

# TEACHING HISTORY

A course on why, and how, to improve your practice as a history educator

## Course Basics

Meeting time: Mon 5-8pm  
 Instructor: Dr. Tona Hangen  
 Office: Sullivan 327D, x8688  
 Contact number:  
 (617) 506-9440 voice or text

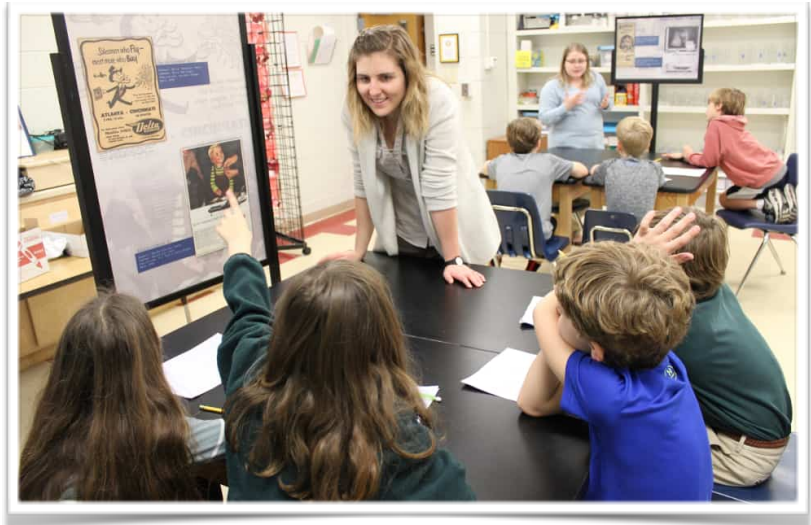
This is a **blended** course; some of our interactions will be synchronous using digital conferencing; others will be asynchronous online. *The class will not meet on campus in person.* See schedule for precise details. 3 credits.

## Learning Outcomes

Analyze and evaluate theories drawn from the scholarship of teaching and learning (SOTL), specifically as they relate to teaching history and social studies.

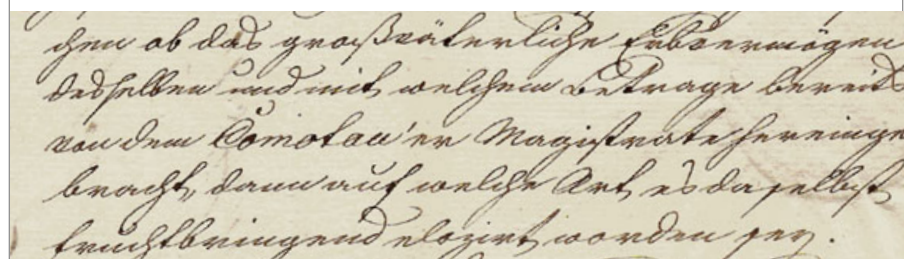
Analyze, evaluate, and reformulate various historical thinking models and frameworks across diverse educational settings and levels of learners.

Develop one's own theoretically-based and student-centered framework for teaching historical thinking, grounded in relevant scholarship and disciplinary best practices.



## Course Description

Popular culture representations of history teachers or history professors share some common elements (just do a Google image search for “history professor” and you’ll see what I mean): white male, tweed-clad, dry, boring, pedantic, or (as in the case of ghostly Professor Binns in J. K. Rowling’s Hogwarts), even dead. Yet the pedagogy of history and social studies is a dynamic academic field in its own right, one that is changing quickly in response to new student-centered, outcomes-based imperatives in both preK-12 and higher education. In this course, graduate learners will gain knowledge and confidence in developing their own rigorous and research-based pedagogical approach for effective teaching and learning in history and social studies, aligned with the emerging best practices in the discipline.





## Course Policies

**Participation and Attendance:** I expect that you will be ready to discuss and participate in each scheduled session, and commit to stay on task with asynchronous learning activities. I measure participation with your presence in our meetings, active involvement in discussions and forums, and Blackboard log-ins.

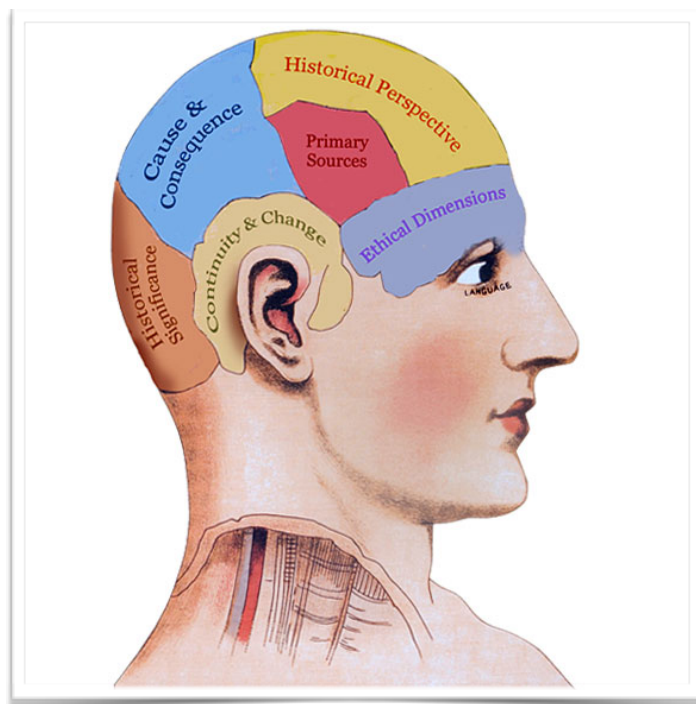
**Academic Integrity:** All assignments created for this class should be original to this class (it is unethical to submit work you completed for another class), must be your own work, and must be your own writing. When and where you employ the work of others, do so responsibly and cite your sources.

**Student Accessibility:** I am committed to providing a learning environment in which all students can succeed. All accommodations requested through Student Accessibility Services will be honored. And if you see ways the course can better accommodate a diversity of students, please let me know.

## *Taking a Blended Course: Skills and Equipment*

Both for pedagogical and for public health / social distancing reasons, this course is blended (partially online, capable of going fully online if needed). Portions can be conducted at your own pace asynchronously, while other course elements happen during the designated Monday 5-8 pm time block as synchronous learning activities (such as discussion, presentation, breakout groups, and peer review). Please note all synchronous meetings in the syllabus and plan to attend virtually.

To succeed in a blended graduate course, you need to be comfortable using Blackboard and WSU email, including uploading documents and making email attachments. You need reliable internet access throughout the entire course that will support use of videoconferencing software. You need a device with a microphone and speaker so you can access audio and video content and contribute to synchronous meetings. Headphones and a webcam are recommended but not required. You will need Adobe Reader and a full installation of Microsoft Office (available as free download from WSU Information Technologies). You should know how to insert footnote references in Word and how to save and send documents in multiple formats (such as .docx and .pdf). You need to be comfortable communicating and writing in standard business English.



# Assignments and Assessments

## *Participation (50 points)*

Consistent preparation and presence in the course is an important part both of your learning and your contribution to building a sense of community among all learners. Participation is measured with your prepared attendance in our meetings, active involvement in discussions and forums, and Blackboard logins.

## *Assignments (25 points)*

Each module contains at least one assignment to assess your learning from that module, either in written or oral form. Some of them are incorporated into your later projects, as proposals or early drafts. Five of them are graded as stand-alone assignments (5 points each). Written assignments and reflections on Perusall annotations can be assembled into the final course portfolio. Oral assignments are completed either during synchronous meetings or as uploaded audio / video recordings (which could also become part of the eventual portfolio).

## *SOTL and Framework Analysis (60 points)*

In the early part of the course, you'll be evaluating existing theories and frameworks regarding historical thinking and the pedagogy of history.

## *Projects (140 points)*

In the later part of the course, you'll transition to higher-order learning by creating three projects that apply the principles and practices from the course, and making them relevant to your own pedagogy or career plans.

## **#1: Unit Plan and Peer Review (40 points)**

Create a History or Social Studies Unit Plan using Backward Design curriculum design criteria, and participate in a peer review process to evaluate and refine your own and others' Unit Plans. Due in stages on Oct 11, Oct 18, Oct 26, and Nov 8.

## Required Books

Make sure you have a copy of the 2018 Massachusetts Framework for History and Social Studies (free PDF download - [www.doe.mass.edu/frameworks/hss/2018-12.pdf](http://www.doe.mass.edu/frameworks/hss/2018-12.pdf))

James M. Lang, *Small Teaching: Everyday Lessons from the Science of Learning* (Jossey-Bass, 2016). ISBN: 978-111-8944493 [available as eBook @ WSU Library]

Bruce A. Lesh, *Why Won't You Just Tell Us the Answer? Teaching Historical Thinking in Grades 7-12* (Stenhouse, 2011). ISBN: 978-157-1108128

Chauncy Monte-Sano et al, *Reading, Thinking, and Writing About History: Teaching Argument Writing to Diverse Leaders in the Common Core Classroom, Grades 6-12* (Teachers College Press, 2014). ISBN: 978-080-7755303

Sam Wineburg, *Why Learn History (When It's Already On Your Phone)* (University of Chicago Press, 2018). ISBN: 978-022-6357218

Choose one book for young people from the list of "counternarratives" at the end of this syllabus, to support your Unit Plan development.

**Other readings as assigned, see Blackboard**

**#2: Syllabus and Peer Review (40 points)**

Create a syllabus for a college-level history course using appropriate course design criteria and “pitch” it to the class. Due Dec 6.

**#3: Course Portfolio and Presentation (60 points)**

At the end of the course, assemble your work into a culminating portfolio that also contains reflective narratives on your coursework this term. Portfolios have various format options — see guidelines for details. You will present your portfolio; again, there are various presentation options, such as video, audio, online tour, or live presentation. Details will be provided later in the semester. Due Dec 13.

**Note on Sources:** Sources for each assignment should be completely documented using Chicago Style footnotes and/or Works Cited lists. Print sources are relatively easy to cite; when you turn to electronic sources, be sure that you provide accurate and stable links (permalinks) within your footnotes and bibliographies. I will click through to your links!

**Full Point Breakdown for Grading**

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- 50 Forums (5 points each x 7), Class Attendance, Participation in Synchronous Weeks
- 25 History Classes I’ve Known (5) and Annotations (5 points each x4)
- 30 SOTL Work: History Teaching presentation (5), Lang Analysis Chart (15), Plan Assessment (10)
- 30 Framework Analysis: Rubric (10), Finalized Rubric and Cover Letter (20)
- 40 Unit Plan: Proposal (5), Draft (10), Peer Review (5), Final and Cover Letter (20)
- 40 Syllabus: Checklist (5), Draft (10), Peer Review / Pitch (5), Final and Cover Letter (20)
- 60 Portfolio: Inclusions (20), Narratives (20), Presentation (15), Professionalism (5)
- 275 Total**

**Final Grading Scale**

- A (259 - 275)**
- A - (248 - 258)**
- B + (238 - 247)**
- B (232 - 237)**
- B - (220 - 231)**
- Not Passing Grade 0 - 219**

## Modules, Week by Week

*A module “week” in this course begins Monday and ends Sunday at 11:59 pm. Modules open one week ahead. Note whenever we hold a Monday synchronous Virtual Class Meeting (VCM), you should complete the reading and make class preparations in advance.*

Sample Module Structure		
Module # and Title	Module Dates	Module Format
Reading / Viewing	Class Meetings or Assigned Discussion Forum	Assignments or Project Tasks

Except where otherwise noted, all Module assignments are due at 11:59 pm on the last calendar day of the module.

<b>Module 1: Course Intro</b>	<b>Aug 31 - Sept 6</b>	<b>Format: Asynchronous OL w/ Forum</b>
Reading: Syllabus; Lang, Intro; Wineburg, “Crazy for History” Bbd Course Intro Module	Contribute to Course Intro Forum [Flipgrid]	Assignment: Annotate Syllabus and Wineburg article [Perusall] Assignment: Submit Course Goals
<b>Module 2: History Classes We’ve Known</b>	<b>Sept 7 - 13</b>	<b>Format: Asynchronous OL w/ Forum</b>
Reading: Wineburg, <i>Why Learn History</i> , Intro & Part 1; Loewen, “History as Weapon,” Au, “Decolonizing the Classroom”	Why Learn History Bbd Forum	Assignment: History Classes You’ve Known
<b>Module 3: History Teachers Today</b>	<b>Sept 14 - 20</b>	<b>Format: Synchronous OL w/ VCM Sept 14</b>
Reading: Loewen, “The Tyranny of Coverage,” full issue of <i>The History Teacher</i> , as assigned	VCM 9/14 5-8 pm Present your findings to the class	Assignment: Present HT on 9/14 Begin working ahead on Module 4
<b>Module 4: Scholarship of Teaching and Learning</b>	<b>Sept 21 - 27</b> <b>VCM = Virtual Class Mtg</b>	<b>Format: Synchronous OL w/ VCM Sept 21</b>
Reading: Lang (entire/skim); Backward Design folder on Bbd; Felten, “Principles of Good Practice in SOTL”	VCM 9/21 5-8 pm Discussion and Debate: SOTL and Educational Design	Assignment: Annotate Felten [Perusall] Assignment: Analysis Chart



<b>Module 5: The (Social) Science of Learning</b>	<b>Sept 28 - Oct 4</b>	<b>Format: Asynchronous OL w/ Forum</b>
Reading: Social Studies Classroom folder on Bbd	Making Citizens Bbd Forum	Assignment: Assess a Unit Plan, Assignment, or Lesson Plan
<b>Module 6: SOTL of History and Social Studies: What Matters Most?</b>	<b>Oct 5 - 11</b>	<b>Format: Synchronous OL w/ VCM Oct 5</b>
Reading: Intro + Ch 1 of Lesh, Ch 1 of Monte-Sano; Wineburg Parts 2 and 3; Historical Thinking Models folder on Bbd	VCM 10/5 5-8 pm Discussion: Synthesis and Critique of Various Models	Assignment: Annotate Historical Thinking models [Perusall] Project 1: Proposal
<b>Module 7: HSS Classrooms Standards and Cores</b>	<b>Oct 12 - 18</b>	<b>Format: Asynchronous OL w/ Forum</b>
Reading: MA (or another state) Framework	Devise a Framework Rubric; share it in Bbd Framework Forum; Try it out on a framework.	Project 1: Submit Worksheet with Topic / Title, Standards, Essential Questions, and 5 (Re)Sources and/or Materials
<b>Module 8: HSS in Common Core Settings</b>	<b>Oct 19 - 25</b>	<b>Format: Asynchronous OL w/o Forum</b>
Reading: Monte-Sano (entire)	On your own: Continue working on Unit Plan; Prepare for next week's activity	Assignment: Revise Framework Rubric and Submit Finalized Review
<b>Module 9: Teaching Like a Historian</b>	<b>Oct 26 - Nov 1</b>	<b>Format: Synchronous OL w/ VCM Oct 26</b>
Reading: Lesh (entire); White, "Thematic Teaching"	VCM 10/26 5-8 pm Discussion: critique of teaching guides & Unit Plan peer review	Project 1: Have digital working copy of your Unit Plan ready to share for peer review
<b>Module 10: Your Unit Plan</b>	<b>Nov 2 - 8</b>	<b>Format: Asynchronous OL w/o Forum</b>
Reading: Belanger, "How Now?"	On your own: complete and submit Project 1	Project 1: Unit Plan

<b>Module 11: Higher Ed Approaches</b>	<b>Nov 9 - 15</b>	<b>Format: Asynchronous OL w/ Forum</b>
Reading: Higher Ed Approaches folder	Higher Ed Bbd Forum	Assignment: Syllabus Checklist
<b>Module 12: College-Level History Teaching - What's Different?</b>	<b>Nov 16 - 29</b> <b>* Note, this module is 2 weeks long</b>	<b>Format: Asynchronous OL w/Forum</b>
Reading: Wineburg, "What is Learned?" and AHA Perspectives on Teaching, as assigned	Bbd: Sample Syllabi. Explore, evaluate, post, respond.	Project 2: Worksheet with Title, Level, Outcomes, Description, and Basic Design - due by Nov 22
	<b>Thanksgiving Holiday, Nov 25-29</b>	You will receive feedback on your Syllabus Worksheet before Nov 29
<b>Module 13: Small Teaching, Big Impact</b>	<b>Nov 30 - Dec 6</b>	<b>Format: Synchronous OL w/ VCM Nov 30</b>
Reading: Review Lang (entire)	VCM 11/30 5-8 pm. Discussion: Lang, and Your Syllabus Pitch /Peer Review	Project 2: College Syllabus
<b>Module 14: Final Reflections</b>	<b>Dec 7 - 13</b>	<b>Format: Asynchronous OL w/ Forum</b>
Reading: Wineburg, Part 4	Final Bbd Forum	Project 3: Portfolio and Presentation

## Unit Plan Counternarrative Resource Books

**Choose one book** from this list to support your development of the Project #1 Unit Plan. Preview chapters for each are posted under the Content tab on Blackboard.

Roxanne Dunbar-Ortiz, *An Indigenous People's History of the United States For Young People*. Adapted by Jean Mendoza and Debbie Reese (Boston: Beacon Press, 2019).

Jason Reynolds and Ibram X. Kendi, *Stamped: Racism, Antiracism, and You* (Boston: Little, Brown and Company, 2020).

Ronald Takaki, *A Different Mirror For Young People: A History of Multicultural America*. Adapted by Rebecca Steffoff (New York: Seven Stories Press, 2012).

Howard Zinn, *A Young People's History of the United States: Columbus to the War on Terror*. Adapted by Rebecca Steffoff (New York: Seven Stories Press, 2009).

## Further Recommended Reading

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These books are not required, but you may find them helpful for your own professional development or for additional enrichment for this course's assignments.

Julie Buckner Armstrong, et al. *Teaching the American Civil Rights Movement: Freedom's Bittersweet Song* (Routledge, 2002).

American Historical Association, *Perspectives on Teaching Innovations: Teaching to Think Historically* (Washington DC: American Historical Association, 1999).

Kathleen F. Gabriel, *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education* (Sterling, VA: Stylus, 2008).

James W. Loewen, *Lies Across America: What Our Historic Sites Get Wrong* (New York: The New Press, 2019).

James W. Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (New York: The New Press, 2018).

James W. Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History*, 2nd ed. (New York: Teachers College Press, 2018).

Nikki Mandell and Bobbie Malone, *Thinking Like a Historian: Rethinking History Instruction: A Framework to Enhance and Improve Teaching and Learning* (Wisconsin Historical Society, 2007).

Shannon Riggs, *Thrive Online: A New Approach to Building Expertise and Confidence as an Online Educator* (Sterling, VA: Stylus, 2019). Proposa

Beth C. Rubin, *Making Citizens: Transforming Civic Learning for Diverse Social Studies Classrooms* (Routledge, 2012).

Thomas J. Tobin and Kirsten T. Behling, *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education* (West Virginia University Press, 2018).

Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001).

Sam Wineburg, Daisy Martin and Chauncy Monte-Sano, *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms* (New York: Teachers' College Press, 2011).

Cliff Zukin, et al. *A New Engagement? Political Participation, Civic Life, and the Changing American Citizen* (Oxford University Press, 2006).