

ANNOTATED BIBLIOGRAPHY

Andrews, Thomas and Flannery Burke. "What Does it Mean to Think Historically?" *Perspectives on History* (January 2007). <https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically>.

In this brief article, the authors introduce an approach to teaching history that they hope would instill in university students a specific skillset characteristic of the historical profession. This approach, named "the five C's of historical thinking," involve teaching the concepts of change over time, causality, context, complexity, and contingency, which, the authors contend, can only be developed by students through practice. In detailing the ways in which the authors both define and put into practice the five Cs, this article serves as a valuable resource for thinking about approaches and methods to provide students with more than just a barrage of historical facts in the history classroom and, instead, foster a lab environment for practicing critical thinking.

Booth, Alan. *Teaching History at University: Enhancing Learning and Understanding*. London: Routledge, 2003. Kindle Edition.

In this book, the author uses thirty years of their own research on teaching and learning to provide the reader with tips on how to approach the challenges of newly diversified classrooms and the demands of a new "mass higher education" system. Equating "high-quality learning" with changing a student's understanding, the author carefully outlines the different ways in which understanding is defined in different contexts and achieved in the history classroom. The book's focus lies heavily on the importance of teaching history in that it deserves to be approached with the same rigor that a scholar would dedicate to their scholarship, and that effective learning is achieved when teachers "bring history alive" in the classroom.

Burton, Antoinette. *A Primer for Teaching World History: Ten Design Principles*. Durham: Duke University Press, 2012. Kindle Edition.

This book, according to its author, is intended to serve as a "companion" for teachers creating a world or transnational history course. The author focuses on the concept of "design" as it relates to creating a syllabus with which to model a multidisciplinary and effective approach to teaching. The book is particularly valuable for readers intending to provide coverage not of historical content, but of contingent and "potentially paradigmatic" global processes that have defined how we understand the past, present, and future.

Calder, Lendol. "Uncoverage: Toward a Signature Pedagogy for the History Survey." *Journal of American History* 92.4 (March 2006): 1358-1370. http://www.iub.edu/~tchsotl/part3/calder%20uncoverage_files/ContentServer_data/20248906.pdf.

This author of this article challenges the outdated pedagogical approach to teaching the U.S. history survey in the standard lecture-textbook-test model. By reorienting the methods in which "coverage" of U.S. history is administered in the classroom, the author suggests teachers should consider using a "signature pedagogy," which, as in law or medical school classrooms,

requires students “to do, think, and value” as practitioners of a specific profession as part of their learning. The article also offers specific examples of the author’s application of a signature pedagogy in their own survey course, providing a valuable resource for thinking about classroom activities that deliver coverage through nontraditional methods.

Chickering, Arthur W. and Zelda F. Gamson. “Seven Principles for Good Practice in Undergraduate Education.” *Washington Center News* (Fall 1987).
<http://www.lonestar.edu/multimedia/SevenPrinciples.pdf>.

The authors of this brief article argue for applying seven basic principles in the undergraduate classroom for a more effective impact on student learning. They suggest that, through such a teaching practice, undergraduate classrooms will greatly benefit by way of their activity, expectations, cooperation, interaction, diversity, and responsibility. At the same time that the article offers a generalized approach to teaching, it also accounts for contextual nuances that arise in different disciplines and universities.

Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass, 2009. Kindle Edition.

This book serves as an overall how-to guide for teaching, covering a wide expanse of topics including syllabus design, catering to student diversity, lecturing, classroom activities, and the design, delivery, and grading of various assessments. Being that the author of the text has provided such a detailed table of contents and written a book that is not disciplinary specific, this book serves as a valuable reference for teachers to use at any point in their course – from its design to its end of term assessment.

Eng, Norman. *Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students*. Norman Eng, 2017. Kindle Edition.

The author of this book offers a seemingly simple solution to what he calls the current “crisis in higher education.” This crisis is defined namely by both student indifference and the swath of indifferent faculty and over-worked adjunct professors who never learned “how to teach.” The solution, the author suggests, is to adopt an approach to teaching that is drawn from the industries of marketing and primary and secondary education. While there is some valuable insight to be gleaned from the book, not just in approaches to teaching but also in thinking about specific challenges in classrooms today, its purported universal approach to teaching falls short of highlighting instances of nuance in universities and diverse student populations.

Kelsky, Karen. *The Professor is In: The Essential Guide to Turning Your Ph.D into a Job*. New York: Three Rivers Press, 2015. Kindle Edition.

This book serves both as a how-to guide for recent PhDs in the job market and as a witty, straightforward, and unapologetic critique of the current state of academia in the U.S. The author offers tips to help prepare for the job market from the first day of a graduate program to preparing a professional portfolio to negotiating a job offer, all while keeping the read abreast of all the potential challenges and pitfalls that await them in the job market. The author even provides a nod toward career diversity in light of both a shrinking job market and a growing

number of jobless PhDs looking for work. Ultimately, this book should serve as required reading for anyone even thinking about applying for a graduate program in an academic field today.

Lang, James M. "The Distracted Classroom." *Chronicle of Higher Education*, March 13, 2017. <https://www.chronicle.com/article/The-Distracted-Classroom/239446>.

In this article, the author offers their support for integrating technology into the college classroom in light of modern technological advancements that tend to keep students only "half-present" during class time. But this is no simple task, as the author argues. It rather requires a reorientation on the part of the instructor that first recognizes that distraction is a natural, neural process, and secondly by actively and earnestly seeking out ways to connect with students not just as a class, but as individuals as well. Without providing any specific course of action for teachers, the author encourages teachers to seek out ways to make their class matter to students.

Lévesque, Stéphane. *Thinking Historically: Educating Students for the Twenty-First Century*. Toronto: University of Toronto Press, 2008. Kindle Edition.

The author of this book provides an approach to understanding and teaching historical thinking that is alternative to what they claim is the dominant approach: historical memory. Instead of allowing an essentially group-think understanding of history to inform how history teachers approach the content in their class, the book details five specific historical concepts to instill within students so that they may approach history (and other subjects) with the tools necessary for critical investigation. Using historical significance, continuity and change, progress and decline, evidence, and historical empathy as themes in history classrooms allows students to approach the study of history with the same tools that historians themselves use in thinking about, researching, and writing about the past.

Lindaman, Dana and Kyle Ward. *History Lessons: How Textbooks from Around the World Portray U.S. History*. New York: The New Press, 2004. Kindle Edition.

This book offers a fascinating insight into how U.S. history is taught and understood throughout the world. Through its thematically and chronologically based chapters, the book includes textbook entries from Europe, Asia, and Latin and North America. As such, the book serves both as a valuable resource for putting U.S. history into global context and as a reminder that history is subjective.

Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: The New Press, 2007. Kindle Edition.

The author of this book suggests that U.S. history textbooks have gotten it wrong: the coverage found within them is too extensive and it focuses on the things that are less important to both the narrative of U.S. history and to students who are forced to learn it. As such, this book serves as both a critique of standard teaching practices through textbooks and as a resource for historical facts that are often ignored in history classrooms which students would find more interesting and engaging than the standard.

Luey, Beth. *Handbook for Academic Authors*. New York: Cambridge University Press, 2010. Kindle Edition.

This book serves as a how-to guide for academic authors seeking to publish various forms of scholarship, from articles to textbooks to monographs. The author details such processes from selecting an academic journal to submit an essay to, finding a publisher to work with, revising manuscripts, and even approaching books for general readers.

Middendorf, Joan and David Pace. "Decoding the Disciplines: A Model for Helping Students Learn Disciplinary Ways of Thinking." *New Directions for Teaching and Learning* 98 (Summer 2004): 1-12. <http://www.iub.edu/~tchsotl/part3/Decoding%20Middendorf.pdf>.

The authors of this chapter advocate for college professors to approach the rising acceptance of Bloom's Taxonomy of learning in the classroom by adopting a discipline-based method of teaching. Their argument is that critical thinking skills vary by discipline, and that discerning such variations begins with identifying "bottlenecks" in the classroom (or rather, portions of a course which are typically difficult for students to grasp). From lesson preparation to assessment, this chapter serves as a valuable resource for teachers who are moving away from a focus on content and toward a more disciplinary based model of instruction.

Pace, David. "Decoding the Reading of History: An Example of the Process." *New Directions for Teaching and Learning* 98 (Summer 2004): 13-21. <http://www.iub.edu/~tchsotl/part3/decoding%20pace.pdf>.

This chapter serves as a continuation of "Decoding the Disciplines," which advocates for discipline based teaching. The author suggests that disciplinary variations in critical thinking is most evident in reading, and therefore to achieve the goals in teaching a discipline, an instructor must be able to teach students disciplinary reading. This chapter is organized similar to its predecessor, highlighting the ways in which teachers can instill disciplinary practice within their students.

Stearns, Peter N. "Why Study History?" American Historical Association (1998). [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)).

In this brief article, a former president of the American Historical Association advocates for teaching history as an important part of higher education. The author details several reasons behind why a history education is important to today's growing student body, which include the help it provides in understanding the world around us as well as our own identities, the service it does in teaching "good citizenship," and its usefulness in "the world of work." Although outdated, this article can serve as a good starting point for students and teachers alike to think about why history matters.

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Kindle Edition.

This book serves as a valuable starting point for teachers who are about begin designing a class for instruction. It looks at both the big picture and the small details, advocating for backward design and teaching toward understanding. Full of diagrams, text boxes, and real world examples, this book is easily accessible and speaks to class design across disciplines.