

What Has TAH Wrought? The Impact of Teaching American History Projects on Historians and the Historical Community

Symposium registration: \$15

Join us for a special symposium, cosponsored by H-Net and OAH, that coincides with the first day of the 2006 OAH and NCPH Annual Meeting. Please register using the preregistration form on page 208 or online at <<http://www.oah.org/meetings/2006/>>.

8:30-9:00 a.m. Registration

9:00-9:15 a.m. Welcome

9:15-10:45 a.m. Critical Evaluation of the Impact of TAH Grants

Chair: Peter Knupfer, Michigan State University
Cary Wintz, Texas Southern University
Robert Rook, Towson State University
Martha Pallante, Youngstown State University
Nikki Mandell, University of Wisconsin, Whitewater

The more than half a billion dollars allotted to the U.S. Department of Education's Teaching American History grant program is an unprecedented infusion of money into history and history education. But the question remains—what influence are these programs throughout the nation having on the history profession and history education? Furthermore, what will happen after funding ends? Historians who have been active participants in TAH grants will identify critical questions and begin a discussion to answer these questions.

10:45-11:00 a.m. Coffee Break

11:00 a.m. -12:30 p.m. Professional Development for Teachers

Chair: Kelly Woestman, Pittsburg (KS) State University
Rich Loosbrock, Adams State College
Lori-Cox Paul, NARA Central Plains Region, Kansas City
Gus Seligmann, University of North Texas

Helping teachers become "Novice Expert Historians" is one of the paradigms used by organizers of some Teaching American History grant projects. Are TAH grant projects succeeding in enhancing teachers' historical thinking skills? Or does curriculum development quickly become the overarching goal as it does with many other professional development programs? Historians who serve as history content experts and those who serve as history education specialists will begin a discussion to answer these questions.

TAH grant symposium

12:30-1:30 p.m. **Lunch** (on your own)

1:30-3:00 p.m. **Are TAH Grants Changing the Way Historians
Research and Teach?**

Chair: Robert Cherny, San Francisco State University
Allida Black, The George Washington University
Kelly Schrum, George Mason University
Kurt Leichtle, University of Wisconsin-River Falls

As historians become active participants in Teaching American History grants, some are finding that their involvement not only includes teaching but also learning history and/or enhancing their own teaching strategies. Standards at the K-12 level throughout the nation are increasingly leaning toward the inclusion of primary sources. Is this sea change impacting college and university history classrooms as well? Have TAH grants created a more closely-knit community of historians?

3:00-3:30 p.m. **Coffee break**

3:30-5:30 p.m. **Wrap-Up: Where Do We Go From Here?**

Cochairs: Peter Knupfer and Kelly Woestman
Comment: Maris Vinovskis, University of Michigan

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 projects? How should we continue the discussion started today among historians and with the larger TAH community that includes education professionals, mentor teachers, and participating teachers? What can historians do to continue the best that has or will come out of the U.S. Department of Education's TAH Program?
