

HIST 295Z, Fall 2019
History Pedagogy



I'm Cate Denial your professor this term. My pronouns are she/her/hers. Here's how to get in touch with me:

Office: Old Main 305
Office Phone: (309) 341-7382
Student Hours: Tuesday and Thursday, 9-10.45am, and by appointment

Student hours are times I set aside for you to come visit me in my office. I will be in my office solely to talk with you. If you come by and I'm working on something, I will set it aside to talk with you. We can talk about anything.

If you can't come see me during student hours, don't worry! We can make an appointment for you to come see me at another time.

Email: cd denial@knox.edu

If you email between 9am and 9pm M-Th, and 9am and 4pm on Fridays, you should get a reply that day.

On weekends, I take a full day off to recharge, so emails sent after 5pm on Friday, or on Saturday, will not get a reply until Sunday morning at the earliest.

To introduce myself and to give you an idea of how I approach teaching, check out the website I've made for you at <http://learningincommon.org>

Here's some of what we'll be reading:

Joshua Eyer, [*How Humans Learn: The Science and Stories Behind Effective College Teaching*](#). West Virginia University Press, 2018.

bell hooks, [*Teaching to Transgress: Education as the Practice of Freedom*](#). New York: Routledge, 1994.

John Warner, [*Why They Can't Write: Killing the Five Paragraph Essay and Other Necessities*](#). Baltimore: Johns Hopkins University Press, 2018.

There are lots of ways to get hold of these books. The books are available at the college bookstore. Copies are on reserve in Seymour library – you can ask for it at the circulation desk, which is on your left after you get through the lobby of the building. You can also find these books online at Amazon (the links in the titles will take you there) but please feel free to shop around. If you can find it cheaper somewhere else, so much the better!

You can find other readings on our Classroom page.

There are three ways we'll assess your learning together this term:

1. Preparedness

Together, we've decided that preparedness will constitute 30% of your grade. This means having thoughtful discussion questions submitted to Cate the day before class (Monday if we're discussing your reading on Tuesday; Wednesday if we're discussing your reading on Thursday), and being diligent in your note-taking and reading so that you can contribute to our collective understanding of our course texts.

2. Participation.

As collaborators in creating our learning space this term, we'll be relying on each other's informed, honest, and active involvement in class discussions. I realize different people participate in conversation in different ways, and that for some students, speaking in public is difficult. If you have any concerns about this, come and see me so that together we can work out the best way for you to participate in the class.

It's important for us all to remember that different communities possess different culturally specific norms about how to best engage in a conversation, and for us to make room for this expression.

Remember to listen to one another, and to support your colleagues in their discovery of new ideas, their questions, and their articulation of thought. We'll crowdsource a list of conversational guidelines during the first week of classes.

If you have to miss any of our classes know that we will miss you. Please email me to let me know you'll be absent so that I can support you and help you catch up afterwards.

3. Portfolio

Throughout the term you'll be asked to complete short pieces of written work both for homework and during class, as well as a longer reflection at term's end. Gather these together and collect them in a binder or a notebook or a Google drive folder so that you can turn everything in at the end of the term. Your portfolio should also include drafts of all your work - so where you had to turn in a syllabus, for example, I want to see your own syllabus and your group syllabus so that I can see how your work evolved. We will write assignments and class activities as the term progresses; the same drafting process will take place then. You can put anything else in your portfolio that you think is important!

How each of your assignments contributes to your final course grade:

Preparedness	30%
Participation	30%
Portfolio	40%
Total	100%

Homework Schedule

All readings are listed on the day that they are due.

WEEK ONE

Tu Sept 17

Welcome (shortened class schedule for convocation)

Th Sept 19

For today: draft your own syllabus for this class. What policies should guide us as we enter this term together?

WEEK TWO

Tu Sept 24

Read:

- bell hooks, Introduction and Chapter One, *Teaching To Transgress*.

For today:

- In your small groups, write up finalized language for your syllabus policies.

Th Sept 26

For today:

- Write your own story of self-actualization. What have you learned as a student from your teachers? What sort of teacher do you want to be, and what will it take to get there? Write as much as you need and want to about this.
- You'll have five minutes to share highlights from your story in class on Thursday. (Five minutes is about 2.5 pages of double-spaced, 12-point font.) Think about which parts of your story you want to share in class.

WEEK THREE	
Tu Oct 1	<p>Curiosity. Read:</p> <ul style="list-style-type: none"> Joshua Eyler, Introduction and Chapter One of <i>How Humans Learn</i>.
Th Oct 3	<p>The Five Skills: Primary Sources. Read:</p> <ul style="list-style-type: none"> Sam Wineburg, “Historical Thinking and Other Unnatural Acts,” <i>The Phi Delta Kappan</i>, 80:7 (March 1999): 488-499. (Classroom)
WEEK FOUR	
Tu Oct 8	<p>The Five Skills: Reading Secondary Sources. Read:</p> <ul style="list-style-type: none"> W. Caleb McDaniel, “How To Read for History.” Danika Savonick, “Collaborative Close Reading”
Th Oct 10	<p>Authenticity and Assignments. Read:</p> <ul style="list-style-type: none"> Joshua Eyler, Chapter Four in <i>How Humans Learn</i>. James M. Lang, Chapter One in <i>Small Teaching</i>. (Classroom) <p>Homework for Tuesday:</p> <p>Come up with an assignment for a history class of your choosing. This should be a formal assignment that represents more than 15% of a course grade. Write the assignment sheet, upload it to Classroom before Tuesday, and bring a printed or electronic copy to class on Tuesday.</p>
WEEK FIVE	
Tu Oct 15	<p>Assignments, continued. Read:</p>

	<ul style="list-style-type: none"> • John Warner, <i>Why They Can't Write</i>, pages 1-72.
Th Oct 17	<p>The Five Skills: Timelines. Read:</p> <ul style="list-style-type: none"> • bell hooks, Chapter Three, <i>Teaching to Transgress</i>.
WEEK SIX	
Tu Oct 22	No class. Professor Denial is the outside reviewer for the history department at the College of St Benedict's/St John's in Minnesota.
Th Oct 24	<p>The Five Skills: Mapping</p> <p>For class today: visit the Decolonial Atlas (link below) and select a map that you think would help your students (of any level) rethink a particular moment or event in history. How would you make use of the map? Bring your ideas to class in either hard copy or electronically.</p> <ul style="list-style-type: none"> • The Decolonial Atlas <p>Other tools we'll look at in class:</p> <ul style="list-style-type: none"> • Timeline generator • Digital Mappa
WEEK SEVEN	
Tu Oct 29	<p>Emotional Learning and Dis/Ability: Read:</p> <ul style="list-style-type: none"> • Joshua Eyler, Chapter Three in <i>How Humans Learn</i>. • Krys Méndez Ramírez, "Academic Ableism: Fighting for Accommodations and Access in Higher Education," Disability Visibility Project. • Emily Ladau, "Beyond Inspiration: A New Narrative," New Mobility.

Th Oct 31	<p>The Five Skills: Synthesis. Read:</p> <ul style="list-style-type: none"> Christopher Jones, “Assigning the Unessay in the U.S. Survey.” <i>The Junto: A Group Blog on Early American History.</i>
WEEK EIGHT	
Tu Nov 5	<p>Your Pedagogy. Read:</p> <ul style="list-style-type: none"> Catherine J. Denial, “A Pedagogy of Kindness.” <p>Using this essay as a model, write a description of your own pedagogy. What are key events that have been turning points for you in thinking about how you want to educate? What conclusions have you arrived at about teaching?</p>
Th Nov 7	<p>Precarity, Hardship, and Burnout. Read:</p> <ul style="list-style-type: none"> John Warner, “The Problem of Precarity” and “What About The Teachers” in <i>Why They Can’t Write</i>. Mary Rose O’Reilly, Chapter One of <i>In The Garden at Night: Burnout and Breakdown in the Teaching Life</i>. (Classroom)
WEEK NINE	
Tu Nov 12	<p>Reflection.</p> <p>Take today’s class period to write up a reflection of everything you’ve learned, both in this class and in your educational career so far. I will be available in my office if you have questions, or want to get feedback on your ideas.</p>
Th Nov 14	<p>Reflection. Peer Review.</p> <p>In today’s class you’ll swap your reflection with two other people. Get their feedback on your work - where do you need to clarify, or amplify points? Do you have a clear point of view? Be a reviewer for two other</p>

	reflections. What else does the writer need to tell you to strengthen their work?
WEEK TEN	
Tu Nov 19	<p>Sharing our Work.</p> <p>In class today we'll share our reflections on what we've learned this term, and where we want to keep growing in our understanding of teaching.</p>
Th Nov 21	Reading Day
F Nov 22	Reading Day
M Nov 25	Your final portfolio is due by 9.59pm tonight