

**History 4960**  
**Issues in Teaching History and Social Science**  
**Professor Chris Endy**

Fall 2019, Tuesdays, 6:00 to 8:45 pm in King Hall B3016

**Contact Your Professor**

Visit my office! King Hall C4076A (fourth floor).

Office hours are Tuesdays and Thursdays, 3:00 to 4:00 pm and 5:30 to 6:00pm *You do not need an appointment for office hours; just arrive unannounced to ask questions or simply talk. If you cannot make office hours, please let me know and we can arrange another time.*

Office Phone: 323-343-2046 (good during office hours, but email is better on other days.)

Email: cendy@calstatela.edu

Website: I have a personal faculty webpage with advice on surviving college and links to some of my favorite things: <http://www.calstatela.edu/faculty/christopher-edy> (or just Google my name)

**Course Description:**

This seminar is designed to help you become an outstanding secondary-school history and social science teacher. At the same time, this class will also benefit anyone with a broad interest in the role of history and historical thinking in society. By the end of the class, you will demonstrate understanding of:

1. the nature of historical thinking (i.e. the specific forms of analysis that define history as a discipline) and why it holds value in today's society, with an emphasis on moving history education AWAY from a focus on memorization of dates and names;
2. the public role of history, including the role history can play in students' intellectual and civic growth and the role history can play in healing or empowering communities;
3. techniques to make history and historical thinking relevant and accessible for secondary-school students, with an emphasis on engaging students in diverse communities around Los Angeles;
4. skills needed for successful course design and lesson planning, including:
  - evaluating and adapting existing plans
  - creating original activities
  - developing overarching themes and questions that give coherence to a course;
5. methods for building a teaching career and for continually improving as a teacher.

## Assignments and Grading:

Responses x7 (about 3% each)	20%	Informal, short-answer writing assignments in which you respond to reading assignments or internet research
Class Participation	10%	Attendance and engagement in class activities
Think Aloud Project	7%	Conduct a “think-aloud” research project.
Active Learning Exercise #1	5%	Plan a 30-minute activity for a US or World course
Active Learning Exercise #2	7%	Plan a 30-minute activity; choose the other course
October/November Friday Alumni Teachers Symposium	4%	Attend this campus event on a Friday (exact date to be determined; time will be 4pm to 6pm) and write a 400-500 word reflection on what you learn.
Big Picture Research Project	10%	A critical review of existing approaches to “big picture” syntheses for <i>either</i> US or World History
Team Oral Presentation on Big Picture Research	3%	An informal team-grade project
Big Picture Summaries	6%	A detailed outline and explanation of your big picture visions for <i>both</i> a US and a World history class
Career Building Activity	8%	Prepare a C.V., a job application cover letter for a dream job, a statement of teaching philosophy, and a reflective essay on your strengths and areas for growth
Oral Presentation	5%	A five minute lecture and five-minute active learning simulation
Final Portfolio	15%	Revised and expanded versions of your Active Learning Exercises, your Big Picture Summaries, and your Career Building Activity materials. Also prepare an Annotated Bibliography of scholarship on teaching and learning (SoTL) and your adapted lesson plans.

We will use a “+/-” system: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59). Students will automatically fail the course if they fail to submit any major assignments. If you don’t understand the basis of the grade you received or if you disagree with the assessment, speak to me—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation. Please act within two weeks of the return of the assignment. Students will

### Book to Acquire:

Sam Wineburg, *Why Learn History (When It’s Already on Your Phone)* (Chicago: University of Chicago Press, 2018).

### Other Required Readings and Printings:

-We will also have numerous readings available via the internet. Because of the close readings that we will give each assignment, you are required to come to class with your own printed copy of that day’s reading. Your print-out should also contain ample annotations in which you mark key passages and write comments in the margins. If you come to class without a paper print-out of the relevant readings, or with a blank, un-annotated copy, you are not preparing yourself for good class participation. Your print-outs should also be easily legible; do not try to skimp by cramming more than two book or journal pages onto one printed sheet. You might save a few dollars, but your education will suffer. Please consider the print-outs as part of the “textbook” costs for this course.

**Attendance:**

I have designed this class to revolve around learning that we do together in the classroom. If you miss class, you will miss the heart of this course. Please make attending *each* class session your top priority. Please arrive on time and stay until the end. Arriving 15 minutes late or leaving 15 minutes early generally counts as a whole class absence. If an unexpected emergency arises, send me an email as soon as possible and contact members of your team. Missing one or two classes during the semester will not hurt your grade, but further absences will. These absences will also result in a lower class participation score. **Students will automatically fail the course if they miss four or more class sessions.**

**Notes on Technology (Phones, Laptops, and the Internet):**

This class will adopt a “love-hate” relationship with digital devices. Some in-class activities will work best if at least some of you have an adequately-charged phone, tablet, or laptop available. I will let you know when these activities arise. However, much of our in-class work emphasizes face-to-face conversation. To promote classroom cohesiveness and interaction, you need to turn off all devices and store them out of sight during those activities. Students with documented needs may request an exception. If you have a family emergency that requires you to monitor your phone for important messages, please let me know before class. Otherwise, keep those phones out of sight!

**How Will I Grade Your Essays?:**

Essay grades reflect three related criteria. I give equal weight to each of these three areas when determining your grade:

1. ARGUMENT: development of an argument that answers your essay’s question with clarity, substance, and creativity.
2. EVIDENCE: numerous details and short quotations from the relevant material.
3. WRITING: expression of ideas in a clear, concise, engaging prose.

Grading rubric for essays:

A: excellent. Outstanding in all three areas.

B: good. Strong in all three areas, or significant strengths in one offset by weakness in another.

C: average. Adequate in one or more areas, offset by weakness in others

D: poor. Problems in all three areas, or lack of engagement with the assignment.

F: unacceptable. Serious flaws in all three areas, or lack of engagement.

**What If I’m Not a Good Writer?**

Nonsense! Everyone can become a good writer. Some people might have an unusual talent for great writing, but everyone can learn how to become a clear, confident writer. All it takes is a good writing method and time. We will work together in class on the *method* part. If you then invest the *time*, you can write strong essays, and you can use this skill for the rest of your life. To get started, look on Canvas for my handout, “How to Write Argumentative Essays.” I am more than happy to work with you individually to improve your writing skills. Please visit office hours to talk more.

**Late Policy:**

Out of fairness to other students, most assignments will be penalized 5% of their value if one day late, and then an additional 2% for each day after that (maxing out at a 20% penalty). If running late with an assignment, email your essay as soon as it's done to reduce the late penalty, and then bring a paper copy to our next class. Late final materials will be penalized 4% of their value for each day late. Final essays cannot be submitted more than four days after the deadline.

The Free Late: Twice during the semester, you may submit an eligible assignment one week late with no penalty. You may NOT use it for any "Big Picture" assignments or the Final Portfolio. Simply write "Free Late" at the top the assignment. You may only use this option twice; use it wisely.

**What Should I Do If I Start to Fall Behind?:**

Sometimes work, health, or family can make it hard to attend class or meet deadlines. If you see a problem approaching, please stop by office hours or send me an email to keep me posted. When an unexpected problem arises, please let me know as soon as you can. If a real hardship arises and you let me know what's going on at an early stage, I will do my best to work with you and help you pass the class.

**Plagiarism:**

Plagiarism refers to the use of another author's words or ideas without acknowledgement of this use. This includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else's writing and presenting it as your own writing (that is, without quotation marks or footnotes). If you commit plagiarism, you can receive a zero on the assignment and I may report you to University authorities.

**How Can I Avoid Plagiarism?:**

As a professor, I've noticed that students often resort to plagiarism when they run out of time or don't understand how to do an assignment. If you find yourself drifting toward plagiarism, visit my office hours or send me an email. I can help you get through the assignment or calculate the (modest) late penalty. You will be much better off taking a small late penalty than committing plagiarism.

The best way to avoid plagiarism is to learn the rules of how and when to cite and quote. Here are two good websites:

<http://writingcenter.unc.edu/tips-and-tools/plagiarism/>

<http://calstatela.libguides.com/content.php?pid=669390&sid=5542610>

**Disabilities:** As your professor, I want all students to succeed in this class. If you have a disability or any other issue that affects your learning, please let me know at any time. Also take note of the resources at the Office for Students with Disabilities (Student Affairs Building Room 115, 323-343-3140). If you have a verified accommodations form, please show it to me by Week Two.

**Change:** I reserve the right to make reasonable changes to the syllabus when needed.

## **CLASS SCHEDULE:**

*Unless otherwise noted, you need to bring a paper copy of the readings. Do not wait until the last minute to download and print readings. Full details on assignments will appear on Canvas.*

### Week One—August 20th: Class Introduction

#### Week Two—August 27th: Will History Teachers Save—or Ruin—the World?

- Wineburg, *Why Learn History*, pages 1-30.
- Paulo Freire, *Pedagogy of the Oppressed*, 30th anniversary ed. (New York: Continuum, 2000, orig. 1970), excerpts on the “banking” method of teaching vs. “problem-posing” teaching [on Canvas]
- Leisy J. Abrego, “On Silences: Salvadoran Refugees Then and Now,” *Latino Studies*, 15 (April 2017): 73-85. [on Canvas]
- Skim the following: *History-Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve* (Sacramento: California Department of Education, 2017).  
<http://www.cde.ca.gov/ci/hs/cf/sbedraftthssfw.asp>

#### **Response #1 due**

#### Week Three—September 3rd: What is Historical Thinking and How do We Teach It?

- Wineburg, *Why Learn History*, pages 81-100.
- Thomas Andrews and Flannery Burke, “What Does It Mean to Think Historically?,” *Perspectives on History* [American Historical Association newsletter] (1 January 2007); online at <http://www.historians.org/Perspectives/issues/2007/0701/0701tea2.cfm>
- Bruce A. VanSledright, “What Does It Mean To Think Historically...And How Do You Teach It?,” *Social Education* 68:3 (2004): 230-233.
- Abby Reisman, “Entering the Historical Problem Space: Whole-Class Text-Based Discussion in History Class,” *Teachers College Record* 117 (February 2015): 1-44. [To save printing, you are welcome to print just the 10 pages of Reisman’s article that you find most interesting for class discussion.]

#### **Response #2 due**

#### Week Four—September 10th: What Role Should Politics Play in History Classes?

- Wineburg, *Why Learn History*, pages 51-78 and 163-171
- Robert Cohen, “When Assessing Zinn, Listen to the Voices of Teachers and Students,” *History News Network* (7 January 2012), <http://hnn.us/articles/when-assessing-zinn-listen-voices-teachers-and-students>
- Tara J. Yosso, “Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth,” *Race Ethnicity and Education* 8 (March 2005): 69-91. [To save printing, you can just print the most interesting five pages of Yosso’s article.]
- Christopher L. Doyle, “Safer Sex in the High School History Classroom: How Sex Is Repressed, Why It Is Necessary, and What We Can Do About It,” *Perspectives on History* [American Historical Association newsletter], May 2010.

#### **Response #3 due**

#### Week Five—September 17th: Critical Examinations of Curriculum and Lesson Plans

- Wineburg, *Why Learn History*, pages 103-138
- Teresa Watanabe, “L.A. Unified adopts free history curriculum from Stanford University,” *Los Angeles Times*, 26 November 2014 [on Canvas]  
<http://www.latimes.com/local/education/la-me-history-stanford-20141126-story.html>
- Critical evaluation of Stanford History Education Group (SHEG) materials (details TBD)

## **Response #4 due**

Week Six—September 24th: Critical Examination of the Internet from a Teacher’s Perspective

-Wineburg, *Why Learn History*, pages 139-159 and 173-178

-Critical evaluation of websites and “online civic reasoning” (details TBD)

## **Response #5 due**

Week Seven—October 1st: Researching Core Themes and Questions for Our Courses

## **Big Picture Research Project due**

Week Eight—October 8th: Conducting a SoTL Experiment

## **Think-Aloud Project due**

Week Nine—October 15th: Articulating Core Themes and Questions for Our Courses

## **Team Oral Presentations on Big Picture Research due**

Week Ten—October 22nd: Creating Active-Learning Materials, Round One

## **Active Learning Exercise #1 due**

Week Eleven—October 29th: Finalizing our Core Themes and Questions

## **Big Picture Summaries due**

**Oral Presentations** start this week

Week Twelve—November 5th: Creating Active-Learning Materials, Round Two

## **Active Learning Exercise #2 due**

**Oral Presentations**, continued

Week Thirteen—November 12th: Adapting Lesson Plans to Fit our Core Themes

## **Response #6 due**

**Oral Presentations**, continued

Week Fourteen—November 19th: Presenting Our Teaching Selves to the World

## **Career Building Activity due**

**Oral Presentations**, continued

THANKSGIVING HOLIDAY WEEK: No Class on November 26th

Week Fifteen—December 3rd: Adapting Lesson Plans, Round Two

## **Response #7 due**

**Oral Presentations**, continued

-NOTE: No late work accepted after this day.

Finals Week: December 10th (5:00 to 7:00pm):

**Final Portfolios due** via Canvas by 5pm

**Potluck Party** to celebrate our work!