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Titolo	Radical Teaching in Turbulent Times : Martin Duberman's Princeton Seminars, 1966–1970 // by Robert L. Hampel
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Introduction -- Chapter 2. "An Experiment in Education" (1969) -- Chapter 3. "On Misunderstanding Student Rebels" (1968) -- Chapter 4. "50 Years Later—History 308 Revisited" -- Chapter 5. Martin and Peter Discuss the Fall, 1969 seminar -- Chapter 6. Princeton Undergraduates Defend and Criticize Innovation -- Chapter 7. On the Edge of the Platform: Tinkering with the 1971 Lecture Class -- Chapter 8. The Search for Allies: Bill Caspary, Martin Duberman, and John Holt -- Chapter 9. Robert Hampel, "Four Perspectives on Radical Change" -- Chapter 10. Self and Community: Martin Duberman, Black Mountain --

Chapter 11. Honesty, Power, and Desire in "Last Class" (1973).-12.

Eugene Matusov, "Teachers as Benevolent Dictators" -- 13.

Recommended Reading.

Sommario/riassunto

From 1966 to 1970, historian Martin Duberman transformed his undergraduate Princeton seminar on American radicalism. This book looks closely at the seminar, drawing on interviews with former students and colleagues, conversations with Duberman, and abundant archival material in the Princeton archives and the Duberman Papers. The array of evidence makes the book a primer on how historians gather and interpret evidence while at the same time shining light on the tumultuous late 1960s in American higher education. This book will become a tool for teaching, inspiring educators to rethink the ways in which history education is taught and teaching students how to reason historically through sources. .