

# TEACHING HISTORY

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

## Course Basics

Meeting time: Mon 5-8pm

Location: Sullivan 320

Instructor: Dr. Tona Hangen

Office: Sullivan 327D, x8688

Best contact number:

(617) 506-9440 voice or text

## Learning Outcomes

Learners in this course will...

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

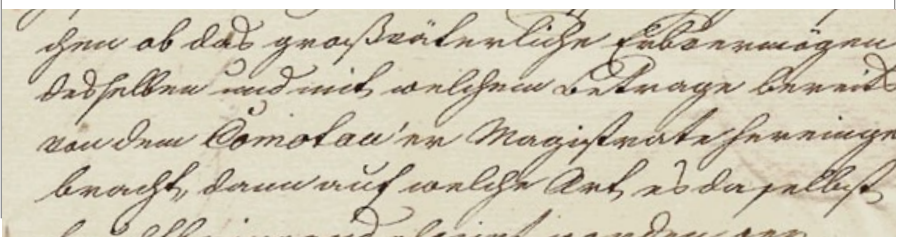
Analyze, evaluate, and reformulate various historical thinking models and frameworks across diverse educational settings and levels of learners.

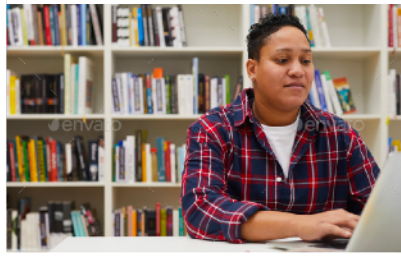
Develop one's own theoretically-based and student-centered framework for teaching historical thinking, grounded in relevant scholarship and disciplinary best practices.



## 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 both to new student-centered, outcomes-based imperatives in preK-16 and to new laws reflecting popular fears / hopes about history and civics curricula. 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

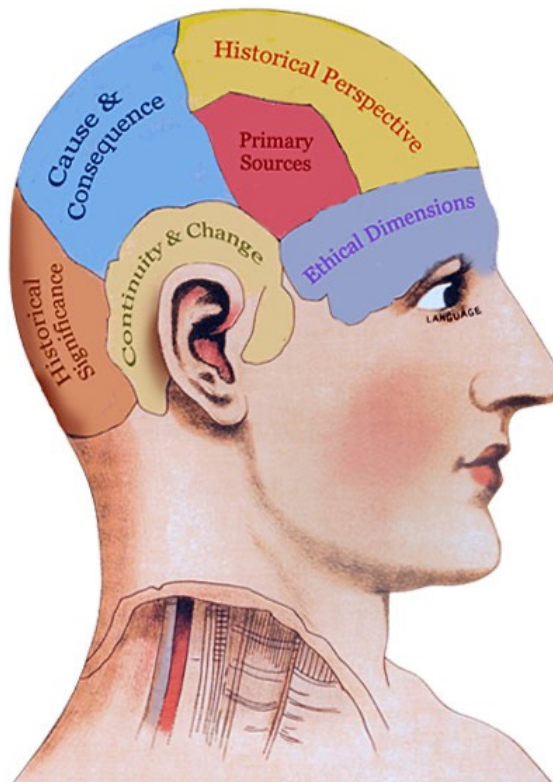
**Participation and Attendance:** I expect that you will be ready to discuss and participate in each scheduled session, and commit to stay on task in "on your own" weeks. I measure participation with active presence in class meetings, frequent Blackboard logins, and constructive Discussion Board and Peer Review day participation.

**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. If you see ways the course can better accommodate a diversity of students, please let me know.

## Technical and Skill Requirements

To succeed in this 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 Zoom meetings. Headphones and a webcam are recommended but not required. You 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

## *Attendance and Participation (20 points)*

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

## *Meta-Learning (10 points)*

Set course goals and reflect on your intentions and progress at the start and completion of the course. Meta-learning and reflection are an important part of retraining your brain to grasp anything new, and especially appropriate in a course ABOUT learning.

## *Process and Substance (35 points)*

Examples of graded work that capture your learning-in-progress along the way include annotations on course readings (conducted on your own using Perusall); written responses; assessments; and oral presentations.

## *Projects (35 points)*

Create two culminating projects that apply the principles and practices from the course, making them relevant to your own pedagogy or career plans.

### **#1: Unit Plan (20 points)**

Create a History or Social Studies Unit Plan using Backward Design curriculum design criteria, craft a justification for your selections, and participate in peer review to evaluate and refine your own and others' Unit Plans.

### **#2: College Syllabus and Peer Review (15 points)**

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

## 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 free 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

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**

**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!

## Point Breakdown for Grading

20	Attendance, Participation, Peer Review, Discussion Boards, and Constructive Peer Review
10	Meta-Learning: Course Intro / Goals (5) and End-of-Semester Reflection (5)
35	Process and Substance: 4 Annotations (5 each), 2 Oral Presentations (5 each), Assessment (5)
20	Unit Plan: Proposal (5), Unit Plan (10) and Justification (5)
15	Syllabus: Checklist (3), Syllabus (9) and Pitch (3)
<b>100</b>	<b>Total</b>

## Final Grading Scale

<b>A (94-100)</b>
<b>A - (90-93)</b>
<b>B + (87-89)</b>
<b>B (84-86)</b>
<b>B - (80-83)</b>
<b>Not Passing Grade 0 - 79</b>

## Syllabus

*Subject to change; check Blackboard for any course updates.*

Note the dates with an asterisk: Sept 5 and Oct 10. **We do not meet on those dates.** These are “work on your own” weeks. Also note that the two remaining classes after Thanksgiving will be synchronous Zoom classes — I’ve planned for no in-person meetings after the Thanksgiving break.

Date	This Week's Topic	Reading	Tasks and Due Dates
Unit 1: How and Why We Fight over Teaching History			
Sept 5*	Course Intro	Course syllabus and Blackboard environment; Lang, intro; Lepore, “Why the School Wars Still Rage;” Bracken, “What’s Actually Being Taught in History Class”	No class this week, work on your own, see task list on Bbd. Do assigned readings. Annotate syllabus <b>and</b> Lepore article in Perusall; post Intro Video on Flip.

Date	This Week's Topic	Reading	Tasks and Due Dates
Sept 12	A History of Our History	Wineburg, Ch 1; Goldstein, excerpt from Teacher Wars; Cheney, "The End of History" and "The National History (Sub)Standards."	First in-person class meeting.
Sept 19	1619 and 1776	Au, "Decolonizing the Classroom"; Wood, "Keeping the Republic;" TH Forum readings; Loewen, "History as Weapon"; 1619 Project (2019); 1776 Commission Report (2021).	Perusall annotations of 1619 Project and 1776 Report. Pick up an issue of <i>The History Teacher</i> for next week.
Sept 26	Teaching Today	Loewen, "The Tyranny of Coverage"; Wineburg Ch 2; Snyder, "The War on History is a War on Democracy;" Texas SB3; Idaho HB 377; issue of <i>The History Teacher</i> cover to cover	Present to the class on your issue of <i>THT</i> .
Unit 2: SOTL and Best Practices for K-12 History and Social Studies Instruction			
Oct 3	SOTL in History	Lang, assigned chapters. Felten, "Principles of Good Practice in SOTL"; Backward Design resource folder on Blackboard.	Write Lang chapter response and prepare to share your highlights with the class.
Oct 10*	Social Studies Lessons	Assess a Lesson / Discussion Board	No class this week, work on your own. Post your lesson assessment in a Bbd forum.
Oct 17	Frameworks	Lesh (entire; skim if needed). Read through and assess a state framework of your choice (does not have to be Massachusetts).	Framework Assessment
Oct 24	Unit Plan Workshop	Belanger, "How Now? Historical Thinking, Reflective Teaching, and the Next Generation of History Teachers" + HT Docs	Peer Review of Unit Plan drafts in class. Finalized Unit Plan is due at the end of the week.
Unit 3: College-Level History Teaching and Learning			
Oct 31	Higher Ed Approaches	Higher Ed readings, see Bbd; Wineburg, "What is Learned in College History Classes?" AHA Perspectives on Teaching	Perusall annotation of Wineburg

Date	This Week's Topic	Reading	Tasks and Due Dates
Nov 7	College-Level History Teaching	Calder, "Uncoverage: Toward a Signature Pedagogy for the History Survey;" Benton, "Why Design and When to Start." Sample Syllabi and Sample Assessments	Syllabus Critique
Nov 14	Syllabus Workshop	In-class work session and peer review	Bring work in progress
Nov 21	Teaching Workshop	Watch video links on Bbd; AP History and College-class examples	Syllabus Due Last in-person class
Unit 4: Free-Range History Teaching (Zoom classes only)			
Nov 28 (Z)	The Digital Age (via Zoom)	Wineburg 3; Prensky, "Digital Natives, Digital Immigrants;" Benton, "Teaching Digital Natives;" Earhart and Taylor, "Pedagogies of Race in the Age of Ferguson"	BYO Example of Digital Sources / Assignments / Curriculum
Dec 5 (Z)	Final Reflections (via Zoom) - Last class meeting	Wineburg 4, Cleaves, "Planning to Stay" excerpt, AHA Joint Statement; Snyder, "The War on History is a War on Democracy"	Work on reflective assignment
Dec 12	(No Class)	All Coursework Due, including Reflective Assignment	

*I've posted a full bibliography of assigned readings on Blackboard.*

## 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 or assigned as readings, 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).

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

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

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).

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).

Grant Wiggins and Jay McTighe, *Understanding by Design*, 2nd ed. (Alexandria, VA: Association for Supervision and Curriculum Development, 2005).

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).