

# Undergraduate Teaching Workshop Schedule

Thursday, January 2, 2014  
AHA Annual Meeting, Washington, DC

This set of sessions will invite participants to explore in depth the varied and changing role of history education on college campuses.

The first three sessions will consider the factors that shape history's role in general education, including new and ongoing efforts to define program outcomes at the undergraduate level.

In response to a heavy emphasis on the sciences in public discussions of higher education and education reform as a whole, the final two sessions offer practical ways that historians can excite and engage students and faculty colleagues from other disciplines, particularly STEM fields. This theme also complements the Friday morning Presidential session, "Teaching History to/for STEM Students."

## **8:45-9:00      Coffee and Tea**

### **9:00-9:50      History's Role on an Individual Campus**

Richard Bond, Virginia Wesleyan College, Chair

Gen Ed Reform—Kay McAdams, York College of Pennsylvania

(Re-)Calibrating a World History Survey at a Public HBCU—Charles V. Reed,  
Elizabeth City State University

History at an Urban 2-year college—Emily Sohmer Tai, Queensborough  
Community College

Preserving History: The Value of History Education for a Career-Minded  
Generation —David Trowbridge, Marshall University

### **9:50-10:30      Thinking about Gen Ed as Part of a Larger System**

Richard Bond, Virginia Wesleyan College, Chair

History teaching at an AAC&U-LEAP campus—Kenneth Nivison, Southern  
New Hampshire University

System-wide Learning Outcomes at a Texas Community College—Jonathan  
Lee, San Antonio College

Pressures for transferability—Marianne Wokeck, Indiana University-Purdue  
University Indianapolis

## **10:30-10:45      Break**

**10:45-11:30 Approaches to History Pedagogy in General Education Curricula**

Nancy Quam-Wickham, California State University Long Beach, Chair

Developing a Pre-Major at Utah State University: What is the difference between seeing history as a social science as opposed to one of the humanities?— Daniel McInerney and Norm Jones, Utah State University

Progress Portfolios and Student-Centered Instruction—Gladys Frantz-Murphy, Regis University

Going beyond Gen Ed at the Associate's Level—Sarah Shurts, Bergen Community College

**11:30-12:20 Quantitative Fluency in the History Classroom**

Julia Brookins, AHA, Chair

Using Quantitative Data in Community College Courses—Maureen Nutting, North Seattle Community College

US Environmental History for Scientists—Nancy Quam-Wickham, California State University Long Beach

CASE Studies: Taking History into the Streets—Greg Nobles, Georgia Institute of Technology

**12:20-1:00 Discussion may continue**