

Organization of American Historians



# Community College Workshop Series

Community College of Rhode Island  
Warwick, Rhode Island



Sponsored by:



**BEDFORD**  
**ST. MARTIN'S**

In memory of Dr. Nadine Ishitani Hata, El Camino College

Thursday, June 18 to Saturday, June 20, 2009

Our Rhode Island workshop offers community college historians an excellent opportunity for funded professional development, networking, and an enjoyable break at Community College of Rhode Island, Knight Campus, Warwick, in the Providence area. Stipends of \$200 will be offered to fifty participants, along with two sponsored luncheons. The workshop is named in memory of Dr. Nadine Ishitani Hata, the pathbreaking leader in establishing community college historians as recognized scholars in our profession and valued members of the OAH.



This is the third year of workshops in a series aimed at providing professional enhancement opportunities and materials for community college professors teaching the U.S. history survey. It will provide faculty with an opportunity to reflect actively on new scholarship, pedagogy, and regional resources, and to establish new collaborative networks with fellow historians at two- and four-year colleges and universities, and at public history institutions. These OAH professional enhancement seminars will ultimately impact the quality of U.S. history education received by students attending community colleges.

The workshop series is funded by a development campaign through the OAH Second Century Initiative and the Ford Foundation, and was created by a task force of community college historians along with OAH staff. Workshop presenters will be master teachers, community college professors, prominent research historians and local public history experts. Teaching sessions will also offer roundtable opportunities for you to contribute your own ideas and experiences, especially regarding online courses, using maps and primary materials, oral history projects, and working with under-prepared students.

Our workshop will be held over a three-day period: Days 1 and 3 (Thursday, June 18 and Saturday, June 20) at the Community College of Rhode Island will include plenary-style panels and small group breakout sessions focused on seven core subjects related to teaching the U.S. history survey and three regional issues, as well as hands-on curriculum development, while Day 2 (Friday, June 19) will feature offsite sessions utilizing local historical sites and resources. Information on reasonably priced area hotels will be provided for those interested in staying over near the college.

By the conclusion of the workshop you will have gained an increased knowledge of historical content, pedagogical strategies, and local resources. Additionally, you will receive handouts and access to materials that will allow you to bring what you have learned back to your institutions. You will also be connected to new friends and colleagues in an ongoing history network. Session highlights and materials will be available on the OAH website for future reference and use by all historians.

We invite participation from community college faculty, both full and part-time/adjunct, who have demonstrated a commitment to teaching at the community college level for three years or more. We encourage you to register as early as possible, as only fifty stipends are available. Review of applications will begin March 16, 2009. We look forward to your participation!

If you cannot attend, we hope that you will pass our information on to other colleagues and contact us to be on our mailing list for information on resources to be created from our workshop series.

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## Workshop Sessions

### State of the Field: Science and Technology

DANIEL J. KEVLES, YALE UNIVERSITY

*Sponsored by Merck & Co., Inc. Foundation*

In state of the field sessions, leading scholars will present discussions on current scholarship and ideas on how to integrate this scholarship into the U.S. history survey. Reading lists and other materials for further study will be provided.

### State of the Field: Indian History

COLIN CALLOWAY, DARTMOUTH COLLEGE

### U.S. History in a Global Context

This session will focus on current scholarship that places American history in its transnational context. As many community college students are new Americans, this contextualization within the history of other nations may engage students more fully.

### Using Online Primary Source Documents and Material Culture in the Survey

MICHAEL MCGERR, INDIANA UNIVERSITY

Professor McGerr will discuss appropriate documents and materials for use, resources, and strategies for inclusion in the broader survey, whether during class or in supplementary assignments. Primary documents can allow students to deepen their knowledge of a given issue or time period in a way that lecture cannot.

### Strategies for Teaching Late Twentieth-Century and Recent U.S. History

BRADFORD MARTIN, BRYANT UNIVERSITY

The focus will be on strategies and resources to provide historical analysis particularly on the last forty years of American history, including the integration and creation of supplementary texts and online materials. It will also address how faculty can cover the post-1970 period when many professors struggle to get past Vietnam or Watergate.

### Incorporating Geography and Online Maps into the Survey

This session will examine the importance of place in understanding American history and how to integrate the use of maps into teaching history. It will also include an overview of the latest online mapping technology and use of new and old maps to illustrate economic, demographic, political, and other changes over time.

# 2009 Community College Workshop Series

## Designing and Evaluating Online Survey Courses

SUZANNE McCORMACK, COMMUNITY COLLEGE OF RHODE ISLAND  
WORKSHOP PARTICIPANTS

With growing pressure to offer these courses, professors need to be active in developing and monitoring these programs to ensure online courses include rigorous scholarship, historiography, and encourage critical thinking skills. We especially encourage professors currently teaching online courses to participate in a roundtable section of this session.

## Finding Financial and Other Resources to Build Local Partnerships, Programs, and Networks

ROUNDTABLE: WORKSHOP PARTICIPANTS

Faculty often lack institutional support to apply for grants or to advocate for additional assistance for personal research or collaborative teaching efforts. This session will provide information about accessing/advocating for financial resources to build local partnerships and programs. Participants will engage in a nuts and bolts discussion of grant opportunities available to community college historians, both nationally and locally.

## Working With Underprepared Students Planning to Transfer, Working With New Americans

WORKSHOP PARTICIPANTS

Many students do not come prepared to read, analyze, and produce the kind of writing commonly assigned in history courses. Workshop participants will discuss instructional strategies designed to develop the academic literacy of English learners and other low literacy students studying history. Participants will also examine the characteristics of new Americans and discuss the academic and cultural challenges these students may face in community college classes.

## Interpreting History: Museums and Materials

SUZANNE McCORMACK, COMMUNITY COLLEGE OF RHODE ISLAND  
WORKSHOP PARTICIPANTS

Instructors provide context for sites and encourage critical thinking skills, empowering students to consider the interpretive choices made by a particular historic site and contextualize this information with readings and classroom experience. Material artifacts provide history researchers and teachers with new ways of interpreting that complement the use of the documentary record and ultimately better engage students. The session will discuss how public history sites make interpretive decisions, demonstrate pedagogical tools for utilizing such sites, and how historians are using material culture to sharpen our understanding of the past. Workshop participants are encouraged to bring flyers on projects/assignments of their own. This session will be followed by visits to historic sites and additional presentations by curators.

## Workshop Follow-up

Participants will be asked to complete a written evaluation at the conclusion of the workshop. In the year following, they will be asked to complete two follow-up surveys to determine utilization of workshop information and materials in actual course development.

## Site Visits

Curators at museum sites will offer presentations, followed by facility tours. Museum archival resources and research opportunities for community college historians will also be discussed.

### Samuel Slater Mill

[www.slatermill.org](http://www.slatermill.org)

Slater Mill was the first successful water-powered cotton spinning mill in North America. Today, the mill is a museum complex which includes the Old Slater Mill, built in 1793, restored to its c. 1835 appearance; the Wilkinson Mill, built in 1810; the Sylvanus Brown House, built in 1758; archival materials; collections of hand-operated and powered machinery; a 120-seat theater; two gift shops; and a gallery and recreational park. Interpretive programs examine the transition from home manufacture to factory production and the role of water and steam power in the industrial revolution. The story of Slater Mill is one of innovation, labor, artisans, women's rights, the cotton economy, immigration and assimilation, as well as the story of industry.

Highlights of the site include a brief film which brings to life the development of the city of Pawtucket, Rhode Island, through industrial development and the history of the Blackstone River Valley, demonstrations of flax processing, cotton spinning, weaving in an 18th century artisan's home, exhibitions of 19th- and 20th-century machinery, and an operating 16,000-pound water wheel. Interpreters discuss the transition from home to factory production, labor issues and products of an early textile factory, technological development and decline of textile manufacture.

### John Brown Museum

[www.rihs.org](http://www.rihs.org)

One of America's grandest mansions when completed in 1788, is the house at 52 Power Street in Providence which was home to John Brown, a businessman, patriot, politician, China trade pioneer and slave trader who participated in the debates and practices that shaped the new nation and the world. (He gave much of his fortune to the university that bears his name.) However, this is more than an eighteenth-century Georgian mansion. It was later the home of John Brown's daughters and their families; the winter residence of the elegant Gammell family during the second half of the nineteenth century; and the formidable mansion of Providence utility, real estate and trolley mogul Marsden Perry in the early twentieth century. Today it serves as a place in which the public can learn about these men and women who helped to create Rhode Island's capital city.

### Optional Newport Evening: "The Breakers" and Dinner

After we visit to the John Brown Museum, our bus will take interested participants on to historic Newport, Rhode Island, approximately 50 minutes away. There we will tour "The Breakers," the grandest of Newport's summer "cottages" and a symbol of the Vanderbilt family's social and financial preeminence in turn of the century America. In 1893 Cornelius Vanderbilt II commissioned architect Richard Morris Hunt to design a villa—a seventy-room Italian Renaissance-style palazzo inspired by the sixteenth-century palaces of Genoa and Turin.

Dinner will follow at a seaside Newport restaurant; the cost of dinner will be covered by individual participants. Further information will be sent to those applicants indicating their interest in the Newport Evening.

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### Acknowledgements

The Community College Workshop series honors the memory of Dr. Nadine Ishitani Hata, Vice President of Instruction at El Camino College, the pathbreaking leader in establishing community college historians as recognized scholars in our profession and valued members of the Organization of American Historians.

We gratefully acknowledge the support of The Ford Foundation, which made this workshop possible. We also thank the History Channel and Bedford/St. Martin's for their generous sponsorships and sincerely appreciate the contributions of our colleagues who have supported the workshop series and the OAH's commitment to community college education.

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