

# HISTORY TEACHING AND LEARNING

HIST 6320 – SPRING 2018 – CRN: 27915

W– 1:30-4:20 / CRBL C202

Brad Cartwright, Ph.D.  
bjcartwright@utep.edu  
LART 334, ext. 5878  
TR 10:00 – 12:00 and by appt.

## COURSE DESCRIPTION & OBJECTIVES:

Successful teaching combines art, craft, and scholarship. It can be developed through mastering basic techniques, learning from the experience of others, and understanding the theoretical underpinnings of practice. Effective teaching is the result of study, hard work, and the systematic cultivation of personal abilities—and it influences every aspect of a scholar's professional career. Thus, to become more effective teachers, students in this course will complete the professional portion of their doctoral portfolio. They will become prepared to teach university-level history in a scholarly way. They will become familiar with the current scholarship on teaching and learning history. And, students will begin to integrate scholarly teaching into their professional identity.

## READINGS:

- Burton, *A Primer for Teaching World History* (0822351889)
- Booth, *Teaching History at University: Enhancing Learning and Understanding* (0415305365)
- Davis, *Tools for Teaching* (0787965677)
- Eng, *Teaching College* (0998587516)
- Kelsky, *The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job* (0553419420)
- Levesque, *Thinking Historically: Educating Students for the 21st Century* (1442610999)
- Lindamen, et. al., *History Lessons* (1595580824)
- Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (0743296281)
- Luey, *Handbook for Academic Authors* (0521144094)
- Wiggins & McTighe, *Understanding by Design* (1416600353)

## COURSE REQUIREMENTS:

**Course Participation:** Attendance and participation in class are mandatory. More than two absences may result in your dismissal from the class. If you are having medical problems or foresee habitual lateness, notify me immediately. Communication is key. Moreover, failure to participate in class discussions will also significantly lower this portion of your grade. All students are expected to complete the weekly reading assignments before class and be prepared to participate actively, respectfully, and intelligently.

**Instructor of the Day:** Each student will teach a 45-minute class on a topic of their choice. One can lecture, conduct a primary source analysis, run a writing workshop, combine any of these activities, or attempt anything else appropriate for the college history classroom. The instructor of the day must submit hard copies of the following materials: objectives for student learning, lecture notes, any resource materials used (handouts, primary sources, etc.), an assessment piece, and a printout of PowerPoint slides if used (handout setting, 9 slides per page). Presentation order will be determined in class. Be creative!

**Grade Breakdown:** The assignments in this course are specific and practical—they lead to the completion of a portion of your doctoral portfolio and your preparation to teach college-level history. Several of the assignments will be published in an online portfolio. Your final grade will be assessed as follows:

Course Participation:	10%	100 points
Weekly Assignments		
Week 2:	2.5%	25 points
Week 3:	2.5%	25 points
Week 4:	2.5%	25 points
Week 5:	10%	100 points
Week 6:	2.5%	25 points
Week 7:	2.5%	25 points
Week 8:	2.5%	25 points
Week 10:	10%	100 points
Week 11:	2.5%	25 points
Week 12:	5%	50 points
Week 13:	5%	50 points
Week 14:	2.5%	25 points
Week 16:	10%	100 points
Instructor of the Day	10%	100 points
Final Portfolio	20%	200 points
	100%	1000 points total

**Accessibility:** If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

**Plagiarism:** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge another whenever he or she quotes another person’s actual words; paraphrases another person’s words; uses another person’s ideas, opinion or theory; or borrows facts, statistics, or other material, unless the information is common knowledge. It is official UTEP policy that all suspected cases of plagiarism be referred to the Office of Student Life for investigation. For more information, go to: <http://sa.utep.edu/wp-content/blogs.dir/60/files/2012/09/Avoiding-Plagiarism.pdf>.

## COURSE CALENDAR:

### Part I ~ History Education in the 21<sup>st</sup> Century

#### Week 1 (Jan. 17): Course Introduction

- Discussion: Conway, “[The Problem With History Classes](#)” and Stearns, “[Why Study History?](#)”
- Before class reflect on your experience in the classroom, both as students and as teachers. What are good and bad teacher qualities? Which teachers have been most meaningful in your life? Why do you want to teach? Why history? **Be prepared to discuss these questions and the articles in class.**

### **Week 2 (Jan. 24): History and Society**

- Discussion: Loewen, *Lies My Teacher Told Me*
- Before class subscribe to at least five electronic updates—in the method that you prefer—from key education news sources such as H-Net, History News Network, Chronicle of Higher Education, Inside Higher Ed, New York Times, Texas Tribune, The Atlantic, etc... Also, make sure to either like UTEP's Center for History Teaching and Learning on Facebook or follow the CHTL on Twitter. **Submit a hard copy of your subscriptions in class.**

### **Week 3 (Jan. 31): Historical Thinking**

- Discussion: Levesque, *Thinking Historically*  
Andrews and Burke, "[What Does It Mean to Think Historically?](#)"
- Write a draft of your teaching philosophy and email it to Dr. Cartwright on Monday, January 29<sup>th</sup> by 5:00 pm. Make sure this one-page, singled-spaced assignment answers the following questions: Why teach history? What methods do you employ for effective teaching and learning? What do you want your students to gain from your teaching? Next, complete the [Teaching Goals Inventory Online](#). What did it reveal about your goals and priorities? **Revise your teaching philosophy in light of this feedback and bring hard copies of your TGI results and your revised teaching philosophy to class.**

### **Week 4 (Feb. 7): Student Learning and Understanding**

- Instructor OTD: **Blanca**
- Discussion: Booth, *Teaching History at University*
- Before class write a course description that puts your teaching philosophy into practice. Begin by thinking about the following questions: What are the specific outcomes that you desire for your students? What are the objectives for your course? Then, articulate your outcomes and objectives in a course description that includes the course subject matter, objectives, outcomes, a reference to class level and size, and potential types of assignments. **Bring a hard copy of your course description to class.**

## **Part II ~ History Teaching and Learning**

### **Week 5 (Feb. 14): The U.S. History Survey**

- Instructor OTD: **Jecoa**
- Discussion: Lindamen, et. al., *History Lessons* and *The Revisionaries* (we will watch and discuss this documentary about the Texas textbook controversy in class).
- Examine three U.S. or three world history textbooks (one of which must be online and free) and write a 1000-word essay that compares the texts and answers the following questions: What are the books' strengths and weaknesses? Would you adopt the books for your course? How would you use the books in your course? **Email Dr. Cartwright your essay by 8:00 pm.**

### **Week 6 (Feb. 21): The World History Survey**

- Instructor OTD: **Pablo**
- Discussion: Burton, *A Primer for Teaching World History*
- Before class prepare the general framework for your U.S. or world history survey syllabus. This should include your course title, your contact information, office hours, your course description with specific course objectives and outcomes, assessments, grade breakdown, and all readings. **Bring a hard copy or your working syllabus to class.**

### Week 7 (Feb. 28): Assessment

- Instructor OTD: [Penelope](#)
- Discussion: Wiggins & McTighe, *Understanding by Design*
- Before class prepare a paper assignment and a midterm exam including grading rubrics for each. Make sure student instructions are clear and that these assignments align with your teaching philosophy and student learning objectives. **Add these assessments to your syllabus and bring hard copies of both assignments and their corresponding rubrics to class.**

### Week 8 (Mar. 7): Reading History

- Instructor OTD: [Melissa](#)
- Discussion: Pace, “[Decoding the Disciplines: A Model](#)” and “[An Example of the Process](#)”
- Before class prepare a sequence of learning activities to teach your students how to read either a primary or secondary source. **Add the readings to your syllabus and bring a hard copy of your learning activities to class.**

### Week 9 (Mar. 14): Spring Break!

### Week 10 (Mar. 21): Lecturing and Classroom Technologies

- Instructor OTD: [David](#)
- Discussion: Calder, “[Uncoverage](#)”
- Observe a faculty lecture in a large undergraduate survey course at UTEP and watch two additional history lectures at either [TED.com](#), [CSPAN](#), and/or [Open Yale Courses](#). Write a 1,000-word critique of what worked and what did not in these lectures. **You will need to submit your lecture analysis through Blackboard by 8:00 pm on Sunday, March 25<sup>th</sup>.**

### Week 11 (Mar. 28): Active Learning

- Instructor OTD: [Jose](#)
- Discussion: Chickering & Gamson, “[Seven Principles For Good Practice in Undergraduate Education](#)”
- Before class design an active learning workshop using either secondary or primary sources related to your lecture from the previous week. Students should employ engaging methods, include some type of assessment, and follow either the [OUT](#), [TDS](#), or [SAC](#) format. **Bring a hard copy of your workshop plan, which should contain reference to the workshop format, objective(s) for historical thinking, the sequence of activities, and any resource materials used (handouts, assessments, etc...). Also, add all lecture and workshop topics to your syllabus calendar (based on the spring 2016 UTEP academic calendar).**

### Week 12 (Apr. 4): Students and Classroom Management

- Instructor OTD: [Miguel](#)
- Lang, “[The Distracted Classroom](#)” and Perry, “[The Futile Resistance Against Classroom Tech](#)”
- Before class observe a large undergraduate lecture class. Pay attention to the students. What do they do? How do they listen? What do they talk about? **Bring to class a 500-word summary of your observations, as well as a fully updated version of your syllabus which includes the following policies: student conduct, academic honesty, attendance, and disabilities statement.**

## **Part III ~ Your Professional Future**

### **Week 13 (Apr. 11): The State of Graduate History Education Today**

- Instructor OTD: [Eric](#)
- Discussion: Rose, “[Rethinking Graduate Education in History](#)” and Pannacker, “[Overeducated, Underemployed](#)”
- Before class go to the [Humanities Texas](#) website and read about their the different types of grants they offer. Make sure to look at their model grant applications and grants they have awarded in the past. **Bring to class a completed mini-grant application form for a public program that promotes the discussion of history and benefits area history instructors.**

### **Week 14 (Apr. 18): Becoming a Professional, In and Outside of Academia**

- Instructor OTD: [Kim](#)
- Discussion: Luey, *Handbook for Academic Authors*
- Before class create an online space (Wordpress, Blogger, Weebly, etc...) for your portfolio, post an updated copy of your curriculum vitae, and submit the URL via email. **Bring a hard copy of your CV to class, as well as a site map of the website you plan to create for your online teaching portfolio.**

### **Week 15 (Apr. 25): Writing & Publishing**

- Instructor OTD: [Ligia](#)
- Discussion: Kelsky, *The Professor is In*
- Before class prepare yourself to assume the role of a college professor and advise a doctoral student on matters of teaching, writing, publishing, and finding a job after graduation. **No assignments are due this week.**

### **Week 16 (May 2): Putting it all Together**

- Discussion: Eng, *Teaching College*
- Before class reflect on your experiences in this course. **Bring to class a 1500-word reflection essay that addresses any changes you may have experienced during this course in your thinking about disciplinary-based teaching, course design, and the history profession at large. Make sure to reference the course readings, assignments, class discussions, as well as the positives and negatives you foresee in your future.**

### **Week 17 (May 9): Final Portfolio due**

- Your final portfolio will be published online in your designed web space. It must contain final versions of the following: your C.V., teaching philosophy, two syllabi (for a U.S. or world survey course and an upper-level course in your field), a few representative examples of your instructional activities, and an annotated bibliography of the readings from this course. **Send Dr. Cartwright a link to your web page by 8:00 pm.**

\*Read this syllabus carefully for it contains important information about this course’s requirements and assignments. The instructor reserves the right to make changes to the syllabus over the course of the semester.