

HISTORY TEACHING AND LEARNING

HIST 6320 – SPRING 2019 – CRN: 28474

M – 1:30-4:20 / LART 322

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TR 12:00 – 2:00 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 history teaching and learning. And, students will begin to integrate scholarly teaching into their professional identity.

READINGS:

- Bean, *Engaging Ideas* (9781118944493)
- Bigelow, *People's History for the Classroom* (9780942961393)
- Burton, *A Primer for Teaching World History* (0822351889)
- Booth, *Teaching History at University: Enhancing Learning and Understanding* (0415305365)
- Kelsky, *The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job* (0553419420)
- Lang, *Small Teaching* (9781118944493)
- 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)
- Wineburg, *Historical Thinking & Other Unnatural Acts* (9781566398565)

COURSE REQUIREMENTS:

Course Participation: Attendance is 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 (IOTD): Each student will teach a 50-minute class on a survey topic of their choice. One can lecture, conduct a primary source analysis assignment, run a writing workshop, combine any of these activities, or attempt anything else appropriate for the college history classroom. The IOTD must submit a completed procedural plan and any other materials used, including any handouts, readings, worksheets, and/or assessments. 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
Instructor of the Day	10%	100 points
Weekly Assignments		
Week 3:	2.5%	25 points
Week 4:	2.5%	25 points
Week 5:	2.5%	25 points
Week 6:	10%	100 points
Week 7:	2.5%	25 points
Week 8:	2.5%	25 points
Week 10:	2.5%	25 points
Week 11:	10%	100 points
Week 12:	5%	50 points
Week 13:	2.5%	25 points
Week 14:	5%	50 points
Week 15:	2.5%	25 points
Week 16:	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, 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.

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:

Week 1 (Jan. 20): **Martin Luther King Jr. Day**

Week 2 (Jan. 27): **Course Introduction**

- Discussion: Conway, “[The Problem With History Classes](#),” Lehfeltdt, “[Why Study History?](#)” and Stearns, “[Why Study History?](#)”
- Before class reflect on your classroom experiences, 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 3 (Feb. 3): 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, The 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. **Send the instructor a list of your subscriptions via email prior to class.**

Week 4 (Feb. 10): Historical Thinking

- Discussion: Loewen, *Lies My Teacher Told Me* (cont.), Levesque, *Thinking Historically* and Andrews and Burke, "[What Does It Mean to Think Historically?](#)"
- Write a draft of your teaching philosophy and email it to Dr. Cartwright on Friday, February 7th by 5:00 pm. Make sure this one-page, singled-spaced assignment answers the following questions: Why do you want to teach history? What do you want your students to gain from your teaching? What methods do you employ for effective teaching and learning? Next, complete the [Teaching Goals Inventory \(TGI\) 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 (the Personal Results table is sufficient) and your revised teaching philosophy to class.**

Week 5 (Feb. 17): Student Learning and Understanding

- Discussion: Booth, *Teaching History at University*
- Before class write a survey course description that puts your teaching philosophy into practice. Begin by thinking about the following questions: What are the objectives for your course? What are the specific outcomes that you desire for your students? Then, write a course description which includes the course subject matter, objectives, outcomes, and assessments. **Bring a hard copy of your course description to class.**

Week 6 (Feb. 24): The World History Survey

- Instructor OTD: [Jake Jacobson](#)
- Discussion: Burton, *A Primer for Teaching World History*
- Examine three U.S. or three world history textbooks (one of which must be online and free) that you might consider adopting for the survey course you are creating and write a 1000-word essay that compares their strengths and weaknesses, as well as addresses how you might use them in your course. **Submit your essay through Blackboard prior to class.**

Week 7 (Mar. 2): The U.S. History Survey

- Instructor OTD: [Andrew Schuster](#)
- Discussion: Lindamen, et. al., *History Lessons*
- Before class prepare the general framework for your U.S. or world history survey syllabus. This should include your course title, contact information, office hours, course description, assessments, grade breakdown, and required readings. **Bring a hard copy or your working syllabus to class.**

Week 8 (Mar. 9): Assessment

- Instructor OTD: [Sarita Garcia](#)
- Discussion: Bean, *Engaging Ideas*
- 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,

student learning objectives, and your course readings. **Bring hard copies of both assignments and their rubrics to class.**

Week 9 (Mar. 16): Spring Break!

Week 10 (Mar. 23): Reading History

- Instructor OTD: [Marc Molina](#)
- Discussion: Bigelow, *People's History for the Classroom*
- Before class prepare an assignment to teach your students how to read and critically analyze either a primary or secondary source. **Bring a hard copy of your assignment, including the assigned reading, to class.**

Week 11 (Mar. 30): Lecturing

- Instructor OTD: [Fior Garcia Lara](#)
- 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 the strengths and weaknesses of these lectures. **Submit your essay through Blackboard prior to class.**

Week 12 (Apr. 6): Active Learning

- Instructor OTD: [Jason Martin](#)
- Discussion: Wineburg, *Historical Thinking & Other Unnatural Acts*
- Before class design an active learning workshop using either primary or secondary sources. Employ engaging methods, incorporate historical thinking, and include some type of assessment. **Bring to class a hard copy of your procedural plan, which should reference the objective(s) for historical thinking, and any materials used (primary and/or secondary sources, handouts, assessments, etc.).**

Week 13 (Apr. 13): Students and Classroom Management

- Instructor OTD: [Michael Britt](#)
- 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? When are they engaged? **Bring to class a 500-word summary of your observations, as well as your syllabus – including a fully articulated course calendar (based on the spring 2020 UTEP academic calendar) – as well as policy statements regarding student conduct, academic honesty, attendance, and disabilities.**

Week 14 (Apr. 20): The State of Graduate History Education Today

- Instructor OTD: [Eduardo Coroneil](#)
- Discussion: Rose, "[Rethinking Graduate Education in History](#)" and Pannacker, "[Overeducated, Underemployed](#)"
- Before class go to the [Humanities Texas](#) website and read about the mini-grants they offer. Make sure to view the grant guidelines and the model mini-grant application as well. **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 15 (Apr. 27): Becoming a Professional, In and Outside of Academia

- Discussion: Kelsky, *The Professor is In*
- Using a free web service, such as [Google Sites](#), [WordPress](#) or [Weebly](#), create a website for your online portfolio and upload an updated copy of your curriculum vitae. **Prior to class, send your website URL to the instructor via email and bring a sitemap of your online portfolio to class.**

Week 16 (May 4): Putting it all Together

- Discussion: Lang, *Small Teaching*
- Reflect on your experiences in this course and write a 1500-word essay that addresses your thoughts about disciplinary-based teaching, course design, and the history profession at large. Make sure to reference the course readings, assignments, and class discussions. **Submit your essay through Blackboard prior to class.**

Week 17 (May 11): Final Portfolio due

- Your final portfolio will be published online in your designed web space. It should include a picture and a brief bio. It must also contain revised 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), and an annotated bibliography of the books read in this course. **Submit a link to your website through Blackboard by 1:30 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.