

Part 4: In the Appendix to your paper, include a legible copy of the textbook selection (no more than two pages) you will use. Highlight the section of the textbook narrative that you will focus on in the lesson. Include any supplementary materials and *format documents to be ready for classroom use* (e.g., large type font, lots of white space, and no more than 300 words per document). Include full references of all the works you consulted, including the textbook. [Please note: there are many examples of OUTS on the “[Reading Like a Historian](#)” website. You can certainly take a look at these. Your OUT, however, should address a different topic from those on the Stanford History Education Group website]

Due: Sunday night, August 23, by 11:59 pm, to be submitted electronically, via upload to Canvas.

APPENDIX C: GROUP PROJECT

Racializing the Curriculum: *The Philippines-American War*

Did you notice anything about the title above?

When conventional U.S. history textbooks treat the war in the Philippines, it’s bracketed under the “Spanish-American War.” If it is called *anything*, it’s not referred to as a “war” but an “insurrection” (see below, a monument in Seattle’s Woodland Park). The dictionary defines an insurrection as a “a violent uprising against a sovereign government.”

Let’s pause and think about that for a moment.

Actually, let’s think about it for the duration of our time together this summer. I imagine that even if you know something about the war in the Philippines, you might not know about the role of race in that war. That’s because textbooks hide it.

The issue of race is at the heart of the American colonization of the Philippines. Its role is almost always elided, obscured, underrepresented, skated over or . . . just *plain ignored*. As you will see, everything about this sordid chapter in American history has race at its center.

As a class, we will create a set of curriculum materials that puts race, racism, and religious prejudice at the center of the war in the Philippines. We will do this by focusing on three aspects of the conflict:

- 1) Racial/Religious Justifications for Colonization of the Philippines
- 2) Experience of Black Americans in the Philippines
- 3) Dehumanization of Filipinos in Human Zoos at the 1904 St. Louis World's Fair

We will tackle this project by dividing the class into three groups. Along with members of your group, you will make your way through the material that I've assembled with the goal of "getting smart quickly." You will be doing two things simultaneously: learning new content *and* thinking about how to teach this topic to high school students. Each of the three groups will plan a one-day lesson (50 minutes of instruction) on their assigned topic. But the three-lesson unit needs to

be coordinated. One member of each group will serve as the *liaison* to the other two groups so that the lessons echo each other and form (to the best extent possible) a cohesive whole.

Each lesson should be accompanied the following resources:

- a) A one-page introduction to the lesson, written for teachers who happen to chance upon these materials on a website like teacherspayteachers.com. (later down the line I'll provide a template)
- b) Two to Three Primary or Secondary documents (each one not to exceed 300 words—you may use ellipses)
- c) Two to Five Photos/Images (which can include *editorial cartoons*)
- d) (*if applicable*) video (not to exceed 5 minutes)

Getting Started on this Assignment

By Tues., **August 4**: Groups Assigned

By Wed, **August 5**:

- Read intro materials assigned to your group.
- Meet as a group to divide up additional readings/video viewings

By Tuesday, **August 11**:

- Meet with group members to discuss all materials and create a general outline for the lesson (remember, a broad sketch until the liaisons meet)

**Liaisons schedule their meeting, bring findings back to group so that they can complete lesson.

By Wed, Thur., Friday **August 12, 13, 14** groups schedule meeting with Sam during office hours after the liaison has met with their group

On **August 18**: 10-12 minute presentation of lesson/materials to class



APPENDIX D: SEEING E-TEXTS THAT ARE ON RESERVE

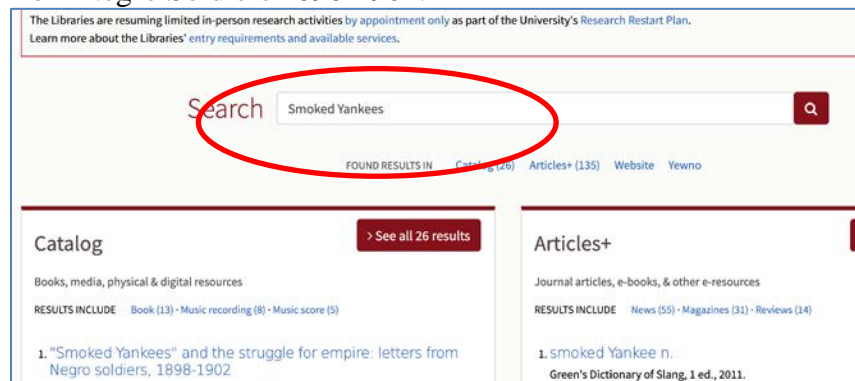
To access the books that are on reserve (Loewen's *Teaching What Really Happened* and *Lies My Teacher Told Me*), go to Stanford's main library site, and see the instructions below.

Students can click on the "Course Reserves" link on the Searchworks home page, to get a list that can be searched by course number or instructor name, which will then show the 2 books on one handy page.

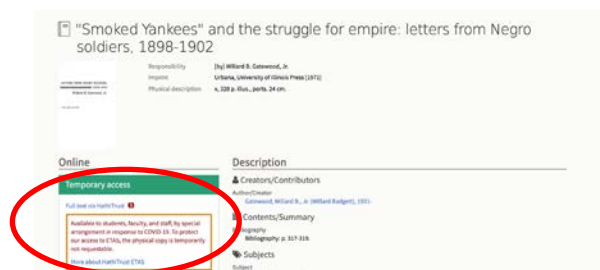


HathiTrust: Because of Covid, libraries are cooperating to make digitized books available across campuses through an organization called the HathiTrust. So, to access digitized books follow these instructions.

- 1) Go to the main library site. I am going to search for a book called "Smoked Yankees: Letters from Negro Soldiers 1898-1902.



Next, you will see a screen like this that says, full text available through the HathiTrust



To access books that are available via HathiTrust, do the following. Press on the link above (the one that's circled, and then, on the next screen press "Check Out"



APPENDIX E: LIST OF TEXTBOOKS ON RESERVE IN CUBBERLEY LIBRARY

- Ahmed, Iftikhar. 2004. *World Cultures: A Global Mosaic*. Teachers ed. Upper Saddle River, NJ: Prentice Hall.
- Andrea, Alfred J. and James H. Overfield. 2001. *The Human Record: Sources of Global History*. 4th ed. Boston: Houghton Mifflin.
- Appleby, Joyce, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, and Jay McTighe. 2018; 2018. *United States History and Geography*. Teacher ed. Columbus, OH: McGraw-Hill Education.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, Glencoe/McGraw-Hill, and National Geographic Society. 2000. *The American Journey: Building a Nation*. Teacher's wraparound ed. New York: Glencoe/McGraw-Hill.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, and National Geographic Society. 2003. *The American Journey*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Ayers, Edward L., Sam Wineburg, and Holt, Rinehart, and Winston, 2007. *American Anthem*. Teacher's ed. Austin, Tex.: Holt, Rinehart, and Winston.
- Boorstin, Daniel J., Brooks Mather Kelley, Ruth Frankel Boorstin, and Daniel J. Boorstin Collection. 2002. *A History of the United States*. Annotated teacher's , 6th ed. Needham, Mass.: Prentice Hall.
- Bower, Bert and Jim Lobdell. 2002. *History Alive! The United States*. History Alive. Palo Alto, Ca.: Teachers' Curriculum Institute.
- Brady, Charles and Philip Roden. 2008. *Document Based Questions in American History*. Evanston, Ill.: DBQ Project.
- . 2005. *Document Based Questions in World History*. Evanston, Ill.: DBQ Project.
- Bragdon, Henry W., Samuel Proctor McCutchen, and Donald A. Ritchie. 1998. *History of a Free Nation*. Teacher's wraparound ,. New York: Glencoe/McGraw-Hill.
- Briggs, Bonnie-Anne and Catherine Fish Petersen. 1999; 1997. *Brief Review in United States History and Government*. Needham, Mass.: Prentice Hall.
- Bulliet, Richard W. 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.

- Cagniard, Pierre and James Allico. 2000. *World History : People & Nations*. Annotat teacher's ed. Austin: Holt, Rinehart and Winston.
- Craig, Albert M. 2003. *The Heritage of World Civilizations*. Combin , 6th ed. Upper Saddle River, NJ: Prentice Hall.
- Danzer, Gerald A. 2003. *The Americans*. Teacher's ed. Evanston, IL: McDougal Littell.
- Danzer, Gerald A., J. Jorge Klor de Alva, Larry S. Krieger, Louis E. Wilson, and Nancy Woloch. 2014. *The Americans : Beginning to 1914*. Teacher's Edition ed. Orlando: Holt McDougal.
- Davidson, James West, Mark H. Lytle, and Michael B. Stoff. 1992. *American Journey : The Quest for Liberty since 1865*. Annotated teacher's ed. Englewood Cliffs, N.J.: Prentice Hall.
- Davidson, James West, Michael B. Stoff, Herman J. Viola, Inc Prentice-Hall, and American Heritage Publishing Company. 2003. *The American Nation*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Deverell, William and Deborah G. White. 2006. *United States History*. Holt California Social Studies. Orlando, Fla.: Holt, Rinehart and Winston.
- DiBacco, Thomas V., Lorna C. Mason, and Christian G. Appy. 1992. *History of the United States*. Concise ed. Boston: Houghton Mifflin.
- Drewry, Henry N. and Thomas H. O'Connor. 1995. *America is*. Teacher's annotat ed. New York: Glencoe.
- Ellis, Elisabeth Gaynor, Anthony Esler, Burton F. Beers, Kathleen J. McKee, and inc Prentice-Hall. 2003. *Prentice Hall World History : Connections to Today*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Ellis, Elisabeth Gaynor, Anthony Esler, and Inc Pearson Education. 2014. *World History*. Teacher's ed. Upper Saddle River, N.J.: Pearson.
- Esler, Anthony. 2004. *The Human Venture : From Prehistory to the Present*. Combin , 5th ed. Upper Saddle River, N.J.: Pearson Education.
- Farah, Mounir, Andrea Berens Karls, and National Geographic Society. 2001. *World History : The Human Experience*. New York, N.Y.: Glencoe/McGraw-Hill.
- . 2001. *World History : The Human Experience* :. Teacher's wraparound ed. New York, New York: Glencoe/McGraw-Hill.
- Farah, Mounir, Andrea Berens Karls, National Geographic Society, and Glencoe/McGraw-Hill. 2003. *World History, the Human Experience : The Early Ages*. New York, N.Y.: Glencoe McGraw-Hill, c2003.

- Foner, Eric. 2008. *Give Me Liberty! : An American History*. New York ;London: W.W. Norton & Co.
- Garraty, John A. 1993. *The Story of America*. Annotated teacher's ed. Austin: Holt, Rinehart, and Winston.
- Greenblatt, Miriam, Peter S. Lemmo, and Glencoe/McGraw-Hill. 2001. *Human Heritage : A World History*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Hakim, Joy. 2003. *A History of US*. New York: Oxford University Press.
- Hanes, William Travis, Toyin Falola, Theodore K. Rabb, and Holt, Rinehart, and Winston, inc. 1999. *World History : Continuity & Change*. Teacher's ed. Austin Tex.: Holt, Rinehart and Winston.
- Lapsansky-Werner, Emma J. 2010. *United States History*. Student ed. Upper Saddle River, N.J.: Pearson.
- McNeill, William Hardy. 1997. *A History of the Human Community : Prehistory to the Present*. 5th ed. Upper Saddle River, N.J.: Prentice Hall.
- Miller, James, John M. Thompson, and National Geographic Society. 2006. *National Geographic Almanac of American History*. Washington, D.C.: National Geographic.
- Myers, Peter J. 2001. *United States History*. Teacher's answer ; ed. Upper Saddle River, N.J.: Globe Fearon Educational Publisher.
- Nash, Gary B. 2002. *American Odyssey : The United States in the Twentieth Century*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Reilly, Kevin. 1997; 1989. *The West and the World : A History of Civilization : From the Ancient World to 1700*. Markus Wiener Publishers ed. Princeton, NJ: Markus Wiener.
- Spielvogel, Jackson J. and Jay McTighe. 2018; 2018. *World History and Geography*. Teacher ed. Columbus, OH: McGraw-Hill Education.
- . 2018; 2018. *World History and Geography*. Teacher ed. Columbus, OH: McGraw Hill Education.
- Spielvogel, Jackson J., Dinah Zike, Glencoe/McGraw-Hill, and National Geographic Society. 2010. *World History*. Columbus, OH: McGraw-Hill Glencoe.
- Stuckey, Sterling, Linda Kerrigan Salvucci, and Holt, Rinehart, and Winston, inc. 2003. *Call to Freedom*. Annotat teacher's ed. Austin: Holt, Rinehart and Winston.

Upshur, Jiu-Hwa Lo. 2002. *World History*. 4th ed. Belmont, CA: Wadsworth/Thomson Learning.

Wiesner, Merry E. 2002. *Discovering the Global Past : A Look at the Evidence*. Boston: Houghton Mifflin.