

Tentative Schedule – WASAH Summer Institute II – “Expansion of American Freedom”
 July 19-24th, 2009 at UW-Oshkosh, Reeve Memorial Union

DAY	TIME (LOCATION)	ACTIVITY	Presenters
SUNDAY July 19th	5:30-Onward Beckets Restaurant (downtown Oshkosh)	<ul style="list-style-type: none"> • Dinner • <u>Kickoff Session:</u> <i>“Sports, Leisure, Recreation and the Construction of Identities: Americans’ Quest for Freedom & Independence – From Colonization to Globalization”</i> (90 minute presentation) Professor Coates will share a brief timeline of sports and recreation in American society, and its social, political, and historical impact, emphasizing sport in the Progressive Era, and how it was used to shape immigrants, and migrants. The presentation will show how groups like the NAACP used sport to further the causes of African-American acceptance in American and world societies, and how groups such as Italians, Irish, Hispanics, and African-Americans used sports to gain acceptance in American society. In addition, Professor Coates will display how sport, leisure, and recreational materials can be used to effectively teach history to their students, particularly those who don’t enjoy or learn history in more traditional class settings. • <u>Socializing & Networking</u> 	James Coates (UW Green Bay)
MONDAY July 20th	8:00 – 8:30 am Union, Room 201	Continental Breakfast & Registration	-----
	8:30 - 9:45 am Union, Room 202	Welcome Session: Introduction to Summer Institute; Discussion of Expectations; Tour of Campus and Library; Q & A Session	WASAH Leadership Team

	9:45-11:30 am Union, Room 202	<p><u>Plenary Session 1:</u> <i>“Robber Barons, Radicals & Reformers: America during the Gilded Age: 1870-1900”</i></p> <p>During the Gilded Age, America experienced astonishing growth in prosperity, population, industry, urbanization, and westward expansion. Many Americans considered this era a golden age of progress. Yet others perceived these trends as only superficial, covering temporarily the harsh realities of urban squalor, political corruption, worker and farmer exploitation, Robber Baron ruthlessness, as well as an alarming growth in the gap between rich and poor. This presentation examines this contentious era of American history, one marked by record numbers of strikes and several insurgent political movements, but also the beginning of reform ideas that eventually formed the basis of the succeeding Progressive Era.</p>	Edward O’Donnell (Holy Cross College)
	11:30 - 12:30 pm Union, Room 202	Lunch at Reeve Memorial Union	
	12:30 – 2:30 pm Union, Room 214	<p><u>Breakout Session 1A:</u> <i>“How to Use Images to Teach History”</i></p> <p>Everyone agrees that today’s students are visual learners. But how do we translate this vague notion into a concrete pedagogical strategy in the classroom? Using his unique S.I.G.H.T.[™] method, a program developed over two decades of conducting teacher workshops and teaching students, Ed O’Donnell shares techniques for effectively using images to teach history. Through his multimedia presentations O’Donnell shows how images can become foundational tools for the teaching of history. Images used in this presentation will focus on various eras in American history.</p>	Edward O’Donnell (Holy Cross College)
	12:30 – 2:30 pm Union, Room 215	<p><u>Breakout Session 1B:</u> <i>“Stepping Onto the Stage of World Power: The Spanish-American War of 1898”</i></p> <p>The Spanish-American War marked the arrival of the United States on the stage of world power. Between roughly 1870 and century’s end, a variety of social, political, economic, and cultural currents finally merged to form the foundation of an America that insisted on taking its rightful place among the great nations of the world. Justifications for this new international role would remain the bedrock of American foreign policy for the next century following the “Splendid Little War” in 1898.</p>	Stanley Schultz (UW Madison)
	2:45 – 4:45 pm Union, Room 214	<p><u>Breakout Session 2A</u> – <i>“‘Liberating’ Women in Late 20th Century America: Causes and Consequences of Social Change”</i></p> <p>American women's lives have changed dramatically in the last fifty years. Some of these changes have been the result of feminist ideas and actions while others have reflected larger economic, social, and technological developments. The "women's movement" of the late 60's and early 1970's inspired many women to change their personal lives and beliefs, but it also created a strong backlash from equally articulate</p>	Barbara McGowan (Ripon College)

		and active supporters of traditional female roles and "family values". This session will explore the causes and consequences of women's changing lives, and also pay close attention to the continuing discussions about the issues surrounding women's liberation – for example, abortion, women's role in national politics, Title IX, discrimination and harassment in the workplace, and female sexuality.	
	2:45 – 4:45 pm Union, Room 215	<u>Breakout Session 2B</u> – “ <i>Outlining Foundations of Freedom: Principles of Democracy</i> ” Since the 19th century, many Americans have understood democracy and freedom to be one and the same thing. Across American history, however, freedom and democracy have existed in a state of creative tension. This session will focus on the relationship between <i>electoral democracy</i> and the <i>individual rights and limited government entailed by liberalism</i> .	David Voelker (UW Green Bay)
	Evening	Participants on their Own	
TUESDAY 7/21	8:15 – 9:00 am Union, Room 201	Continental Breakfast	-----
	9:00 – 11:30 am Union, Room 215	<u>Breakout Session 3A</u> – “ <i>Feel the Fact</i> ”: <i>Great Depression Reportage and Pedagogies of Expanding Perspectives</i> ” Faced with the challenge of documenting widespread hunger, poverty, unemployment, homelessness, and labor unrest, writers in the Thirties experimented with what an editor of the <i>New Masses</i> described as “three-dimensional reporting.” Reportage has three main goals: to make readers “feel the fact”; to connect facts and details to larger social and historical trends; and to encourage action on the part of readers. Committed to expanding the scope of American literature to include previously marginalized and excluded voices and experiences, writers of reportage joined other Great Depression-era artists in a struggle to craft techniques for documenting profound suffering without trivializing it or turning it into spectacle. This presentation will center on two classic pieces of reportage by Minnesota writer Meridel Le Sueur and a poem by Langston Hughes. We will develop strategies for situating literary genre within specific historical contexts as well as for uncovering what literary techniques reveal about historical periods. Finally, by looking at the subsequent misrepresentation, erasure, and revival of Thirties literature, we will examine the importance of introducing students to the dynamic, interrelated processes of literary canon formation and historical memory.	Don Dingedine (UW Oshkosh)

	9:00 -11:30 am Union, Room 214	<p><u>Breakout Session 3B-</u> <i>“Teaching Wisconsin First Nations History, Sovereignty and Culture”</i></p> <p>This session will provide general information for classroom teachers about the history, culture, sovereignty, and contemporary status of American Indian Nations in Wisconsin. The session will focus on the removal and relocation period in Wisconsin, and participants will explore information about this era and how to present it to students, drawing from an experiential learning approach. Classroom curricular resources will be available for participants to review, and criteria will be presented to assist teachers in determining reliable, authentic information.</p>	Lisa Poupart (UW Green Bay)
	11:30 am-12:30 pm Union, Room 202	Lunch at Reeve Memorial Union	-----
	12:30 – 2:30 p.m. Union, Room 214	<p><u>Breakout session 4A</u> – <i>“Fighting for Freedom on the Job: Eugene Debs, Elizabeth Flynn, A. Philip Randolph, Jimmy Hoffa and Cesar Chavez”</i></p> <p>Since the Civil War, Americans have engaged in a struggle—at times violently—for the control of the economy. Typically, it pitted the haves, and their minions, versus the have-nots. This session examines the long history of the class war in the United States from the 1890s through the 1990s with special attention to race, gender, and ethnicity. Through the window of biography, we will examine how working-class leaders sought to advance their cause. We will also focus on themes of inclusivity, radicalism, religion, corruption, and justice.</p>	Andrew Kersten (UW Green Bay)
	12:30 – 2:30 p.m. Union, Room 215	<p><u>Breakout Session 4B</u> – <i>“The Gilded Age Challenge to American Freedom”</i></p> <p>This session will interrogate immigration in the late nineteenth century by focusing on Wisconsin localities. Why did immigrants come, what challenges did they face, and what are the consequences of their confrontation with the environment, ideas, institutions, and diverse peoples of Wisconsin and the United States. Historians of this period have described the Gilded Age as bringing the incorporation of America which included the: (a.) geographical process of expansion and consolidation of commerce and markets; and (b.) a social, economic, and political process that took power and resources from the many and gave them to the few. Industrialization, urbanization, immigration, and geographic and population expansion fueled the incorporation of American and challenged earlier meanings and conditions of freedom.</p>	Jane Pederson (UW Eau Claire)
	2:45 – 4:45 p.m. Union, Room 215	<p><u>Breakout Session 5A</u> – <i>“Wilmington Race Riots of 1898: The Persistence of African American Freedoms and the White Backlash in North Carolina”</i></p> <p>On November 10, 1898, the city of Wilmington, North Carolina witnessed what scholars have referred to as a riot, a coup, and a massacre. This white-on-black violence followed a contentious political season in which racial tensions were stirred to</p>	Vince Lowery (UW Green Bay)

		oust the state's interracial coalition from office. This session will explore politics in North Carolina after Reconstruction, identifying the particular place of African Americans in the state. The session will also examine the rise and fall of the interracial coalition that governed the state from 1894 to 1898, focusing on developments in Wilmington before and after the riot and the introduction of Jim Crow laws at the turn of the century. The session will place these events in the proper national context in order to understand the relevance of a conflict in a coastal North Carolina city for the rest of the nation.	
2:45 – 4:45 p.m. Union, Room 214	<u>Breakout Session 5B</u> – “ <i>Treaty Rights and Civil Rights: Wisconsin's Walleye War</i> ” This session will explore the 1980s controversy over Ojibwe spearfishing in central Wisconsin, commonly known as the "Walleye War." Participants will explore this controversy by placing it in two larger contexts. First, participants will consider it against the backdrop of Native American history and the relationships among the Ojibwe, the state of Wisconsin, and the federal government. Second, participants will consider it against the backdrop of the American Civil Rights movement and what it means to be a full, participating member of American society.	Jim Feldman (UW Oshkosh)	
5:15 – 7:00 p.m. (in Oshkosh) * Admission fee covered by the TAH grant	<u>(Optional) Visit the Paine Art Center & Gardens</u> The Paine Art Center is a historic estate that serves as a multi-faceted museum for learning and inspiration. The museum preserves the mansion, surrounding architectural structures, and many of the interiors as they were created by Nathan and Jessie Kimberly Paine, founders of the thriving Paine Lumber Company. The museum presents a wide variety of changing art exhibitions, from historical to contemporary, within the estate’s galleries and gardens. The Paine currently features the largest exhibition of masterpieces of American photography ever presented in Wisconsin. “ <i>Seeing Ourselves</i> ” features over one hundred iconic images from the internationally acclaimed George Eastman House Collections of Rochester, NY. These images illustrate our country’s landscape, people, culture, and historic events through works ranging from vast western scenes, to fascinating documentary photographs, to intimate celebrity portraits. Artists represented include Ansel Adams, Alfred Stieglitz, Paul Strand, Edward Weston, Lewis Hine, Dorothea Lange, and dozens of other accomplished photographers. Outdoors, the Paine Art Center maintains numerous display gardens as “galleries” of horticulture with varied designs and thousands of plant specimens. (Note: Appetizers will be provided during the tour.)	Paine Art Center Curator and Guides	

WEDNESDAY 7/22	7:45 – 8:30 am Union, Room 201	Continental Breakfast	----
	8:30 – 10:30 am Union, Room 215	Breakout Session 6A – <i>“Women in the Progressive Era: Power & Paradox”</i> This session will examine women’s political culture in the Progressive Era. The overall goal is to consider women’s history as a new way to frame existing time periods and topics. The session will start with factors that led to increased women’s power in the antebellum and Civil War eras. Then we will briefly outline the problems that accompanied late 19 th century industrial capitalism, and consider the argument that men’s political culture was unable to solve these problems while women’s political culture thrived by addressing these issues. We will examine women’s power in organizations like the General Federation of Women’s Clubs, the National Association of Colored Women, trade unions, and the settlement house movement. Finally, we will consider the paradox that women increased their public power by emphasizing their differences from men.	Michelle Kuhl (UW Oshkosh)
	8:30 – 10:30 a.m. Union, Room 214	Breakout session 6B – <i>“Outlining Foundations of Freedom: Distinguishing Different Definitions of Freedom”</i> For centuries, Americans of every background and political persuasion have debated the meanings of freedom for themselves and others. The word 'freedom' itself has embodied a wide range of thoughts about political rights, social justice, religious toleration, and economic opportunity. In this session, we will begin by discussing Eric Foner's use of the concept in <i>The Story of American Freedom</i> and from there explore the ways other historians of early American history have presented freedom as contested terrain and an organizing principle in the American past. We will conclude by considering ways in which we can bring these complicated notions about freedom to our classrooms and our students.	Brett Barker (UW Marathon County)
	10:45am –12:45 pm Union, Room 215	Breakout Session 7A – <i>“Book Discussion: David Kennedy’s ‘Freedom from Fear’”</i> Discussion will focus on Chapters 2-5 of the book. (Chapter 1 is optional.)	Jeff Pickron (UW Oshkosh)
	10:45am –12:45 pm Union, Room 214	Breakout Session 7B – <i>“Young Workers and the Violence of Industrial Freedom”</i> This session will explore the meanings of child labor in the progressive era. We will examine how the conflict between middle-class reformers and working people over this issue altered the nature of modern childhood and hence the meanings of freedom in a capitalist society. Specifically, we will consider the place of young workers in the expanding industrial economy of the late nineteenth and early twentieth century by looking at their responses to industrial accidents. This investigation will allow us to think about the ways in which violence, freedom, and law are related.	Jim Schmidt (Northern Illinois University)

	12:45 – 2:00 pm	Lunch – Participants On Their Own	-----
	2:00 – 4:30 p.m. Union, Room 215	Breakout Session 8A – “ <i>Understanding by Design: Using the ‘Backward Design’ Model in US History</i> ” Given the large number of state standards and the need to develop more critical citizens while still teaching “content”, how can we be more efficient in organizing our classroom units? To better address these challenges, participants will be introduced to Wiggins & McTighe’s “Backwards Design” model of unit development. Participants will use the Summer Institute’s “freedom” focus & the Wisconsin history standards as our beginning point for exploring the use of this model for history instruction.	Ken Ristow (Sheboygan School Dist.)
	2:00 – 4:30 p.m. Union, Room 214	Breakout Session 8B – “ <i>Populists & Progressives: Critics of America’s Gilded Age</i> ” In the late nineteenth century, the United States became the world’s leading industrial power. Not everyone benefitted equally, and many Americans felt threatened by the growing power of big business. This session explores how farmers, laborers, and consumers responded to the social and economic changes of the Gilded Age in the Populist movement of 1880s and 90s, and the Progressive movement of the 1900s and 1910s. Participants will use primary and secondary readings to analyze the origins and impact of these two movements and assess their similarities and differences.	Jon Kasparek (UW Waukesha)
	Evening	(Optional) Wisconsin Timber Rattlers Game in Appleton – 7 p.m. game time	
THURSDAY 7/23	8:15 – 9:00 am Union, Room 201	Continental Breakfast	----
	9:00 – 9:30 am Union, Room 202	WASAH Informational Plenary Session Session will feature discussion of Year 2 program evaluation activities, review of the WASAH course registration process, and review of available resources.	WASAH Staff
	9:30 – 11:30 am Union, Theatre, 3rd Floor	Breakout Session 9A – “ <i>Civil Rights Protests and Student Demonstrations in Wisconsin: Rethinking the Black Freedom Movement</i> ” This session will challenge teachers' understanding of the black freedom movement during the latter 20th century. Most students focus exclusively on the civil rights movement in the South, but much recent scholarship points to the ongoing protests and demonstrations waged north of the Mason-Dixon line. As this session will show, one needn't look far afield for examples of civil rights protest during the 1960s. Students will be surprised to learn that northeast Wisconsin and lily-white communities such as Oshkosh were scenes of racial discord during that turbulent, important period.	Stephen Kercher, (UW Oshkosh)

	9:30 -11:30 am Union, Room 214	<p><u>Breakout Session 9B</u> – “<i>Send Me Your Huddled Masses Yearning to Breathe Free? Anti-Immigrant & Anti-Catholic Movements in the U.S.: 1880-1920</i>”</p> <p>At the very moment Emma Lazarus penned the above memorable words that were then attached to the pedestal of the Statue of Liberty -- a concerted campaign was underway to constrain the liberties of many of those arriving on American shores. In this session we will explore: the origins of nativist bigotry; the nativist agenda; and the Catholic and immigrant response between 1880 – 1920.</p>	Tom Rowland (UW Oshkosh)
	11:30 am-12:30 pm Union, Room 202	Lunch At Reeve Memorial Union	----
	12:30 – 2:30 p.m. Union, Room 214	<p><u>Breakout session 10A</u> – “<i>Lincoln’s Road to the Emancipation Proclamation: Understanding Freedom’s Ambiguities</i>”</p> <p>This session will explore Abraham Lincoln's circuitous route to issuing the Emancipation Proclamation, perhaps the greatest "freedom" document in American history, and the fact that the impetus behind the expansion of American freedom is often morally ambiguous and deeply pragmatic. Great deeds often spring from decidedly mixed motives. Teachers can use this approach in their classrooms to add nuance to their stories of American freedom.</p>	Jerald Podair (Lawrence University)
	12:30 – 2:30 p.m. Union, Room 215	<p><u>Breakout Session 10B</u> – “<i>The Great Engineer Fights the Great Depression: Individualism and Government Activism</i>”</p> <p>Freedom comes in many forms. Americans during the Great Depression must have felt that, like Janis Joplin, they had "nothing left to lose." Like Germans who voted in 1932, they might have felt that things could not possibly get worse. Herbert Hoover came to office much-heralded, at the apex of a brilliant career. How he struggled mightily against the economic tides, how his own program evolved and became a precursor to the New Deal, and how he merged individualism and voluntarism with government activism resonates in the 21st century and has lessons for us all.</p>	Glen Jeansonne (UW Milwaukee)
	2:45 – 4:45 p.m. Union, Room 215	<p><u>Breakout Session 11A</u> -- “<i>Nature and Freedom: Strategies for Teaching Environmental History.</i>”</p> <p>The presentation will use the environmental history of Wisconsin's Fox River Valley to illustrate how "freedom" can be used as a theme to explore American environmental history more generally. Topics discussed will include technology, industrialization, consumerism, and the development of conservation and environmentalism, with an emphasis on how these factors changed the lives of local residents.</p>	Greg Summers (UW Stevens Point)

	2:45 – 4:45 p.m. Union, Room 214	Breakout Session 11B – “ <i>Book Discussion: Tim Tyson’s ‘Blood Done Sign My Name’</i> ”	David Voelker & Jeff Pickron
	Evening	(Optional) Attend Waterfest in downtown Oshkosh	
FRIDAY 7/24	8:30 – 11:30 am Polk Library et al.	Reflection, Research & Planning Time	----
	9:00 – 11:00 am Union, Room 202	Breakout Session 12 – “ <i>Now What? Incorporating Oral History into the Classroom</i> ” Troy Reeves, head of the oral history program at UW--Madison Archives, will offer best practices and worst-case scenarios regarding how to incorporate oral history or oral history projects into the classroom. Reeves will ask attendees to share their experiences, if applicable, on past oral history in the classroom endeavors and their thoughts on his presentation, assisting him in creating the most effective teaching tool for teachers to teach students.	Troy Reeves (UW Madison Archives)
	11:30 – 12:30 pm Fratello’s Lounge	Lunch	-----
	12:30 – 2:30 pm Fratello’s Lounge	Sharing Session: Teaching scholars share lesson plan project and resource ideas in small groups and final report back session	-----
	2:30 – 3:15 pm Fratello’s Lounge	Overview of 2009-10 WASAH Activities	WASAH Leadership
7/24 – 7/26		Optional Field Trip to Chicago <ul style="list-style-type: none"> • <u>Friday</u>: Bus to Chicago: Depart from UW Oshkosh’s Reeve Union at 4 p.m. • <u>Saturday</u>: We will visit Jane Addams Hull House Museum, and tour the Pullman Neighborhood, a Pullman factory, and tour the Hotel Florence; • Presentation -- “<i>Land of Hope: Chicago, Black Southerners, and the Great Migration,</i>” by James Grossman (University of Chicago) • <u>Sunday</u>: Tour of Chicago Skyscrapers, and Visit Chicago History Museum; Brief Visit of Grant Park (Scene of 1968 Democratic Party Convention) • Bus back to Wisconsin: Depart Chicago by 3:30 p.m. 	

Notes: (1) Throughout the week WASAH participants may choose to miss a particular breakout session time slot to conduct research, reflect on historical content and materials presented, work on selecting their Year 2 Lesson Plan Projects, and prepare their project declaration summaries. Friday morning, July 24th, is set aside for preparing and electronically submitting lesson plan project declaration summaries. Attendance at the Oral Histories breakout session offered on Friday morning is optional.

(2) Joshua Ranger, director of UW Oshkosh's Archives & Area Research Center at Forrest Polk Library, will visit Reeve Memorial Union over lunch on Tuesday, Wednesday and Thursday, and make himself available to discuss potential lesson plan projects with teaching scholars and offer suggestions on where to find or how to acquire primary source documents that related to those project themes.