History 8710: Introduction to the Teaching of History

Thursdays, 5:00 - 5:50

Dr. Kate Craig
kmcraig@auburn.edu
Thach Hall 320E (through the double doors)

Office Hours:
Tuesdays and Thursdays, 10:00 – 12:00
And by appointment.

This class has been designed with a view toward the practice, rather than the theory, of teaching history in a modern American university. While there are many interesting and important issues surrounding methodology and pedagogy, my philosophy is that concrete examples, practical strategies, and a strong rapport with colleagues will best serve a new history teacher.

The process of becoming a good (or perhaps, with time and hard work, even an interesting!) history teacher is never-ending. Therefore, defining a single best teaching method cannot be an objective of this course. Our goals will be:

1) To review examples of well-supported history teaching practices
2) To discuss new research on students and the cultures of university history education
3) To foster supportive teaching relationships with our colleagues
4) To allow you to develop a polished personal teaching portfolio

I. POLICIES AND EXPECTATIONS

- Attendance at all class sessions is expected and required. More than two absences, without documented university-approved excuses, will result in a failing grade for the course.

- The class will be exclusively discussion-oriented. You are expected to have completed the readings and assignment for the day, and to be ready (and hopefully eager) to share your ideas and opinions with your colleagues.

- Matters of academic honesty and acceptable in-class behavior are governed by the university policies found in the Student Policy eHandbook.

- Any students with special needs documented through the Office of Accessibility should meet with me during the first week of class or as soon as possible.

II. READINGS

- Readings are listed in the course schedule; they range from formal pedagogy articles to informal handouts to blog posts. You should plan to read 2-4 articles per week for this class, but most can be read relatively quickly.

- You may choose to print the readings to better annotate them, but you are welcome to read them on your computer. Please bring the readings (print or electronic) with you to class.
III. ASSIGNMENTS AND GRADING POLICIES

- All assignments are designed with one goal in mind: to develop and revise a teaching portfolio comprised of one sample syllabus designed for a survey course of ~35 students and a statement of teaching philosophy.

- A short weekly assignment is due for each class session (12 total). This should be brought to class in hard copy, since workshopping and revising based on your colleagues' feedback will be a fundamental component of the course. All material from weekly assignments will contribute to the larger syllabus and teaching philosophy assignments.

- Your sample syllabus may be for any one of the following Auburn history survey courses (again, assuming a class size of ~35 students):

  1. World History I (to 1750)
  2. World History II (1750 to present)
  3. Survey of US History to 1877
  4. Survey of US History since 1877
  5. Survey of European History from the Renaissance to 1789
  6. Survey of European History from 1789 to the present
  7. Survey of Latin American History
  8. Survey of Asian History
  9. Survey of Modern African History
  10. Survey of Middle Eastern History

- The sample syllabus should include a course description, course goals, policies (on attendance, grading, technology in the classroom, classroom behavior), readings, assignments, grading weights, and a full course schedule. It is due as a full draft on Sept. 28th, and in revised final form on Oct. 5th.

- The statement of teaching philosophy will be four pages double-spaced (to give you enough material to edit and tailor, should you wish to use it in a job search). It will be evaluated using the rubric appearing in the final reading for the course (the O'Neal occasional paper, p. 7). It is due as a full draft on Dec. 7th, and in revised final form on Dec. 15th. However, many resources for writing a statement of teaching philosophy are available; here I will just mention the excellent UMN tutorial: https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy

- Weekly assignments will be given one of three scores: [100 - Exceeds Expectations] [90 - Meets Expectations] [80 - Does Not Meet Expectations]. Weekly assignments not submitted will receive a score of 0.

- Grading Weights:

| Weekly Assignments (12 total) | 36% |
| Sample Survey Syllabus         | 25% |
| Teaching Philosophy Statement  | 25% |
| Participation                  | 14% |
### IV. Course Schedule

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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>Aug. 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The First Day</td>
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<td>Aug. 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>How Do You Get Them to Talk?</td>
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<tr>
<td>Reading:</td>
<td>Peter Frederick, “The Dreaded Discussion: Ten Ways to Start,” <em>Improving College and University Teaching</em> 29/3 (Summer 1981) 109-114</td>
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<td>Designing Effective Discussion Questions (UCLA Handout, CANVAS)</td>
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<td></td>
<td>Jennifer Gonzalez, &quot;The Big List of Class Discussion Strategies&quot;</td>
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<td>Bloom's (New) Taxonomy</td>
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<td>Due:</td>
<td>Choose one reading that you are going to (if you are currently teaching) or would like to (if you are not currently teaching) run a discussion about. Identify three things that you would like your students to gain from this discussion (use Bloom's Taxonomy language! &quot;At the end of this class, students will have (1) identified key issues within Merovingian society, (2)....&quot;) and design a one-page discussion outline using one (or more) of the strategies and techniques suggested in this week's readings. How much time will you allot to each segment of the discussion? What questions will you ask? How will you begin, and how will you &quot;wrap-up&quot; at the end?</td>
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<td>Sept. 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>What Separates Us and Our Students, &amp; How Can We Bridge That Gap?</td>
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<td>David Pace, &quot;The History Classroom in an Era of Crisis: A Change of Course Is Needed,&quot; <em>Perspectives</em> (May 2017)</td>
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<td>Thomas Andrews and Flannery Burke, “What Does it Mean to Think Historically,” <em>Perspectives</em> (Jan 2007)</td>
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<td>Due:</td>
<td>Reflection (250 words minimum): Describe a moment in your training as a historian (undergraduate or graduate) where you had a &quot;breakthrough&quot; in historical thinking. What led up to it? What circumstances surrounded it? Was it partially (or wholly) due to an instructor? to a peer? to a mentor? to yourself? What changed afterward? How was your mental shift reflected in your work?</td>
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<td>R Sept. 28th</td>
<td>Syllabus Workshop Day</td>
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R Oct. 5th  How Can We Create More Inclusive Classrooms?

**Reading:**

University of Michigan Center for Research on Teaching and Learning:  
- *The Research Basis for Inclusive Teaching*
- *Setting the Tone for an Inclusive Classroom*
- *Creating Inclusive College Classrooms*

Lee Warren, Derek Bok Center, "Managing Hot Moments in the Classroom"

**Due:** Reflection (250 words minimum, you can use any of these questions as points of departure): "Recall the incident in which you first became aware of differences. What was your reaction? Were you the focus of attention or were others? How did that affect how you reacted to the situation? What are the “messages” that you learned about various “minorities” or “majorities” when you were a child? At home? In school? Have your views changed considerably since then? Why or why not? Recall an experience in which your own difference put you in an uncomfortable position vis-à-vis the people directly around you. What was that difference? How did it affect you? How do your memories of differences affect you today? How do they (or might they) affect your teaching?" (from CRLT)

→ R Oct. 12\textsuperscript{th}  FALL BREAK

R Oct. 19\textsuperscript{th}  What Makes a Good Lecture?

**Reading:**
Stiliana Milkova (CRLT), "Strategies for Effective Lesson Planning"


David J. Voelker,"Clicking for Clio: Using Technology to Teach Historical Thinking," *Perspectives* (Dec 2009)

**Due:** One-page lesson plan / lecture outline, corresponding to one of the days you plan to do at least some lecturing. What are your objectives? What will you lecture about? How will you "break up" the lecture? How will you end?
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| R Oct. 26<sup>th</sup> | How Can We Help Them Learn to Read Like Historians?                  | Reading:  
- Sipress, Joel M. “Why Students Don’t Get Evidence and What We Can Do about It.” *The History Teacher* 37, no. 3 (2004): 351–63.  
- John C. Bean, "Helping Students Read Difficult Texts," in *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (San Francisco: Jossey-Bass, 2011.) (CANVAS) | Choose one of the texts that you assigned in your syllabus (or a text in a course you are currently teaching). Identify the parts of the text you expect your students to have difficulty understanding, and create a "skill building assignment" (see appendix of Sipress article for examples) to address these problems. |
| R Nov. 2<sup>nd</sup>    | How Can We Improve Student Writing?                                  | Reading:  
- University of Michigan Sweetland Center for Writing, "Integrating Low-Stakes Writing into Large Classes"  
- University of Michigan Sweetland Center for Writing, "Giving Feedback on Student Writing" (review all sections, supplements, and sample rubrics, but especially focus on Giving Feedback on Student Writing and Supplement 1: Designing and Using Rubrics) | Writing assignment description and rubric, corresponding to one of the assignments in your sample survey course. What prompt will you use? What expectations do you have for this assignment (sources used, number of sources used, citations, audience)? |
| R Nov. 9<sup>th</sup>  | What Makes a Good Exam?                                              | Reading:  
- Mary E. Pionteck, "Best Practices for Designing and Grading Exams," (CRLT Occasional Papers, no. 24) | For the same class day that you submitted a lesson plan (Oct. 19th), write five multiple-choice questions and two essay questions that will test your students on the content and skills they learned in that class. |

⇒ Dr. Craig Out of Town: No Class Nov. 16<sup>th</sup>

⇒ Thanksgiving Break: No Class Nov. 23<sup>rd</sup>
### R Nov. 30th  
**What Can Unusual Assignments Do for You (and Your Students)?**

**Reading:**
Russell Olwell and Azibo Stevens, "'I had to double check my thoughts': How the Reacting to the Past Methodology Impacts First-Year College Student Engagement, Retention, and Historical Thinking" in *The History Teacher* 48, No. 3 (May 2015), pp 561-572.

Libby Bischof, "The Lens of the Local: Teaching an Appreciation of the Past through the Exploration of Local Sites, Landmarks, and Hidden Histories" in *The History Teacher* 48, No. 3 (May 2015), pp 529-559.

**Due:** Reflection (250 words minimum): What do you think defines you as a teacher? What techniques, assignments, approaches, or qualities set you apart from your colleagues? What do you see as your teaching strengths, and what do you see as your teaching weaknesses? Can you think of an "unusual assignment" you would like to try with your classes that would either play to your strengths, or help you improve your weaknesses?

### R Dec. 7th  
**Who Are You, As a Teacher?**

**Reading:**

Chris O'Neal, Deborah Meizlish, and Matthew Kaplan, "Writing a Statement of Teaching Philosophy for the Academic Job Search" (CRLT Occasional Papers, No. 23)

**Due:** Teaching Philosophy Statement (to be workshopped in class)

⇒ Final Revised Teaching Philosophy Statement Due Dec. 15th, 1:00 pm