

Rutgers University-Newark
Summer 2016, Session II, July 11-August 17
Seminar in Teaching History
MW, 5:30-9:00

Instructor: Dr. Emily Straus
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This course challenges students to investigate, reflect upon, and demonstrate exploration of current best practices in research and teaching history at the secondary level. It is aimed at those enrolled in the Master of Arts for Teachers (MAT) program and/or those already engaged in teaching. The goal is to guide and challenge teachers in how to integrate cutting-edge historical scholarship into their teaching. To that end, readings and activities will be assigned in graduate-level historical scholarship, modern pedagogy and educational research, teaching methods and contemporary education issues. How these readings relate to the teaching of history will be the focus of discussion, activities, writing assignments, and assessments

Required Text:

Please order this book as soon as possible. Additional readings will be on Blackboard.

- Jeff Hobbs, *The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League* (Scribner, 2015)

Grading:

All assignments must be turned in to pass the class. Late assignments will be marked down one-third of a grade (e.g., A → A-) for each class session they are late. No assignments will be accepted after three classes. Computer problems are not an acceptable excuse. More than one unexplained absence will reduce your grade. Significant lateness will also affect your grade. Final grades will be determined as follows:

Assignments:

In-Class Work	10%
Personal History	5%
Lesson Plans 1 and 2	15%
Resource Update 1, 2, and 3	15%
Annotated Bibliography 1 and 2	15%
Essay	15%
Unit Plan	20%
Final Presentation	5%

Statement on Academic Honesty: You are expected to be honest in all of your academic work. All work submitted in this course must be your own. Plagiarism can result in failing the class. Plagiarism is representing someone else's idea as your own. This includes copying material as well as presenting someone else's idea in your own words, and failing to credit the source. When drawing on the words and thoughts of others, even from internet sources, you must use proper citations. In addition, directly copied material should always be enclosed in quotation marks. For the University policy on academic honesty refer to the

college catalog. If you have any questions about any issue regarding academic responsibility, please ask me.

Course Schedule:

Note: This is a tentative schedule. The professor may alter the syllabus at any time, depending on the progress and needs of the class. Changes will be announced in class and on Blackboard.

Week 1:

Monday, July 11

Introductions

Learning Standards, Philosophies, and Goals

Reading (In class):

- Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001), p. 75-79.
- New Jersey's Standards

Wednesday, July 13

Planning: The Beginnings

- Organizing your history class: Making choices
- Lesson and Unit Planning

Assignments Due:

- Personal history to teaching history
- Topic choice

Week 2:

Monday, July 18

Doing History and Reading History, Part 1

Reading Due:

- Primary Sources:
 - Supreme Court of the United States, *Brown v. Board of Education* (1954)
 - Kenneth Clark, "How Children Learn about Race," 1950
 - *New Jersey Constitution of 1947*
 - *New Jersey Supreme Court decisions (Hedgepeth and Williams v. Trenton Board of Education)*
 - *New Jersey's Law against Discrimination (i.e., P.L. 1945, c.169)*
- Secondary Sources:
 - Clayborne Carson, "Two Cheers for *Brown v. Board of Education*," *Journal of American History*, 2004
 - A. Reynaldo Contreras and Leonard A. Valverde, "The Impact of Brown on the Education of Latinos," *Journal of Negro Education*, Vol. 63, No. 3,

Wednesday, July 20

**Teacher- and Student-Centered Strategies
Using Primary Sources
Performance Assessment
A lecture on lecturing**

Assignment Due:

- Lesson Plan 1
- Resource Update 1

Week 3:

Monday, July 25

Doing History and Reading History, Part 2

Reading Due:

- Biographical selections

Assignment Due:

- Three discussion questions

Wednesday, July 27

**Teaching Writing in the Social Studies Classroom
Using Images to Engage Your Students in the Past**

Assignment Due:

- Resource Update 2
- Bring in Beals
- Annotated Bibliography 1

Week 4:

Monday, August 1

Doing and Reading History, Part 3

Reading Due:

- Selections from *All Souls*
- Jonathan Rieder, “Canarsie Schools for Canarsie Children,” in *Canarsie: The Jews and Italians of Brooklyn Against Liberalism*, 1985

Assignment Due:

- Annotated Bibliography 2

Wednesday, August 3

Inquiry Based Teaching

Assignments Due:

- Essay

Week 5:

Monday, August 8

Learning and teaching about Place, Part 1

Reading due:

- Jeff Hobbs, *The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League*

Wednesday, August 10

Learning and teaching about Place, Part 2

Reading due:

- Selection from: Kevin Mumford, *Newark: A History of Race, Rights, and Riots in America*
- Heather Ann Thompson, “Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History” *Journal of American History* (Dec. 2010)

Assignment Due:

- Lesson Plan 2

Week 6:

Monday, August 15

Teaching current topics

Assignment Due:

- Resource Update 3

Wednesday, August 17

Final presentations

Assignment Due:

- Unit Plan

Suggested Reading:

Although you'll be pressed for time as you're engaged in your life as a student and as a teacher, having a solid foundation in the literature and keeping up with the current research will help you immeasurably in your career. Here are some key resources available to you:

- Banks, J.A. (1990). *Teaching strategies for the social studies: Inquiry, valuing, and decision-making*, (4th ed.). New York: Longman.
- Barton, K. & Levstik, L. (2004). *Teaching history for the common good*. Mahwah, NJ: Lawrence Erlbaum Assoc. Inc.
- Barton, K. & Levstik, L. (2005). *Doing history: Investigating with children in elementary and middle Schools*. Mahwah, NJ: Lawrence Erlbaum and Associates.
- Bower, B., Lobdell, J. & Swenson, L. (1994). *History alive: Engaging all learners in the diverse classroom*. Menlo Park, CA: Addison-Wesley.
- Cornbleth, C. & Waugh, D. (1995). *The great speckled bird: Multicultural politics and education policymaking*. New York: Lawrence Erlbaum Associates.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: W.W. Norton and Co. Inc.
- Cornbleth, C. & Waugh, D. (1995). *The great speckled bird: Multicultural politics and education policymaking*. New York: Lawrence Erlbaum Associates.
- Grant, S.G. (2003). *History lessons: Teaching, learning, and testing in U.S. High school classrooms*. Mahwah, NJ: Lawrence Erlbaum and Associates.
- Hess, D.E. (2009). *Controversy in the classroom: The democratic power of discussion*. New York: Routledge.
- Hickey, M.G. (1998). *Bringing history home: Local and family history projects for grades K-6*. Boston: Allyn and Bacon.
- Leming, J. Ellington, L. & Porter, K. (Eds.). (2003). *Where did social studies go wrong?* Washington, D.C.: Thomas B. Fordham Foundation.
- Loewen, J. W. (1996). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: New Press.
- Nash, G.B., Crabtree, C., & Dunn, R.E. (1997). *History on trial: Culture wars and the teaching of the past*. New York: Knopf.
- Parker, W.C. (2002). *Teaching democracy: Unity and diversity in public life*. New York: Teachers College Press.
- Percoco, James A. Percoco, *A Passion for the Past: Creative Teaching of U.S. History* (Heinemann, 1998)
- Ross, E.W. (Ed.). (1997). *The social studies curriculum*. Albany: State University of New York Press.
- Symcox, L. (2002). *Whose history? The struggle for national standards in American classrooms*. New York: Teachers College Press.