

375: Teaching History in the University
Department of History | University of California, Berkeley

Fall 2016 | Fridays 3-5pm | 3205 Dwinelle Hall

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Office Hours: M 2-3:30; W 10:30-12

Course Description This course introduces first-time GSIs to basic pedagogy methods and practices at the college level, and pays special attention to the particular challenges in teaching history. The learning objectives for the course are both immediate and long-term. Upon completing HIST 375, beginning GSIs will: be familiar with common problems, or “bottleneck” issues, in teaching history and suggested strategies for getting past them, as found in the Scholarship of Teaching and Learning (SoTL); conduct their own SoTL research into a bottleneck issue; know how to create lesson plans for discussion section; consider how to develop activities and assignments for historical thinking, including the use of technology; learn some methods for formative and summative assessment; begin to think about how to design their own courses and syllabi (i.e., pedagogical development as an instructor of record rather than as a GSI); learn various ways of assessing their teaching toward improving their pedagogy practices; and develop a preliminary teaching portfolio, including a first draft of a teaching statement. As a course that touches upon and integrates the several stages of teaching in a graduate student’s career and after, HIST 375 provides a solid foundation for students to continue their pedagogical development as their teaching experience and skills become more advanced. The course also lends itself to other types of doctoral training and professional development, such as preparation for qualifying exams and the academic job market. GSIs will leave HIST 375 with a robust knowledge of and experience applying basic pedagogical methods and practices for effectively teaching history at the college level. This course meets the GSI Teaching and Resource Center’s requirements for obtaining a Certificate in Teaching and Learning in Higher Education.

University Requirements Please make sure to complete the following university requirements at the time expected:

Students must complete the **GSI Professional Standards and Ethics Online Course** found on the GSI Teaching and Resource Center website (<http://gsi.berkeley.edu/>) *before the first day of classes*.

Students must also complete the **Teaching Conference for All First-Time GSIs** *prior to the semester in which they begin teaching*. More information about the conference is available on the GSI Teaching and Resource Center website (<http://gsi.berkeley.edu/programs-services/conference/fall-conference/>)

Course Requirements Students must attend seminar meetings and complete readings in preparation for discussion, guest presentations, and in-class workshops. Students must also complete course assignments (described in the section below). Final course assessment is as follows: Seminar participation (35%), Lesson Presentation and Reflection (15%), Scholarship of Teaching and Learning Paper (15%), and Preliminary Teaching Portfolio (35%).

Assignments The assignments are described in brief below. More information will be provided well in advance of due dates (listed in the seminar schedule).

Seminar participation includes attending class, completing readings, contributing to discussion, participating in workshops held during class, and attending an individual 20-minute meeting with the instructor during week 13. A short portion of each class meeting will be devoted to GSIs sharing challenges they experienced that week during their discussion sections, with the expectation that the instructor and the rest of the class will offer constructive support and feedback toward helping GSIs address these challenges (GSIs are also more than welcome to share successes in addition to challenges during this designated time). The **in-class workshops** provide students with the time and opportunity to apply some of the pedagogical tools, methods, and research they will read about this semester. These workshops center on developing skills and creating documents critical to students' pedagogical and professional development, such as: creating lesson plans, designing assignments that assess historical thinking skills, using technology to teach, creating courses and writing syllabi, and developing a teaching statement. The interaction students have with each other during these workshops also serves to foster a dialogue of self- and peer reflection about teaching that students can and should carry on beyond the semester. The **20-minute individual meeting with the instructor** is held during week 13 in lieu of a class meeting, and is a time for student and instructor to talk about pedagogy, course assignments, and any other issues related to student well being, teaching history, and professional development. *(35% of final course assessment)*

Students will give a **lesson presentation and reflection** on a lesson they created and implemented this semester. The in-class workshop held during our week 3 class meeting will teach students how to create lesson plans, and students are expected to use the methods introduced during this workshop to create and implement lesson plans in discussion section throughout the semester. The presentation should be 5 minutes, and presenters can expect questions and feedback from the class. Students must turn in the lesson plan and a 1-1.5 page, single-spaced, reflection on the lesson planning and implementation process. *(15% of final course assessment)*

In this course, students will be introduced to the Scholarship of Teaching and Learning (SoTL, pronounced "SOH-tul") in History, and will complete a **Scholarship of Teaching and Learning Paper (SoTL paper)**. Students must write a 5-page, double-spaced paper on a recurring problem they have encountered in teaching history, or one that the student thinks is worth investigating further. In identifying a problem in teaching, students ought to apply some of the same basic methods they would in identifying a problem in their own historical research (i.e., dissertation): develop a question or set of questions about a significant issue, locate literature that other scholars have written about the issue, provide an overview of the current conversation, and give your own response to the existing literature. Students can refer to the reading list and bibliography in the appendix to this syllabus to help them identify a problem and/or literature to get them started. Students will upload their SoTL paper to the HGSPG bCourses site, in the "HIST 375 (2016)" folder, the purpose of which is to share what you find in your SoTL research with other graduate students in the department. *(15% of final course assessment)*

As first-time GSIs at Berkeley, students will put together a **Preliminary Teaching Portfolio** befitting their teaching experience as doctoral students (hence, it is "preliminary"), providing them with an important foundation for building a portfolio over the course of their time in the PhD program and after. The teaching portfolio must include: 3 lessons and reflections from

teaching this semester; an undergraduate student evaluation summary; and a teaching statement. The 3 lessons and reflections will follow the lesson and reflection format students learn during the lesson-planning workshop (week 3). The undergraduate student evaluation summary is based on a mid-semester evaluation that GSIs create and implement in their discussion sections (students will be given guidance on this during the lesson-planning workshop), and students will begin developing a teaching statement during an in-class workshop held in week 11. ***(35% of final course assessment)***

Readings The course's required readings can be accessed electronically via websites, bCourses, and/or OskiCat. A full bibliography of the course reading list, including recommended readings, is available in the appendix to this syllabus.

Students with Disabilities For assistance with disability-related needs for academic accommodations, students must contact the Disabled Students' Program (DSP). The DSP campus office is located at: 260 César Chávez Student Center. Phone: 510-642-0518 (voice) and 510-642-6376 (TTY); Email: dsp@berkeley.edu; Web: <http://dsp.berkeley.edu>.

SEMINAR SCHEDULE AND ASSIGNMENTS

Before Semester Begins

- ✓ Complete **GSI Professional Standards and Ethics Online Course** *before the first day of classes*
- ✓ Complete **Teaching Conference for All First-Time GSIs**
- ✓ Familiarize yourself with the **Teaching Guide for GSIs** on the GSI Teaching and Resource Center website; **specifically, I recommend reading the following before the semester begins:** Pre-Semester Preparation, Checklist for Getting Started as a GSI, and Create a Section Syllabus (note: check with your professor first to make sure they are okay with you creating a syllabus for discussion section)
- ✓ If you are interested in obtaining a Certificate of Teaching and Learning from the GSI Teaching and Resource Center, I suggest reading over the requirements on the website (you can find it under the **Programs & Services** tab)
- ✓ Complete the light reading for week 1 (below)

Week 1

8/26: Expectations and Introductions; Resources for Teaching

During our first meeting, we will get acquainted with each other before I move on to laying out the course expectations and requirements, clarifying for students how the readings and assignments meet course objectives. We will also discuss how GSIs' first discussion sections went this week and talk over the reading assignment, which introduces students to some of the teaching resources available to them, including the UC Berkeley GSI Teaching and Resource Center, the American Historical Association's Tuning Project, and the UC Berkeley History Graduate Student Pedagogy Group (HGSPG)—HGSPG, in fact, will be our guest for a portion of the class meeting to discuss some of the support it provides.

GUEST: UC Berkeley History Graduate Student Pedagogy Group (HGSPG)

READING: familiarize yourself with the UC Berkeley GSI Teaching and Resource Center website (especially: Programs and Services, Teaching Guide for GSIs, and GSI Online Library); look through the files on the HGSPG bCourses site; read the AHA's "2013 Tuning Core Document"; Davis, "Part II: Responding to a Changing Student Body"; Gold Folder, Faculty/Staff Reference to Assist Students in Distress

Week 2

9/2: From High School to College History: Bridging the Gap in K-16 History Education

Week 2 introduces GSIs to the particular challenges college-level teachers face teaching history by considering the type of historical skills and knowledge that incoming undergraduates bring with them to the college classroom. This week's readings help illustrate the differences in how history is taught at the K-12 level versus the college level, and pushes GSIs to think about how they, as college teachers, can help to bridge the gap in K-16 history teaching and learning. Dr. Rachel Reinhard will share with us some of her efforts at bridging the gap in K-16 history education through her work as Director of the UC Berkeley History-Social Science Project, a program that provides professional development support to classroom teachers in local K-12 history communities.

GUEST: Dr. Rachel Reinhard, Director, UC Berkeley History-Social Science Project (UCBHSSP)

READING: Wineburg, "Making Historical Sense" and "On the Reading of Historical Texts"; Calder, "The Stories We Tell"; Grossman, "The New History Wars"; skim the "Student Profile" page on the UC Berkeley Office of Undergraduate Admissions

website (also: the “Profile of UC Berkeley Undergraduates” PDF located at the bottom of the page); Results from Graduate Student Survey on Teaching History to Berkeley Undergraduates (March 2015)

RECOMMENDED: Ambrose, et al., *How Learning Works*

Week 3

9/9: Creating Lesson Plans for Discussion Section

This week GSIs will learn how to develop lesson plans for discussion section, through both the readings and in-class discussion. Developing a basic lesson plan includes: 1) identifying learning objectives, such as learning a skill and/or deeper understanding of content; 2) developing activities/instructional strategies that facilitate meeting desired learning objectives, including the appropriate informal/formative assessments to measure student learning (informal/formative assessments are typically “low stakes”—unlike “high stakes” formal/summative assessments, such as exams or research papers, i.e., assignments tied to a grade and used to determine a final course grade); and 3) reflecting upon lesson implementation and determining the degree of student learning (lesson effectiveness: what worked and what didn’t work; what to do differently next time; and did students learn what you set out for them to learn?), and identifying additional activities/instructional strategies that can be used to reinforce or re-teach learning objectives. Activities/instructional strategies include leading discussion, but also other methods, such as group work and short writing assignments. As part of learning about reflection and assessing teaching practices, GSIs will be instructed to develop a mid-semester evaluation and to implement it in their discussion section after the midterm but before the exams are returned to students (sometime during weeks 7-9). The mid-semester evaluation is necessary for completing the undergraduate student evaluation summary required of the Preliminary Teaching Portfolio. GSIs will also be informed of the Lesson Presentation they will complete in weeks 8 and 9 (GSIs will sign up for presentation times via email/bCourses). Sarah Gold McBride, a History PhD Candidate with a proven record of effective teaching, will share her experience and thoughts on lesson planning and pedagogical development.

GUEST: Sarah Gold McBride, PhD Candidate, UC Berkeley Department of History

READING: Eberly Center for Teaching Excellence, under “Assess Teaching and Learning,” click on “Basics” and read all the tabs under this heading; Davis, “Part III: Discussion Strategies”; “Evaluating and Improving Your Teaching” in the UC Berkeley Teaching Guide for GSIs

RECOMMENDED: McKeachie, et al., *McKeachie’s Teaching Tips*

Week 4

9/16: Teaching Students to Read, Think & Write for History (i.e., teaching disciplinary literacy)

During week 4 we will return to the specific issues in teaching historical thinking to novice students (i.e., incoming undergraduates, non-majors). The SoTL readings for this week illustrate some of the bottleneck issues students face reading, thinking, and writing for history, and will introduce GSIs to “disciplinary literacy”—the idea that students need a precise set of skills unique to a discipline in order to effectively and successfully study that discipline. The reading and writing skills students learn in writing a persuasive essay for an English class, for instance, do not necessarily lend themselves to reading and writing for a History class. Our discussion of the readings will be guided by the following question: What does historical literacy look like? We will consider how to teach novice students to read primary and secondary sources, to think about these sources separately, together, and alongside lecture, and how to write about them on exams and in research papers. Most importantly, teaching disciplinary literacy means revealing to novice students the ways in which history is an interpretive discipline—a concept most students are not aware of, and which represents the biggest bottleneck issue in teaching history at the college level. The first in-class workshop of the semester will give GSIs time to develop an activity/lesson for an upcoming reading or writing assignment aimed at teaching their students a particular historical thinking skill.

READING: Monte-Sano, “Disciplinary Literacy in History”; Díaz, et al., “The History Learning Project”; Seixas, Introduction in *The Big Six Historical Thinking Concepts*

RECOMMENDED: Downey, [Teaching for Historical Literacy](#); Lèvesque, [Introduction in Thinking Historically](#); Ambrose, et al., [How Learning Works](#)

Week 5

9/23: Researching Pedagogy: the Scholarship of Teaching and Learning (SoTL) in History

In week 5 we consider the state of the Scholarship of Teaching and Learning in History—the emergence of the SoTL generally, the existence of a SoTL centered on history teaching, what it means to conduct SoTL research, and how GSIs can use the SoTL to inform their lesson planning. I will discuss in some detail with GSIs the SoTL paper assignment for this course, including the bibliography located in the syllabus appendix. Class will let out early this week to give GSIs time to begin work on their SoTL paper.

READING: Calder, et al., “History Lessons”; Pace, “The Amateur in the Operating Room”

RECOMMENDED: Middendorf and Pace, “Decoding the Disciplines”; Bass, “The Scholarship of Teaching”

Week 6

9/30: Creating Assignments and Assessing for Historical Thinking

This week we center on creating assignments, or formal/summative assessments of student learning. This is not the same as the lesson-planning model GSIs learned in week 3. Formal/summative assessments of student learning, as noted above, are typically “high stakes,” and are tied to a grade that informs the final course grade. In contrast to week 3, GSIs will think about how they will create assignments for courses in which they are instructor of record (in later semesters, for instance, graduate students may have an opportunity to teach a 103, a 101, or an R1B as an Acting Instructor-Graduate Student, i.e., Instructor of Record; as GSIs, students are not in control of designing formal/summative assessments—exams, research papers—only informal/formative assessments). The readings will support GSIs as they think about how to best design an assignment and assess for historical thinking. GSIs will apply some of what they learned during week 3 to this week’s task: they will identify learning objectives, determine the appropriate assessment for their chosen learning objectives, and develop activities/instructional strategies for helping students complete the assignment. We will also discuss the utility of rubrics, if not to give guidance to the students we are teaching, then for GSIs’ own pedagogical development as they think about learning objectives in creating assignments. This week’s in-class workshop will give GSIs the time to think about how they would devise a formal/summative assessment for historical thinking in a hypothetical class for which they are instructor of record.

READING: Eberly Center for Teaching Excellence, under “Assess Teaching and Learning,” click on “Assessing Learning” and read all the tabs under this heading; Hyde, “Five Reasons History Professors Suck at Assessment”; Monte-Sano, “What Makes a Good History Essay?”; Davis, “Promoting Academic Honesty”

RECOMMENDED: Lang, “On Original Work,” in [Cheating Lessons](#); Ercikan and Seixas, ed., [New Directions in Assessing Historical Thinking](#); Rampolla, [A Pocket Guide to Writing in History](#); Rael, [Reading, Writing, and Researching for History](#)

Week 7

10/7: Teaching in the 21st Century

*In Week 7, doctoral students Brendan Mackie and Maelia DuBois will spend some time with us discussing technology and what it means for lesson and curriculum planning in the history classroom. **GSIs must create and implement a mid-semester evaluation of their teaching after the midterm exam has been administered, and then interpret and summarize the data for inclusion in their Preliminary Teaching Portfolio.***

GUEST: Brendan Mackie and Maelia DuBois, Doctoral Students, UC Berkeley
Department of History

READING: *forthcoming*

Conduct Mid-Semester Evaluation (after midterm): interpret and summarize data

Week 8

10/14: Student Lesson Presentations

*In weeks 8 and 9, GSIs will spend 5 minutes presenting a lesson they created and implemented this semester. It may help presenters to imagine they are interviewing for a teaching position and have been asked a question about their pedagogy. The class will have questions for and provide feedback to the presenter. GSIs will turn in a copy of the lesson and a short reflection on the lesson-planning and implementation process. **GSIs must create and implement a mid-semester evaluation of their teaching after the midterm exam has been administered, and then interpret and summarize the data for inclusion in their Preliminary Teaching Portfolio.***

Conduct Mid-Semester Evaluation (after midterm): interpret and summarize data

Week 9

10/21: Student Lesson Presentations, continued

*In weeks 8 and 9, GSIs will spend 5 minutes presenting a lesson they created and implemented this semester. It may help presenters to imagine they are interviewing for a teaching position and have been asked a question about their pedagogy. The class will have questions for and provide feedback to the presenter. GSIs will turn in a copy of the lesson and a short reflection on the lesson-planning and implementation process. **GSIs must create and implement a mid-semester evaluation of their teaching after the midterm exam has been administered, and then interpret and summarize the data for inclusion in their Preliminary Teaching Portfolio.***

Conduct Mid-Semester Evaluation (after midterm): interpret and summarize data

Week 10

10/28: Creating Courses and Writing Syllabi

Week 10 focuses on designing courses and writing syllabi. The readings provide a basis for discussing theoretical and practical ways of creating courses and syllabi, while the in-class workshop gives GSIs time to draft a course and syllabus related to an area of study they specialize in (this activity is also useful beyond pedagogical development—it is helpful preparation for the 3rd semester and qualifying exams! A typical exam question, for instance, asks students how they would teach a survey course: themes, questions, and readings). Spending time on course and syllabus design is also a useful preparatory activity that will help GSIs write the teaching statement (next week's focus) they are required to include in the Preliminary Teaching Portfolio.

READING: Calder, “Uncoverage”; Brame, “Flipping the Classroom”; Harriet W. Sheridan Center for Teaching and Learning, “Creating a Syllabus”; Davis, “Devising or Revising a Course” and “The Comprehensive Course Syllabus”

Week 11

11/4: Why Teach History? and Other Things to Discuss in Your Teaching Statement

This week we will spend some time drafting the teaching statement, one of the more challenging documents to create in the teaching portfolio. Though there is no one correct way to write a teaching statement, there are some basic steps and guidelines GSIs can follow as they think about their teaching philosophy. The purpose of this week's meeting is to give GSIs time to think about one of the most important pieces in their teaching portfolio—students, for instance, will be able to draw upon their teaching statement later to help them write their cover letter for a teaching position, as well as to help them prepare for a job interview. GSIs will bring to class all relevant teaching material that will help them with the statement: section syllabus (if applicable); lesson plans; instructional strategies/activities focused on

teaching historical thinking; preliminary SoTL research; mid-semester student evaluations and summary; and last week's syllabus draft. During the in-class workshop, GSIs will briefly outline their teaching statement, and will then practice talking about their teaching philosophy with a partner in a mock interview.

READING: HGSPG bCourses site, go to: "Files" → "Resources: Professional" → "Teaching Portfolio_Statement," and read "How to Write a Teaching Statement" (feel free to peruse the other items while you're there); revisit Davis, "Part II: Responding to a Changing Student Body"

RECOMMENDED: The GSI Teaching and Resource Center regularly offers a workshop on writing teaching statements and creating portfolios (and syllabi and course design), as well as seminars and institutes aimed at supporting graduate student pedagogical development. HGSPG also offers pedagogical support but focuses on issues specific to teaching history. I recommend taking advantage of both resources through the course of your graduate training and teaching experience here at Cal.

Week 12

11/11: NO CLASS—HOLIDAY

Week 13

11/18: NO CLASS—Individual 20-minute appointments with instructor

A general check-in meeting, but also an opportunity to discuss the SoTL paper and/or teaching portfolio.

Week 14

11/25: NO CLASS—HOLIDAY

Week 15

12/2: Career Diversity for Historians

In the final week, Dr. James Grossman, the American Historical Association Executive Director (and Berkeley PhD), will talk with us about doctoral training and professional development that considers the historian's role beyond creating historical knowledge, i.e., academic research. This semester we have focused on the historian's role as a teacher, and we will finish the course by talking with Dr. Grossman about other ways we might understand historian's work today.

GUESTS: Dr. James Grossman, Executive Director, American Historical Association (AHA)

READING: Grossman, "To Be a Historian Is To Be a Teacher"; Grossman and Swafford, "Graduate Education Reconsidered"; familiarize yourself with the "Career Diversity for Historians" page on the American Historical Association website

SoTL paper due

Friday, December 9: PORTFOLIO DUE

GSIs: Please complete the "Graduate Student Survey on Teaching History to Berkeley Undergraduates." Happy grading and enjoy your winter break!

APPENDIX

HIST 375: READING LIST

The course's required readings can be accessed electronically via websites, bCourses, and/or OskiCat as an e-book.

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

Gold Folder, Faculty/Staff Reference to Assist Students in Distress, UC Berkeley
(<https://uhs.berkeley.edu/counseling/prevention-education-outreach/gold-folder>)

GSI Teaching and Resource Center, UC Berkeley (<http://gsi.berkeley.edu/>)

- Programs and Services (“GSI Online Ethnic Course” here)
- Teaching Guide for GSIs (referred to as “UC Berkeley Teaching Guide for GSIs” on seminar schedule)
- GSI Online Library

The Harriet W. Sheridan Center for Teaching and Learning, Brown University
(<https://www.brown.edu/about/administration/sheridan-center/>)

- Teaching and Learning Topics

HGSPG bCourses site (log in through bCourses portal: <http://bcourses.berkeley.edu>)

Student Profile, Office of Undergraduate Admissions, UC Berkeley
(<http://admissions.berkeley.edu/studentprofile>)

Roy Rosenzweig Center for History and New Media, George Mason University
(<http://chnm.gmu.edu/>)

Teaching Guides—GENERAL

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

Fink, L. Dee. “A Self-Directed Guide to Designing Courses for Significant Learning.” [no publisher: nd].

Teaching Guides—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/digital-history-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/the-differences-between-digital-history-and-digital-humanities/>.

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FURTHER READING ("recommended" readings and others)

GSI's can and should refer to this list to complete the SoTL paper assignment.

Scholarship of Teaching and Learning (SoTL)—GENERAL

Bass, Randy. "The Scholarship of Teaching: What's the Problem?" *Inventio* 1:1 (February 1999).

Scholarship of Teaching and Learning—HISTORY

K-12

Bain, Robert B. "Considering the 'Hidden' Challenges of Teaching and Learning World History." *Historically Speaking* 12:3 (June 2011): 20-22.

———. "'They Thought the World Was Flat?' Applying the Principles of *How People Learn* in Teaching High School History." In *How Student Learn: History, Mathematics, and Science in the Classroom*, edited by John Bransford and Suzanne Donovan. Washington, DC: The National Academies Press, 2005.

De La Paz, Susan. "Effects of Historical Reasoning Instruction and Writing Strategy Mastery in Culturally and Academically Diverse Middle School Classrooms." *Journal of Educational Psychology* 97:2 (2005): 139-156.

Monte-Sano, Chauncey. "Beyond Reading Comprehension and Summary: Learning to Read and Write in History by Focusing on Evidence, Perspective, and Interpretation." *Curriculum Inquiry* 41:2 (2011): 212-249.

———. "Learning to Open Up History for Students: Preservice Teachers' Emerging Pedagogical Content Knowledge." *Journal of Teacher Education* 62:3 (2011): 260-272.

———. "Qualities of Historical Writing Instruction: A Comparative Case Study of Two Teachers' Practices." *American Educational Research Journal* 45:4 (December 2008): 1045-1079.

Monte-Sano, Chauncey, and Abby Reisman. "Studying Historical Understanding." In *Handbook of Educational Psychology*, edited by Lyn Corno and Eric M. Anderman. New York: Routledge, 2016.

Monte-Sano, Chauncey, Susan De La Paz, and Mark Felton. *Reading, Thinking, and Writing About History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6-12*. New York: Teachers College Press, 2014.

Schleppegrell, Mary J., Stacey Greer, and Sarah Taylor. "Literacy in History: Language and Meaning." *Australian Journal of Language and Literacy* 31:2 (2008): 174-187.

Seixas, Peter. "Students' Understanding of Historical Significance." *Theory and Research in Social Education* 22: 3 (Summer 1994): 281-304.

Shanahan, Timothy, and Cynthia Shanahan. "Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy." *Harvard Educational Review* 78:1 (Spring 2008): 40-59.

VanSledright, Bruce A. *Assessing Historical Thinking and Understanding: Innovative Designs for New Standards*. New York: Routledge, 2014.

———. *In Search of America's Past: Learning to Read History in Elementary School*. New York: Teachers College Press, 2002.

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001.

College

Beaufort, Anne. "Developmental Gains of a History Major: A Case for Building a Theory of Disciplinary Writing Expertise." *Research in the Teaching of English* 39:2 (November 2004): 136-185.

Booth, Alan. "Pedagogy and the Practice of Academic History in Late-Twentieth Century Britain." *Rethinking History* 13:3 (September 2009): 317-344.

———. "Rethinking the Scholarly: Developing the Scholarship of Teaching in History." *Arts & Humanities in Higher Education* 3:3 (2004): 247-266.

Booth, Alan, and Paul Hyland, eds. *The Practice of University History Teaching*. Manchester: Manchester University Press, 2000.

Calder, Lendol. "Looking for Learning in the History Survey." *Perspectives* (March 2002).

Casper, Scott E., and Laura M. Westhoff. "Surprising Opportunities for Historians: Taking Control of the Assessment Process." *The Journal of American History* (March 2016): 1102-1103.

Other articles in this issue of JAH:

- Grossman, James, and Julia Brookins. "Assessment Is What We Make of It."
- Hyde, Anne. "Five Reasons History Professors Suck at Assessment."

- Kroll, Gary, Jessamyn Neuhaus, and Wendy Gordon. “Slouching toward Student-Centered Assessment.”
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Online Resources for Teaching History

K-12

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<https://www.gilderlehrman.org/>

Stanford History Education Group (SHEG)
<https://sheg.stanford.edu/>

College

Historians on Teaching
<http://www.historiansonteaching.tv/>

HistorySoTL—The International Society for the Scholarship of Teaching and Learning in History
<http://www.indiana.edu/~histsotl/blog/>

K-16

Roy Rosenzweig Center for History and New Media website, based at George Mason University
<http://chnm.gmu.edu/>