

**History 555.01W**  
**Seminar in History for Middle and High School Education**  
**Summer I 2014**

Instructor: Dr. Judy Ann Ford  
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**COURSE INFORMATION**

Materials--Required:

Sam Wineburg, *Historical Thinking and Other Unnatural Acts* (2001). ISBN: 1-56639-856-8

James W. Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History* (2010). ISBN: 978-0-8077-4991-3

James A. Percoco, *Divided We Stand: Teaching About Conflict in U.S. History* (2001). ISBN: 0-325-00329-7

Peter N. Stearns, Peter Seixas, and Sam Wineburg, *Knowing, Teaching, and Learning History: National and International Perspectives* (2000). ISBN: 0-8147-8141-1

Marnie Hughes-Warrington, *History Goes to the Movies: Studying History on Film* (2006). ISBN: 0-415-32827-6

Yohuru Rashied Williams, *Teaching U.S. History Beyond the Textbook: Six Investigative Strategies, Grades 5-12* (2009). ISBN: 978-1-4129-6621-4

Course Description:

This course provides a variety of investigations, involving primary sources, into World, European, and American histories designed for history and social studies teachers. This course will count as PDAS continuing education hours for public school teachers.

Student Learning Outcomes:

1. Student will demonstrate the ability to construct an analytical lesson plan.

## COURSE REQUIREMENTS

### Attendance and Participation

To simulate a classroom environment, students are required to participate in asynchronous class discussions which are worth 30% of the course grade.

Each week, two or three discussion threads will open on Monday morning at 9:00 AM. In most cases, the prompts will be questions or comments regarding the assigned reading for that week. In most cases, the prompt will be my only participation in the thread.

For full credit, students must make a substantial post a minimum of three times in each thread. Of the three minimum posts, one must be a response to the prompt and two must be responses to other students' posts.

Your response to the prompt must be made by midnight on Thursday. Your responses to other students' posts can be made at any time prior to the thread's closing. In weeks one through four, threads will close at midnight on Sunday; in week five, the threads will close on midnight on Thursday (because the course ends on Thursday).

Students must make substantive remarks in their three required posts. Substantive means that a student's initial answer to the prompt is lengthy enough to answer the question using evidence from the reading assignments and that the student's responses to classmates are thoughtful and engaging—that is, more than a one- or two-sentence response. This assignment is on-going, which means that students should log in daily, or nearly daily, to read their classmates' responses and post replies to those comments, and students should not wait until the final day of the discussion to post their comments. That delay is not conducive to accomplishing the mission of a class discussion.

I will use the following rubric to grade class discussions:

*20-25 points* = Contributions are factually accurate, prompt, timely and balanced throughout the assigned discussion period, devoid of irrelevant personal opinions; student asks questions and answers inquiries.

*15-20 points* = Posts are generally accurate but lack analysis or miss significant points; not among the first students to post comments; interacts with only a few classmates.

*10-15 points* = Comments reflect a lack of critical analysis and/or contain factual inaccuracies; participation is spotty; picks and chooses topics to get involved in; offers short, perfunctory postings when prompted; takes limited initiative

*Below 10 points* = Student demonstrates very little understanding of the material; makes short, irrelevant remarks; does not participate regularly.

In addition to the three required posts, students may post as many times as they wish, and may choose to make these extra posts non-substantive (for example: “I agree with Suzie!”)

One last note on participation: students often possess the idea that the study of history is about finding the correct answers. To be sure, facts are absolute when they consist of something tangible that everyone can verify (dates, names, laws, etc.). The study of history, however, does not begin and end with facts but uses factual events as a framework for analyzing the hows, whys, and effects of those events. In other words, a law establishes something and that’s important, but why did legislators vote for the law, how did they view the law, and what effect did the law have on people and the nation at large? These are the questions that historians debate, and I expect students to debate them in the class discussions. Do not feel pressure to agree with your classmates; you can disagree with them if you have historical evidence—not simply your opinion—to support your conclusions.

### **Late Work**

Unless something really catastrophic has happened, late work will not be accepted in the discussion threads. Late papers, on the other hand, as they don’t detract from the quality of the class experience for the other students, are more likely to be accepted with slighter reasons. In either case, please email me to let me know what is going on.

### **Assessment**

#### A. Article Reviews

Each student must select three articles from the following periodicals: *The Teaching Professor* [in print in Gee through 2000; full-text online through EBSCO Host]; and *The History Teacher* [in print in Gee through 1972; full-text online through JSTOR]. These must be articles, not letters or book reviews. These articles are much shorter than academic history articles.

The student will write a review for each of the three articles selected evaluating the strengths and weaknesses of each article. Each review should be one to two pages in which no more than one paragraph summarizes the content of the article. These reviews will be due in week three.

Be sure to include a complete bibliographic citation of each article in Turabian format.

No two students may review the same article. As each student decides upon an article, he or she should claim it by posting it to the discussion thread. Once posted, an article may not be selected by another student.

#### B. Primary Source Exercise

In the second week, the instructor will post primary sources for American, European, and World History. Each student will select one source and write a brief (two to three page) essay on how this source might be used in a history classroom. Be sure to specify the intended grade level. This essay will be due in week four.

## C. Paper

Each student will write a twelve to fifteen page paper describing the process of crafting a way to teach a specific element of history. The student will select a topic pertinent to a course he or she will be teaching next year (or if not scheduled to teach, the student should select a course he or she might teach in the future). The paper should focus on an aspect of that course. If the course were History 1301: *U.S. History to 1877*, the paper might focus on, for example, the establishment of plantation society in Virginia, or Texas becoming a state, or early American industrialization. The paper will explore the steps of research, selection, and evaluation involved in preparing to teach the selected topic. In addition to twelve to fifteen pages of text and notes, the paper must have a cover page and bibliography.

The paper should address all of the following:

1. Controversy and Historiography This section will describe the aspects of the topic that continue to provoke debate among historians. It should include a discussion of the relevant historiography, that is, the scholars who argue different interpretations of the topic.
2. Interpretation This section will describe which interpretation or interpretations of the topic the instructor will present to the students, and explain why.
3. Scope and Selection This section will state what proportion of the course will be devoted to this topic, and will explain the rationale for that decision. For example, in a fifteen week course, will this topic take up a class period? half a class period? two or more class periods? The rationale should evaluate the significance of this topic against other elements of the course and consider the connections between the topic and the larger themes of the course.
4. Learning Outcomes This section will describe what the students should be able to know and/or do at the conclusion of this portion of the course.
5. Presentation This section will describe the methods through which the content will be presented to students. For example, will there be lecture, discussion, reading of secondary or primary sources (at home or in class), group/class/individual exercises, or some combination of these? This section will also include a rationale for the method or methods chosen, which explains the methods in the context of the interpretation, scope, and learning outcomes. [Be advised--I think that this rationale is the heart of the paper.]
6. Assessment This section will describe how the students' mastery of the topic will be assessed as well as stating at what point or points in the course it will be assessed, and will provide a rationale lined to the learning outcomes.

## GRADING

Participation	300
<i>12 threaded discussions @ 25 points each</i>	
Article Reviews	300
3 reviews @ 100 points each	
Primary Source Exercise	100
Paper	300

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TOTAL 1000 points

The grading scale used for this course is as follows:

900-1000	=	A
800-899.9	=	B
700-799.9	=	C
600-699.9	=	D
599.9 or less	=	F

## TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

### eCollege:

This course is taught through eCollege, the Learning Management System used by Texas A&M University-Commerce. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu). To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, eCollege will be the primary means for me to communicate with you outside the classroom. Be sure that you can access the email account the university has on record for you.

## COMMUNICATION AND SUPPORT

If you cannot see me during office hours, please send me an email so that we can make an appointment. I am quite happy to see students at any time as long as I don't have a prior commitment.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct).

### Academic Honesty

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask me.

### Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

### ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

## **Course Schedule**

### **WEEK ONE**

Discussion threads will open on Monday, June 2 at 9:00 AM. Your response to the prompt must be made by midnight on Thursday, June 5. Your responses to other students' posts can be made at any time prior midnight on Sunday, June 8.

Assigned Reading: Wineburg, *Historical Thinking*.

### **WEEK TWO**

Discussion threads will open on Monday, June 9 at 9:00 AM. Your response to the prompt must be made by midnight on Thursday, June 12. Your responses to other students' posts can be made at any time prior midnight on Sunday, June 15.

Assigned Reading: Loewen, *Teaching What Really Happened*; Percoco, *Divided We Stand*.

### **WEEK THREE**

Discussion threads will open on Monday, June 16 at 9:00 AM. Your response to the prompt must be made by midnight on Thursday, June 19. Your responses to other students' posts can be made at any time prior midnight on Sunday, June 22.

Assigned Reading: Stearns, Seixas, & Wineburg, *Knowing, Teaching, and Learning History*

All three article reviews are due by midnight on Sunday, June 22.

### **WEEK FOUR**

Discussion threads will open on Monday, June 23 at 9:00 AM. Your response to the prompt must be made by midnight on Thursday, June 26. Your responses to other students' posts can be made at any time prior midnight on Sunday, June 29.

Assigned Reading: Hughes-Warrington, *History Goes to the Movies*; Williams, *Teaching U.S. History*

Primary source exercise due by midnight on Sunday, June 29.

### **WEEK FIVE**

Discussion threads will open on Monday, June 30 at 9:00 AM. All your responses must be made by midnight on Thursday, July 3, when the course concludes.

Paper due midnight on Thursday, July 3.