

# HISTORY TEACHING AND LEARNING

HIST 6320 – SPRING 2022 – CRN: 29070

W – 1:30-4:20 / LART 322

Brad Cartwright, Ph.D.  
LART 334, ext. 5878  
W 12:00 – 1:30 & 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)
- 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)
- Lindamen, et. al., *History Lessons* (9781595580825)
- Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (9780743296281)
- Nilson, *Teaching at Its Best* (9781119096320)
- Wineburg, *Historical Thinking & Other Unnatural Acts* (9781566398565)

## 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. 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 3:  | 2.5%  | 25 points         |
| Week 4:  | 2.5%  | 25 points         |
| Week 5:  | 2.5%  | 25 points         |
| Week 7:  | 10%   | 100 points        |
| Week 8:  | 2.5%  | 25 points         |
| Week 10: | 10%   | 100 points        |
| Week 11: | 5%    | 50 points         |
| Week 12: | 5%    | 50 points         |
| Week 13: | 5%    | 50 points         |
| Week 14: | 7.5%  | 75 points         |
| Week 15: | 2.5%  | 25 points         |
| Week 16: | 10%   | 100 points        |
| Week 17: | 15%   | 150 points        |
|          | <hr/> |                   |
|          | 100%  | 1000 points total |

## COURSE CALENDAR:

### Week 1 (Jan. 19): 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 did you like? How are good history courses designed? **Be prepared to discuss these questions in class.**

### Week 2 (Jan. 26): 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 follow UTEP's Center for History Teaching and Learning on Twitter. **Send the instructor a list of your subscriptions prior to class via Slack.**

### Week 3 (Feb. 2): Historical Thinking

- Instructor OTD: \_\_\_\_\_
- Discussion: Levesque, *Thinking Historically* and Andrews and Burke, "[What Does It Mean to Think 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 do you employ for effective teaching and learning?* **Bring hard copies of your TGI Personal Results and your teaching philosophy to class.**

### Week 4 (Feb. 9): Student Learning and Understanding

- Instructor OTD: \_\_\_\_\_
- 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. 16): The U.S. History Survey

- Instructor OTD: \_\_\_\_\_
- 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 6 (Feb. 23): No class!

### Week 7 (Mar. 2): The World History Survey

- 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 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 8 (Mar. 9): 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. 16): Spring Break

### Week 10 (Mar. 23): 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. 30): Reading History

- Instructor OTD: \_\_\_\_\_
- 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. **Bring a hard copy of your learning activity to class.**

### Week 12 (Apr. 6): Active Learning

- Instructor OTD: \_\_\_\_\_
- Discussion: Wineburg, *Historical Thinking & Other Unnatural Acts*
- 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. 13): Students and Classroom Management

- Instructor OTD: \_\_\_\_\_
- Discussion: Lang, *Small Teaching*
- 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 250-word summary of your observations, as well as**

your working syllabus with a fully articulated course calendar based either on the spring 2022 or summer 2022 UTEP academic calendar, as well as policy statements regarding student conduct, academic honesty, attendance, accommodations, and anything else you believe is pertinent.

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

- Instructor OTD: \_\_\_\_\_
- Discussion: Kelsky, *The Professor is In*
- Before class go to the Humanities Texas website and read about 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 15 (Apr. 27): Becoming a Professional, In and Outside of Academia**

- Instructor OTD: \_\_\_\_\_
- 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. **Send your website URL to the instructor in Slack on 5/1.**

#### **Week 16 (May 4): Putting it all Together**

- Instructor OTD: \_\_\_\_\_
- 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 and articles read in this course. **Submit a link to your website through Blackboard prior to class.**

---

## **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 made 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](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

**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](#).

**COVID-19 Precaution Statement:** Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing. The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

**Changes to the Syllabus:** Read this syllabus carefully for 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.