

History of Wisconsin
History 311
Online and On Campus (MAC 107)
Professor Andrew E. Kersten
Social Change and Development (History)
Outreach and Adult Access

My contact information:

Office Hours: 11:00 A.M.–Noon, Tuesday, Thursday, and by appointment

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Instructor homepage: <http://www.uwgb.edu/kerstena/index.html>

Course email: C11991-1a10@uwgb.edu

D2L: <https://www.uwgb.edu/learn2tech/secure/>

Meetings:

This course will be conducted for the most part online. We will use the University's Desire2Learn (D2L) system (as well as email) to communicate and handle most assignments, papers, and tests. If you are unfamiliar with D2L, there is a tutorial available once you log onto the system. Please remember that I can answer most history questions, but technology questions should be directed to the UW-Green Bay Help Desk or the folks at Outreach and Adult Access. I expect that the work of the course, in particular each week's assignments and contributions, will be done on time. Moreover, please note that we have three meetings on the UW-Green Bay campus. These are mandatory meetings. These dates are:

#1: September 25 (Saturday, 9 am to 12 noon, Mary Ann Coffin Hall, 107)

#2: October 23 (Saturday, 9 am to 12 noon, MAC 107)

#3: November 20 (Saturday, 9 am to 12 noon, MAC 107)

Course Description:

This is an historical survey of Wisconsin from before it was a state to the twenty-first century. We will study the people and politics that have shaped the state, and we will investigate those issues such as economics and race relations that have transformed our lives.

Readings:

Patrick Jones, *The Selma of the North: Civil Rights Insurgency in Milwaukee*

Jonathan Espartero, *Fighting Sam: A Biography of Philip F. La Follette*

Robert Nesbitt, *Wisconsin: A History* (2nd edition, paperback) [TEXTBOOK]

David Oshinsky, *A Conspiracy So Immense: The World of Joe McCarthy*

Kerry Task, *Black Hawk: The Battle for the Heart of America*

— Additional readings and their locations are located in the Tentative Course Outline.

General Education Learning Outcomes (<http://www.uwgb.edu/catalog/undgrad/gened.htm>):

GE3: Have a fundamental understanding of the humanities including:

- the significance and chronology of major events and movements in Western civilization,
- a range of literature, representative of different literary forms and historical contexts,
- the role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values
- the role of Humanities in societal issues

Writing Emphasis: This is a Writing Emphasis Course. See

<http://www.uwgb.edu/learn2gened/writemph.htm>

History Of Wisconsin Syllabus

Jianjun Gao



History Of Wisconsin Syllabus:

Wisconsin Sesquicentennial Family History Conference Syllabus ,1998 *A Syllabus of United States History* ,1946 **Documents of the Senate of the State of New York** New York (State). Legislature. Senate,1895 *Historical Association Pamphlets* Historical Association (Great Britain),1909 **Handbook of Social Justice in Education** William Ayers, Therese M. Quinn, David Stovall, 2009-06-02 The Handbook of Social Justice in Education a comprehensive and up to date review of the field addresses from multiple perspectives education theory research and practice in historical and ideological context with an emphasis on social movements for justice Each of the nine sections explores a primary theme of social justice and education Historical and Theoretical Perspectives International Perspectives on Social Justice in Education Race and Ethnicity Language and Identity Seeking Social Justice in Education Gender Sexuality and Social Justice in Education Bodies Disability and the Fight for Social Justice in Education Youth and Social Justice in Education Globalization Local and World Issues in Education The Politics of Social Justice Meets Practice Teacher Education and School Change Classrooms Pedagogy and Practicing Justice Timely and essential this is a must have volume for researchers professionals and students across the fields of educational foundations multicultural diversity education educational policy and curriculum and instruction *Historical Association Leaflet* ,1920 **The Imperial Curriculum** J. Mangan, 2012-05-04 This volume presents the first comparative analysis of racial attitudes in the formal schooling of both Britain and its former dominions and colonies The various contributions examine the issue right across the British imperial experience with case studies ranging from Canada Ireland East and South Africa through the Indian subcontinent to Australia and New Zealand Racial indoctrination is considered from the perspective of both colonizer and colonized The central theme throughout is that a racial hierarchy was taught through both curriculum and text in schools throughout the former British Empire *The American Historical Association* George Walter Prothero, 1912 **History of the United States; A Syllabus for History 4** Carl Russell Fish, 1930 *Syllabus of a Course of Six Lectures on France in the Nineteenth Century, 1814-1890 ...* John William Perrin, 1896 Syllabi Carnegie Endowment for International Peace. Division of Intercourse and Education. International Relations Clubs, 1923 Resources in Education ,1996-07 *The Social Studies* ,1928 *Who's who* ,1912 Syllabus for American History ,1920 *Annual Report of the American Historical Association* American Historical Association, 1925 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1957 Includes Part 1 Number 1 2 Books and Pamphlets Including Serials and Contributions to Periodicals January December *The Western Pennsylvania Historical Magazine* ,1922 **United States Government Publications, a Monthly Catalog** United States. Superintendent of Documents, 1916 **Catalogue of the College of California and College School** University of California (System), 1920

Reviewing **History Of Wisconsin Syllabus**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**History Of Wisconsin Syllabus**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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History Of Wisconsin Syllabus Introduction

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