

2024 Michigan Conference on Introductory History Courses

Friday, September 20, 9:00 a.m. to 4:30 p.m.

Saturday, September 21, 9:00 a.m. to 4:45 p.m.

Oakland Center, Oakland University

312 Meadow Brook Rd.

Rochester, MI 48309

Framing Questions: What is distinctive about studying history at the precollegiate and college levels? What are the purposes of introductory history courses? What kinds of formats, teaching, and assignments help beginning history students learn? How should the civic goals for general education inform our teaching? How can we build a K–16 community of practice?

Sponsors



Oakland University Department of History



Oakland University College of Arts and Sciences



Carl Levin Center for Oversight and Democracy:
Learning by Hearings Program



Cambridge University Press & Assessment



History for the 21st Century, An Affiliate of the
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Michigan State University Department of History



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College of Arts and Sciences
Department of History

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The Pino Agency



OER Project

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Thea Glicksman

Learning Outcomes

During these two days, participants will:

- Work collaboratively with higher education instructors to establish a professional learning community (community of practice) that supports student learning across multiple levels.
- Explore new strategies to improve student success in the history classroom across the transition from high school to college.
- Engage with scholars to develop richer perspectives informed by current research scholarship in specific historical content areas.
- Examine instructional resources focused on incorporating material culture, digital resources, and enhanced understanding of state and local content.
- Consider the alignment between assignments, assessments, and student learning outcomes.

Friday, September 20

8:30–9:00 **Registration and Continental Breakfast – Banquet A**

9:00–9:20 **Opening Remarks – Banquet A**

Elaine Carey, Dean, College of Arts and Sciences (Oakland Univ.)

Brendan Gillis, Director, Teaching and Learning (American Historical Assoc.)

9:20–10:20 **Teaching Introductory History Courses in Michigan: Goals, Strategies, Outcomes – Banquet A**

Chair: Elaine Carey (Oakland Univ.)

Matthew Vriesman (Kentwood Public Schools)

Rochelle E. Danquah (Wayne State Univ.; Oakland Univ.)

Michael Evans (Delta Coll.)

Erin Dwyer (Oakland Univ.)

10:20–10:40 **Prioritizing Goals in Introductory History Courses – Banquet A**

Brendan Gillis (AHA)

10:40–10:55 *Break and transition to breakout rooms*

10:55–11:45 **Breakout Discussions: “My Goals, Their Goals, Our Goals.”**

What are the purposes of gateway history courses? What student needs do you try to meet? Who else has an interest in your courses, and how do you balance those interests in your teaching? Facilitated discussion of learning outcomes for introductory-level college history in different institutional settings, drawing on AHA Tuning, SSRC Measuring College Learning statements of history concepts and competencies, and other conference readings. Discussions will be led by

1. Anne Hyde (Univ. of Oklahoma and AHA Council) – Banquet B
2. Liz Shesko (Oakland Univ.) – Gold A
3. Brendan Gillis (AHA) – Gold B
4. Michael Huner (Grand Valley State Univ.). – Gold C

11:45–12:50 **Lunch and Exhibits – Banquet A**

1:00–2:00

Concurrent Panels:

- **Teaching AP Courses** (Dave Eaton, Grand Valley State Univ.) – Gold Room A
- **Teaching with “Retro Report” Films and Resources** (Ryan Werenka, Troy High School) – Gold Room B
- **Enhancing History using Congressional Investigations** (Lauren Jasinski and Mark Morrow, Levin Center for Oversight and Democracy at Wayne State Univ.) – Gold Room C
- **World History** (Chris Molnar, Univ. of Michigan–Flint) – Banquet B

2:00–2:15

Break

2:15–3:15

Concurrent Panels:

- **Facilitating Students’ Active Learning in Introductory World History Courses** (Jesse Sponholz and Brenna Millier, History for the 21st Century) – Gold Room A
- **Artificial Intelligence in the History Classroom** (Tammy Shreiner, Grand Valley State Univ.) – Gold Room C
- **US History** (Anne Hyde, Univ. of Oklahoma) – Gold Room B

3:15–3:30

Break

3:30–4:30

Plenary: Informal Writing and Historical Thinking in the Age of Artificial Intelligence – Banquet B

Bob Bain (Univ. of Michigan)

Saturday, September 21

8:30–9:00

Registration and Continental Breakfast

9:00–10:00

Keynote: Highlighting (and Teaching) Historical Skills in Introductory Classes – Banquet A

Anne Hyde (Univ. of Oklahoma)

10:00–10:10

Break and transition to breakout rooms

10:10–11:00

Breakout Sessions

- **Using Games in History Classrooms** (Paul Milliman, Univ. of Arizona; John Moser, Ashland Univ.) – Gold Room A
- **Making Sense of Michigan’s State Social Studies Standards** (David Zwart, Grand Valley State Univ.; Annie Whitlock, Michigan Council for the Social Studies) – Gold Room B
- **Teaching with the Detroit Historical Society** (Detroit Historical Society Staff: Rodney Deal, Kimmie Dobos Wolfe, Brendan Roney, and Tracy Irwin) – Gold Room C

11:00-11:10

Break and transition to breakout rooms

11:10-12:00

Breakout Sessions

- **American Lesson Plan: AHA Research on Secondary and Undergraduate History Courses** (Brendan Gillis, AHA) – Gold Room A
- **Overview of Open Educational Resources** (Ryan Johnson, Clair County Community Coll.; Julia Rodriguez, Oakland Univ.) – Gold Room B
- **Bringing the Past Forward: Using the Henry Ford Museum's Collections** (Olivia Marsh, Henry Ford Museum) – Gold Room C

12:00-1:00

Lunch and Exhibits – Banquet A

1:00-2:00

Plenary: State Legislation and Policy Affecting History Education – Banquet B

Chair: Elaine Carey (Oakland Univ.)

Stephanie Chang (Michigan State Senator)

Henry Duong (Rising Voices)

Sheryl Kennedy (Michigan Dept. of Education Legislative Liaison, Office of Public and Governmental Affairs)

Ranjeev Puri (Michigan State Representative)

2:00-2:15

Break

2:15-3:15

Plenary: The First Peoples Stories Have Always Been Told Last: Putting Native History in the Classroom – Banquet B

Chair: Karen Marrero (Wayne State Univ. and AHA Council)

Heather Bruegl (Oneida/Stockbridge-Munsee; Curator of Political and Civic Engagement, Henry Ford Museum)

3:15-3:30

Break and transition to breakout rooms

3:30-4:30

Breakout Sessions:

- **Teaching Controversial Topics** (George Milne, Oakland Uni.) – Gold Room A
- **Teaching with Michigan History Day** (Claire Herhold, Historical Society of Michigan; Michelle Slaviero, Troy School District; David Hales, Wayne County Regional Educational Service Agency) – Gold Room B
- **Assignment Show-and-Tell** (Brendan Gillis, AHA) – Gold Room C

4:30-4:45

Closing Remarks

Suggested Readings

AHA Tuning project, [History Discipline Core Statement](#) (revised December 2016)

Julia Brookins and Laura Ansley eds., [Designing Introductory History Courses for Student Success](#), June 14, 2024.

Social Science Research Council, [History Essential Concepts and Competencies \(pdf\)](#) (2016)

Daniel Immerwahr, "[History Isn't Just for Patriots](#)," *Washington Post*, December 23, 2020.

Laura Westhoff and Robert Johnston, "[Democracy and the Teaching of History in Our Perilous Moment](#)," *Journal of American History* 108, no. 4 (March 2022): 767–71.

Johann Neem, "[A Usable Past for a Post-American Nation](#)," *The Hedgehog Review* 22, no. 2 (Summer 2022).

Paulina L. Alberto and Farina Mir, "[History 101: What It Is and Why We Need It Now](#)," *Perspectives on History*, April 2018.

Lendol Calder and Robert Williams. "[Must History Students Write History Essays?](#)," *Journal of American History* 107, no. 4 (March 2021): 926–41.

Norm Jones, "[Core of the Matter: The Complex Roles of History Courses in General Education](#)," *Perspectives on History*, December 21, 2020.

Andrew Koch, "[Many Thousands Failed: A Wakeup Call to History Educators](#)," *Perspectives on History*, May 2017.

Steven Mintz, "[7 Innovative Approaches to Course Design](#)," *Inside Higher Ed*, February 8, 2021.

Steven Mintz, "[Reimagining the History Survey Course](#)," *AHA Today*, April 23, 2018.

Caleb Wood Richardson, "[Turning Inquiry into Action: Using Communities of Practice to Build Better Introductory History Courses](#)," *Perspectives on History*, December 2020.

Joel M. Sipress and David J. Voelker, "The End of the History Survey Course: The Rise and Fall of the Coverage Model," *Journal of American History* 97, No. 4 (March 2011): 1050–1066. Full text (pdf) online at: <http://jah.oxfordjournals.org/content/97/4/1050.full.pdf>

Laura Westhoff and Robert Johnston, "[Thinking Beyond the Essay: Varieties of Student Historical Writing](#)," *Journal of American History* 107, no. 4 (March 2021): 922–25.

Sam Wineburg, Joel Breakstone, and Mark Smith, "[Do We Know What History Students Learn?](#)," *Inside Higher Ed*, April 3, 2018.

Brenna Miller and Jesse Spohnholz, "[Collaboratively Reforming General Education History Teaching and Learning: A Roadmap for the Twenty-First Century](#)," *Proceedings of the H-Net Teaching Conference* 1, no. 1 (2023): 77–87.