

History 593: Teaching United States History
Fall 2013 Semester

Class Meeting Place: Swain Hall East 009
Meeting Time: Tuesdays, 6:15-8:15pm
Instructor: Prof. Claude A. Clegg
Office: 824 Ballantine Hall
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Course Description: This course will explore pedagogical and theoretical issues related to the teaching of U.S. history. The course will expose students to various ways of teaching American history from both chronological and topical perspectives, as well as how to manage classroom activities and instructional aids, student behavior and expectations, and evaluative practices and (self-) assessments. The class is especially concerned with introducing students to the professional culture of historical instruction and classroom stewardship, particularly as they relate to the current conventions of academia. Students will be expected to take a very active role in class discussions and activities.

Textbooks/Readings: The textbooks for this course are listed below. All books can be purchased at the student bookstore or online. Also, students will be expected to print out, read, and bring to class required readings posted weekly on the class's Oncourse website (<https://oncourse.iu.edu/portal>).

1. Alan Brinkley, et al. *The Chicago Handbook for Teachers*. Chicago: University of Chicago Press, 2011.
2. David Vaught. *Teaching the Big Class*. New York: St. Martin's Press, 2011.
3. Anne Curzan and Lisa Damour. *First Day to Final Grade*. Ann Arbor: University of Michigan Press, 2011.

Requirements:

1. **Response Papers:** For most class sessions, students are expected to write a short response to the readings for the week's class. These responses should be at least 3 typed pages in length (approximately 700 words). Your paper should demonstrate that you have read and thought about the readings. The readings will be available on Oncourse under "Resources," and students should post their response papers on Oncourse under "Assignments" prior to Tuesday classes. Students should also bring a printed version of their response paper to class on Tuesday for submission and be prepared to discuss both the readings and their paper. Response papers—there are 8 in all—will account for **30%** of the student's semester grade (thus, each paper has a maximum weight of 3.75 points).

2. **Mock Lectures:** Twice during the semester, students will be required to prepare short (~20-minute) lectures for presentation in class. Students will be evaluated based on the lecture's content, style of presentation, use of peripherals, and related issues. The professor will provide students with confidential written feedback following his/her lecture session. The two mock lectures are worth **10 %** of the semester grade (5% each).
3. **Mock Discussions:** Twice during the semester, students will be responsible for leading a brief (~20-minute) discussion focused upon a historical topic (ideally related to their mock lecture of the previous week). At least 3 days prior to the class meeting, the student should make available a brief reading that either informed or is related to the previous week's lecture. The student's performance will be evaluated based on depth of knowledge, preparation, quality and style of the discussion, and related criteria. The professor will provide students with confidential written feedback following his/her discussion session. The two mock discussions are worth **10 %** of the semester grade (5% each)
4. **Student Assessments:** Students will be required to evaluate the performance of peers during the mock lectures. These written assessments should be submitted to the professor via email attachment no longer than three days following the mock lecture session of each student. The professor will then forward an anonymous copy of the assessment to the student lecturer. These assessments cumulatively account for **10%** of the student's semester grade.
5. **Sample Syllabus:** Each student must prepare an original syllabus for a history course and present it for discussion to the class. This syllabus should be on a subject that the professor and the student have mutually agreed upon, but in general should cover a broad thematic or chronological span of U.S. history. The syllabus should include: the title of the course, the name and contact information of the instructor, a description of the class (including its purpose and goals), course requirements (including required readings and graded assignments), course policies (which might relate to attendance, plagiarism, classroom etiquette, accommodations for students with disabilities, etc.), a week-by-week listing of class activities (such as lecture/discussion subject matter, assigned readings, due written assignments, etc.), and other information or instructions (such as a list of suggested readings, etc.). The syllabus should be submitted with a preface or cover page that explains the choices that you have made regarding the subject matter, the narrative arc of the lectures/discussions, the kinds of readings and graded assignments that are mandated, and the course's stated policies. Ultimately, the syllabus should be a viable template for teaching an actual undergraduate lecture class (perhaps with a discussion-based subcomponent) on some aspect of U.S. history. The syllabus should be submitted to the professor and enrolled students at least two days prior to the scheduled in-class discussion. A copy of the syllabus

should also be submitted to the professor via Oncourse under "Assignments." This assignment counts for 20% of the overall semester grade.

6. **Sample Student Evaluation Form:** Each student will be required to create a custom student evaluation form. This form should provide a thoughtful and comprehensive way for students to assess a fictional class, including metrics for the instructor's knowledge and performance, the course's content and successfulness, and other related items. Each student should be prepared to discuss their evaluation form in class on the day that it is due. A printed copy of the evaluation form should be submitted to the professor in class, and an electronic version should be submitted to the professor via Oncourse (under "Assignments") by the same due date. This assignment counts for 5% of the overall semester grade.
7. **Teaching Portfolio:** Each student will be required to create a teaching portfolio. In actual "real world" practice, this dossier would include anything that would positively illuminate your credentials and capacities as an instructor. Such evidence might entail a teaching statement or philosophy, sample course syllabi, official student evaluations and unsolicited feedback, teaching assessments by supervisors and peers, published writings on teaching and/or pedagogy, and related conference participation. For the purposes of this assignment, the teaching portfolio should include: (1) a teaching statement in which the student describes how s/he views their purpose as an instructor, what methods and means s/he believes are best suited for imparting knowledge to students, and what the desired outcomes should be regarding his/her classroom management and instructional performances; (2) the sample syllabus described above; and (3) a self-assessment that takes into consideration the student's performance in mock lectures and discussions (as evaluated by peers, the professor, and the student him/herself) during the semester and suggests the direction(s) in which the student would like to take their instructional ideas and practices. Each student should be prepared to discuss their portfolio in class on the day that it is due. A printed copy of the entire portfolio should be submitted to the professor in class, and an electronic version should be submitted to the professor via Oncourse (under "Assignments") by the same due date. This assignment counts for 15% of the overall semester grade.
8. **Course Policies:**
 - A. **Attendance and Participation:** Regular class attendance is necessary for participating in discussions, pedagogical exercises, and mastering the course's subject matter. Students are also expected to participate in class by asking questions and offering answers and observations. All readings should be read ahead of the related class session, and all graded

assignments should be submitted punctually. There will be no make-up or extra-credit assignments given.

- B. **Plagiarism:** Please be sure to use your own words and thoughts in your written work. When discussing the thoughts and writings of other people, it is best to paraphrase, although modest use of quotes is permissible. Your response papers, sample syllabus, teaching portfolio, and other assignments for this course should be in your own original words and express your own ideas. Plagiarism is considered a very serious academic offense that could lead to a number of penalties, including failure of the course. If you have questions about the University's policy regarding plagiarism, please contact me or refer to the *Indiana University Code of Student Rights, Responsibilities, and Conduct* (<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>).
- C. **Classroom Protocol:** Students are expected to be courteous and civil on all occasions. Differences of opinion are welcome, but should be expressed in a respectful way. Students should arrive on time for each class and stay for the entire session. Additionally, students should turn off the sounds for all electronic devices during class time. No texting or internet surfing will be allowed during class.

Assignments by Week:

August 27: Introduction.

September 3: Teaching History. Readings: (textbook) Curzan & Damour, *First Day to Final Grade*, ch. 1; (Oncourse) Howard Graves, "Explaining History Before Teaching It," *History Teacher* 25.2 (Feb. 1992): 175-181; William A. Green, *History, Historians, and the Dynamics of Change* (Westport, CT: Praeger, 1993), 3-20; Frank Stricker, "Why History? Thinking About the Uses of the Past," *History Teacher* 25.3 (May 1992): 293-312; and Russell H. Bostert, "Teaching History," in Steven M. Cahn, ed., *Scholars Who Teach: The Art of College Teaching* (Chicago: Nelson-Hall, 1978), 1-35. **Written Assignment:** Response Paper #1 due in class (an electronic version should be submitted on Oncourse under "Assignments").

September 10: Preparations/The First Day. Readings: (textbook) Brinkley, et al. *The Chicago Handbook for Teachers*, ch. 1; Curzan & Damour, *First Day to Final Grade*, chs. 2, 5, 11; (Oncourse) Wilbert J. McKeachie, et al., *McKeachie's Teaching Tips* (Boston, MA: Houghton Mifflin, 2002), chs. 2-3; Barbara Gross Davis, *Tools for Teaching* (San Francisco, CA: Jossey-Bass Publishers, 1993), 3-27; James Elson, "Confidence in the Classroom: Ten Maxims for New Teachers," *College Teaching* 38.1 (Winter 1990): 21-25; Judy Downs-Lombardi, "Ten Teaching for Newcomers," *College Teaching* 44.2 (Spring 1996): 62-63; Elisa Carbone, *Teaching Large Classes: Tools and Strategies* (London: Sage Publications, 1998), 3-7; and Ken Matejka and Lance B. Kurke, "Designing a Great Syllabus," *College Teaching* 42.3 (Summer 1994): 115-17. **Written**

Assignment: Response Paper #2 due in class (an electronic version should be submitted on Oncourse under “Assignments”).

September 17: Lectures and Lecturing. Readings: (textbook) Brinkley, et al., *The Chicago Handbook for Teachers*, ch. 4; David Vaught, *Teaching the Big Class* (all); (Oncourse) McKeachie, et al., *McKeachie’s Teaching Tips*, chs. 5, 18; Maryellen Gleason, “Better Communication in Large Courses” *College Teaching* 34.1 (Winter 1986): 20-24; Debra Korobkin, “Humor in the Classroom: Considerations and Strategies,” *College Teaching* 36.4 (Fall 1988): 154-58; James D. Alexander, “Lectures: The Ethics of Borrowing,” *College Teaching* 36.1 (Winter 1988): 21-24; and Kim Clark, “College Is Free: Massive Open Online Courses,” *Money*, May 2013, 84-87. **Written Assignment:** Response Paper #3 due in class (an electronic version should be submitted on Oncourse under “Assignments”).

September 24: Discussions. Readings: (textbook) Brinkley, et al., *The Chicago Handbook for Teachers*, ch. 3; Curzan & Damour, *First Day to Final Grade*, ch. 4; (Oncourse) McKeachie, et al., *McKeachie’s Teaching Tips*, ch. 4; and Stephen D. Brookfield and Stephen Preskill, *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms* (San Francisco, CA: Jossey-Bass Publishers, 1999), 22-44, 64-84. **Written Assignment:** Response Paper #4 due in class (an electronic version should be submitted on Oncourse under “Assignments”).

*****During this class session, topics for mock lectures will be distributed. Students should alert the professor if they will need any audio-visual aids or similar technologies (Powerpoint, DVD player, projector, etc.)*****

October 1: Mock Lectures. Each student should be prepared to present a 20-minute lecture on their allotted topic. Class members in the audience will be responsible for drafting and submitting evaluations of each student lecturer to the professor following the session. **Do not submit your critiques to other students;** your written assessments of each student performance will be forwarded anonymously to the appropriate student following submission to the professor.

October 8: Mock Discussions. Each student should be prepared to lead a 20-minute discussion based on the mock lecture delivered last week. **At least 3 days prior to this class meeting, each student should make available a brief reading that either informed or is related to the previous week’s mock lecture.**

October 15: Assignments and Grades. Readings: (textbook) Brinkley, et al., *The Chicago Handbook for Teachers*, chs. 5-6; Curzan & Damour, *First Day to Final Grade*, ch. 7; (Oncourse) McKeachie, et al., *McKeachie’s Teaching Tips*, chs. 6, 8, 13; and Kenneth E. Eble, *The Craft of Teaching* (San Francisco, CA: Jossey-Bass Publishers, 1994), 132-42. **Written Assignment:** Response Paper #5 due in class (an electronic version should be submitted on Oncourse under “Assignments”).

October 22: Syllabi. Each student should bring their sample syllabus to class for discussion and submission. **The syllabus should also be submitted to the professor and enrolled students at least two days prior to today's scheduled in-class discussion.** Finally, a copy of the syllabus should be submitted to the professor via Oncourse under "Assignments."

October 29: Technology and Course Aids. Readings: (textbook) Brinkley, et al., *The Chicago Handbook for Teachers*, ch. 11; (Oncourse) McKeachie, et al., *McKeachie's Teaching Tips*, chs. 16-17; Roy Rosenzweig, *Clio Wired: The Future of the Past in the Digital Age* (Ithaca, NY: Columbia University Press, 2011), chs. 3, 5 (on Wikipedia and rewiring the classroom); James M. Lang, *On Course: A Week-By-Week Guide to Your First Semester of College Teaching* (Cambridge, MA: Harvard University Press, 2008), ch. 2 (on technology); and Carbone, *Teaching Large Classes*, 31-44. **Written Assignment:** Response Paper #6 due in class (an electronic version should be submitted on Oncourse under "Assignments").

November 5: Diversity in the Classroom. Readings: (textbook) Brinkley, et al., *The Chicago Handbook for Teachers*, ch. 10; (Oncourse) Joel M. Sipress, "Relearning Race: Teaching Race as a Cultural Construction," *History Teacher* 30.2 (Feb. 1997): 175-85; Katherine Hajar, "Teaching Women's History: Accuracy, Objectivity, and Critical Thinking," *Perspectives* (Nov. 2012): 34-35; and Ben Lowe, "Including Sexuality as a 'Useful Category of Analysis' in College History Courses," *Perspectives* (Jan. 2013): 26-27. **Written Assignment:** Response Paper #7 due in class (an electronic version should be submitted on Oncourse under "Assignments").

November 12: Student-Instructor Interactions. Readings: (textbook) Brinkley, et al., *The Chicago Handbook for Teachers*, ch. 9; Curzan & Damour, *First Day to Final Grade*, ch. 7; (Oncourse) McKeachie, et al., *McKeachie's Teaching Tips*, chs. 7, 11-12, 26; Carbone, *Teaching Large Classes*, 75-84; Eble, *The Craft of Teaching*, 164-80; and *Indiana University Code of Student Rights, Responsibilities, and Conduct*. **Written Assignment:** Response Paper #8 due in class (an electronic version should be submitted on Oncourse under "Assignments").

November 19: Evaluations and Feedback. Readings: (textbook) Brinkley, et al., *The Chicago Handbook for Teachers*, ch. 8; (Oncourse) Davis, *Tools for Teaching*, 362-366, 393-406; and IU BEST student evaluation form. **Written Assignments:** Your custom Student Evaluation Form is due in class (an electronic copy should be submitted via Oncourse under "Assignments").

*****During this class session, topics for mock lectures will be distributed. Students should alert the professor if they will need any audio-visual aids or similar technologies (Powerpoint, DVD player, projector, etc.)*****

November 26: Thanksgiving Break (no class)

December 3: Mock Lectures. Each student should be prepared to present a 20-minute lecture on their allotted topic. Class members in the audience will be responsible for drafting and submitting evaluations of each student lecturer to the professor following the session. **Do not submit your critiques to other students;** your written assessments of each student performance will be forwarded anonymously to the appropriate student following submission to the professor.

December 10: Mock Discussions. Each student should be prepared to lead a 20-minute discussion based on the mock lecture delivered last week. **At least 3 days prior to this class meeting, each student should make available a brief reading that either informed or is related to the previous week's mock lecture.** **Written Assignment:** Teaching portfolio is due in class today (an electronic version should be submitted via Oncourse under "Assignments").