



The University of Western Ontario

History 9871
Teaching and Learning History
Winter 2021

Meetings: **Mondays 9:30 am – 12:30 pm, via Zoom**

Instructor: **Professor Rob MacDougall**

Email: **rmacdou@uwo.ca**

Office Hours: **Wednesdays 1-3 pm** (on Zoom; see OWL for link), or by appointment.

Course Description

Because historians are both teachers and public intellectuals, there is a strong pedagogical component to our work. Many historians are skilled, dedicated teachers, yet we do not always think critically about how we teach history, or engage seriously with evidence-based research on how students learn. This course seeks to put what historians know about history and historical practice into conversation with the best scholarship available on teaching and learning. Ultimately, our goal is to become better teachers and better historians, and to move towards a deeper understanding of why it might be valuable to learn about the past.

This course is based on the premise that practical questions about teaching (what should we teach? what is the best way to teach it? how can we assess what students have learned?) cannot be separated from theoretical questions (what is the purpose of learning history? what is the nature of learning? what ideological imperatives are embedded in historical narratives?). Each week we will address both a theoretical topic and a more practical area of skill development. We will often draw on examples relating to history education in Canada, but the lessons learned should be applicable to any national context, and to teaching history at every level, including elementary and secondary schools, colleges and universities, and non-school contexts.

In Winter 2020, this class will be taught online. We will have synchronous online meetings via Zoom on Mondays between 9:30 am and 12:30 pm (though we may not use the whole time), along with asynchronous conversations during the week using Microsoft Teams.

Assignments and Evaluation

This is a graduate seminar. **Preparation and engagement**—what most classes call “participation”—are the central requirements. You are expected to prepare for our synchronous meetings by reading and thinking about all course materials, and to engage actively in class discussion with the readings and with each other. Each week, you will also be expected to post a **short response to the readings** or continuation of our class discussion on Teams.

Each student, probably with a partner (depending on class enrolment) will be responsible for **planning and leading one class discussion** of 30-45 minutes in length. Discussion dates and topics will be assigned in our second class meeting. After you lead class discussion, you will hand in **your notes or plans** for the lesson and a **short reflection** on how you feel it went.

Each student will create a **detailed lesson or unit plan** that could be used by elementary or secondary school history teachers to teach a key concept or aspect of historical thinking. You will choose the historical episode or topic to be examined, plan an effective set of activities, collect and curate all necessary materials, and explain your goals and rationale. We will share and discuss all of these plans with each other in one of our final classes.

Finally, you will each write a **reflective essay** that brings your own ideas and interests into conversation with the readings and issues we have discussed in this course. This assignment is meant to be quite open-ended; it is an opportunity to think critically and reflectively about what you have learned and what you believe about teaching and learning, the present and the past.

Your course grade will be calculated as follows:

20% **Leading class discussion** (dates and topics will be chosen in week 2)

30% **Historical thinking lesson plan** (due March 19)

20% **Reflective essay** (due April 16)

30% **Preparation and engagement** (every week)*

*Preparation and engagement (aka “participation”) count for 30% of your final grade; this may be weighted as 20% participation in synchronous meetings and 10% asynchronous discussion, or vice-versa (whichever benefits your grade).

Acknowledgement

This course was originally designed and taught by Lisa Faden, to whom I am indebted for pretty much anything I know about teaching.

Topics and Readings

A detailed schedule of topics and readings will be posted on OWL. Here is a tentative list of some topics we will be discussing:

Critical & Theoretical Issues

Why Learn History?
 The History of History Education
 Scholarship on Teaching and Learning
 Heritage and Nation-Building
 History and Democratic Citizenship
 Historical Thinking
 Narrative Structure and History Education
 Historical Empathy and Perspective Taking
 Feminist Perspectives
 Indigenous Perspectives

Practical Skills & Concerns

Learning Objectives
 Course Design
 Lesson Planning
 The Pedagogy of Lecturing
 Planning and Leading Discussions
 Textbooks and Sources
 Elementary School Teaching
 Roleplay, Games, and Simulations
 School Curriculum in Canada
 Assessment

And here is a list of the sort of things we may be reading:

- Bain, Ken. *What the Best College Teachers Do*. (2004)
- Barton, Keith & Linda Levstik. *Teaching History for the Common Good*. (2004)
- Clark, Penney, ed. *New Possibilities for the Past: Shaping History Education in Canada*. (2011)
- Epstein, Terrie, ed. *Interpreting National History: Race, Identity, and Pedagogy in Classrooms and Communities*. (2009)
- Faden, Lisa. *The History Classroom as a Site for Imagining the Nation*. (2012)
- Freire, Paulo. *Pedagogy of the Oppressed*. (1970)
- Granatstein, J.L. *Who Killed Canadian History?* (2nd ed, 2007)
- Hanstedt, Paul. *Creating Wicked Students: Designing Courses for a Complex World*. (2018)
- Lang, James. *Small Teaching: Everyday Lessons from the Science of Teaching*. (2016)
- Lesh, Bruce. "Why Won't You Just Tell Us the Answer?" *Teaching Historical Thinking in Grades 7-12*. (2011)
- Loewen, James. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. (2nd ed, 2007)
- Kelly, T. Mills. *Teaching History in the Digital Age*. (2013)
- Stearns, Peter, Peter Seixas, and Sam Wineburg, eds. *Knowing, Teaching, and Learning History: National and International Perspectives*. (2004)
- VanSledright, Bruce. *The Challenge of Rethinking History Education*. (2011)
- Wiggins, Grant and Jay McTighe. *Understanding By Design*. (2nd ed, 2005)
- Williams, James. *(Re)Constructing Memory: School Textbooks and the Imagination of the Nation*. (2014)
- Wineburg, Sam. *Historical Thinking and Other Unnatural Acts*. (2001)
- Wineburg, Sam. *Why Learn History (When It's Already on Your Phone)*. (2018)

Additional Statements

Accessibility Options

You may also wish to contact Accessible Education (formerly known as Services for Students with Disabilities (SSD)) at 661-2111 x 82147 for any specific question regarding an accommodation. See: <http://success.uwo.ca/academics/sas/index.html>

Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Nancy Rhoden (nrhoden@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

For more information on plagiarism and other scholastic offenses at the graduate level see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks are necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will

meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm, affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a list of options about how to obtain help.

Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>

Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: <http://www.sdc.uwo.ca>.

If you have any further questions or concerns please contact Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.