



HIST 568-01W – Seminar in History Education

*This course is required for the Teaching History Graduate Certificate

T/Th 5:30-10 pm (synchronous via Zoom)

COURSE SYLLABUS: Summer I 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Mylynka Cardona

Please address me as either Professor Cardona or Dr. Cardona

Office Location: Ferguson 146

Office Hours:

Go here to schedule an appointment: https://calendly.com/dr_cardona/30min

University Email Address: mylynka.cardona@etamu.edu

Please email me via D2L

COURSE INFORMATION

Materials - Textbooks, Readings, Supplementary Readings

Required Texts

- 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.
- Montás, Roosevelt, *Rescuing Socrates: How the Great Books Changed My Life and Why They Matter for a New Generation*, Princeton University Press, 2023.
 - this book is available as an ebook through [ETAMU's Waters Library](#).
- Westheimer, Joel, *What Kind of Citizen?: Educating Our Children for the Common Good*, Second Edition, Teachers College Press, 2024.
- Wineberg, Sam. *Why Learn History (When it’s Already on your Phone)*. University of Chicago Press, 2018.

Additional assigned readings are linked in the course schedule below and through the D2L course shell.

Software Required - D2L BrightSpace/MyLeoOnline

The syllabus/schedule is subject to change.

Course Description

HIST 568 - Seminar in History Education

Hours: 3

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.

Specifically, in this course we will examine the role of teaching the humanities to high school and college freshmen. The course will focus on the role of a humanities education for developing critical thinking skills through primary source document analysis, research, and writing.

Student Learning Outcomes:

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

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system and using Microsoft Word

Instructional Methods

This class is face-to-face - synchronous in the classroom and via Zoom.

GRADING

Grading: This course is based on the 100-point system. All assignments are worth 100 points. I do not round up. If you earn an 89.9 you will receive a B for the course.

Final grades are determined on the following scale:

100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F

Assessments

There will be eight (8) reading response posts, four (4) recorded presentations, four (4) reflection papers, and one (1) unit plan (and its component parts) in this course. The assignment details and rubrics will be in D2L. *Any missing assignments at the end of the course will convert to the grade of 0/F.*

There is also a participation/course engagement grade in this course. This grade is based on your engagement in our class discussions and guided by the following rubric:

A = Always prepared, frequently participates, rarely absent

B = Always prepared, participates only when called on, rarely absent

C = Usually prepared, rarely speaks, rarely absent

D = Often unprepared, several absences

F = Usually unprepared, frequent absences

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Assessments & their weights

Reading Response Posts (8)	15%
Recorded Presentations (4)	15%
Reflection Papers (4)	15%
Unit Plan (1)	25%
<u>Participation/Discussion:</u>	<u>30%</u>
Total:	100%

Course Expectations:

This class is in a collaborative workshop format where each student will be both a student and a teacher. Each class meeting comprises of discussions of the course readings, recorded student presentations, and case study activities of examples of historical thinking pedagogy. Students should integrate their experience (as educator and/or student) in historical pedagogy into course discussions and materials. Because of the intensive nature of this course and the limits of human attention over Zoom, we will spend half of each class period (5:30-7:30 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 8:00-10:00 PM on 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*. *These are due by 5:00 PM each class day.*

Students will to read and respond to the submissions of other students in the first half of class as a way to prepare for our discussions at 8 PM.

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 by 5:00 PM the day of class. Students should plan to watch these in the first half of our class meetings.*

- I will assign each student group one chapter out of the Lesh book to present to the class.
- For the other presentations, each student 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

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consider ways to integrate these ideas into their courses. These papers should follow all standard conventions for historical writing.

Final Project (Two Tracks)

1. Unit Plan Portfolio (SLO 1)**

In this track, students have the opportunity to design an original an educational unit that includes student analysis of a diverse set of primary sources within a broader historical context. Students should identify a relevant topic in consultation with me, their professor. Students will submit an initial project proposal outlining the track they wish to select and providing a 250-word write-up on June 14th. Students will then begin work on a detailed portfolio for their self-designed educational unit. Students who select this track will be provided with detailed instructions of what to include in their portfolio. By June 21st, students in this track will provide an annotated bibliography of at least six books which they will be including in the course—either as readings for students or as key texts for their lecture design. At least four of these books must be beyond the scope of our own course reading list. By June 30th, students in this track must submit a completed portfolio with all necessary components as well as sample assignments, exams, etc. 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. The total page count for the portfolio must be between 16-20 pages in 12 pt. font. This is the final course project.

****NOTE:** For students *not* in the Teaching History Graduate Certificate program and/or taking this class as a history elective, you have the option for the following in lieu of the Unit Plan assignment.

2. Historiography Review Essay (SLO 1)

In this track, students have the opportunity to familiarize themselves with the secondary literature of our class—*pursuing a course theme that interests them*. Students will submit an initial project proposal outlining the topic they wish to select and providing a 250-word write-up on June 14th. By June 21st, students in this track will provide an annotated bibliography of at least six books which they will be including in their historiographic essay on the topic of their choice. These books must be beyond the scope of our own course reading list. By June 30th, students in this track must submit a double-spaced historiographic review essay between 16-20 pages in 12 pt. font. This is the final course project.

Both tracks require a 15-minute, in-class presentation of your educational unit or historiography review on the final class meeting.

COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

Week	Date	Topic/Readings/Due dates
1	June 2 (Tuesday)	<p>Intro, course overview, expectations What is History?; What is Historical Thinking?</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Montás, <i>Rescuing Socrates</i> • Stearns: "Thinking Historically in the Classroom" (online) • Stearns, "Why Study history? Revisited" (online) • Andrews & Burke, "What Does it Mean to Think Historically?" (online) <p><u>Due:</u></p> <ul style="list-style-type: none"> • Readings Post
	June 4 (Thursday)	<p>Thinking About Historical Pedagogy</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Wineberg, <i>Why Learn History?</i>, Intro, Chapter 4-6 • Lesh, "Why Won't You Just Tell Us the Answer?", Intro and Chapter 1 • Lendol Calder, "Uncoverage," (online) • Bain, "Into the Breach: Using Research and Theory to Shape History Instruction" (online) • AHA - "What is Scholarship Today?: 12 Historians Share How They Do History" (read through the 12 links) (online) <p><u>Due:</u></p> <ul style="list-style-type: none"> • Readings Post • Recording 1 •
2	June 9 (Tuesday)	<p>Making Sense of Students</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Jacobs, <i>How to Think</i> • Casale, et al., "Developing Empathetic Learners" (online) • Selwyn, "'Wrestling the World from Fools': Teaching Historical Empathy and Critical Engagement in Traditional and Online Classrooms" (online) • Hodgin and Kahne, "Misinformation in the Information Age" (online) • Miller, "Confronting Confirmation Bias" (online)

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		<u>Due:</u> <ul style="list-style-type: none"> • Readings Post • Recording 2
	June 11 (Thursday)	Making Sense of Technology <u>Readings:</u> <ul style="list-style-type: none"> • Wineburg, Ch 7 and Afterword • Sullivan, "I Used to be a Human Being" (online) • Twenge, "Have Smartphones Destroyed a Generation?" (online) • "Can We Auto-Correct Humanity" by Prince Ea (online) - this is a video • Denworth, "Social Media Has Not Destroyed a Generation" (online) • Jabr, "The Reading Brain in the Digital Age" (online) • Monke, "Unplugged Schools" (online) <u>Due:</u> <ul style="list-style-type: none"> • Readings Post
	June 12 (Friday)	<u>Due:</u> <ul style="list-style-type: none"> • Reflection 1 - Students & Technology (due 11:59 pm in D2L)
3	June 14 (Sunday)	Teaching through Talking <u>Due:</u> <ul style="list-style-type: none"> • Project Proposal - all tracks (due 11:59 pm in D2L)
	June 16 (Tuesday)	<u>Readings:</u> <ul style="list-style-type: none"> • Stacy, "The Guide on the Stage" (online) • McDaniel, "Harry Potter and the Ghost Teacher" (online) • Dull and Murrow, "Is Dialogic Questioning Possible?" (online) • Wilen, "Exploring Myths about Teacher Questioning" (online) • Parker, "Classroom Discussion" (online) • Schmidt, "A Freedom to Speak ... and the Obligation to Listen" (online) <u>Due:</u> <ul style="list-style-type: none"> • Readings Post
	June 17 (Wednesday)	<u>Due:</u> <ul style="list-style-type: none"> • Reflection 2 - Technology & Pedagogy (due 11:59 pm in D2L)
	June 18 (Thursday)	Teaching History through Skills <u>Readings:</u>

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		<ul style="list-style-type: none"> • Texas History Day Materials (https://texashistoryday.com) • Boryga "Turning Students into Bold Historical Thinkers" (online) • Wynn, "A Cognitive Rationale for a Problem-based US History Survey" (online) • Rachel Roberson, "To Create Media Literate Students," (online) • "Class Sourcing as a Teaching Strategy" (online) • AHA - "Guiding Principles for Artificial Intelligence in History Education" (online) • Hewage, "Doing History in an AI World" (online) • Allen et al., "Cultivating Technocuriosity: Building Custom GPTs for K-12 Social Studies" (online) • ClioVis (online) <p><u>Due:</u></p> <ul style="list-style-type: none"> • Readings Post • Recording 3
4	June 21 (Sunday)	<p>Historical Teaching as a Social Good and a National Good</p> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Annotated Bibliography- all tracks (due 11:59 pm in D2L)
	June 23 (Tuesday)	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Wineburg, Ch 3; Ch 8 • Allen, "Embracing a More Honest Reckoning with History..." (online) • Miner, "Teaching Balanced History in a Polarized World" (online) • Karp, "History as End" (online) • "Teacher Education and the Purposes of History" in Teaching History for the Common Good. (Chapter 13 pp 304-328) - available through ETAMU Waters Library) <p><u>Due:</u></p> <ul style="list-style-type: none"> • Readings Post • Recording 4
	June 24 (Wednesday)	<p><u>Due:</u></p> <ul style="list-style-type: none"> • Reflection 3 - Teaching Philosophy (due 11:59 pm in D2L)
	June 25 (Thursday)	<p>Historical Teaching, Standards, and Testing</p> <p><u>Readings:</u></p>

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		Wineburg, Ch 1 Westheimer, <i>What Kind of Citizen?</i> <u>Due:</u> <ul style="list-style-type: none"> • Readings Post
	June 26 (Friday)	<u>Due:</u> <ul style="list-style-type: none"> • Reflection 4 - History & Society (due 11:59 pm in D2L)
5	June 30 (Tuesday)	Unit Plan/Essay Prep **NO CLASS MEETING** <u>Due:</u> Unit Plan Portfolios/Historiographic Essay (due 11:59 pm in D2L)
	July 2 (Thursday)	In-class Presentations - all students

Interaction with Professor Statement

1. You are strongly encouraged to interact with me. The more you let me know what is going on with you, the better I can help you. Beyond the classroom, the best way to get in touch with me is through ETAMU email. I am also available during my office hours.
2. If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever ways I can the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied and my options will be more limited as far as help is concerned. I can help you get/find the resources you may need on campus or in the community. We can meet in-person or via Zoom.
3. I encourage you to drop into my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class (see above statement on Interaction with Professor).

Student Responsibilities

Class etiquette

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

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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 & Zoom

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. *Simply 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.

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

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.

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Late Work

All written assignments are due as indicated in this syllabus. Late assignments may be accepted at the discretion of the professor and may be assessed a penalty. If you know you will be away when something is due, please notify the professor *in advance or plan to turn the assignment in early.* I can be very understanding and flexible with you, but only if you come to talk to me in advance. To pass this class, all assignments must be completed. Any missing assignments at the end of the course will be given a grade of zero (0).

Syllabus Change Policy

The syllabus is a working document and a guide. Circumstances and events, including class progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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@etamu.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.

History Librarian

Our librarian for History is. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance as you need it: Inbar Michael, Ferguson Room 144, Inbar.Michael@etamu.edu

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 the Communications Tab in D2L (this marks your email as from our course). I check my email regularly between 9 am and 5 pm Monday - Friday. I do not check it on the weekends. If you email me after 5pm on a Friday, I will not see it until Monday morning.

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.*

Minimal Technical Skills Needed

Using the learning management system D2L and using Microsoft Word

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AI Use in Courses

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

UNIVERSITY PROCEDURES/POLICIES

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- 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:

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Office of Student Disability Resources and Services

Velma K. Waters Library Rm 162

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

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University 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 Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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.etamu.edu/counsel



<http://telusproduction.com/app/5108.html>

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