



HIST 568.1SW (#42609)
Seminar in History Education
Course Syllabus: Summer I, 2024
Updated April 16, 2024

Location and Time: Tuesday/Thursday 12:00 PM - 4:30 PM, Synchronous Zoom

Instructor: Dr. Andrew C. Baker

Office Location: Ferguson 126

Office Hours: Monday/Wednesday 1:00-4:00 PM and by appointment

University Email Address: Andrew.Baker@tamuc.edu

COURSE INFORMATION

Required Materials:

Jacobs, Alan. *How to Think: A Survival Guide for a World at Odds*. Currency, 2017.

Lesh, Bruce A. *“Why Won’t You Just Tell Us the Answer?”: Teaching Historical Thinking in Grades 7-12*. Stenhouse Publishers, 2011.

Wineberg, Sam. *Why Learn History (When it’s Already on your Phone)*. University of Chicago Press, 2018.

Additional assigned readings will be linked through the D2L course shell.

Course Description:

This course provides a variety of investigations, involving primary sources, into World, European, and American histories designed for history and social studies teachers. Students may retake the course for credit as the topic changes. This course will count as PDAS continuing education hours for public school teachers.

Student Learning Outcomes:

1. Student will construct a pedagogical unit plan that integrates historical thinking pedagogy and historiographical frameworks into student experiences
2. Student will demonstrate a reflexive knowledge of and engagement with digital pedagogical tools

Grade Breakdown:

A = 90-100 B = 80-89.9 C = 70-79.9 D = 60-69.9 F = 0-59.9

Assessment:

Reading Response Posts (8)	160
Recorded Presentations (4)	200
Reflection Papers (4)	200
Unit Plan	300
Participation/Discussion:	140
Total:	1000

Course Expectations:

This class is organized in a collaborative workshop format where each student is expected to be both a student and a teacher. Each class meeting will be divided between discussions of the course readings, recorded student presentations, and case study activities of examples of historical thinking pedagogy. Students are encouraged to integrate their professional experience in historical pedagogy into course discussions and materials. Because of the intensive nature of this as a summer course and the limits of human attention over Zoom, we will spend a portion of each class period (12:00-2:00 PM) interacting with recorded lectures and online discussion boards through D2L. These will prepare us, then, to participate in a full, synchronous zoom discussion from 2:00-4:30 PM each of the course days. See the information listed under each day for more information.

Reading Response Posts

Each class students will be responsible for submitting a 300-word post to the D2L discussion forum. This post should reflect on the assigned readings for the week and should demonstrate a knowledge of the content of the text and initial reflections on its application to the practice of teaching. Students are strongly encouraged to read and respond to the submissions of other students as a way to prepare for our class discussions. These should be submitted by 12:00 PM each class day.

Recorded Presentations (SLO 2)

In order to foster a collaborative experience, each student will be responsible for exploring and presenting a topic of pedagogical importance to their peers once each week of class. These will be submitted as 8-10 minute recordings and should be submitted by 12:00 PM the day of class. Students should plan to watch these before our class meetings. Each student will be assigned at least one chapter out of the Lesh book to present. For the others presentations, students will locate, analyze, and interpret an educational resource or a digital tool. Recordings should explain and review the resource, including its potential uses, limits, and pedagogical value.

Reflection Papers (SLO 2)

Over the course of the semester students will complete four reflection papers in which they write a 1000-word analytical response to the course readings and topics for the week. These papers provide an opportunity for students to reflect on what we have covered and to consider ways to integrate these ideas into their courses. These papers should follow all standard conventions for historical writing.

Unit Plan (SLO 1)

The student will compose and submit an original portfolio for an educational unit that includes student analysis of a diverse set of primary sources within a broader historical context. The portfolio should include a 1000-word cover letter explaining the unit and its use of historical thinking methodology; copies of all in-class handouts, readings, and presentation materials; and a description of planned accommodations. This is the final course project.

Course Schedule

June 4	What is History?; What is Historical Thinking? Read: Khazan, "The Myth of Learning Styles" (online) Read:, Wineberg Intro, Chapter 4-6 Due: Reading Post
June 6	Thinking about Historical Pedagogy

NO SYNCHRONOUS MEETING

Read: Lesh Intro and Chapter 1

Read: Lendol Calder, "Uncoverage," ([online](#))

Read: VanSledright, "Can more be Less?" ([online](#))

Read: Bain, "Using Research and Theory to Shape History Instruction" ([online](#))

Due: Recording 1

Due: Reading Post

June 11

Making Sense of Students

Read: Alan Jacobs, *How to Think*

Read; Yilmaz, "Historical Empathy and its Implications," ([online](#))

Read: Hodgins and Kahne, "Misinformation in the Information Age" ([online](#))

Read: Miller, "Confronting Confirmation Bias" ([online](#))

Due: Reading Post

Due: Recording 2

June 13

Making Sense of Technology

Read: Wineburg, Ch 7 and Afterword

Read: Carr, "Is Google making us Stupid?" ([online](#))

Read: Sullivan, "I Used to be a Human Being" ([online](#))

Read: Twenge, "Have Smartphones Destroyed a Generation?" ([online](#))

Read: Denworth, "Social Media Has Not Destroyed a Generation" ([online](#))

Read: Jabr, "The Reading Brain in the Digital Age" ([online](#))

Read: Monke, "Unplugged Schools" ([online](#))

Due: Reflection 1: Students

Due: Reading Post

June 18

Teaching through Talking

Read: Robles-Anderson and Svensson, "One Damn Slide After Another" ([online](#))

Read: Stacy, "The Guide on the Stage" ([online](#))

Read: McDaniel, "Harry Potter and the Ghost Teacher" ([online](#))

Read: Dull and Murrow, "Is Dialogic Questioning Possible?" ([online](#))

Read: Wilen, "Exploring Myths about Teacher Questioning" ([online](#))

Read: Parker, "Classroom Discussion" ([online](#))

Due: Reading Post

Due: Reflection 2: Technology and Pedagogy

June 20

Teaching History through Skills

Read: Texas History Day Materials (<https://texashistoryday.com>)

Read: Wynn, "A Cognitive Rationale for a Problem-based US History Survey" ([online](#))

Read: Rachel Roberson, "To Create Media Literate Students," ([online](#))

Read: Torget and Nesbit, "History Engine," ([online](#))

Read: "Class Sourcing as a Teaching Strategy" ([online](#))

Due: Reading Post

Due: Recording 3

Due: Unit Plan Proposal

June 25

Historical Teaching as a Social Good and a National Good

Read: Wineburg, Ch 3, Ch 8
Read: Banks, "Diversity, Group Identity, and Citizenship Education" ([online](#))
Read: Edmonds, "Using Two Hands" ([online](#))
Read: Karp, "History as End" ([online](#))
Due: Reading Post
Due: Reflection 3: Teaching Philosophy
Due: Recording 4

June 27 Historical Teaching, Standards, and Testing
Read: Wineburg, Ch 1
Read: TEKS (11th Grade) and STAAR Test (11th Grade, 2021)
Due: Reading Post
Due: Reflection 4: History and Society

July 2 Unit Plan Presentations
Read: Lesh, Ch 9-10

Student Responsibilities

Classroom Participation

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students are expected to contribute to classroom discussions. Thoughtful participation means more than talking frequently, although this is generally encouraged. Thoughtful participation means demonstrating both a knowledge of and a willingness to think critically about the assigned readings. It also means genuinely listening to other students and the professor, especially when their perspectives and interpretation may differ from your own. Students must remain a respect for their colleagues at all times. For this reason, students should refrain from texting or using typed chat features during course discussions.

Remote Students

This is a remote, synchronous class. By signing up for this class, each student is committing to be logged into zoom during the course times, with their camera on. Each student is expected to participate throughout our course discussion through verbal conversation. Logging in to a zoom session does not constitute classroom participation. The chat feature should only be used to share quotations or other such materials that will add to our conversation. It should not be used to conduct side conversations. Given the issue of latency, students should use the "raise hand" feature and should wait to be recognized before unmuting and sharing their thoughts. For more information on Zoom etiquette, see the full document on D2L.

Technology

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette

Some course materials will be posted to the course website, managed through Pearson LearningStudio. To get started with the course, go to myLeo. <http://www.tamuc.edu/myleo.aspx>

Academic Dishonesty and Plagiarism

Do not engage in any of the following:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct may be reported to university administration for violating the academic honesty requirements in the student handbook. They will also result in failure of the assignment in question and possibly for the course.

Procedures and Policies

Drop/Withdrawal

If you decide that you need to drop or withdrawal from this course, it is your responsibility to complete the necessary paperwork. I will not drop you from the course if you stop attending.

Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through my TAMU-C email address (Andrew.Baker@tamuc.edu). I check my email regularly between 8 am and 5 pm Monday – Friday. I do not check my campus email on Sunday. A failure of planning on your part does not constitute a crisis on my part.

Attendance

Regular attendance is vital so success in the course. Each unexcused absence will result in a loss of 30 points from a student's participation grade. A student who attends (in-person or remotely) but demonstrates a complete lack of engagement, focus, and/or preparedness may be marked absent for that day.

Syllabus Changes

The syllabus is a plan, not a contract. Circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as far in advance as is practicable.

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Gee Library, Room 162

(903) 886-5150 or (903) 886-5835 phone

(903) 468-8148 fax

Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>)and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.