

History 689

Teaching and Learning History in the Digital Age

Mills Kelly

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Office Hours

Tuesdays 3-4:30

or by appointment

Introduction: In this course, we will grapple with the challenges posed by our attempts to integrate new media technology into the history classroom. These challenges are very great for several reasons: we still know only a little about how students “become historical” beings, there is only a scant literature on how effective learning takes place in the history classroom, and the target changes constantly as newer forms of new media appear. Thus, this course will always be a work in progress, but it will also be an opportunity to live on the edge—the leading edge, that is.

Readings: The format of the course is a readings course in which we will read a set of common readings one week and then a diverse set the following week. In the first week you must read all of the common readings. In the second week of a topic you are expected to read as many of the additional readings as possible (or as makes sense—some works by the same author are slightly duplicative). Each week we will discuss the readings in detail and so you are expected to come to class prepared for that discussion.

Each week, you will post a written reflection on the readings into the class weblog (<http://chnm.gmu.edu/history/faculty/kelly/blogs/clio3/>). At a minimum, these reflections should discuss the argument in the works you read, the sources that the author uses to support his/her argument, and your assessment of the significance of this work. These postings are due by midnight on Saturday, which gives everyone in the class time to read what you’ve written and comment on it before class the following week. In addition to posting your own reflections, you must comment on at least two of the postings of your colleagues. Comments should add value to the original posting, by which I mean your comment should point the author to other ways of thinking about what he/she read, ways to extend his/her analysis, and can pose questions for further discussion. Keeping up with weblog postings takes a certain amount of discipline, so my advice is to plan a certain day/time that is your weblog time. Grading for the weblog portion of your grade will be 75% on your original postings and 25% on your comments on the postings of others.

Writing/Practicum: During the first two-thirds of the semester you will write two bibliographical essays in which you take up one or more of the important threads in the literature, analyzing the strengths, weaknesses of the arguments presented and the practical significance they have for shaping classroom teaching of history. During the last third of the semester, you will complete a practicum assignment. If you have already taken Clio Wired I and II (or have the requisite technical skills) you will construct a web-based learning experience from a set of primary source documents. If you have not taken these prior courses (or do not have the technical skills), don’t despair! Instead, you will concept such an assignment, that is, you will locate the sources and describe in detail how they could be integrated into a new media

learning opportunity for students. Either way you will have to locate the primary source documents that will be the substance of the assignment you create or conceptualize.

An essential belief of mine is that our teaching is too often closed off from our peers and thus we miss valuable insights that might have been available to us if we allowed our peers to observe and critique our work. For this reason, an essential part of the final project for this course will be peer critique. Each of you will present his or her final project to the group and each member of the audience will be expected to offer substantive critique that adds value to the work presented.

Finally, you will submit an essay that describes in detail the assignment you have created and the research that undergirds the assignment and the decisions you made when creating it.

The assessment of your work in this portion of the course will be based upon the degree to which your work reflects careful thinking about research into student learning and history teaching, careful thinking about the role of new media in promoting effective teaching and learning, and the design of the interface you have created (or described).

Grading

Grades in this course will be allocated according to the following scheme:

Class participation	20%
Weblog entries	20%
Two bibliographic essays	30%
Website/concept paper	30%

Books to Purchase

The following books have been ordered for you with the campus bookstore. A wise consumer will note that all of these books are available online (often at a substantial discount) and will plan accordingly.

Peter Stearns, Peter Seixas and Sam Wineburg eds., *Knowing, Teaching, & Learning History. National and International Perspectives*, (New York: New York University Press, 2000)

Wiggins, Grant and Jay McTighe, *Understanding by Design*, (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1998)

Samuel S. Wineburg, *Historical Thinking and Other Unnatural Acts*, (Philadelphia: Temple University Press, 2002)

Sara Horton, *Web Teaching Guide: A Practical Approach to Creating Course Websites* (New Haven: Yale University Press, 2000) – **Not ordered by bookstore**

Optional: Cohen, Daniel and Roy Rozenzweig, *Digital History*, (Philadelphia: University of Pennsylvania Press, 2005) – **also available free online**

John McClymer, *The AHA Guide to Teaching and Learning with New Media*

Course Policies (please read them all)

Attendance: Because this is a graduate seminar that places a premium on collaborative discussion, if you are not in class you cannot participate effectively. As a result, if you fail to attend class, your participation grade will certainly suffer.

ADA: Any student who requires special arrangements in order to meet course requirements should contact me to make necessary accommodations (before week 3 of the semester please). Students should present appropriate verification from the [Disability Resource Center](#).

Medical and Other Excuses: Every semester someone is forced to miss an assignment either as the result of an illness or a family emergency. If you find yourself in this situation, fairness to all students in the class requires the proper documentation, without which your excuses will not be accepted. If you need to know more about this process consult me as soon as the emergency is taken care of.

Plagiarism and Cheating: In my courses all students are responsible for adhering to a certain standard of behavior when it comes to honesty and plagiarism. I expect each individual to adhere to these standards so that every member of the class knows that his or her work is being held to an equal standard. If one student cheats, all students in the class suffer. Even worse, however, is the fact that the student who cheats is hurting him or herself. When you are cheating, you are not learning and the reason you are here is to learn.

In addition to my own high expectations when it comes to academic honesty, the University also expects students to demonstrate a high code of personal honor when it comes to academic work. Please read the [George Mason University Honor Code](#). If you have any questions about what is expected of you in this regard. Penalties for academic dishonesty are severe, including, but not limited to failing the assignment, failing the course, many hours of community service, suspension or even expulsion from the University. If I have reason to believe you have cheated or plagiarized another person's work, I will discuss this matter with you. If I am not satisfied that no cheating or plagiarism has occurred, your case will be referred to the Honor Committee. If you have any questions about these policies, please come talk to me in my office.

Cheating and plagiarism are not a game and the academic and personal consequences that stem from such actions can be very severe here at George Mason, and will follow you (on your transcript) for the rest of your professional life.

Food, Drink, Tobacco: In my classes drink is permitted, but food and tobacco products of all kinds are prohibited. If you must chew, whether food or tobacco, do it before you arrive or after you leave.

Reading Schedule

August 28: Course introduction

In this first meeting we will introduce ourselves to one another and will come up with detailed list of our hopes and expectations for the course and a second list of what we love and hate about the marriage of technology and the classroom.

September 4: The History of History Teaching

AHA reports from 1905/06 [on reserve]

Allardyce, Gilbert, "The Rise and Fall of the Western Civilization Course," *American Historical Review*, 87/3, 1982 [available via JSTOR]

Cuban, Larry, *How Scholars Trumped Teachers: Change Without Reform in University Curriculum, Teaching, and Research, 1890-1990*, (New York: Teachers College Press, 1999) [on reserve]

Kornblith, Gary and Carol Lasser, eds. "Teaching the American History Survey at the Opening of the Twenty- First Century: A Round Table Discussion," *Journal of American History*, 87 (March 2001), 1409-41

Reitan, E. A., "Problems in Teaching the Introductory Survey Course in European History," *The Teaching of History*, James S. Roucek, ed., (New York: Philosophical Library, 1967): 195-207 [on reserve]

Seed, Patricia, "Teaching History With the Web: Two Approaches, *Perspectives*, February 1998

Ward, Paul, *Elements of Historical Thinking*, American Historical Association, 1971 [on reserve]

September 11: Historical Thinking

Wineburg, Samuel S., *Historical Thinking and Other Unnatural Acts*

Calder, Lendol, "Uncoverage: Toward a Signature Pedagogy for the History Survey," *Journal of American History*, March 2006

<http://www.indiana.edu/~jah/textbooks/2006/calder.shtml>

Plus the website at: <http://www.indiana.edu/~jah/textbooks/2006/calder/>

Wiggins, Grant and Jay McTighe, *Understanding by Design*, (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1998)

Optional:

Wineburg, Samuel S., "Making Historical Sense," in Peter Stearns, Peter Seixas and Sam Wineburg eds., *Knowing, Teaching, & Learning History. National and International Perspectives*, (New York: New York University Press, 2000, 306-326

_____, "Models of Wisdom in the Teaching of History," *Phi Delta Kappan*, September 1998, pp.50-58

_____, "Probing the Depths of Students' Historical Knowledge," *Perspectives*, 30/3, 1992, pp. 19-24

_____, "Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts," *Cognitive Science*, 22/3, 1998

Wineburg, Samuel S. and Janice E. Fournier, "Picturing the Past: Gender Differences in the Depiction of Historical Figures," *American Journal of Education*, 105, February 1997, pp. 160-85

September 18: Historians and the Scholarship of Teaching and Learning

Pace, David, "The Amateur in the Operating Room: History and the Scholarship of Teaching and Learning," *American Historical Review* October 2004
<http://www.historycooperative.org/journals/ahr/109.4/pace.html>

And several of these:

Axtell, James, [The Pleasures of Teaching History](#). *The History Teacher* 34/4 (2001): September 2002

Bain, Robert B., "Into the Breach: Using Research and Theory to Shape History Instruction," in Peter Stearns, Peter Seixas and Sam Wineburg eds., *Knowing, Teaching, & Learning History. National and International Perspectives*, (New York: New York University Press, 2000, 331-352

Britt, M. Anne, Charles Perfetti, Julie A. Van Dyke, and Gareth Gabrys, "The Sourcerer's Apprentice: A Tool for Document-Supported Instruction," in Peter Stearns, Peter Seixas and Sam Wineburg eds., *Knowing, Teaching, & Learning History. National and International Perspectives*, (New York: New York University Press, 2000, 437-470

Calder, Lendol, William Cutler, and T. Mills Kelly, "*History Lessons: Historians and the Scholarship of Teaching and Learning*," by, in [Disciplinary Styles in the Scholarship of Teaching and Learning](#), Mary Huber and Sherry Moreale eds., American Association for Higher Education, 2001, p. 45-67 [on reserve]

Cohen, Daniel J., "By the Book: Assessing the Place of Textbooks in U.S. Survey Courses," *Journal of American History*, 91 (March 2005), 1405-15

Kornblith, Gary and Carol Lasser, "'Beyond Best Practices': Taking Seriously the Scholarship of Teaching and Learning," *Journal of American History*, March 2006
<http://www.indiana.edu/~jah/textbooks/2006/index.shtml>

Reichard, David, "How do students understand the history of the American West?: An Argument for the Scholarship of Teaching and Learning," *Western Historical Quarterly* 37/2 (Summer 2006)

<http://www.historycooperative.org/journals/whq/37.2/reichard.html>

Stearns, Peter, "Goals in History Teaching," *International Review of History Education* 2, James F. Voss and Mario Carretero, eds., 281-293

Stearns, Peter, "Getting Specific About Training in Historical Analysis: A Case Study in World History," in Peter Stearns, Peter Seixas and Sam Wineburg eds., *Knowing, Teaching, & Learning History. National and International Perspectives*, (New York: New York University Press, 2000, 419-436

VanSledright, Bruce, "Can Ten-Year-Olds Learn to Investigate History As Historians Do?" *Organization of American Historians Newsletter* 28 (2000)

<http://www.oah.org/pubs/nl/2000aug/vansledright.html>

September 25: Projects and Their Evaluation

Brown, Gregory S., "[The Coming of the French Revolution in Multi-Media](#)," *The History Teacher* 34.2 (2001). [[French Revolution project](#)]

Crowley, Terry, review of: [Who Killed William Robinson? Race, Justice and Settling the Land: A Historical Whodunit](#). Web site by Ruth Sandwell and John Lutz. [[Website](#)]

Cutler, William W., "Writing a Course Portfolio for an Introductory Survey Course in American History, in Pat Hutchings, ed., *The Course Portfolio: How Faculty Can Examine Their Teaching to Advance Practice and Improve Student Learning*, American Association for Higher Education, 1998, 19-24. [[Cutler's portfolios](#)]

Hood, Adrienne, Department of History, and Jacqueline Spafford, [Student-Constructed Web Sites for Research Projects: Is It Worth It?](#), *Journal of Multimedia History*, 1/1, Fall, 1998

Kelly, T. Mills, "[For Better or Worse? The Marriage of the Web and Classroom](#)," *Journal of the Association of History and Computing*, III/2, August 2000. Project described in a case study format in Pat Hutchings, ed., *Opening Lines. Approaches to the Scholarship of Teaching and Learning*, Carnegie Foundation for the Advancement of Teaching, 2000, 53-62.

Kelly, T. Mills "[Toward Transparency in Teaching: Publishing a Course Portfolio](#)," *Perspectives*, November 2001. The [Portfolio](#) was published by the American Historical Association in 2001. Read an anonymous review (on website) of this portfolio [on reserve].

Mulderink, Earl F., "[Enhancing the United States History Survey Course With New Technologies](#)," a Crossroads Case Study,

O'Malley, Michael, "[Building Effective Course Sites: Some Thoughts on Design for Academic Work](#)," *Inventio*, February 2000

Pomerantz, Linda, [Bridging the Digital Divide: Reflections on Teaching and Learning in the Digital Age](#). *The History Teacher* 34/4 (2001) [[Digital Divide project](#)]

October 3: History and Technology

Sara Horton, *Web Teaching Guide: A Practical Approach to Creating Course Websites* (New Haven: Yale University Press, 2000)

and several of these:

Bass, Randy and Roy Rosenzweig, [Rewiring the History and Social Studies Classroom: Needs, Frameworks, Dangers, and Proposals](#), *White Paper for Department of Education, Forum on Technology in K-12 Education: Envisioning a New Future*, December 1999

Cohen, Daniel J. and Roy Rozenzweig, "No Computer Left Behind," *Chronicle of Higher Education*, 24 February 2006, B6-8.

Coventry, Michael, "Moving beyond "the Essay": Evaluating Historical Analysis and Argument in Multimedia Presentations," *Journal of American History* March 2006 <http://www.indiana.edu/~jah/textbooks/2006/coventry.shtml>

Davison, Graeme, "History and Hypertext," *The Electronic Journal of Australian and New Zealand History*, August, 1997 <http://www.jcu.edu.au/aff/history/articles/davison.htm>

Evans, Charles T. and Robert Brown, "Teaching the History Survey Course using Multimedia Techniques," *Perspectives*, February 1998

Kelly, T. Mills "[Using New Media to Teach East European History](#)," *Nationalities Papers* (September 2001)

Kobrin, David, "[Using History Matters with a Ninth Grade Class](#)," *The History Teacher* (May 2001)

Larson, Mary A., [Potential, Potential, Potential: The Marriage of Oral History and the World Wide Web](#). *The Journal of American History* 88/2 (2001)

Plotkin, Wendy, "Electronic Texts in the Historical Profession: Perspectives from Across the Scholarly Spectrum," in Orville Vernon Burton, ed., *Computing in the Social Sciences and Humanities*, University of Illinois Press, Champaign, IL, 2002, 87-123

Ringrose, Daniel M., "[Beyond Amusement: Reflections on Multimedia, Pedagogy, and Digital Literacy in the History Seminar](#)," *The History Teacher* 34/2 (2001)

Schrum, Kelly, "[Making History on the Web Matter in the Classroom](#)," *The History Teacher* (May 2001)

Weis, Tracey, "[Evaluating Websites for History Teachers: Using History Matters in a Graduate Seminar](#)," *The History Teacher* (May 2001)

Weis, Tracey, "What's the Problem? Connecting Scholarship, Interpretation, and Evidence in Telling Stories about Race and Slavery," *Journal of American History* March 2006 <http://www.indiana.edu/~jah/textbooks/2006/weis.shtml>

October 10 CHNM Projects

Examine two or more of the following projects and write a critique of their strengths and weaknesses for the class blog:

[World History Sources](#)

[Women in World History](#)

[Liberty, Equality, Fraternity](#)

[Imaging the French Revolution](#)

[History Matters](#)

[Historical Thinking Matters](#)

[DoHistory](#)

[Western Civilization Webography Project](#)

October 17: Other Projects

Each member of the class needs to find one or more teaching projects online, write about them, and be prepared to give a five minute presentation to class about the sites.

October 24: Considering the Cutting Edge—Guest Speaker Josh Greenberg

During this week we will consider the most recent developments in digital media—those that have yet to be considered very carefully by historians.

October 31: Working Sessions

During this week each member of the seminar will meet with me individually to discuss his or her practicum, the progress to date, and to seek assistance with the completion of the final project. This means we will not meet on Tuesday night.

November 7: Concept Presentations and Critique

Each member of the seminar will give a 10-minute presentation on his or her idea for the practicum. Each member of the seminar will be assigned as a respondent for one of these presentations. That means you must sit down (or communicate in some other way) with your presenter prior to this session so that you can offer specific responses to his or her idea for the project. Everyone else is expected to pay close attention and be ready to offer helpful critique.

November 14: No Class – I'm in Italy for a conference

November 21: Concept Presentations and Critique

The second half of the class presents tonight.

November 28: Final Presentations

Each member of the seminar will give a 10-minute presentation on his or her final project. Each member of the seminar will be assigned as a respondent for one of these presentations. That means you must sit down (or communicate in some other way) with your presenter prior to this session so that you can offer specific responses to his or her idea for the project. Everyone else is expected to pay close attention and be ready to offer helpful critique.

December 5: Final Presentations

The second half of the class presents tonight.