While in France, I am living at Val D'Azur, Route de Biot D4. You should feel free to make appointments with me throughout the term to discuss the ideas and work of the course, or anything else you may want to discuss about your teaching.

**Overview**

Recent thinking in research on teaching, learning, and teacher learning suggests that content and pedagogy are intimately connected. That is, the ways in which one teaches fundamentally shapes what students learn. In this class, we will explore this connection in several ways. First, we will examine a set of cases of teaching, and consider what students are learning about history and social studies in those cases. Second, we will become learners of history through two different sets of activities: (1) by reading histories and (2) by writing a local history. We will then use those experiences as learners to think about both what it means to know history, and what kinds of teaching best enhance the development of historical understanding.

There are, then, several strands that run throughout the course, and our work will be designed to explore those themes. These include:

**Strand 1: What does it mean to understand history?**

While the social studies include many different disciplines—only one of which is history—we will use history as a strategic example in our discussions of knowledge and knowing, learning and teaching. As we consider this theme, we will pursue questions like: What is the role of fact is history? Of interpretation? Is there truth in history? What uses or applications are to be made of history? How is history related to the lives of ordinary people? What role does history serve? What does it take to do history?

**Strand 2: What does it mean to learn history?**

As teachers, we are constantly making assumptions about what and how students learn. Questions that we might want to consider in the course of pursuing this question include: What aspects of history require different types of learning? Are there aspects of history as a subject matter that make it a particularly complicated thing to teach? Are there predictable naive conceptions that students hold that either facilitate or impede their learning of history? What can we learn about learning history from observing our own experiences as learners?

An important subset of questions here involve considering what it takes to read history. History, like every discipline, has characteristic modes of argument, explanation, and rhetoric. What kinds of skills do readers need in order to critically read and consume histories?
Strand 3: What does it take to teach history for deep and complex understandings?

A major portion of the intellectual work of teaching involves considering what you want students to learn, how it is that students learn, what materials you have available to you. Drawing on all of this knowledge and more, teachers then decide how best to teach something. In this part of our work, we will consider questions like: Are there any implications for the myriad ways in which one can understand history for an equally wide array of ways in which one might learn about history? What can we learn about teaching history from our own experiences as learners? Are there some ways of teaching history that facilitate the development of particular kinds of historical knowing?

Course Organization

The three strands are difficult to disentangle, for they are interwoven and interconnected. Rather than address these questions in some linear fashion, one at a time, we will approach them by engaging in a set of interrelated tasks that are designed to shed light on each of the three strands in various ways. These tasks are:

- Task 1: We will read and discuss a small set of histories about the French Revolution
- Task 2: In three small groups, we will each write a small local history
- Task 3: We will read a series of cases about history teaching

I selected these tasks because they offer complementary, but alternative insights into the three central questions of the course. Although I offer here a tentative plan for the organization of our meetings, I presume that we will alter this plan as interests, concerns, and ideas push and pull us in different directions.

Although the organization will vary over the three weeks, I have devoted three class sessions to work on the small group task. For the days that we meet as a whole, I anticipate that we will spend some time discussing our history reading and some times discussing cases of history teaching and learning. I have assigned individuals to organize and facilitate the class discussions about the histories we are reading.

Session 1: July 8: Introduction to the course

Session 2: July 10: Small group history, day 1

The majority of this class period will be devoted to the small groups working on their projects. We will regroup an hour before the end of class to report out on plans, problems, and thoughts.

I will collect your journals at the end of this class session.
Session 3: July 14: What does it mean to read and think about history?

Readings. In preparation of this class meeting, please read:


In addition, you should read part of the history you have selected. The readers of Doyle's history will moderate this discussion.

Session 4: July 15: History teaching: The case of elementary school

Readings: In preparation for this class meeting, please read:


In addition, you should read part of the history you have selected. The readers of Schama's history will moderate this discussion.

Session 5: July 16: Small group history, day 2

Again, groups will have the entire class time to work on their histories, and will meet for an hour at the end of the session to discuss their work.

Session 6: July 17: History teaching: The case of high school and higher education

Readings. In preparation for class, please read:


In addition, you should read part of the history you have selected. The readers of Kelly's history will moderate this discussion.

I will collect your journals at the end of this class session.
Session 7: July 21: Small group history, day 3

Session 8: July 22: What do learners know and believe?

Readings. In preparation of this class session, please read the two pieces on students' beliefs and knowledge.


In addition, you should read part of the history you have selected. The readers of Lefebvre's histories will moderate this discussion.

Session 9: July 23: Reflections on learning and teaching history

During this class session, each of the small groups will make a short presentation about the history they have written, their experiences as learners in that process, and the implications they see for the teaching of history. At the end of class, I will collect your written histories, as well as all of your journals entries for the summer.

Course Requirements

The class will be run as a seminar, and certain days will be devoted to particular activities. Evaluation will be based on three sources: (1) your small group history and presentation; (2) your participation in class discussions and leadership of history reading; and (3) a learning and teaching journal that I will ask you to keep throughout the term.

Small group history. On the first day of class, we will cluster into three small groups. Each group will identify a question, a habit, an event, a person from the local area that they would like to know more about. The group will then organize themselves to pursue a historical investigation of that topic. There are three days of class time devoted to your work on this investigation, and we will use the last part of each of those meetings to discuss your experiences and progress on the work.

The final product of this project should be a brief--10 double spaced pages--collaboratively authored historical analysis of your topic of investigation. It should be accompanied by a methodological appendix in which you present and discuss the methods you used to write your history. This project is due on the last day of class.

Participation and discussion leadership. In addition to participating as a member of our discussions about teaching and learning history, I will ask each pair of people reading a history to take responsibility for leading our discussions about the French Revolution. Some of you may have experience in book clubs, others as leaders of similar discussions in your own classrooms. You should feel free to use the time devoted to this talk as you see fit. Partners are encouraged to speak with me if they have ideas or interests that they want to run by me.

Learning Journals. A major portion of this course involves being a learner of history and reflecting on that experience as you consider its implications for teaching. To facilitate this process, and because I am interested in how you are thinking about history, learning, and teaching, I will ask you to keep a journal throughout the term. Sometimes we will spend time in class writing in these journals; at other
times, I will ask you to respond to a question or idea after class. I will collect these journals at the end of each week and return them at the first class meeting in the next week.

**Grades.** Grades will be negotiated between individuals and me. There are three sources of information about your work during the course (small group history; participation and discussion leadership; learning and teaching journal), and I will ask you to submit a proposal for how I should weight those portions, and why at the end of the course. You should consider how each piece of your work represents your thinking and learning. Unless I have major concerns about your rationale, I anticipate accepting your judgment about how best your learning should be assessed.

**Summary of the Course Readings**

**Task 1: Reading history**

I have brought five different histories with me, and will ask people to select among them:


**Task 2: Small group history project**

For this part of the course, small groups will select their own materials to use. You should consider a range of materials from interviews to documents, from histories to pictures or photographs.

**Task 3: Reading about learning and teaching of history**


