

Higher Education Center, Roanoke
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Tuesdays, 5:00–7:50 pm CRN 17233

History of Virginia (special study HIST 5984) is a graduate course designed for K–12 public school teachers in the Roanoke Valley area enrolled under a **Teaching American History** grant from the U.S. Department of Education. This course will explore the history of Virginia with a view to enhancing teachers' comprehension of materials and supplying opportunities to adapt the materials to various K–12 classroom considerations. In addition, for students who decide to go on to the M.A. program in history at Virginia Tech, it is designed to fulfill one course requirement and also to better prepare you for such further courses as you might be taking. We will be emphasizing reading, writing, and discussion, with some work of the sort that might be done in a readings class, a research course, or a methods course, albeit with far more reading (from a sculpted list rather than a sprawling one) than sustained research.

The core readings are two new books: Ronald L. Heinemann, John G. Kolp, Anthony S. Parent Jr., and William G. Shade, *Old Dominion, New Commonwealth: A History of Virginia, 1607–2007* (2007), and Peter Wallenstein, *Cradle of America: Four Centuries of Virginia History* (2007). Seminar participants have been urged to get started on these in advance of the spring semester. We will also spend some time in other books: Charles L. Perdue Jr., Thomas F. Barden, and Robert K. Philips, eds., *Weevils in the Wheat: Interviews with Virginia Ex-Slaves* (1976); Nancy J. Martin-Perdue and Charles L. Perdue Jr., *Talk about Trouble: A New Deal Portrait of Virginians in the Great Depression* (1996); Peter Wallenstein, *Blue Laws and Black Codes: Conflict, Courts, and Change in Twentieth-Century Virginia* (2004).

Reading assignments are these: (1) core readings that everyone will do, from *Cradle of America* and *Old Dominion, New Commonwealth*, and (2) additional reading, whether specified by me or selected by you, and whether from the other three books or something else. Written assignments will be some combination of (a) a short written response (300–400 words) to that week's readings; (b) semiformal papers, on average every other week, also 300–400 words, that analyze selected primary sources (sidebars) from *Cradle of America*; and (c) a cumulative series of lesson plans, also in alternating weeks, that will take shape as a well-developed plan, at the appropriate grade level, for introducing materials of this course to your teaching situation — and also getting students engaged in the raw materials of constructing a history, whether on a local event, a statewide phenomenon, or a national development. If you were distributed the preliminary syllabus I worked up last fall, you might notice I have removed the research project, in favor of greater focus on selected primary sources and more continuous work on lesson plans. So the week-to-week written assignments ARE the papers you will be doing for this course, except that you will be pulling your thoughts together at the end in both a synthetic essay and a more comprehensive lesson plan.

For most class discussions, the reading assignments in the two chief assigned books will average approximately 60 pages. In addition, we will discuss any additional readings and the lesson plans everyone will be developing. In advance of each class meeting (by morning each day we have a class), please send me (by e-mail attachment, with a file name that includes TAH—your last name—response/analysis/or plan—the date) some combination (two of these three) of (a) a response to that week's readings; (b) an analysis of one or more of the primary sources — the sidebars — in the reading for that week from my book; (c) a lesson plan based on the materials for that week. Two working premises we bring to teaching are (1) if I as the teacher don't understand something, I can hardly explain it to someone else, and (2) we must go to where our students are, to take them where we want them to get to.

WEEK 1. Jan. 15. Before Virginia? Wallenstein, *Cradle of America*, prologue and chapter 1 (so through page 13); Heinemann et al., *Old Dominion, New Commonwealth*, preface and chapter 1 (so through 17).

2. Jan. 22. Jamestown and Virginia. Wallenstein, *Cradle of America*, chapter 2 (14–31); Heinemann et al.,

Old Dominion, New Commonwealth, chapter 2 (18–40).

3. Jan. 29. Virginia the Colony. Wallenstein, *Cradle of America*, chapter 3 (32–48); Heinemann et al., *Old Dominion, New Commonwealth*, chapters 3–4 (41–91).

4. Feb. 5. Virginia and the American Revolution. Wallenstein, *Cradle of America*, chapters 4–5 (49–81); Heinemann et al., *Old Dominion, New Commonwealth*, chapter 5 and part of 6 (92–133).

5. Feb. 12. From Independence to the Revolution of 1800. Wallenstein, *Cradle of America*, chapters 6–7 (82–106); Heinemann et al., *Old Dominion, New Commonwealth*, chapter 6 and part of 7 (116–156).

6. Feb. 19. Early National Virginia (1789–1825). Wallenstein, *Cradle of America*, chapters 8–9 (107–139); Heinemann et al., *Old Dominion, New Commonwealth*, chapter 7 (150–170).

7. Feb. 26. 1820s–1850s. Wallenstein, *Cradle of America*, chapters 10–11 (140–164); Heinemann et al., *Old Dominion, New Commonwealth*, chapters 8–9 (171–210). Web—Tech library—see *America: History and Life*.

8. March 4. Slavery and Division. Wallenstein, *Cradle of America*, chapters 12–13 (165–192); Heinemann et al., *Old Dominion, New Commonwealth*, part of chapter 8 (187–191) and the first half of chapter 10 (211–223); selections from *Weevils in the Wheat*.

9. March 11. Civil War. Wallenstein, *Cradle of America*, chapter 14 (193–212); Heinemann et al., *Old Dominion, New Commonwealth*, second half of chapter 10 (223–239); selections from *Weevils in the Wheat*.

10. March 18. Virginia in the Generation after the War. Wallenstein, *Cradle of America*, chapters 15–16 (213–247); Heinemann et al., *Old Dominion, New Commonwealth*, chapter 11 (240–260); selections from *Weevils in the Wheat* and from *Talk about Trouble*; Wallenstein, *Blue Laws and Black Codes*, introduction (1–14) and part of chapter 3 (60–74). Go on the Web—to the Tech library—check out *LexisNexis*.

March 25. Spring break at your school? NO CLASS MEETING.

11. April 1. Variants of Southern Progressivism. Wallenstein, *Cradle of America*, chapters 17–19 (248–300); Heinemann et al., *Old Dominion, New Commonwealth*, chapters 12–13 (261–310).

12. April 8. Great Depression and World War II. Wallenstein, *Cradle of America*, chapters 20–21 (301–325); Heinemann et al., *Old Dominion, New Commonwealth*, chapter 14 (311–329); selections from *Weevils in the Wheat* and from *Talk about Trouble*. Web—Tech library—visit the electronic *New York Times*.

13. April 15. Race and Politics, State and National. Wallenstein, *Cradle of America*, chapters 22–23 (326–359); Heinemann et al., *Old Dominion, New Commonwealth*, chapter 15 (330–349); Wallenstein, *Blue Laws and Black Codes*, chapters 4–5 (82–141). Work toward the synthetic essay and the comprehensive lesson plans.

14. April 22. The Past Half-Century (part 1). Wallenstein, *Cradle of America*, chapters 24–25 and epilogue (360–408); Heinemann et al., *Old Dominion, New Commonwealth*, chapter 16 and epilogue (350–377).

15. April 29. The Past Half-Century (part 2). Wallenstein, *Blue Laws and Black Codes*, chapters 6–8 and epilogue (141–216). Synthesis/lesson plans.

16. May 6. All done.