

AMERICAN HISTORICAL ASSOCIATION

2019 Texas Conference on Introductory History Courses

Friday, September 20, 9:00 AM-4:30 PM

Saturday, September 21, 9:00 AM-3:15 PM

What is distinctive about studying history at the college level? What are the purposes of introductory history courses? What kinds of formats, teaching, and assignments help students learn? What might a signature pedagogy for the history discipline look like? How can we build ourselves a community of practice?

Friday, September 20

- 8:15-9:00 AM Check-in, Registration. Lobby, Davidson-Gundy Alumni Center (DGAC)
- 9:00-9:15 AM **Welcome and acknowledgements**, Kimberly Hill, UT Dallas; Julia Brookins, AHA. **Issues and Goals**, Trinidad Gonzales, South Texas College. **Friday sessions will be held in the Davidson-Gundy Alumni Center (DGAC) ballroom except where noted.**
- 9:15-9:25 AM “What Historians Talk About When We Talk About General Education,” Daniel McInerney, Utah State Univ.
- 9:25-9:55 AM Overview of the Texas **Academic Course Guide Manual** and Q&A. Learning outcomes for history courses and their role in core objectives for general education in Texas colleges and universities, statistics on dual credit history. **Rebecca Leslie**, program director in the Academic Quality and Workforce division, Texas Higher Education Coordinating Board (THECB).
- 10:05-10:55 AM Break-out 1: **“My Goals, Their Goals, Our Goals.”** Facilitated discussion of learning outcomes for introductory-level college history in different institutional settings, drawing on AHA Tuning and SSRC Measuring College Learning statements of history competencies (copies in your folders) and other conference readings. Your assigned group letter is on your name badge.
- Group A: Jonathan Lee, JO 4.112
Group B: Tomiko Meeks, GR 4.208
Group C: Penne Restad, JO 5.608
Group D: Kelly Hopkins, JO 3.536
Group E: Theresa Case, JO 4.708
Group F: John Bezis-Selfa, in DGAC ballroom
- 11:05-11:55 Break-out 2: By topic
- K-12 and Higher Education Alignment: Teacher Preparation, State Standards, and Dual Credit Best Practices:** Trinidad Gonzales. JO 4.112
- Using digital tools and creative assignments:** Ben Wright, Scott Williams. GR 4.208
- Assessment/Moving beyond tests:** Tomiko Meeks, Kent McGaughy. JO 4.122
- African-American History courses:** Kimberly Hill, James Grossman. JO 5.608

- Texas History courses:** Gene Preuss, Nicholas Cox. JO 3.536
- U.S. History courses:** Penne Restad, Daniel McInerney. Stay in DGAC ballroom.
- 12:05-12:55 PM Break-out 3: By topic
- Teaching Information Literacy, Using Primary and Secondary Sources:** John Bezis-Selfa. GR 4.208
- Mexican-American History courses:** Trinidad Gonzales. JO 4.112
- World Civilizations courses:** Jonathan Lee. JO 4.122
- Western Civilization courses:** Julia Gossard, Kent McGaughy. JO 3.536
- U.S. History courses:** Penne Restad, Daniel McInerney. Stay in DGAC ballroom.
- 1:00-1:55 PM Lunch, sponsored by [Milestone Documents](#). FO 2nd Floor atrium
- 2:00-2:20 PM James Grossman, Executive Director of the AHA, **Reflections on the future of introductory history courses**, roles of a scholarly society in leading general education directions, Q&A. Davidson-Gundy Alumni Center ballroom
- 2:20-3:00 PM **Faculty roundtable** on course goals and what we do in our classrooms: Nancy Baker, Gene Preuss, Kimberly Hill, Scott Williams, Susan Stanfield. Julia Brookins, facilitator.
- 3:00-3:15 PM Steve Harris, San Francisco State Univ., **“The History for the 21st Century Project,”** www.history21.com.
- 3:15-3:30 PM Coffee break, outside DGAC ballroom
- 3:30-4:20 PM Jeffrey Engel, Director of the Center for Presidential History, Southern Methodist Univ., **“Teaching Calmly and Fairly in Turbulent Partisan Times,”** Q&A.
- 4:20-4:30 PM Trinidad Gonzales, **How to build a community of practice around our gateway courses.**

Saturday, September 21

- 9:00-9:10 AM Recap, instructions for the day, Julia Brookins. **Saturday sessions will be held in the Jindal School of Management (JSOM) 1.118 unless otherwise noted.**
- 9:10-9:50 AM Drew Koch, Gardner Institute, **“The Gateway Course Completion Line: Unjust Outcomes in History and Historical Context.”**
- 9:50-10:00 AM **How and why our policy context matters to our teaching**, Trinidad Gonzales
- 10:00-10:20 AM Jonathan Lee, Alamo College, **“How do historians teach marketable skills?”**
- 10:20-10:35 AM Scott Williams, Weatherford College, **“Online teaching and opportunities for professional development.”**
- 10:45 AM-12:40 PM **Assignment Charrette**
- Group 1: Nancy Baker, facilitator/recorder. JO 3.516
- Group 2: Dan McInerney, facilitator/recorder. JO 3.532
- Group 3: Penne Restad, facilitator, John Bezis-Selfa, recorder. JO 3.536

[For those who have chosen not to workshop a teaching assignment, there will be alternate programming in the main auditorium (JSOM 1.118) from 10:35-12:40.]

10:35-11:20 AM	“Controversy in the classroom: Using hot topics to foster critical thinking.” Karen Huxtable-Jester and Paul F. Diehl, UT Dallas Center for Teaching and Learning <i>Difficult or challenging conversations can arise in teaching whether we plan for them or not, and may be impossible to avoid. But controversial topics should not be avoided or merely tolerated in the classroom. They provide rich opportunities to engage students, to persuade them of the relevance of key ideas in the discipline, and promote critical analysis of assumptions and potential biases.</i>
11:20-11:30 AM	Break
11:30-11:50 AM	Rosemary Admiral, UT Dallas. “How and Why to Introduce Students to Middle East History”
11:50 AM-12:10 PM	Susan Stanfield, UTEP. “Creating and Using Podcasts and Activities Workbooks”
12:10-12:30 PM	Debbie Pfister, UT Dallas Holocaust Center. “The Holocaust and Representation”
12:30-12:50 PM	Ben Wright, UT Dallas. “Open Educational Resources for Introductory History Courses.”
12:50-1:30 PM	Lunch , sponsored by UT Dallas. Hand in conference feedback forms. JSOM atrium
1:30-1:45 PM	Report back from the assignment charrette
1:45-2:10 PM	Audience discussion with Steve Harris, San Francisco State Univ., on the “History for the 21st Century” project, www.history21.com .
2:10-2:25 PM	Conference Feedback/Book Raffle, Julia Brookins
2:25-2:45 PM	Interactive discussion: What does a good course feel like to teach? What is your ideal professional development? Addressing unanswered questions , Julia Brookins.
2:45-3:15 PM	Farewell coffee, networking, pastries, and free books.

Conference Readings

- AHA Tuning project [History Discipline Core statement](#) (revised Dec. 2016)
- History’s “Essential Concepts and Competencies,” from the Social Science Research Council’s Measuring College Learning project: [pdf online](#) (2016)
- Steven Mintz, “Reimagining the History Survey Course,” AHA Today, April 23, 2018. <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2018/reimagining-the-history-survey-course>
- About Us page, “History for the 21st Century: Redesigning the College History Introductory curriculum,” <http://www.history21.com/about-us.html>
- Anne Hyde, “Plagued By Doubt: Uncertainty as History’s Pedagogy,” video of keynote presentation from the 2018 Texas Conference on Introductory History Courses, <https://youtu.be/8zDHIq6LjLQ>
- Joel Sipress and David Voelker, “The End of the History Survey Course: The Rise and Fall of the Coverage Model,” *Journal of American History*, March 2011, full text (pdf) online at: <http://jah.oxfordjournals.org/content/97/4/1050.full.pdf>

- Sam Wineburg, Joel Breakstone, and Mark Smith, “Do We Know What History Students Learn?”, *Inside Higher Ed*, April 3, 2018. <https://www.insidehighered.com/views/2018/04/03/historians-need-measure-what-their-students-learn-opinion>
- Andrew Koch, “Many Thousands Failed: A Wakeup Call to History Educators,” *Perspectives on History*, May 2017. <https://www.historians.org/publications-and-directories/perspectives-on-history/may-2017/many-thousands-failed-a-wakeup-call-to-history-educators>
- Common course descriptions and learning outcomes for lower-division History courses, Texas Academic Course Guide Manual (ACGM): pp. 150-155 of this [online pdf](#).
- David Pace, “The History Classroom in an Era of Crisis: A Change of Course is Needed,” *Perspectives on History*, May 2017. <https://www.historians.org/publications-and-directories/perspectives-on-history/may-2017/the-history-classroom-in-an-era-of-crisis-a-change-of-course-is-needed>
- Paulina L. Alberto and Farina Mir, “[History 101: What It Is and Why We Need It Now](#),” *Perspectives on History*, April 2018.

Conference Location:

University of Texas at Dallas
800 W. Campbell Rd., Richardson, TX

Friday plenaries: DGAC ballroom

Saturday plenaries: JSOM 1.118

Questions? Email Julia Brookins, jbrookins@historians.org

Conference social media hashtag: **#TxTeach19**

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