

HISTORY TEACHING AND LEARNING

HIST 6320 – SPRING 2024 – CRN: 25026

W – 5:00-7:50 PM / LART 322

Brad Cartwright, Ph.D.

LART 334, ext. 5878

TR 9:00 – 10:15 am, W 4:00 – 5:00 pm, & 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 several parts of 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:

- Blum, *Ungrading* (9781949199826)
- Burton, *A Primer for Teaching World History* (9780822351887)
- Freire, *Pedagogy of the Oppressed* (9780140254037)
- Guiliano, *A Primer for Teaching Digital History* (9781478017684)
- Kelsky, *The Professor Is In: The Essential Guide to Turning Your Ph.D. Into a Job* (9780553419429)
- Lang, *Small Teaching* (9781118944493)
- Levesque, *Thinking Historically: Educating Students for the 21st Century* (9781442610996)
- Nilson, *Teaching at Its Best* (9781119096320)
- Wineburg, *Why Learn History (When It's Already on Your Phone)* (9780226357218)

COURSE REQUIREMENTS:

Communication: All course communication will occur through Slack. Just download the app to your phone ([Android](#) or [iPhone](#)) and then go to this [link](#). Students can also download the desktop application [here](#). Lastly, make sure to use your name as it is listed in Blackboard and turn on notifications.

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 via direct message in Slack. 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:

Course Participation:	10%	100 points
Instructor of the Day	10%	100 points
Weekly Assignments:		
Week 2:	2.5%	25 points
Week 3:	5%	50 points
Week 4:	2.5%	25 points
Week 5:	5%	50 points
Week 7:	10%	100 points
Week 8:	5%	50 points
Week 10:	10%	100 points
Week 11:	2.5%	25 points
Week 12:	5%	50 points
Week 13:	5%	50 points
Week 14:	5%	50 points
Week 15:	2.5%	25 points
Week 16:	10%	100 points
Week 17:	10%	100 points
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	100%	1000 points total

COURSE CALENDAR:

Week 1 (Jan. 17): Course Introduction

- Discussion: 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? What makes a good (or a bad) history teacher? What kinds of assignments do you like? How are good history courses designed? **Be prepared to discuss these questions in class.**

Week 2 (Jan. 24): History and Society

- Discussion: Wineburg, *Why Learn History (When It's Already on Your Phone)*
- Before class subscribe to at least three free electronic updates—in the method that you prefer—from key education news sources such as H-Teach, the History News Network, the Chronicle of Higher Education, Inside Higher Ed, *The New York Times*, the *Texas Tribune*, *The Atlantic*, etc... **Send the instructor a list of your subscriptions prior to class via Slack.**

Week 3 (Jan. 31): Historical Thinking

- Discussion: Levesque, *Thinking Historically*
- Complete the [Teaching Goals Inventory \(TGI\) Online](#) and consider what it reveals about your goals and priorities. Make sure to save your “Personal Results” table. Then, considering what you have learned, write a one-page, single spaced teaching philosophy which answers the following questions: *Why do you want to teach history? What do you want your students to gain from your teaching? What methods will you employ for effective teaching and learning?* **Bring hard copies of your TGI Personal Results and your teaching philosophy to class.**

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

- Discussion: Nilson, *Teaching at Its Best*
- 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 5 (Feb. 14): Digital History

- Discussion: Guiliano, *A Primer for Teaching Digital History*
- Before class design a digital history assignment for your upper division course. Possible digital history assignment ideas include the creation of StoryMaps, interactive timelines, Wikipedia pages, websites, digitization, audio walking tours, audio or video podcasts, or digital oral histories. Make sure to specify your student learning objectives and include specific instructions including details on formatting, length, sources, and criteria for evaluation. **Bring a hard copy of your assignment description and instructions to class.**

Week 6 (Feb. 21): No class!

Week 7 (Feb. 28): The Survey Course

- Instructor OTD: _____
- 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 your survey course and write a 1000-word essay that compares their strengths and weaknesses and addresses how you might use them in your class. **Submit your essay through Blackboard prior to class.**

OR

- Examine three U.S. or three world history textbooks and address the ways a particular individual, era, or event has been interpreted. While there are numerous ways one could go about selecting their textbooks, a couple methods include comparing overtly political texts or textbooks from different time periods. **Submit your essay through Blackboard prior to class.**

Week 8 (Mar. 6): Assessment

- Instructor OTD: _____
- Discussion: Blum, *Ungrading*
- 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. 13): Spring Break

Week 10 (Mar. 20): Effective Lecturing

- Instructor OTD: _____
- 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 1000-word critique of what worked and what did not in these lectures. **Submit your analysis through Blackboard prior to class.**

Week 11 (Mar. 27): Reading History

- Instructor OTD: _____
- Discussion: Freire, *Pedagogy of the Oppressed*
- Before class prepare an activity to teach your students how to read and analyze either a primary or secondary source. **Bring a hard copy of your learning activity to class.**

Week 12 (Apr. 3): Active Learning

- Instructor OTD: _____
- Discussion: Lang, *Small Teaching*
- Before class design an active learning workshop using either secondary or primary sources. Students should employ engaging methods, include some type of assessment, and follow either the OUT, TDS, or SAC format. **Bring to class a hard copy of your completed workshop plan, and any materials used (printed PowerPoint slides, handouts, assessments, etc.).**

Week 13 (Apr. 10): Students and Classroom Management

- Instructor OTD: _____
- 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 of your working syllabus to class.**

Week 14 (Apr. 17): Course Design

- Instructor OTD: _____
- Before class observe a large undergraduate lecture. Pay attention to the students. What do they do? How do they listen? What do they talk about? **Bring to class a 250-word summary of your observations, as well as your working syllabus with a fully articulated course calendar based either on the spring 2024 or summer 2024 UTEP academic calendar, as well as policy statements regarding student conduct, academic honesty, attendance, accommodations, and anything else you believe is pertinent.**

Week 15 (Apr. 24): Becoming a Professional, In and Outside of Academia

- Discussion: Kelsky, *The Professor is In*
- Using a free web service, such as [Weebly](#) or [Wix](#), create a website for your online portfolio and upload an updated copy of your curriculum vitae. **Send your website URL to the instructor in Slack prior to class.**

Week 16 (May 1): Putting It All Together

- Reflect on your experiences in this course and write a 1000-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 8): 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 and articles read in this course. **Submit a link to your website through Blackboard by 5:00 pm on Wednesday, May 8.**

The Fine Print

Accommodations: The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be provided unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

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, 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>.

Scholastic Integrity: 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 as ones' own. 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. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Changes to the Syllabus: Read this syllabus carefully because it contains important information about this course's requirements and assignments. Also, the instructor reserves the right to make changes to the syllabus over the course of the semester.