ADVANCED US HISTORY TEACHERS’ INSTITUTE

History 500

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Description:

History 500 is a week-long intensive institute designed for high school history teachers, especially those teaching or interested in teaching the AP® US History course. The institute will give teachers a chance to meet, collaborate, and learn with other teachers, academic historians, and university librarians. The goals of the institute are to foster a community of scholars who are fluent in the recent debates in American historiography, aware of the best teaching methods and resources, and cognizant of the overarching tensions and frameworks that have defined the American experience. At the same time, History 500 is a rigorous survey of the terrains and arguments of US history as an academic discipline.

Professional historians will provide overviews of the newest trends, thoughts, and problems within American history and an experienced master teacher will facilitate discussions on teaching methods. The program will be a collaborative and cooperative institute that combines discussions of the newest scholarship, examinations of the pedagogical frameworks of the AP course, along with workshops on the best strategies to spark student interests and develop critical thinking skills.

Learning outcomes for fellows:

Institute fellows who successfully complete the institute will be able to:

• Recognize and differentiate the major historical and historiographical arguments of modern US history and articulate the causes and effects of historical change over time.
• Interpret a variety of sources, texts, images, objects, and artifacts within their historical context.
• Compare and contrast societies, struggles, debates and tensions in the United States within the complexities of their contexts.
• Explain how early societies differed from contemporary societies and avoid the temptation to judge the past in modern terms.
• Balance langue durée frameworks such as value tension, with microhistory analysis and case study, and the chronological eras mandated by high school curriculum.
• Comprehend and explain the significance of change over time and be able to explain the historical processes that have transformed the past into the present world we inhabit.
• Apply the fundamental theories of historical analysis and contemporary historiography to the teaching of US history.
Teaching skills:

Moreover, successful fellows will have the tools and expertise to impart the skills of historical analysis and critical thinking to their students. The Xavier University History department defines the student learning outcomes of history as:

- **Compare/contrast societies across the globe**
  Students will be able to compare and contrast societies in the United States, Europe, and other parts of the world.

- **Understand the past on its own terms**
  Students will be able to articulate how early societies differed, sometimes fundamentally, from contemporary societies.

- **Change over time and historical processes**
  Students will be able to comprehend the significance of change over time and be able to explain the historical processes that have transformed the past into the present world we inhabit.

- **Interpret sources**
  Students will be able to work individually and in groups to analyze and interpret a variety of texts, images, objects, and artifacts within their historical context.

- **Oral, written, technological expression**
  Students will be able to express historical and historiographical arguments clearly and persuasively orally, in writing, and through technology.

- **Research**
  Students will be able to locate and identify primary and secondary texts.

- **Articulate trends and make historiographical arguments**
  Students will be able to articulate and explain major trends in historical thought and thereby craft historiographical arguments.

- **Explain skills to broad audience**
  Students will be able to articulate broader applications of historical research, evaluation of arguments and evidence, and persuasive communication to a variety of situations and careers.

Attendance and Participation:
The institute is an interactive and collaborative workshop; attendance and participation is essential. Fellows should plan on attending every session and participate in discussions as much as possible.

Summary and Syllabus:
In the months that follow the institute, fellows will be expected to contemplate how to incorporate the lessons and methods of the institute into their advanced classes. Fellows will submit an annotated syllabus which details the ways that the institute has transformed, clarified or in other ways assisted their teaching.

Institute fellows will reconvene once in the late summer to discuss their annotated syllabi, reflect upon their experiences, and wrap-up the institute.
**Courtesy and decorum:**
Fellows are expected to maintain a civil and respectful decorum within the classroom. Fellows are asked to arrive on time and turn off cell phones during sessions. Laptops, tablets, and other devices should be used only to retrieve readings, documents, or other texts relevant to the institute.

**SCHEDULE**

**Caveat:**
Please note that the director reserves the right to change the schedule as necessitated by circumstances.

**THE NORMAL DAILY SCHEDULE INCLUDES**

- 8:30- breakfast
- 9:00-12:00 morning session
- 12:00-1:00 lunch
- 1:30-4:30 afternoon session
- 5:00-6:00 film screening and discussion*
- 6:30 dinner*

*breakfast, lunch and dinner are provided. It is essential that fellows attend every session; the film screenings and dinners are encouraged but not mandatory.

Each session will consist of:

- **a “state of the field” talk** from academic historians which will summarize new issues and scholarship especially as it pertains to the AP themes of American and National Identity; Politics and Power; Work, Exchange and Technology; Culture and Society; Migration and Settlement: Geography and the Environment; and American in the World.

- **A discussion of various frameworks** including the value tensions that frame the totality of the American experience, microhistory, case study, and other approaches, as well as the chronological eras mandated by the AP rubrics.

- **A presentation and discussion on important sources**, resources, and teaching models that can prepare students to apply specific sets of skills (such as analyzing sources, making connections, chronological reasoning, and constructing a historical argument) to the issues of the particular era.

- **Group work and informal discussions** on methods successful teachers use to connect thematic objectives, learning goals, historical perspectives and frameworks, analytical thinking skills, and successful student outcomes.