

## Annotated Bibliography

**Bain, Ken.** *What the Best College Teachers Do.* Cambridge and London: Harvard University Press, 2004.

Ken Bain examines some of the most effective college teachers in the United States. Bain's study concludes that these college teachers employ six main attributes which make them outstanding teachers. Bain shows how these practices can be learned and employed in the classroom.

**Bender, Thomas, et al.** *The Education of Historians for the Twenty-first Century.* Urbana and Chicago: The University of Illinois Press, 2004.

This book is a study which examines the current state of history graduate training, and makes appropriate recommendations based on its findings. The book examines three components of the collective identity of historians: history as a discipline, as a profession, and as a career.

**Booth, Alan.** *Teaching History at University: Enhancing Learning and Understanding.* London and New York: Routledge, 2003.

Alan Booth puts forth a series of concepts which will better enable teachers to engage their students in what he calls "high quality learning." Booth outlines the ways in which teachers can foster a better learning environment in the face of the decline of such learning.

**Davis, Barbara Goss.** *Tools for Teaching.* San Francisco: Jossey-Bass, 2009.

Davis provides new and experienced faculty in all disciplines with practical, tested strategies for addressing all major aspects of college and university teaching. Each chapter in the book contains a comprehensive and varied set of general strategies that instructors can adapt and try out.

**Dunn, Ross E, ed.** *The New World History: A Teacher's Companion.* Boston and New York: Bedford/St. Martin's, 2000.

This book is a compilation of articles related to the burgeoning field of world history. The articles in the book offer better and more comprehensive ways to understand and teach world history.

**Graff, Gerald, and Cathy Birkenstein.** *They Say/I Say: The Moves that Matter in Academic Writing.* New York and London: W.W. Norton & Company, 2006.

This book is a useful guidebook which shows many different ways in which writers from many different fields can employ various writing moves relevant to their academic discipline. This

book attempts to help student writers by providing numerous templates which clearly outline and explain many positive writing habits.

**Kelsky, Karen. *The Professor is in: The Essential Guide to Turning your Ph.D. into a Job*. New York: Three Rivers Press, 2015.**

Kelsky argues that Ph.D. departments do not adequately prepare students for the job market. The purpose of her book is to show the recent trends concerning employment of persons with Ph.D.'s, and highlights the various ways in which the student can prepare for the rigors of the job market.

**Lévesque, Stéphane. *Thinking Historically: Educating Students for the Twenty-first Century*. Toronto, Buffalo, London: University of Toronto Press, 2008.**

Lévesque argues the need for educators in the history profession to teach their students to “think historically.” The author offers a detailed analysis on how one can develop and teach “disciplinary historical thinking,” which the author defines as “the most advanced way of approaching and investigating issues within the various domains of knowledge.”

**Loewen, James W. *Lies My Teacher Told Me: Everything your American History Textbook got Wrong*. New York, London, Toronto, Sydney, New Delhi: Simon & Schuster, 1995.**

Loewen argues that despite American's great interest of history outside the schoolroom, when presented in a classroom setting, Americans find the subject problematic and boring. This problem is largely the fault of the history textbook, which routinely omits important information while emphasizing the unimportant, trivial, or factually incorrect.

**Luey, Beth. *Handbook for Academic Authors*. New York: Cambridge University Press, 1987.**

Luey's book is designed to show how the publishing business works and in effect understand what publishers want from authors. This in turn can improve the writer's chances for publication. This book discusses the varied ins and outs of publishing journal articles, scholarly works, anthologies and more.