

# TAH Symposium

## wednesday

**2:00 p.m. to 2:30 p.m.**

### Introduction and Overview

Welcome: Dr. Lee Formwalt, Executive Director,  
Organization of American Historians

Dr. Peter Knupfer, Michigan State University, and  
Executive Director, H-Net

Dr. Kelly A. Woestman, Pittsburg (KS) State University,  
and H-TAH Co-editor

**2:30 p.m. to 4:00 p.m.**

### Tenure, Promotion and Departmental Mission Statements: What Impact are TAH Grants Having on the Profession at the “Local Level”?

Chairs: Dr. Peter Knupfer and Dr. Kelly Woestman

Dr. Kriste Lindemeyer, University of Maryland Balti-  
more County, and H-Net President

Dr. Timothy D. Hall, Central Michigan University

Dr. Laura Westhoff, University of Missouri, St. Louis

Dr. Edward R. Crowther, Adams State University

A critical issue raised at the 2006 TAH Symposium focused on the impact of the TAH participation on historians who are in the process of earning tenure and/or promotion. Does TAH involvement assist or deter this progress that is essential for the future of an individual's career and livelihood? How do department chairs view their own and their department's involvement in TAH projects? How does a department allocate and/or re-allocate the resources necessary for the successful implementation of a TAH grant? How, in turn, does the department benefit? These are only a few of the questions that will begin this discussion.

**4:00 p.m. to 4:15 p.m.**

### Break

**4:15 p.m. to 6:00 p.m.**

### Enhancing Collaboration: Historians, Teachers, and Education Experts Learning from One Another

Chair: Thomas Thurston, Gilder Lehrman Center  
for the Study of Slavery, Resistance, and Abolition, Yale  
University, and H-TAH Co-editor

Dr. Tim Hoogland, Minnesota State Historical Society  
Dr. Dennis Lubeck, Cooperating School Districts, St.  
Louis, MO

Dr. Robert D. Vicario, University of California, Irvine,  
and Santa Ana Unified School District

How are TAH grants impacting the historical thinking and other pedagogical skills of all TAH cohorts (teachers, historians, education/curriculum experts)? Does curriculum development instead quickly become the overreaching goal as it does with many other professional development programs? Teachers, public historians, curriculum experts, and historians will continue the discussion to answer these questions.

**6:30 p.m.**

### Dine Around Minneapolis

Symposium attendees are invited to participate in a  
“Dine Around” on Wednesday evening, March 28, 2007.

Informal groups of attendees will be encouraged to dine together at local restaurants (cost not included in conference fee). Guests of attendees are welcome to attend as well. Sign up sheets will be provided at registration.



# TAH Symposium

## thursday

8:00 a.m. to 9:15 a.m.

### Breakfast with Facilitated Discussion Tables

Using H-TAH to gather topics, the breakfast will provide symposium participants a chance to shape the discussion.

9:15 a.m.

### Greetings from the Chair of the OAH Committee on Teaching

Timothy N. Thurber, Virginia Commonwealth University

9:20 a.m. to 10:45 a.m.

### What Is Research and Evaluation Telling Us About the Impact of TAH Grants?

Chair: Dr. Rachel Ragland, Lake Forest (IL) College, and H-TAH Co-editor

Dr. Elizabeth Asburn, Battle Creek (MI) Public Schools

Dr. Carol Lasser, Oberlin (OH) College

Dr. Alex Stein, TAH Team Leader, U.S. Department of Education

Mr. Randal Ernst, Lincoln (NE) High School

The over half a billion dollars allotted to the Teaching American History grant program is an unprecedented infusion of money into history and history education. But the question remains—what type of impact are these programs being conducted throughout the nation having on the history profession and history education? Furthermore, what will happen after funding ends? Historians and history education experts from all levels who have been active participants in TAH grants will continue the discussion to answer these questions.

10:45 a.m. to 11:00 a.m.

### Break

11:00 a.m. to 11:45 a.m.

### Wrap-Up Session

Chair: Dr. Peter Knupfer, Dr. Rachel Ragland, and Dr. Kelly Woestman

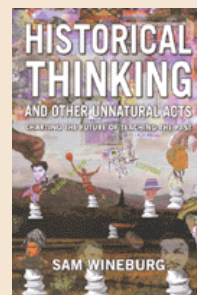
This wrap-up session will focus on questions presented in earlier symposium discussions and then turn to where we go from here. What future do we see for Teaching American History grant programs? How should we continue the discussion online (H-TAH) and at future professional meetings?

11:45 a.m. to 1:00 p.m.

### Lunch and Keynote Speaker

Introduction: Lee Formwalt, Organization of American

Since ancient times, the pundits have lamented young people's lack of historical knowledge and warned that ignorance of the past surely condemns humanity to repeating its mistakes. In the contemporary United States, this dire outlook drives a contentious debate about what key events, nations, and people are essential for history students. Sam Wineburg says that we are asking the wrong questions. This book demolishes the conventional notion that there is one true history and one best way to teach it.



Although most of us think of history—and learn it—as a conglomeration of facts, dates, and key figures, for professional historians it is a way of knowing, a method for developing an understanding about the relationships of peoples and events in the past. A cognitive psychologist, Wineburg has been engaged in studying what is intrinsic to historical thinking, how it

might be taught, and why most students still adhere to the “one damned thing after another” concept of history.

Dr. Sam Wineburg, is Professor of Education, Stanford University, and formerly Professor of Cognitive Studies in Education and Adjunct Professor of History at the University of Washington, Seattle.