Teaching the History Survey
University of Texas at El Paso
HIST 5331 – JULY 2015 – 34303
MTWRF – 9:00-2:00 / HSSN 215

Contact Information:
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Course Description:
This course provides an introduction to the teaching of United States history at the college level in all of its various settings. The major tasks of this course revolve around professional development, course design, and reflection. Students will prepare a statement on their teaching philosophy and create a curriculum vitae. Students will also craft an impromptu learning activity, a lecture, a secondary or primary source workshop, and a course syllabus. Throughout this process, students will reflect upon their own teaching, as well as provide and receive feedback from their peers. This course is required for the M.A. with a Graduate Certificate in Teaching History.

Requirements:
Students must arrive at 9:00 am, complete all reading assignments, participate in class discussions, turn in all assignments, and attend each class session. This is a two-week course; thus, attendance and participation are required. An absence will lower a student's overall course average by 10%.

Readings:
~ Bender, A Nation Among Nations (0809072351)
~ Kornblith, Teaching American History (031248416X)
~ Lindamen, et. al., History Lessons (1595580824)
~ Loewen, Lies My Teacher Told Me (0743296281)
~ Schweikart & Allen, A Patriot's History of the United States (1595230327)
~ Zinn, A People's History of the United States (0060838655)

Professional Development:
• Teaching Philosophy and Interview: Instructions provided in class.
• Get Connected: As professionals, students need to keep abreast of the latest developments in the field of history teaching and learning. For this assignment, students must sign up for the History News Network newsletter (http://historynewsnetwork.org/newsletter.html?fromt=yes), two discussion networks on H-Net (http://www.h-net.org/lists), and one newsletter from the Chronicle of Higher Education (http://chronicle.com/section/Newsletters/85). Also, students must either “like” the Center for History Teaching and Learning's Facebook page (www.facebook.com/utepchtl), or follow the CHTL on Twitter (www.twitter.com/utepchtl). Copy and paste confirmation for each of these sites into a single document and turn that in to the instructor on day two.
• Curriculum Vitae: A curriculum vitae (or CV) is an expanded version of a résumé and is the preferred document for applicants in academia. Unlike a résumé, a CV is generally 2 or more pages long.
Nevertheless, the CV should be written in a clear and concise format and it should contain a complete list of your academic and professional experiences. A list of potential categories and a sample CV are available on Blackboard. Your revised CV will be submitted as part of your Teaching Portfolio.

Course Design:

- **Impromptu Learning Activity**: Instructions will be provided in class.

- **Textbook Analysis**: Each student will write a 4-page analysis on how a particular subject in American history has been interpreted in different textbooks. The following texts should be used: Bender’s *A Nation Among Nations*, Zinn’s *A People’s History of the United States*, Schweikart and Allen’s *A Patriot’s History of the United States*, and Lindamen, et. al., *History Lessons*. Students should address the following questions: What is the overall purpose of a textbook? How do each of these particular textbooks approach the subject you have selected? What are the advantages and disadvantages to using these particular textbooks? Which textbook is most closely aligned to your approach to the subject? Why?

- **Lecture**: Each student will deliver a 25-minute lecture. Lectures will be evaluated based on content, variety, preparedness, organization, and style. Students must use either PowerPoint or Prezi and incorporate multimedia and pedagogical methods discussed in class. Have fun, get the class involved, and vary the way you deliver the content!

- **Historical Thinking Workshop**: Each student will conduct a 40-minute skills-based workshop using either secondary or primary sources related to their lecture. Students should employ engaging methods, include some type of assessment, and follow either the OUT, TDS, or SAC format (see Blackboard). They must also submit to the instructor a printed copy of the workshop plan, which should contain reference to the workshop format, objective(s) for historical thinking, the sequence of activities including a rough estimate of how much time each activity will take, and any resource materials used (handouts, assessments, etc…). This activity should take no longer than 40 minutes and will be evaluated based on organization, quality, and style.

- **U.S. History Survey Syllabus**: Students will design a syllabus for either the first or second half of the U.S. history survey. This syllabus should fully incorporate a particular theme for the course (i.e. a focus on historical thinking, Native American history, women’s history, etc… Be creative!). Moreover, the student’s teaching philosophy must be fully detailed within the course description. The syllabus must also include fully detailed learning objectives, required primary and secondary texts, calendar with weekly titles/topics based on the fall 2015 UTEP academic calendar, weekly reading assignments with exact page numbers, grade breakdown, and all assessments. This assignment will be submitted as part of your Teaching Portfolio.

Reflection:

- **Class Participation**: Attendance and participation are mandatory. For all class sessions with reading assignments, students must bring a completed “ticket to class” (see Blackboard). These tickets will help facilitate discussions of the readings. Participation points will be assessed via “tickets to class” and instructor observation.

- **Peer and Self Evaluations of Lectures and Workshops**: Students will evaluate their own lectures and workshops, as well as those conducted by their peers. See Blackboard for evaluation forms.
• **Reflection Essay**: Each student will write a 4-page essay in which they reflect on any changes they may have experienced during this course in their thinking about disciplinary-based teaching and course design. In their essay, students should address the course readings, professional development activities, and course design assignments. Lastly, students should explain the challenges they foresee in teaching the U.S. history survey course. This paper must be double-spaced with one-inch margins and 12 pt. font and it should be submitted as part of your Teaching Portfolio.

• **Teaching Portfolio**: The “final exam” for this course will be an electronic teaching portfolio containing evidence of your teaching abilities. The portfolio must contain the following parts: 1) a title page with student name, date, and photograph; 2) revised teaching philosophy; 3) revised curriculum vitae; 4) survey syllabus; and 5) reflection essay. Assemble all these parts in one .pdf file saved as follows: Last Name – First Name – 2015.

**Grade Breakdown:**

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<th>Professional Development (15% or 150 points)</th>
<th>Points</th>
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<tr>
<td>Teaching Philosophy................................................................</td>
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<td></td>
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<tr>
<td>Interview............................................................................</td>
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<tr>
<td>Get Connected......................................................................</td>
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<td>Curriculum Vitae..................................................................</td>
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<tr>
<td>Textbook Analysis..................................................................</td>
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<td></td>
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<td>Lecture...............................................................................</td>
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<tr>
<td>Historical Thinking Workshop..........................................</td>
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<tr>
<td>U.S. History Survey Syllabus...........................................</td>
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<tr>
<th>Reflection (40% or 400 points)</th>
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<td>Class Participation................................................................</td>
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<tr>
<td>Peer and Self Evaluations...............................................</td>
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<td>Reflection Essay...................................................................</td>
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<tr>
<td>Teaching Portfolio................................................................</td>
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**TOTAL ...........................................................................** | **1000** |       |

**CLASS SCHEDULE – WEEK 1**

7/6  **Course Introduction**

- Syllabus
- Schedule Lectures and Workshops
- Introductions
- Tickets to Class
- Discussion:
  - Teaching American History (Intro. & Part 1)
- Teaching Philosophy (in class)
- Interview (in class)
- Curriculum Vitae Workshop
7/7  Textbooks & Interpretation
  ✓ Curriculum Vitae (submit before class)
  ✓ Get Connected (submit before class)
  ✓ Ticket to Class (show instructor before discussion & submit afterward)
    • Discussion:
      ▪ Lies My Teacher Told Me (intro. X2, ch. 1-4)
      ▪ History Lessons (Intro.)
      ▪ Bender, A Nation Among Nations (Intro.)
      ▪ Schweikart & Allen, A Patriot's History of the United States (Intro.)
      ▪ Zinn, A People's History of the United States: 1492 to Present (Intro.)
      ▪ “Opening Up the Textbook” (Blackboard)
    • Opening Up the Textbook (OUT) Example
    • Textbook Analysis Workshop

7/8  Thinking Historically
  ✓ Textbook Analysis (submit before class)
  ✓ Ticket to Class (show instructor before discussion & submit afterward)
  • Discussion:
    ▪ Lies My Teacher Told Me (ch. 5-8)
    ▪ Teaching American History (Part 4)
    ▪ Andrews and Burke, "What Does it Mean to Think Historically?" (www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm)
    ▪ Pace, "The Amateur in the Operating Room" (http://www.jstor.org/stable/10.1086/530753)
    ▪ “Teaching a Disciplinary Skill” (Blackboard)
  • Teaching a Disciplinary Skill (TDS) Example

7/9  Course Design, pt. I
  ✓ Ticket to Class (show instructor before discussion & submit afterward)
  ✓ Discussion:
    ▪ Lies My Teacher Told Me (ch. 9-11)
    ▪ Teaching American History (Cohen, “By the Book”)
    ▪ Kathleen T. Brinko, "Visioning Your Course” (see www.iub.edu/~tchsotl/part3/Brinko.pdf)
    ▪ Ken Matejka and Lance B. Kurke, “Designing a Great Syllabus” (see www.jstor.org/stable/27558664)
    ▪ “Structured Academic Controversy” (Blackboard)
  • Structured Academic Controversy (SAC) Example
  • Syllabus Workshop

7/10  Course Design, pt. II
  ✓ Ticket to Class (show instructor before discussion & submit afterward)
  ✓ Discussion:
    ▪ Lies My Teacher Told Me (ch. 12-13, & afterword)
    ▪ Teaching American History (Part 5)
    ▪ Keith Erekson, “Putting History Teaching ‘In Its Place”’ (Blackboard)
  ✓ Impromptu Learning Activity
  • Lecture Workshop
  • Field Trip! – El Paso County Historical Society
## Class Schedule – Week 2

### 7/13  Lectures – Day One

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5. 
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7. 

### 7/14  Lectures – Day Two

1. 
2. 
3. 
4. 
5. 
6. 
7. 

### 7/15  Workshops – Day Three

1. 
2. 
3. 
4. 
5. 
7/16  Workshops – Day Four

1. ______________________________________________
2. ______________________________________________
3. ______________________________________________
4. ______________________________________________
5. ______________________________________________

7/17  Workshops – Day Five

1. ______________________________________________
2. ______________________________________________
3. ______________________________________________
4. ______________________________________________

7/20  Teaching Portfolio due by 4:00 p.m. [via email to bjcwright@utep.edu]

The Fine Print:

Disabilities: 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. CASS Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

Communication: The best way to communicate with either the instructor or the assistant instructors is via email. Also, students must check their UTEP email regularly as I will send important reminders and useful information via email. Links and resources are available on Blackboard.

Conduct: You are expected to abide by UTEP’s Handbook of Operating Procedures. Section II: Student Affairs, Chapter 1: Student Conduct and Discipline clearly defines cheating and plagiarism. Those who cheat or plagiarize face the prospect of dismissal from the class or the university. Any inappropriate behavior, disruptive conduct (e.g., incessant talking/laughing/joking, using cell phone/text messaging; leaving the classroom without permission, kissing), or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, possibly resulting in sanctions imposed either by the instructor or the Dean of Students. For further information refer to http://www.utep.edu/dos/acadintg.htm.

Plagiarism: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person’s as ones’ own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Disclaimer: The instructor reserves the right to make changes to the syllabus over the course of the semester.