Teaching the History Survey
Summer 2010 ✪ HIST 5331 (33122)
M-F 8:00 am - 1:00 pm ✪ HUDS 313

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Office hours by appt., LART 331

Course Description: This course provides an introduction to the teaching of United States history at the college level in all of its various settings. In order to sharpen their pedagogical perspective, students will discuss scholarly readings on the development and objectives of the history survey course and share their ideas, questions, and concerns with the class. Students will also complete several assignments required for the design and teaching of history courses, including a textbook analysis, a lecture, a discussion session, and the creation of a complete course syllabus.

Course Requirements: Because this course spans just two weeks, you are required to attend all class meetings. For every class meeting that you miss, your final grade will be lowered by 10%. You are also expected to arrive at 8:00 am, complete all reading assignments, participate in class discussions, and turn in all assignments on time.

- Required Readings: The following books are required for all students and are available for purchase at the University Book Store. Web addresses will be noted for all other readings.
  - Bender, *A Nation Among Nations: America’s Place in World History*
  - Blackey, *Perspectives on Teaching Innovations: Teaching to Think Historically*
  - Brinkley, *The Chicago Handbook for Teachers: A Practical Guide to the College Classroom*
  - Kornblith & Lasser, *Teaching American History: Essays Adapted from the Journal of American History*
  - Schweikart & Allen, *A Patriot’s History of the United States*
  - Zinn, *A People’s History of the United States: 1492 to Present*

- Course Participation (20%): Your course participation grade is based upon your contribution to class discussions.

- Textbook Analysis (10%): Each student will write a 3-4 page analysis on how a particular subject in American history has been interpreted in different textbooks. The following texts should be used: Bender’s *A Nation Among Nations*, Zinn’s *A People’s History of the United States*, Schweikart and Allen’s *A Patriot’s History of the United States*, and one more textbook of your choosing. All students will share their analysis with the class.

- Lecture (25%): Each student will deliver a 30 minute lecture followed by audience questions. This lecture can cover any aspect of United States history, including the subject of one’s textbook analysis. Lectures will be evaluated based on content, preparedness, organization, and style. Moreover, students are encouraged to include multimedia and should incorporate any pedagogical methods discussed in class.

- Primary Source Workshop (15%): Each student will conduct a primary source workshop using one or two primary sources related to their lecture. This workshop should simulate an activity that would occur in the survey course and may include any source that provides first-hand testimony or direct evidence, such as speeches, letters, songs, legislation, court decisions, journals/diaries, interviews, artifacts, autobiographies, photographs, etc... This activity should take no longer than 30 minutes and will be evaluated based on organization, quality, and style.
• **U.S. History Survey Syllabus (30%)**: Students will design a syllabus for either the first or second half of the U.S. history survey. This syllabus should be fully detailed in terms of a course description, learning objectives, required primary and secondary texts, calendar with weekly titles/topics based on the fall 2010 UTEP academic calendar, weekly reading assignments with exact page numbers, grade breakdown, and all assessments. Students will share their syllabi with each other and provide a brief 5-minute presentation of its content.

• **Plagiarism**: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge another whenever he or she quotes another person’s actual words; paraphrases another person’s words; uses another person’s ideas, opinion or theory; or borrows facts, statistics, or other material, unless the information is common knowledge. It is official UTEP policy that all suspected cases of plagiarism must be referred to the Dean of Students for investigation.

• **Disabilities**: I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally after the first day of class to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Disabled Student Services Office in the East Union Bldg., Room 106 (http://www.utep.edu/dsso).

• **Grades**:
  - Course Participation: 20%
  - Textbook Analysis: 10%
  - Lecture: 25%
  - Primary Source Discussion: 15%
  - Syllabus: 30%

**Calendar and Assignments:**

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<tr>
<th>Monday, July 12th</th>
<th><strong>Course Introduction</strong></th>
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<tr>
<td>Discussion</td>
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<tr>
<td>• <em>Teaching American History</em> (pgs. 1-37)</td>
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<tr>
<td>✓ “Introduction: Reflections on Textbooks and Teaching”</td>
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<td>✓ “Teaching the American History Survey in the Twenty-first Century: A Roundtable Discussion”</td>
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<th>Tuesday, July 13th</th>
<th><strong>Pedagogy of History</strong></th>
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<td>Discussion</td>
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<td>• <em>Teaching American History</em></td>
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<td>✓ Lendol Calder, “Uncoverage: Toward a Signature Pedagogy for the History Survey”</td>
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<td>• <em>Perspectives on Teaching Innovations</em></td>
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<td>✓ Part One: “Thinking Historically: Challenges and Solutions”</td>
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<td>✓ Part Three: “Thinking Historically: Teaching Methods”</td>
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### Using Primary Sources

**Wednesday, July 14th**

**Discussion**
- *Teaching American History*
  - Michael Coventry, et al., "Ways of Seeing: Evidence and Learning in the History Classroom"

- HIST 1302 @ 9:20 am in UGLC 128 with Dr. Keith Erekson
- Q/A with Dr. Erekson @ 11:30 in HUDS 313

### Textbooks & Interpretation

**Thursday, July 15th**

**Discussion**
- Bender, *A Nation Among Nations*
- Schweikart & Allen, *A Patriot's History of the United States*
- Zinn, *A People's History of the United States: 1492 to Present*
- *Teaching American History*
  - "An Interview with Alan Brinkley, The Challenges and Rewards of Textbook Writing"

### Effective Lectures and Discussions

**Friday, July 16th**

**Discussion**
- *Chicago Handbook for Teachers* (Ch. 3, 4, & 10)

-►►Textbook Analysis due

### Thematic Possibilities

**Monday, July 19th**

**Discussion**
- *Teaching American History*
  - Ned Blackhawk, “Recasting the Narrative of America: The Rewards and Challenges of Teaching American Indian History”
  - Allison Dorsey, "Black History is American History: Teaching African American History in the Twenty-first Century"
  - Scott Kurashige, “Exposing the Price of Ignorance: Teaching Asian American History in Michigan”
  - Pablo Mitchell, "Playing the Pivot: Teaching Latina/o History in Good Times and Bad"
  - Nancy Unger, “Teaching ‘Straight’ Gay and Lesbian History”
  - Carl Guarneri, “Internationalizing the United States History Survey Course” ([www.historycooperative.org/journals/ht/36.1/guarneri.html](http://www.historycooperative.org/journals/ht/36.1/guarneri.html))

-►►Student Lectures, pt. 1
Assessing Students

Discussion:
- *Chicago Handbook for Teachers* (Ch. 5 & 6)
- *Teaching American History*
  - Sam Wineburg, “Crazy for History”
- *Perspectives on Teaching Innovations*
  - Part Three: “Thinking Historically through Writing and Analysis”

►►Student Lectures, pt. 2

Diversity in the Classroom

Discussion
- *Chicago Handbook for Teachers* (Ch. 9)
- Lee Warren, “Class in the Classroom” (www.isites.harvard.edu/fs/html/icb.topic58474/class.html)
- Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack” (www.case.edu/president/aaction/UnpackingTheKnapsack.pdf)

►►Primary Source Workshops, pt. 1

Syllabus Design

Discussion
- *Chicago Handbook for Teachers* (Ch. 1)
- *Teaching American History*
  - Daniel Cohen, “By the Book: Assessing the Place of Textbooks in U.S. Survey Courses”
  - Kathleen T. Brinko, "Visioning Your Course: Questions to Ask as You Design Your Course" (www.iub.edu/~tchsotl/part3/Brinko.pdf)

►►Primary Source Workshops, pt. 2

Conclusions

- David Pace, "The Amateur in the Operating Room: History and the Scholarship of Teaching and Learning" (www.historycooperative.org/journals/ahr/109.4/pace.html)

►►Syllabus due

*The instructor reserves the right to make changes to the syllabus over the course of the semester.*