

Class hours:

Thursdays for first six weeks of the semester

1-3 pm

532 Park Hall

Facilitator:

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Office Hours:

Thursdays 11am-1pm,
or by appointment

HIS 701: PROSEMINAR on HISTORY TEACHING

University at Buffalo
Fall 2019



Course Description

The proseminar on history teaching is a forum for conversations on techniques and resources for effective history teaching. The focus is on college teaching in a variety of settings and formats; aspects of K-12 teaching and public history may also be addressed. Class meetings involve discussion of short readings and problems encountered in the classroom. The major written assignment is a first draft of an upper level course syllabus. This is a non-credit course required of first-time Teaching Assistants (may be taken concurrently with first semester as a TA). It is open to all graduate students. There are no prerequisites.

Course Materials

Each session of the proseminar will address a set of issues relating to teaching; please see the schedule section for reading links. Readings in PDF will be provided by the facilitator.

This proseminar is funded by the American Historical Association's Career Diversity Implementation Grants



Student Learning Outcomes

Students who complete this course will be familiar with common challenges in teaching history, including how to encourage students to read and critically evaluate primary sources and historical scholarship, join in class discussions of course material, and write in a variety of modes common to the history field. They will have experimented with different strategies for teaching history in recitation sections and other environments and be able to implement some of them in their own classes. They will understand the different challenges associated with in-person and online teaching of a diverse student body. They will know where conversations about teaching occur in the field (journals, blogs, websites, conferences). Attainment of the skills and knowledge described above will be assessed as students participate in class discussion and teaching exercises.

The course goals support the mission of the History Department to train excellent historians who can share their knowledge and insight effectively in the classroom as well as in publications and other venues.

Course Requirements

The course requires active participation in discussion. The assigned readings are jumping off points for what we hope will be discussions interesting and useful for you as a teacher or future teacher of history. It is expected that you will prepare for and attend all classes, except in case of illness or other serious circumstances. Absences, excused or not, must be made up for by submitting a critical essay of about 500 words on the reading discussed on the day of the absence.

The written assignment for the course is to create the first draft of a syllabus for an upper level course. The nature of syllabi making will be discussed in class (see class schedule below), and we will read sample syllabi created by UB faculty and advanced PhD students. The draft teaching syllabus will be due on the last day of the fall semester.

Grades

Students in the course will receive a grade of Satisfactory (S) if they submit an acceptable draft syllabus, as well as attend at least four class sessions and submit make-up essays for any sessions missed. Failure to submit an acceptable draft syllabus or to attend at least four sessions (and submit make-up essays for any missed) will result in an Unsatisfactory (U) grade. Students who do not receive an "S" grade in the course may lose their eligibility for appointment to future TAs.

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Academic Integrity

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university and of themselves while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas.

For further details, see the university's Graduate Academic Integrity policy:
<https://grad.buffalo.edu/succeed/current-students/policy-library.academics.html>.

Accessibility Resources

If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at: <http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

Schedule of Class Sessions

August 29 Introduction

We will get to know one another's intellectual and professional interests and discuss the goals and procedures of the proseminar.

Reading: Calder, Lendol. "The Stories We Tell." *OAH Magazine of History* 27:3 (2013): 5-8.
<https://academic-oup-com.gate.lib.buffalo.edu/maghis/article/27/3/5/978558>

Díaz, Arlene, Joan Middendorf, David Pace, and Leah Shopkow. "The History Learning Project: A Department 'Decodes' Its Students." *The Journal of American History* (March 2008): 1211-1224. <https://academic-oup-com.gate.lib.buffalo.edu/jah/article/94/4/1211/901536>

September 5 Creative Assignments and Assessment

Guest Instructor: Professor Sarah Handley-Cousins and PhD students

Reading: Calder, Lendol. "Points of Interest." *Perspectives on History* (January 12, 2018).
<https://www.historians.org/publications-and-directories/perspectives-on-history/january-2018/points-of-interest-encouraging-class-participation-with-the-preparatory-point-paragraph>

Hyde, Anne. "Five Reasons History Professors Suck at Assessment." *The Journal of American History* (March 2016): 1104-1107. <https://academic-oup-com.gate.lib.buffalo.edu/jah/article/102/4/1104/2364413>

September 12 Teaching Historical Literacy

Session leader: Professor Sasha Pack

Reading (read one essay or both, as you choose): Pace, David. "The Amateur in the Operating Room: History and the Scholarship of Teaching and Learning." *American Historical Review* (October 2004): 1171-1192. <https://www.jstor-org.gate.lib.buffalo.edu/stable/10.1086/530753>

Wineburg, Sam. "Making Historical Sense." In *Knowing, Teaching & Learning History: National and International Perspectives*, edited by Peter N. Stearns, Peter Seixas, and Sam Wineburg. New York: New York University Press, 2000.

September 19 Introduction to Teaching Online

Guest instructors: Professor Patrick McDevitt and PhD Students

Reading: Lane, Lisa M. "Constructing the Past Online: Discussion Board as History Lab." *The History Teacher* 47, no. 2 (2014): 197-207. <http://www.jstor.org/stable/43264221>.

Tamao, Shuko. "UB Online Teaching Handbook," 2018. <https://arts-sciences.buffalo.edu/content/dam/arts-sciences/history/documents/UB%20Online%20Teaching%20Handbook%20Fall%202018.pdf>.

September 26 Fostering Discussion in Diverse Classrooms

Guest instructor: Susan A. Mann Dolce, Accessibility Resources

Reading: Tobin, Thomas J., and Kirsten T. Behling. "How Universal Design for Learning Got to Higher Education." In *Reach Everyone, Teach Everyone*, 19–43. Morgantown: West Virginia University Press, 2018.

Inclusive Teaching Strategies: Yale Center for Teaching and Learning. <https://ctl.yale.edu/InclusiveTeachingStrategies>.

October 3 Syllabi Making

Guest Instructor: TBD

Reading: Undergraduate Education, University at Buffalo. "<https://www.buffalo.edu/educationalaffairs/uge/curriculum/course/syllabus-guidelines.html>.

“Classroom Materials: Rubrics and Syllabi | AHA.” <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/classroom-materials/classroom-materials-rubrics-and-syllabi>.

“Teaching Difficult Legal or Political Concepts: Using Online Primary Sources in Writing Assignments | AHA.” <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/the-history-of-the-americas/teaching-difficult-legal-or-political-concepts>.

Also, check out this website on Accessible Syllabi:

<https://accessiblesyllabus.tulane.edu/image/>

December 5 Written Assignment Due

Your draft syllabus is due on December 5, but you are welcome to submit it earlier. Email a pdf copy to the facilitator.

Resources for History Pedagogy

Note: This list was created by UC Berkeley professor Natalie Mendoza, and is available on the website of the American Historical Association (<https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/career-diversity-resources/career-diversity-faculty-resources/teaching-history-in-the-university>)

Websites/Online Resources

American Historical Association (AHA), Washington, DC (<https://www.historians.org/>)

Career Diversity for Historians

Tuning the History Discipline in the United States

Center for Teaching, Vanderbilt University (<https://cft.vanderbilt.edu/>)

“Flipping the Classroom” by Cynthia J. Brame

(<https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>)

Eberly Center for Teaching and Learning, Carnegie Mellon University

(<https://www.cmu.edu/teaching/>)

Assessing and Teaching Learning

The Harriet W. Sheridan Center for Teaching and Learning, Brown University

(<https://www.brown.edu/about/administration/sheridan-center/>)

Roy Rosenzweig Center for History and New Media, George Mason University

(<http://chnm.gmu.edu/>)

Teaching Guide—GENERAL

Davis, Barbara Gross. *Tools for Teaching*, Second Edition. San Francisco, CA: Jossey-Bass, 2009.

Teaching Guide—HISTORY

Seixas, Peter, and Tom Morton. *The Big Six Historical Thinking Concepts*. Toronto: Nelson Education, 2012.

Scholarship of Teaching and Learning (SoTL)—HISTORY

Calder, Lendol. "The Stories We Tell." *OAH Magazine of History* 27:3 (2013): 5-8.

———. "Uncoverage: Toward a Signature Pedagogy for the History Survey." *The Journal of American History* (March 2006): 1358-1370.

Calder, Lendol, William W. Cutler III, and T. Mills Kelly. "History Lessons: Historians and the Scholarship of Teaching and Learning." In *Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground*, edited by Mary Taylor Huber and Sherwyn P. Morreale. Washington, DC: American Association for Higher Education and The Carnegie Foundation for the Advancement of Teaching, 2002.

Díaz, Arlene, Joan Middendorf, David Pace, and Leah Shopkow. "The History Learning Project: A Department 'Decodes' Its Students." *The Journal of American History* (March 2008): 1211-1224.

Monte-Sano, Chauncey. "Disciplinary Literacy in History: An Exploration of the Historical Nature of Adolescents' Writing." *Journal of the Learning Sciences* 19 (2010): 539-568.

———. "What Makes a Good History Essay? Assessing Historical Aspects of Argumentative Writing." *Social Education* 76:6 (November/December 2012): 294-298.

Pace, David. "The Amateur in the Operating Room: History and the Scholarship of Teaching and Learning." *American Historical Review* (October 2004): 1171-1192.

Wineburg, Sam. "Making Historical Sense." In *Knowing, Teaching & Learning History: National and International Perspectives*, edited by Peter N. Stearns, Peter Seixas, and Sam Wineburg. New York: New York University Press, 2000.

———. "On the Reading of Historical Texts: Notes on the Breach Between School and Academy." *American Educational Research Journal* 28:3 (Fall 1991): 495-519.

Other Publications

Grossman, James R. "The New History Wars." *New York Times*, 1 September 2014. Accessed 9 July 2016. <http://www.nytimes.com/2014/09/02/opinion/the-new-history-wars.html>.

———. "To Be a Historian Is to Be a Teacher." *Perspectives*, November 2015. Accessed 12 July 2016. <https://www.historians.org/publications-and-directories/perspectives-on-history/november-2015/to-be-a-historian-is-to-be-a-teacher>.

Grossman, James R., and Emily Swafford. "Graduate Education Reconsidered." *Perspectives*, April 2016. Accessed 12 July 2016. <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2016/graduate-education-reconsidered>.

Hyde, Anne. "Five Reasons History Professors Suck at Assessment." *The Journal of American History* (March 2016): 1104-1107.

McClurken, Jeffrey, ed. "Digital History Reviews." *The Journal of American History* (March 2016): 1278-1279.

Robertson, Stephen. "CHNM's Histories: Digital History & Teaching History." Dr. Stephen Robertson, 23 May 2014. Accessed 9 July 2016. <http://drstephenrobertson.com/blog-post/digitalhistory-teaching-history/>.

———. "The Differences between Digital History and Digital Humanities." Dr. Stephen Robertson, 23 May 2014. Accessed 9 July 2016. <http://drstephenrobertson.com/blog-post/thedifferences-between-digital-history-and-digital-humanities/>.