

Educated
Anti-Racism
Critical Thinking
Embodied Knowledge
Historical Thinking
History Matters Now
Global Citizenship
Knowledge-Able
Race Empires
Gender

HIST 100
Historical Thinking:
Big Ideas of Cultural History
Fall 2021 UWSP

Oral History
Growth Mindset
Digital Humanities
Legacies of Slavery
Peaceful Futures
Commemoration
Think Alouds
Evidence
Challenges
Women's Voices

Instructor: Prof. Valerie H. Barske, Ph.D.
Pronouns: she/her/hers
Email: vbarske@uwsp.edu

Time: M/W 9:30-10:45PM
Classroom: SCI A210
Office Hours: CCC 453
T 10-11/Zoom Appointment

COURSE DESCRIPTION:

Why do we need 100-level general education history courses? Aren't all history courses based on boring textbooks, one-sided, and uninteresting? Don't historians simply memorize old names, dates, and seemingly irrelevant details I can find on Google? Why learn history if I have it on my phone? What if I am just "bad" at history? Why study histories about the rest of the world, can't I just learn more about the U.S.? If you have ever pondered any of these questions, then this class is the right History course for you!

In a forthright article published in the Wall Street Journal, former CEO of Lockheed Martin Norm Augustine explained that the American economy needs students who excel in the subject of history. Augustine argues that students must have "historical literacy" to be economically competitive. He defines historical literacy in the following way:

Well, it's not primarily the memorized facts that have current and former CEOs like me concerned. It's the other things that subjects like history impart: critical thinking, research skills, and the ability to communicate clearly and cogently. Such skills are certainly important for those at the top, but in today's economy they are fundamental to performance at nearly every level (*Wall Street Journal*, September 21, 2011).

So how do college instructors provide students with meaningful learning opportunities to develop these skills? Well, scholarly teachers and researchers in the Scholarship of Teaching and Learning (SoTL) would answer this question by suggesting that we must change how we define historical knowledge and our approaches to teaching history in the college classroom (Sipress and Voelker 2009). History courses could emphasize living histories in social and cultural practices, embodied experiences, and the everyday realities of ordinary peoples across the globe. In addition, the assignments could feature student-centered high impact practices that allow students to apply learning to their world and to developing their skills and dispositions as global citizens.

Reflecting these goals, this course will provide students with a broad introduction to historical thinking through "big ideas" in cultural history based on a case study model. Rather than marching through a chronological narrative of the past, we will focus on how historians think critically, how they utilize appropriate evidence, and how they construct arguments to make meaning in our contemporary world. The course will be structured to integrate discussion, group work, pairing activities, and other interactive strategies to engage students in the learning process. Students are encouraged to author their own learning and to find their voice as empowered learners who not only consume but produce historical meaning. In the end, this history course will prepare students to be well-rounded in the liberal arts and thus competitive in a global economy.

Honoring Native Land, UWSP Indigenous Land Recognition:

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho-Chunk and Menominee people. Please take a moment to acknowledge and honor this ancestral Ho-Chunk and Menominee land, and the sacred lands of all indigenous peoples (UWSP SGA 2017).

This course challenges us all to unpack the complex histories of colonialism, race, gender, nation, empire, and modernity that continue to shape the legacies of violence that resulted in building a state university on native ancestral lands. In the Department of History and International Studies at UWSP, we are working to become better collaborators with our native partners not only in representing the past, but most importantly in creating contemporary cross-cultural connections and building a shared sense of thriving communities for the future.

INTENDED LEARNING OUTCOMES

This course is designated as Historical Perspectives under the “Human Cultures and the Sciences” level of the General Education Program (GEP). Embodying the mission of general education for providing a broad “liberal education” through which students “demonstrate critical thinking” to “succeed in a rapidly changing global society” and thrive as “responsible global citizens,” this course directly aligns with GEP learning outcomes. With diligent effort, students will improve their ability to:

- Recognize historical thinking as a critical thinking process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take
- Use primary sources as evidence to answer questions about historical change in a specific cultural or global context
- Employ critical thinking to describe differences among interpretations of the past through scholarly secondary sources and academic debates
- Analyze institutional and cultural changes in various human societies through specific historical case studies
- Demonstrate curiosity and empathetic insight towards diverse cultural perspectives by embodying interpersonal professionalism and global citizenship

Evaluation Criteria and Assessments

Attendance, In-Class Writing and Discussion, Inclusive Professionalism 10%:

All students are expected to attend every class period, to engage with course materials, to participate meaningfully in classroom discussions, exercises, and activities. Students will earn points for each class period by attending and participating in inclusive and professional ways. If a student cannot be present, they cannot receive points. If a student must miss a class due to COVID-19, please contact me via email as soon as possible. I will decide on a case-by-case basis how to allow for some flexibility and leniency in this policy for emergencies or issues related directly to the current global pandemic. Please respect and not abuse this flexibility.

To improve learning and retention of materials, students are required to take notes actively on in-class activities and assigned materials. As an article published in the *Scientific American* (June 3, 2013) argues, taking notes by hand has been proven to engage specific cognitive processes and embodied actions that enhance learning. The assessments in our class will focus on embodying historical thinking through specific critical thinking argumentation. Students’ notes should synthesize discussions and activities to identify the argument, evidence, methods of analysis, and conclusions in course materials.

This course has been designed based on years of research in the Scholarship of Teaching and Learning (see especially Barske 2018 and Barske et al. 2019). The course is NOT primarily a lecture-based course because lecture alone does not offer the most effective nor the most equitable way for students to engage with materials (Wesch 2009). We will strive to build a sense of community, to engage, to connect, and to co-generate knowledge together.

Shared Guidelines of Interaction and Participation Expectations:

We will work together to co-create a “braver” space in the classroom by recognizing the importance of equity-minded teaching and learning by acknowledging the historical realities of unequal power dynamics in education. Equity-minded teachers represent practitioners who “question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change” (USC Center for Urban Education 2021). As central to the skills and dispositions of historically grounded critical thinking, we will engage in discussions, activities, and materials that challenge us to be “B.R.A.V.E.” meaning Bold, Relevant, Authentic, Valuable, and Educational (Thomas Jefferson University 2021). At the beginning of the semester, we will co-develop a set of shared guidelines of interaction and participation expectations to guide our journey throughout the course.

Identifying Argumentation (Quizzes): 35%

We will have scheduled quizzes approximately every other week. ALL course materials are fair game for quiz content, but the quizzes are not intended to be punitive or focus on “gotcha” questions. The main point of the quiz assesses how students develop their skills of identifying argumentation as the foundation of critical thinking. The questions focus on the Big Ideas of cultural history and in particular encourage students to identify argument, evidence, methods of analysis, and conclusion. The quizzes remain open in Canvas all semester, however please work hard to stay on schedule; it can be stressful to play catch up at the end.

Challenges, Applied Learning in History: 35%

As we work through the course, we are striving to develop knowledges, skills, and dispositions that reflect the process of historical thinking. These assignments are designed to apply knowledge, to demonstrate skills, and to embody dispositions of a global citizen.

Group Project: 10%

We will work together in class to create a project on the WWII Battle of Okinawa (1945) that commemorates the past and shows why History matters NOW! Students will work together primarily during class time and present during our last two weeks of class.

Final Challenge: 10%

In lieu of a final exam, this final challenge encourages students to apply what they learned all semester and reflect on the main ideas and goals of the course. This challenge also offers a chance for individual students to reflect on the group project.

GRADING SCALE:

A	93-100	B-	80 – 82	D+	67 – 69
A-	90 – 92	C+	77 – 79	D	63 – 66
B+	87– 89	C	73 – 76	D-	60 – 62
B	83-86	C-	70 – 72	F	59 and below

Academic Integrity, Community Rights and Responsibilities:

Please consult the UWSP Community Rights and Responsibilities Handbook for details:

<http://www.uwsp.edu/acadaff/HLCSelfStudy/Community%20Rights%20and%20Responsibilities%202011.pdf>

Accessibility Statement

Equity of Educational Access: If you have a learning or physical challenge that requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Disability Services ALB 609 715-346-3365

<http://www.uwsp.edu/disability/Pages/default.aspx>

WEEKLY COURSE SCHEDULE AND REQUIRED MATERIALS:

The most up-to-date schedule will be posted in our Canvas website. Canvas will also post reminders for due dates and deadlines. Assignments will remain open after their due date, but late assignments will be deducted up to 10 points. Below is an overview of the “Big Ideas,” themes, assignments, and challenges for the semester organized week by week. Students are expected to take meaningful notes on the argument, evidence, methods, and conclusions of each source. Please bring notes that include references to specific page numbers especially for identifying the main argument of a source. A few times in the semester, when we use denser secondary scholarship, I will ask students to print materials. We do not have a textbook or a purchase book, which creates some room for printing costs in place of purchase costs. Reflecting 15+ years of research and teaching, I have carefully curated specific sources to guide our journey.

WEEKS 1-2: Historical Thinking in a Braver Space

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none">❖ Honoring Native Land❖ Therapeutic Breathing/ Laughter Practice❖ “Braver” Spaces❖ Gender Pronouns❖ Personal Histories	<ul style="list-style-type: none">• Required Materials for 9/8• Course Resources in Canvas• CHALLENGE Week 1: “I Am From” Personal Histories	<ul style="list-style-type: none">• W 9/8 9AM• W 9/8 9AM• SU 9/12 11PM in Canvas

WEEK 3: Knowledge-able, Critical Thinking, Thinking Like a Historian

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none">❖ Liberal Arts❖ General Education❖ Knowledge-Able❖ Growth Mindset❖ Critical Thinking❖ Historical Thinking❖ Evidence, Primary Sources❖ Think Alouds❖ Native Burial Site Histories	<ul style="list-style-type: none">• Required Materials for 9/13• Required Materials for 9/15• QUIZ Week 3	<ul style="list-style-type: none">• M 9/13 9AM• W 9/15 9AM• SU 9/19 11PM

WEEK 4: Legacies of Slavery and Voices of Trans-Atlantic Slave Trade

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none">❖ Historical Significance of Slavery Today	<ul style="list-style-type: none">• Required Materials for 9/20	<ul style="list-style-type: none">• M 9/20 9AM

<ul style="list-style-type: none"> ❖ Trans-Atlantic Slave Trade ❖ African Histories ❖ Personal Narratives as History 	<ul style="list-style-type: none"> • Required Materials for 9/22 	<ul style="list-style-type: none"> • W 9/22 9AM
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WEEK 5: Historical Foundations of Race in the Modern World

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Historical Foundations of Race ❖ Social Constructs ❖ Enlightenment and the Modern World ❖ Anti-Racism 	<ul style="list-style-type: none"> • Required Materials for 9/27 • Required Materials for 9/29 • QUIZ Week 5 	<ul style="list-style-type: none"> • M 9/27 9AM • W 9/29 9AM • SU 10/3 11PM

WEEK 6: Abolition, Legal Debates of Slavery, and Women's Voices

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Abolition ❖ Legal Debates of Slavery ❖ Analyzing Primary Sources in Historical Context ❖ Debating Controversial Viewpoints in History ❖ Historical Fiction and Film Reviews ❖ Oral History 	<ul style="list-style-type: none"> • Required Materials for 10/4 • Required Materials for 10/6 • CHALLENGE Week 6 Film Review 	<ul style="list-style-type: none"> • M 10/4 9AM • W 10/6 9AM • SU 10/10 11PM

WEEK 7: Why Histories of Asia Matter NOW

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Contemporary China ❖ Soft Power ❖ Disrupting Nationalist Narratives of the Past ❖ China in the World ❖ Challenging Ethnocentrism ❖ Japan and East Asia 	<ul style="list-style-type: none"> • Required Materials 10/11 • Required Materials 10/13 • QUIZ Week 7 	<ul style="list-style-type: none"> • M 10/11 9AM • W 10/13 9AM • SU 10/17 11PM

WEEK 8: Modernity, Nation-Building, and Japan

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Meiji Restoration ❖ Images of Empire ❖ Imperial Nationalism ❖ Gender and Empire ❖ Japan in the World ❖ Sino-Japanese War ❖ Russo-Japanese War ❖ Orientalism 	<ul style="list-style-type: none"> • Required Materials 10/18 • Required Materials 10/20 	<ul style="list-style-type: none"> • M 10/18 9AM • W 10/20 9AM

WEEK 9: Applying Historical Thinking in the Archives

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Archival Evidence ❖ Interpreting Archival Primary Sources ❖ Navigating Bias ❖ Forming Research Questions ❖ Constructing Arguments in Secondary Sources 	<ul style="list-style-type: none"> • Group 1 MEET in ALB 520 Archives • Group 1 Archival Readings • Group 2 Online Assignment • Group 2 MEET in ALB 520 Archives • Group 2 Archival Readings • Group 1 Online Assignment 	<ul style="list-style-type: none"> • M 10/25 9:30AM • M 10/25 9:30AM • M 10/25 9:30AM • W 10/27 9:30AM • W 10/27 9:30AM • W 10/27 9:30AM • SU 10/31 11PM (Complete before Halloweening!)

WEEK 10: 20th Century Mass Culture, Popular Culture

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ 20th Century ❖ Mass Culture ❖ Popular Culture ❖ Modernity/Modernism ❖ Empire 	<ul style="list-style-type: none"> • Required Materials 11/1 • Required Materials 11/3 • QUIZ Weeks 6-10 	<ul style="list-style-type: none"> • M 11/1 9AM • W 11/3 9AM • SU 11/7 11PM

WEEK 11: “Modern Girls” Around the World

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Modernity/Modernism ❖ Cultural Aftereffects WWI ❖ Interwar Culture ❖ Challenging Gender Roles and Sexual Norms ❖ Embodying Histories ❖ Capitalism and Advertising 	<ul style="list-style-type: none"> • Required Materials 11/8 • Required Materials 11/10 • Challenge Week 11 	<ul style="list-style-type: none"> • M 11/8 9AM • W 11/10 9AM • SU 11/14 11PM

WEEK 12: Flappers, Moga, Modeng Xiaojie, Neue Frauen, etc.

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Interwar Culture ❖ Challenging Gender Roles ❖ “Modern Girls” ❖ Fashion, Art, Performance 1920s-1930s ❖ Analyzing Argumentation in Secondary Sources 	<ul style="list-style-type: none"> • Required Materials 11/15 • Required Materials 11/17 	<ul style="list-style-type: none"> • M 11/15 9AM • W 11/17 9AM • SU 11/21 11PM

WEEK 13: Final Challenge Group Project Work

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Legacies of WWII ❖ Okinawa, Japan 	<ul style="list-style-type: none"> ❖ Required Materials 11/22 ❖ NO IN-CLASS MEETING 	<ul style="list-style-type: none"> • M 11/22 9AM • W 11/24 9AM

❖ US as Empire ❖ Commemoration	❖ Final Challenge Group Project Work	• W 11/24 THANKSGIVING BREAK
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WEEK 14: Okinawa Matters Now! Legacies of WWII, Pacific War, US Imperialism

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Okinawa, Japan ❖ Cultures of Remembrance ❖ Colonialism ❖ WWII, Pacific War ❖ US Imperialism ❖ Performance and Commemoration ❖ Legacies of WWII ❖ Oral History 	<ul style="list-style-type: none"> • Required Materials 11/29 • Required Materials 12/1 • Bring Phones or Laptops for Course Evaluations 	<ul style="list-style-type: none"> • M 11/29 9AM • W 12/1 9AM • W 12/1 9:30AM

WEEK 15: Commemorating the Past, Group Projects, Applied Learning

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Performance and Commemoration ❖ Legacies of WWII ❖ Group Projects ❖ Applied Learning in History ❖ Big Ideas in Cultural History ❖ Critical Thinking Like Historians ❖ Global Citizenship 	<ul style="list-style-type: none"> • MEET in DUC Encore (bring safe props, costumes, cellphones, OR other devices with internet access) • Course Wrap-Up in Class 	<ul style="list-style-type: none"> • M 12/6 9:30AM • W 12/8 12:30AM

WEEK 16: Final Challenge and Reflection

Final Challenge and Reflection will be due in lieu of a final exam. The final challenge will be due in Canvas by TUESDAY 12/14 11PM.

Reminder: This syllabus is a living document, which we will adjust together. The instructor reserves the right to add, delete, or alter readings and assignments based on the pedagogical needs of the course. Please attend class for any updates or changes.

Diagram of Critical Thinking Dispositions



Image inspired by the CT Diagram created by Michael Hogan, Chris Dwyer, and Sarah Quinn
 Michael Hogan, "What are the Key Dispositions of Good Critical Thinkers?", Jan 18, 2016

<https://www.psychologytoday.com/us/blog/in-one-lifespan/201601/what-are-the-key-dispositions-good-critical-thinkers>

