

**Rutgers University-Newark**  
**26:510:618**  
**Seminar in Teaching History**

**Summer Session I May-June 2019**

**Course meetings:** Tuesdays and Thursdays, Conklin 445, 5:30-9 pm  
May 28 and May 30  
June 4, 6, 11, 13, 18, 20, 25, 27  
July 2

**Instructor:** Elizabeth M. Aaron, MAT, M.Ed. [emaaronrutgers@gmail.com](mailto:emaaronrutgers@gmail.com)  
(I will share a Rutgers email address as well when it is up and running.)

**Office hours:** before and after class/by arrangement. Available by phone by arrangement as well. My office is located in Conklin Hall, Room 326.

**COURSE OVERVIEW:** This course is designed for students pursuing the MAT in history as well as those who may be considering or already pursuing a career in teaching history at the secondary level. It may also be useful for those engaged in doctoral work who will be teaching as part of their programs. For the purposes of this course, we include some middle-level-focused work (grades 6-8) but focus primarily on high school. Where ever possible, your work choices for this class should be connected to your current position in the field to advance your own teaching practice. This course aim is premised in our engaging in historical scholarship past, present, and emerging in the field in order to bring that content directly in your planning and instruction for work in schools and in the communities in which you teach. This course should challenge you to think about *why* we teach history and *how* we should teach history.

The forces that shape our teaching - our own educational backgrounds, the standards and expectations of the district(s) and state where we teach, the requirements, constraints, vision, and realities of local and state standards, and the diverse backgrounds, experiences, needs, strengths, and talents that our students bring to our classrooms combine to present us with a myriad of challenges and opportunities to consider before we even meet our students each day, semester, or year. This course aims to help you bring those forces together to strengthen your ability to engage and succeed with your students.

We will spend time and effort of developing ways to cultivate a sense and skill set of and for deep inquiry and excitement in our students as we help them learn the necessity, value, and import of studying the past. Part-workshop and part-seminar, the overall goal of the course is to develop strategies for integrating scholarship into the curricular work we do in secondary classrooms. To that end, both work in content and pedagogy will be studied, and student assignments will be designed to align the work we do in the classrooms with the state of the field today. In general, we emphasize the teaching of US History because it is the course that is required of all students in NJ over two of their four high school years. Students in this course are

encouraged to widen their application of content to specific courses they currently teach wherever possible as will be discussed in class.

All work completed should be in standard MLA/academic format. Any questions regarding sources, writing, syntax, presentation, style, etc should be directed to me well before due dates. Excellent guides for you (as well as for your students) are located at owl.english.purdue.edu, in *A Pocket Guide to Writing in History*, and in other similar resources. Working to present, write, and research as we want our students to be able to is always a critical component of a course in teaching content and this class is no different!

### **EVALUATION AND GRADING:**

Evaluation of student work in the course will be on the letter grade system of Rutgers-Newark. Grades available on that system are A, B+, B, C+, C, D, and F. All work should be completed according to guidelines as referenced above for syntax, presentation, etc. Please proofread carefully. Please arrive with work complete and prepared to participate fully in discussions and activities. *Taking a course about teaching is a 'meta' experience in that we should, as we work, always be thinking about what we are doing, how we are doing it, why we are doing it, and if it is helping us accomplish our goals. A course in teaching practices should always have a coherently expressed and on-going reflection component. To that end, adjustments to the syllabus may be made as our needs both individually and as a community of scholars is evidenced in our first sessions together.*

Given the condensed nature of the summer session course, staying current on reading and assignments is critical.

Class discussions, activities, written papers, etc are all factored into final grades. Missed classes may impact your grade as a significant amount of our work is class- and discussion-based. Some of our topics may be raised only in class rather than in readings or activities directly, and it is impossible to 'make up' that learning if you missed it. Be sure to use a class partner to address this should you need to miss a class and follow up with me if needed.

**PLAGIARISM:** Rutgers-Newark and I take plagiarism seriously. Plagiarism puts your standing at the university in jeopardy. Violations of the university's policy will be addressed as such. The university's policy on academic integrity is available at <http://academicintegrity.rutgers.edu>.

### **STUDENTS WITH DISABILITIES:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please

complete the Registration form on the ODS website at <https://ods.rutgers.edu/students/registration-form>. For more information, please visit the Office of Disability Services in the Paul Robeson Campus Center, Suite 219 or contact [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

**MATERIALS, READINGS and ALL ASSIGNMENTS:** are designed to be useful, relevant, engaging, real, and accessible. Please see the notes below.

**OTHER:** You should familiarize yourself with sources such as the Organization of American History, their *Magazine of History*, Edutopia.org, organizations such as the National Endowment for the Humanities, the Smithsonian Museum(s) of American History, the Southern Poverty Law Center, Teaching Tolerance, the National Council for Social Studies and its publications and *Social Education* magazine (to name just a few), major museums and cultural institutions' publications and websites, and similar. We will use them over the duration of the course. Major newspapers, state history websites, and others will also be used/useful. We'll even wind up on Youtube. More about this will be part of our work each week.

**Some key ideas** and pedagogical learning that will play a role in our work, in no particular order, are as follows: design thinking, multiple intelligences, Bloom's taxonomy, differentiated instruction, problem-based learning, digital citizenship, lesson planning/instructional design, learning objectives/targets, graphic organizers, multiple modalities, neurodiversity, International Baccalaureate and Advanced Placement programs, achievement and learning gaps, formative and summative assessments, "21st century learning", literacy interventions and strategies, teaching for social justice, and others to be discussed. These learnings will be old news to some and brand-new to others, and we will differentiate your learning on them as needed.

It is expected that, as we move through the course, *you* will seek out deeper understandings of *your* current practice and knowledge base, and collaborate with the class to move them forward.

The social studies and history courses you do or may teach are almost always the place where current events, history, passions, and politics collide. This course will help you build the muscles you need to let students find their voices and potential as learners, scholars, and civic participants in those courses.

A by-no-means complete list of **KEY QUESTIONS** that we will consider in this course:

1. What do good history teachers do, and how do they do it? What do they know and need to know, and how do they learn it?
2. How is 'technology' being used in the classroom? How should it be used (and not used) to teach history? Are textbooks obsolete? How do we teach a traditionally and necessarily "reading-heavy" discipline to developing and/or resistant readers?
3. How do we invite (literally and metaphorically) historians and others from the field to the classroom? How can we use their scholarship and methods to inform our teaching and

improve/enrich our students' experiences? How can we make sure students learn to *be* historians?

4. How do we, can we, and should we use objects and material culture to teach about the past?
5. How does our vision of what and how we are required to teach meet the road of reality in 'modern' high school teaching? What is cultural competency and how do we practice it? *If it's not "in the curriculum", how do I teach it...and how do I get it INTO the curriculum?*
6. What are 'essential questions' in teaching and learning? How do we use them and why?
7. Where do we take our students when we teach - physically, emotionally, and intellectually? Where should we *be* taking them, and what should they be getting out of it while they are there?
8. What do students like to do and how do they move about in and out of the worlds of home, school and elsewhere? How do we access and engage with natural adolescent dispositions to improve our teaching and their learning?
9. How do and can we use documentary expression in various forms to teach history?
10. How do we teach 'American' history?
11. How do we choose touchpoints, themes, and frameworks for our work with students? How do we differentiate what we have students do and why?

**Readings:** The following is a list of the major books we will use in the course. We will use all of some, and parts of others. Those that we will use *parts of* are starred.

*Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, Sam Wineburg (I will provide copies of chapters we will be using from this book, with appropriate permissions!)

\**Brainstorm: The Power and Purpose of the Teenage Brain*, Daniel Siegel

*Never Caught: The Washingtons' Relentless Pursuit of their Runaway Slave, Ona Judge*  
Erica Armstrong Dunbar

*The Price for Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation*, Daina Ramey Berry

*Fever 1793, OR Forge, OR Chains*, Laurie Halse Anderson (you will read one of the three, your choice)

\**The Warmth of Other Suns*, Isabel Wilkerson

*These Truths: A History of the United States*, Jill Lepore

\**Far from the Tree*, Andrew Solomon

*\*For White Folks Who Teach in the Hood...and the Rest of Y'All Too; Reality Pedagogy and Urban Education* Christopher Emdin

A selection of other readings, articles, and resources as well as a detailed, weekly syllabus will be distributed and reviewed at our first meeting.