

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 2020
UWSP

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

Instructor: Prof. Valerie H. Barske, Ph.D.
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Pronouns She/Her/Hers

Time: T/TH 2:00-3:15PM
Zoom Office Hours:
M/W10-11AM or By Appt.

Course Description:

Why do we need 100-level general education history courses? Aren't all history courses boring, one-sided, and uninteresting? Don't historians simply memorize names, dates, and seemingly irrelevant details I can find on Google? 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. 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" 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. In the end, this history course will prepare students to be well-rounded in the liberal arts and thus competitive in a global economy.

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 critical thinking as a 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 competencies of global citizenship

Simplified Weekly Course Structure for Success in Online Learning:

Evidence-based studies on learning argue that students are more successful in online learning when they engage with a course regularly, ideally on a daily basis. This course structure reflects best practices in online teaching and adapts ideas from my favorite Carnegie Teacher of the Year 2008, Michael Wesch. We will watch some of his videos to share the inspiration.

MONDAY	<ul style="list-style-type: none">• Review “Week Overview” on Canvas• Read, Watch, and Engage with Materials for Tuesday’s Class
TUESDAY	<ul style="list-style-type: none">• Complete ALL Materials Before Class Begins• Bring Notes, Handouts, or Other Materials• Login to Zoom 10 Minutes Early• Come Prepared to Participate and Engage in Class via Zoom
WEDNESDAY	<ul style="list-style-type: none">• Read, Watch, and Engage with Materials for Thursday’s Class
THURSDAY	<ul style="list-style-type: none">• Complete ALL Materials Before Class Begins• Bring Notes, Handouts, or Other Materials• Login to Zoom 10 Minutes Early• Come Prepared to Participate and Engage in Class via Zoom
FRIDAY	<ul style="list-style-type: none">• Complete Weekly Quiz in Canvas• Engage in Small Group Discussion and Post on Canvas
SUNDAY	<ul style="list-style-type: none">• Review Weekly Materials• Post “Challenge” Assignment by 11PM

Simplified Grading:

In order to keep the grading simple and transparent, each graded component of our weekly activities will carry the same weight. Also, in line with our high-impact approach to applying learning, we will not have “exams,” but rather applied challenges and a final challenge that pushes us to embody what we discuss. As Wesch likes to say, “You can't just think your way into a new way of living. You have to live your way into a new way of thinking” (Wesch 2020).

- Quizzes: 30%**
- Discussions: 30%**
- Challenges: 30%**
- Final Challenge: 10%**

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>

Week by Week Schedule:

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 points. Below is an overview of the “Big Ideas,” themes, assignments, and challenges for the semester organized week by week. If for medical reasons, family emergencies, OR for essential workers, a student cannot attend our in-class sessions on T/TH, our Zoom meeting will be recorded and posted on the Canvas page by 5PM after the session. Students should review the video and be prepared to contribute more to the online Discussions, including demonstrating that they engaged with some of the key ideas and interactive activities that were emphasized in the meeting.

WEEK 0: PRE-CLASS ORIENTATION

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Historical Thinking ❖ Educated in 2020 ❖ Liberal Arts and Global Citizenship ❖ Course Overview 	<ul style="list-style-type: none"> • Pre-Class Survey (sent in an email) • Welcome Video • Professor’s Contact Information • Course Overview: How to be Successful in HIST 100 • Readings for Thursday 9/3 • Shared Guidelines for Interactions 	Complete All Components Before TH 9/3 2PM

WEEK 1: SETUP FOR SUCCESS

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Educated in 2020 ❖ Liberal Arts and Global Citizenship 	<ul style="list-style-type: none"> • Quiz 1 • Challenge 1: Mini-Personal History • Discussion 1: Educated Global Citizens 	<ul style="list-style-type: none"> • F 9/4 5PM • F 9/4 5PM • SU 9/6 11PM

<ul style="list-style-type: none"> ❖ Historical Literacy ❖ Personal Histories ❖ Power of Gender Pronouns 		
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WEEK 2: Learning and Critical Thinking

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Critical Thinking ❖ Growth Mindset ❖ Knowledge-Able ❖ Learning Subjectivities vs. Subjects 	<ul style="list-style-type: none"> • Weekly Overview • Online Module on Learning • Reading and Video for 9/8 • Reading and Video for 9/10 • Quiz 2 • Discussion 2 • Challenge 2 	<ul style="list-style-type: none"> • T 9/8 2PM • T 9/8 2PM • T 9/8 2PM • TH 9/10 2PM • F 9/11 5PM • F 9/11 5PM • SU 9/13 11PM

WEEK 3: Thinking Like Historians

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Historical Thinking ❖ Historical Significance ❖ Evidence ❖ Primary Sources ❖ Think Alouds ❖ Journaling as History ❖ Culture ❖ Cultural History 	<ul style="list-style-type: none"> • Weekly Overview • Reading and Video for 9/15 • Reading and Video for 9/17 • Quiz 3 • Discussion 3 • Challenge 3 	<ul style="list-style-type: none"> • T 9/15 2PM • T 9/15 2PM • TH 9/17 2PM • F 9/18 5PM • F 9/18 5PM • SU 9/20 11PM

WEEK 4: Legacies of Slavery

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Historical Significance of Slavery Today ❖ Identifying Argumentation and Controversial Topics ❖ Unpacking Historical Debates about the Past in the Present ❖ Journaling as History ❖ Cultural History ❖ Cultural Identities and Expressions 	<ul style="list-style-type: none"> • Weekly Overview • Reading and Video for 9/22 • Reading and Video for 9/24 • Quiz 4 • Discussion 4 • Challenge 4 	<ul style="list-style-type: none"> • T 9/22 2PM • T 9/22 2PM • TH 9/24 2PM • F 9/25 5PM • F 9/25 5PM • SU 9/27 11PM

WEEK 5: Voices of Trans-Atlantic Slave Trade

Big Ideas	Assignments	Due Dates

<ul style="list-style-type: none"> ❖ Trans-Atlantic Slave Trade ❖ Voices of African Histories ❖ Searching for Women's Voices in History ❖ Analyzing Contemporary Film as Historical Commentary 	<ul style="list-style-type: none"> • Weekly Overview • Reading and Video for 9/29 • Reading and Video for 10/1 • Quiz 5 • Discussion 5 • Challenge 5 	<ul style="list-style-type: none"> • T 9/29 2PM • T 9/29 2PM • TH 10/1 2PM • F 10/2 5PM • F 10/2 5PM • SU 10/4 11PM
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WEEK 6: 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"> • Weekly Overview • Reading and Video for 10/6 • Reading and Video for 10/8 • Quiz 6 • Discussion 6 • Challenge 6 	<ul style="list-style-type: none"> • T 10/6 2PM • T 10/6 2PM • TH 10/8 2PM • F 10/9 5PM • F 10/9 5PM • SU 10/11 11PM

WEEK 7: Abolitionism and Legal Debates of Slavery

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Abolitionism ❖ Legal Debates of Slavery ❖ Historical Simulations Without Re-Traumatizing ❖ Analyzing Primary Sources in Historical Context ❖ Debating Controversial Viewpoints in History 	<ul style="list-style-type: none"> • Weekly Overview • Reading and Video for 10/13 • Reading and Video for 10/15 • Quiz 7 • Discussion 7 • Challenge 7 • MID SEMESTER CHECK IN 	<ul style="list-style-type: none"> • T 10/13 2PM • T 10/13 2PM • TH 10/15 2PM • F 10/16 5PM • F 10/16 5PM • SU 10/18 11PM • SU 10/18 11PM

WEEK 8: Competing Empires in East Asia Part I

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Empires, Imperialism, Colonialism ❖ Ming/Qing Late Imperial China ❖ Embodied Cultural Practices and Diplomacy ❖ Diplomatic Controversies in the Modern World 	<ul style="list-style-type: none"> • Weekly Overview • Reading and Video for 10/20 • Reading and Video for 10/22 • Quiz 8 • Discussion 8 • Challenge 8 	<ul style="list-style-type: none"> • T 10/20 2PM • T 10/20 2PM • TH 10/22 2PM • F 10/23 5PM • F 10/23 5PM • SU 10/25 11PM

WEEK 9: Competing Empires in East Asia Part II

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Meiji Japan ❖ American Imperialism and Manifest Destiny ❖ Challenging Orientalism ❖ Social Darwinism 	<ul style="list-style-type: none"> • Weekly Overview • Reading and Video for 10/27 • Reading and Video for 10/29 • Quiz 9 • Discussion 9 • Challenge 9 	<ul style="list-style-type: none"> • T 10/27 2PM • T 10/27 2PM • TH 10/29 2PM • F 10/30 5PM • F 10/30 5PM • SU 11/1 11PM

WEEK 10: OKINAWA: Small Island, Big Historical Significance

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Okinawa ❖ Colonialism/ Postcolonialism ❖ Competing Empires ❖ WWII Pacific Theatre ❖ Commemorating World Wars ❖ 75th Anniversary WWII Battle of Okinawa 	<ul style="list-style-type: none"> • Weekly Overview • Reading and Video for 11/3 • Reading and Video for 11/5 • Quiz 10 • Discussion 10 • Challenge 10 	<ul style="list-style-type: none"> • T 11/3 2PM • T 11/3 2PM • TH 11/5 2PM • F 11/6 5PM • F 11/6 5PM • SU 11/8 11PM

WEEK 11: OKINAWA: Commemorating Wartime Pasts for Peaceful Futures

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Public History ❖ Digital Humanities ❖ Peace Activism ❖ Civilian Voices on the Battlefield ❖ Memory and Memorials 	<ul style="list-style-type: none"> • Weekly Overview • Reading and Video for 11/10 • Reading and Video for 11/12 • Quiz 11 • Discussion 11 • Challenge 11 	<ul style="list-style-type: none"> • T 11/10 2PM • T 11/10 2PM • TH 11/12 2PM • F 11/13 5PM • F 11/13 5PM • SU 11/15 11PM

WEEK 12: Historical Thinking and a Contemporary Pandemic

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Historical Pandemics ❖ Digital Humanities ❖ Virtual Archives ❖ Journals=History ❖ Public History 	<ul style="list-style-type: none"> • Weekly Overview • Reading and Video for 11/17 • Reading and Video for 11/19 • Quiz 12 • Discussion 12 • Challenge 12 	<ul style="list-style-type: none"> • T 11/17 2PM • T 11/17 2PM • TH 11/19 2PM • F 11/20 5PM • F 11/20 5PM • SU 11/22 11PM

WEEK 13: Collecting History as it Happens

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none"> ❖ Wisconsin Historical Society ❖ Personal Histories ❖ Public History 	<ul style="list-style-type: none"> • Challenge 13 	THANKSGIVING BREAK Challenge 13 will be part of the Final Challenge

WEEK 14: Digital Humanities and Oral History

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none">❖ Digital Humanities❖ Virtual Archives❖ Oral History	<ul style="list-style-type: none">• Weekly Overview• Reading and Video for 12/1• Reading and Video for 12/3• Quiz Week 14• Discussion 14• Challenge 14	<ul style="list-style-type: none">• T 12/1 2PM• T 12/1 2PM• TH 12/3 2PM• F 12/4 5PM• F 12/4 5PM• SU 12/6 11PM

WEEK 15: So What is Historical Thinking and Why Does it Matter?

Big Ideas	Assignments	Due Dates
<ul style="list-style-type: none">❖ Digital Humanities❖ Virtual Archives❖ Oral History	<ul style="list-style-type: none">• Individual Zoom Meetings with Barske• Small Group Oral History Meetings via Zoom	

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 MONDAY 12/14 11PM. This final week I will be available for individual meetings with students and students are encouraged to work with their oral history partners.

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.