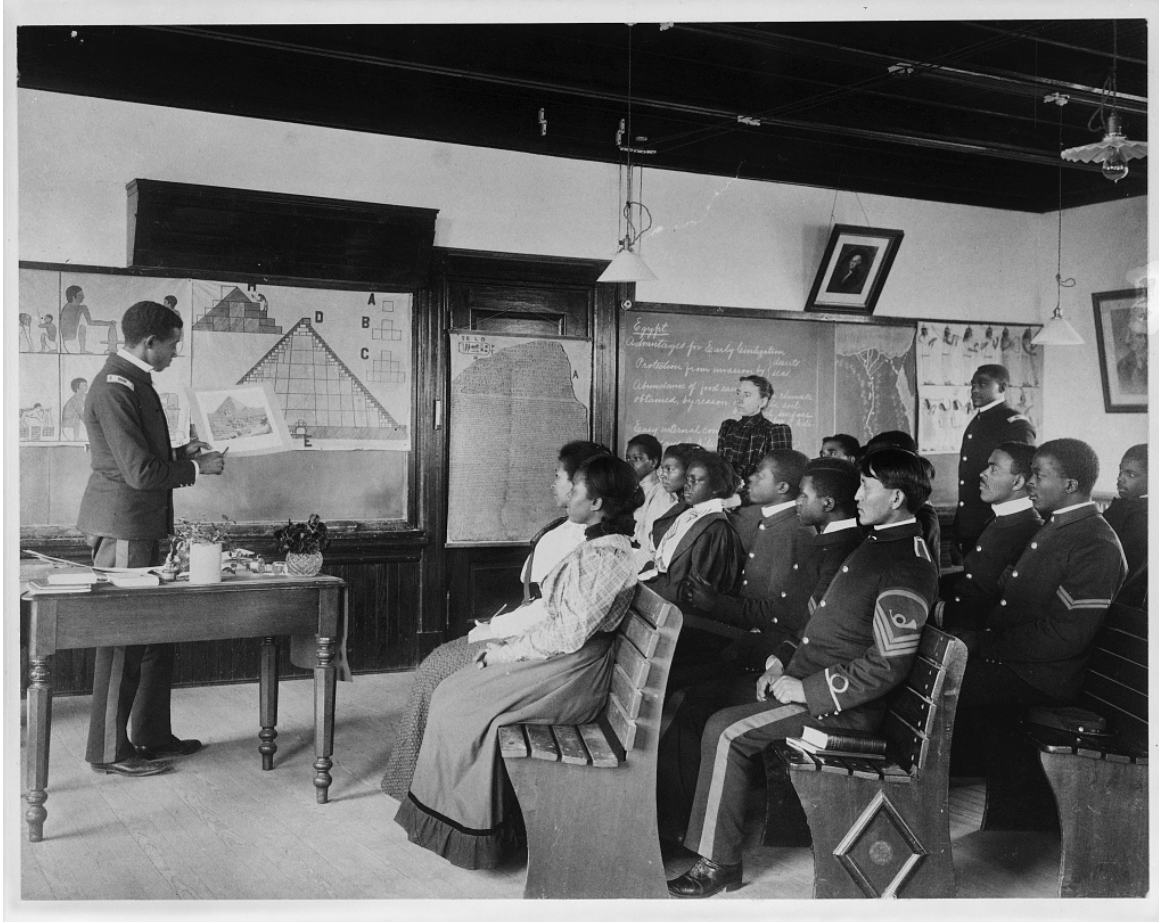


HISTORY 9871

# Teaching and Learning History

Fall 2022



*(Ancient History class, Hampton Institute, Virginia, 1899.)*

**Mondays 1:30-4:30 pm, Lawson Hall 1227**

**Professor Rob MacDougall**

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Department of History, Lawson Hall 2228

Office Hours: TBA

**This is a draft syllabus, subject to change. Please see our course OWL site for an up-to-date syllabus once the term begins.**

## 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 teaching technique. 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, in both classrooms and non-school contexts.

## Assignments and Evaluation

This is a graduate seminar. **Preparation, participation, and engagement** are the central requirements. You are expected to prepare for our synchronous meetings by reading and thinking about all course materials, participate in class activities and discussions, and engage actively with the readings and with each other.

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** (or some other creative project) 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 or unit plan (due November 18)
- 20% Reflective essay or project (due December 9)
- 30% Preparation, participation, and engagement (every week)

**Course Delivery with Respect to the COVID-19 Pandemic**

My hope and plan is for this course to be delivered in-person, but if “the COVID-19 landscape shifts,” as the University delicately puts it, the course may be delivered on-line with synchronous Zoom meetings. We would return to an in-person mode of delivery when the University and local health authorities deem it safe to do so. Grades and assignments would not change.

**Course Materials**

All readings will be made available through the library or online.

**Course Schedule and Topics**

**The schedule below is subject to change.** Once term begins, visit the course site on OWL for the most complete and up-to-date information, including links to all course readings. (If you have questions before term begins, you are welcome to email me.)

**Week 1 | September 12 | Introduction to the Course**

What should historians know about teaching? What should teachers know about history? Why do we teach or learn history in the first place?

Practical Focus: **The History Wars**

**Week 2 | September 19 | The History of Teaching History**

How has history traditionally been taught, in Canada and elsewhere? What aims and assumptions might be embedded in the history or the pedagogy we take for granted?

Practical Focus: **History Curriculum**

**Week 3 | September 26 | The Scholarship of Teaching and Learning**

What is the scholarship of teaching and learning? What can it tell us about what our students know and how they learn? Why have historians been slow to embrace this scholarship?

Practical Focus: **Course Design**

**Week 4 | October 3 | Nations and Narratives**

What stories do nations tell, and how are national histories shaped by narrative structure? What stories do nations not tell? What is the role of history education in propagating national narratives?

Practical Focus: **Lecturing**

**THANKSGIVING | October 10 | NO CLASS****Week 6 | October 17 | Historical Thinking**

What is “historical thinking,” and can it be taught? What are the core concepts of history as a discipline? What do historians know or do that we want students to know or do?

Practical Focus: **Leading and Facilitating Discussion**

**Week 7 | October 24 | Historical Thinking in the Classroom**

What does teaching and learning historical thinking look like in practice? How do we decide what is important to learn about the past? How can we make sense of the complex flows of

history? How can the core concepts of historical thinking be taught?

Practical Focus: **Learning with Primary Sources**

### **READING WEEK | October 31 – November 4 | NO CLASS**

#### **Week 8 | November 7 | Beyond Historical Thinking**

How did historical thinking become the dominant paradigm in Canadian history education, and how has it been critiqued? What are its failings or its silences? Are there other, better models for history education?

Practical Focus: **Assessment in History**

#### **Week 9 | November 14 | Feminist Perspectives on History**

How does gender structure the classroom and the history we teach? How do feminist perspectives on history challenge our dominant narratives? How can feminist pedagogies transform our ways of teaching and learning?

Practical Focus: **Feminist Pedagogy**

### **HISTORICAL LESSON PLAN DUE FRIDAY, NOVEMBER 18**

#### **Week 10 | November 21 | Racism and Settler Colonialism in History**

How has history education reinforced racism and settler colonialism, in the present and the past? Can history education be used to undo these legacies? How should we teach the most difficult histories?

Practical Focus: **Teaching Difficult Histories**

#### **Week 11 | November 28 | History at Play**

Does history always have to be useful? What can we learn from a playful engagement with history? What can we teach, and learn, with games and play?

(Im)Practical Focus: **Learning through Games and Play**

#### **Week 12 | December 5 | Reflecting on the Course**

What have we learned from the course and from each other about teaching, learning, and history? How can we go on learning and sharing what we know?

Practical Focus: **Sharing Lesson Plans and Projects**

### **REFLECTIVE ESSAY OR PROJECT DUE FRIDAY, DECEMBER 9**

#### **Acknowledgements**

This course was originally designed and taught by Lisa Faden, drawing on work by Daniel Friedrich, Marianne Larsen, Stéphane Lévesque, Jennifer Tupper, Dorothy Vaandering, and others.

**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: [Accessible Education - Academic Support & Engagement - Western University \(uwo.ca\)](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

***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. Eli Nathans ([enathans@uwo.ca](mailto:enathans@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](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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](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/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

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](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: [Academic Support & Engagement - Western University \(uwo.ca\)](http://www.uwo.ca/academic-support/)

If you have any further questions or concerns, please contact, Heidi Van Galen, Department Manager, Department of History, 519-661-2111 x84963 or e-mail [vangalen@uwo.ca](mailto:vangalen@uwo.ca).