

# Eric Foner The Story Of American Freedom Sparknotes

The Story of American Freedom Teaching History for the Common Good A People's History of the Civil War Thinking about Schools Educating the Right Way History Today The Journal of American History Reel History The Future of History A Bible-woman's story, ed. by E. Nightingale Affirmative Action in Antidiscrimination Law and Policy The American Liberal Tradition Reconsidered The New Crisis The New Republic Contesting Democracy The History Teacher Book Review Digest Chronicle of the Pulitzer Prizes for History The Presidency of Franklin Pierce The Nation Eric Foner Keith C. Barton David Williams Eleanor Blair Hilty Michael W. Apple Organization of American historians Robert Brent Toplin Howard Zinn Collier Samuel Leiter Mark Hulliung Herbert David Croly Byron E. Shafer Heinz Dietrich Fischer Larry Gara

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in teaching history for the common good barton and levstik present a clear overview of competing ideas among educators historians politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students historical thinking in many cases disagreements about what should be taught to the nation s children and how it should be presented reflect fundamental differences that will not easily be resolved a central premise of this book though is that systematic theory and research can play an important role in such debates by providing evidence of how students think how their ideas interact with the information they encounter both in school and out and how these ideas differ across contexts such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education the authors review research

on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts they explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools beyond simply describing the factors that influence students thinking barton and levstik evaluate their implications for historical understanding and civic engagement they base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy their ultimate concern is how history can help citizens engage in collaboration toward the common good in teaching history for the common good barton and levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children s and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose teaching history for the common good is essential reading for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject

does for the civil war period what howard zinn s a people s history of the united states did for the study of american history in general library journal historian david williams has written the first account of the american civil war as viewed though the eyes of ordinary people foot soldiers slaves women prisoners of war draft resisters native americans and others richly illustrated with little known anecdotes and firsthand testimony this path breaking narrative moves beyond presidents and generals to tell a new and powerful story about america s most

destructive conflict a people s history of the civil war is a readable social history that sheds fascinating light on this crucial period in so doing it recovers the long overlooked perspectives and forgotten voices of one of the defining chapters of american history publishers weekly meticulously researched and persuasively argued the atlanta journal constitution

this book considers how american public education came to be the way it is today it helps students to have a better sense of how the past informs the present and how questions regarding who is served best by the schools tell us about the goals and aspirations of present day schools in america

in this book apple explores the conservative restoration the rightward turn of a broad based coalition that is making successful inroads in determining american and international educational policy it takes a pragmatic look at what critical educators can do to build alternative coalitions and policies that are more democratic apple urges this group to extricate itself from its reliance on the language of possibility in order to employ pragmatic analyses that address the material realities of social power

the author makes an argument for clemency in judging hollywood s interpretations of history and thoroughly investigates its serious limitations and opportunities to construe history

interviews focusing on the last century take a look at history from the standpoint of the ordinary people of the country

affirmative action has been and continues to be the flashpoint of america s civil rights agenda yet while the affirmative action literature is voluminous no comprehensive account of its major legal and public policy dimensions exists samuel and william m leiter examine the origin and growth of affirmative action its impact on american society its current state and its future anti discrimination role if any informed by several different disciplines law history economics sociology political science urban studies and criminology the text combines the relevant legal materials with analysis and commentary from a variety of experts this even handed presentation of the subject of affirmative action is sure to be a valuable aid to those seeking to understand the issue s many complexities

eight prominent scholars consider whether louis hartz s interpretation of liberalism in his classic 1955 book should be repudiated or updated and whether a study of america as a liberal society is still a rewarding undertaking

leading scholars provide a comprehensive history of two centuries of u s politics contributions

from a who's who of political historians

the pulitzer prize for the most significant book on american history has been awarded each year since 1917 and is thus among the most traditional of the honours chronicle of the pulitzer prizes for history the first supplement volume documents the complete history of the development of the awards in this category from 1917 to 2005 the presentation is mainly based on primary sources from the pulitzer prize office at the new york columbia university the most important sources are the confidential jury protocols reproduced completely as facsimiles for the first time in this volume and providing detailed information about each year's evaluation process

an examination of american expansionism and diplomacy during pierce's administration

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