“Flip My Class, Please!”

2012-2013 Teaching Scholars Project
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Humanistic Studies/History
The Challenge

- The Course: History 207 – Intro to African American History

- Getting Students to Stop Repeating Everything I Say and Start Thinking (Like an Historian) for Themselves

- Giving Up Control

- Shrugging Off the Coverage Model
The Plan

- Flip two classes

- Reorganize those sessions into discussions about selected documents
  - Nonviolence vs. Armed Self-Defense during the Civil Rights Movement
  - Why these?
    - Conflict Evident
    - Historiographical Debate

- Requirements
  - View the Lecture On-Line
    - Check Me Out: [http://mediasite.uwgb.edu/Mediasite6/Play/bf4ce61225be45688fa9d0dcac2da58d1d?catalog=1d00fe71-e8ce-44b6-916c-045d9f2d7a81](http://mediasite.uwgb.edu/Mediasite6/Play/bf4ce61225be45688fa9d0dcac2da58d1d?catalog=1d00fe71-e8ce-44b6-916c-045d9f2d7a81)
  - Write a Brief Reflection based on the Documents

- Complete two argument-focused exercises on Exams Two and Four
  - Booker T. Washington proposed a more effective strategy in response to Jim Crow conditions than W.E.B. Du Bois.
  - By 1965 the Civil Rights Movement had achieved its goals.
(Preliminary) Conclusions

- Making Sense of All of This
  - Students’ Comprehension of the Art of Arguing Improved
  - Students’ Comprehension of the Material Relevant to the Argument Did Not

- Going Forward