

# **History 593: Teaching United States History**

Prof. Michael Grossberg  
Fall 2006 – M: 4-6  
Ballantine Hall 335

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Office Hours: M 1:00-3:00  
[or by appointment]

## **Description**

This course is designed an introduction to the teaching of United States history. The goal is to train graduate students for their future work in the classroom. Toward that end, students will explore the central pedagogical and theoretical issues involved in teaching of United States history. The course is constructed as a collaborative endeavor in which students and the instructor share their ideas and concerns about teaching. Students are thus expected to take an active role in the course as contributors and critics. This course is the prerequisite of the practicum course, History H594, which will be offered in the fall 2004 semester.

## **Reading List**

Alan Brinkley, et al., *The Chicago Handbook for Teachers*

Parker J. Palmer, *The Courage to Teach*

*Perspectives on Teaching Innovations: Teaching to Think Historically*

The remaining reading is on e-reserve or accessible through an url on the course syllabus, which is available on Oncourse

## **Course Requirements**

**Lectures:** Each student will be deliver two lectures. Each lecture will about 20 minutes and be followed by a 10 minute lecturer-led discussion. One lecture will be from a survey course, the other from the student's research specialty. Students in the audience will turn in unsigned critiques of the lectures and discussion. Students will be evaluated the content of the lecture, style of presentation, use of supporting materials, organization of the discussion, and related issues.

**Discussions:** Each student will conduct one seminar discussion session. The student will be responsible for organizing the discussion of that week's subject and reading material. Students will be evaluated on their preparation, organization of the session, quality and style of the discussion, and related matters. Students in the class will evaluate the discussion leader and turn in unsigned critiques.

**Textbook evaluation:** Each student will be required to critique a United States history textbook written to be used in one of the halves of the traditional U.S. survey course – History 105 and 106 at IU. The critique should evaluate the organization of the textbook, its coverage and primary themes, aesthetic appeal,

and pedagogical usefulness. Students will share the evaluations with each other. The evaluation is due September 29

**United History Survey Syllabus:** Each student will prepare a syllabus for either the first or second half of the US survey – H105 or H106 at IU. The syllabus should be based on the fall 2006 IU academic calendar. It should contain a schedule of class topics, readings, and assignments. Students will share their syllabi with each other. The syllabus is due December 11.

All written assignments should be turned in electronically to the instructor.

### **On-line Resources**

IU Instructional Support: <http://www.indiana.edu/~teaching/>

ACLS History E-Books: <http://www.historyebook.org/>

AHA and Teaching: <http://www.theaha.org/teaching/>

Center for History & New Media: <http://chnm.gmu.edu/index1.html>

History Cooperative: <http://www.historycooperative.org/>

History Network: <http://www.h-net.org/>

History Wired, Smithsonian Digital Collection: <http://historywired.si.edu/index.html>

Library of Congress American Memory Project: <http://memory.loc.gov/>

Teaching *Journal of American History*: <http://www.indiana.edu/~jah/teaching/>

### **Course Schedule**

**Aug. 28:** Introduction

Jane Tompkins, "Pedagogy of the Distressed."

**Sept. 4:** Teaching History

*Perspectives*; Introduction; chap. 1

Russell H. Bostert, "Teaching History"

Frank Stricker, "Why History? Thinking About the Uses of the Past"

David Pace, "The Amateur in the Operating Room: History and the Scholarship of Teaching," *American Historical Review*, 109 (Oct. 2004), 1171

"Ways of Seeing: Evidence and Learning in the Classroom," <http://chnm.gmu.edu/resources/essays/d/43>

Carl J. Guarneri, "Internationalizing the United States History Survey Course,"

David Armitage, "The Declaration of Independence in World Context"

**Sept. 11:** Starting A Course

Brinkley, chaps. 1-2

William McKeachie, *McKeachie's Teaching Tips*, chaps. 2-3  
Elisa Carbone, "Starting the Semester"  
Ken Matejka and Lance B. Kurke, "Designing A Great Syllabus"  
Jeffrey Wolcowitz, "The First Day of Class"  
Daniel Cohen, "By the Book: Assessing the Place of Textbooks in  
U.S. Survey Courses,"  
<http://chnm.gmu.edu/resources/essays/d/33>  
Lendol Calder, "Uncoverage: Toward A Signature Pedagogy for  
the History Survey"

**Sept. 18:** Giving Lectures

Brinkley, chap. 4  
*Perspectives*, chap. 3  
Thomas Bartlett, "Big but not Bad"  
Kenneth E. Eble, "The Lecture as Discourse"  
Peter J. Frederick, "The Lively Lecture-8 Variations"  
Maryellen Gleason, "Better Communication in Large Courses"  
Carbone, "Personalizing the Large Class" *Teaching Large Classes*  
Debra Korobkin, "Humor in the Classroom: Considerations and  
Strategies"  
James D. Alexander, "Lectures: The Ethics of Borrowing."  
Jon Weiner, *Historians in Trouble: Plagiarism, Fraud, and Politics  
in the Ivory Tower*, Chap. 10: "Lying to Students About Viet  
Nam: The Mythic Past of Joseph Ellis"

**Sept. 25:** Organizing Discussions

Brinkley, chap. 3  
William McKeachie, *McKeachie's Teaching Tips*, chap. 4  
Peter Frederick, "The Dreaded Discussion: Ten Ways to Start"  
Stephen D. Brookfield and Stephen Preskill, *Discussion as a Way  
of Teaching: Tools and Techniques for Democratic  
Classrooms*  
Ray W. Karras, "Teaching History through Argumentation"  
Kenneth E. Eble, "Seminars, Tutorials, Advising, and Mentoring"

**Oct. 2:** Student Lectures

**Oct. 9:** Student Lectures

**Oct. 16:** Evaluating Students

Brinkley, chaps. 5-6  
William McKeachie, *McKeachie's Teaching Tips*, chaps. 6,8,13  
*Perspectives*, chap. 2  
Heather Dubrow, "Teaching Essay-Writing in a Liberal Arts

Curriculum"

Howard R. Pollio and W. Lee Humphreys, "Grading Students."

**Textbook Evaluation Due**

- Oct. 23:** Using Alternative Teaching Strategies and New Media  
Brinkley, chap. 10  
William McKeachie, *McKeachie's Teaching Tips*, chaps. 15-16  
Carbone, "Using Demonstrations, Visual Aids, and Technology"  
"Forum: The Internet and the History Classroom," *AHA Perspectives*, May 2003  
<http://www.theaha.org/perspectives/issues/2003/0305/index.cfm>  
Michael O'Malley and Roy Rosenzweig, "Brave New World or Blind Alley? American History on the World Wide Web,"  
<http://chnm.gmu.edu/chnm/jah.html>  
Vernon Burton, "American Digital History,"  
<http://chnm.gmu.edu/resources/essays/d/30>  
Kelly Schrum, "Surfing for the Past: How to Separate the Good from the Bad,"  
<http://chnm.gmu.edu/resources/essays/d/7>  
T. Mills Kelly, "For Better or Worse? The Marriage of the Web and the Classroom,"  
<http://chnm.gmu.edu/resources/essays/d/20>
- Oct. 30:** Dealing with Classroom Diversity  
Brinkley, chap. 9  
William McKeachie, *McKeachie's Teaching Tips*, 11<sup>th</sup> ed. chaps. 10, 25  
Barbara Gross Davis, "Academic Accommodations for Students with Disabilities"  
Diane J. Goodman, "Difficult Dialogues: Enhancing Discussions about Diversity"  
Joel M. Sipress, "Relearning Race: Teaching Race as a Cultural Construction"  
M. Lee Upcraft, "Teaching and Today's College Students"  
Eve Kornfield, "The Power of Empathy: A Feminist, Multicultural Approach to Historical Pedagogy."
- Nov. 6:** Interacting with Students  
Brinkley, chap. 8  
William McKeachie, *McKeachie's Teaching Tips*, chaps. 11-12, 26  
Paul Friedman, Fred Rodriguez, and Joe McComb, "Why Students Do and Do Not Attend Classes"  
Judy R. Downs, "Dealing with Hostile and Oppositional Students;"

Elisa Carbone, "Managing Student Behavior"

Kenneth E. Eble, "Cheating, Confrontations, and Other Situations"

*Plagiarism at Indiana University*

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Michael Rawson, "Plagiarism: Curricular Materials for History Instructors,"

[http://www.historians.org/governance/pd/Curriculum/plagiarism\\_intro.htm](http://www.historians.org/governance/pd/Curriculum/plagiarism_intro.htm)

- Nov. 13:** Evaluating Your Teaching  
Brinkley, chap. 7  
William McKeachie, *McKeachie's Teaching Tips*, chap. 27  
Mikita Brottman, "Sometimes Courses Can't Be 'Enjoyable'"  
Barbara Gross Davis, "Fast Feedback," "Self-Evaluation and the Teaching Dossier," "The Last Day," and "Student Rating Forms"
- Nov. 20:** Student Lectures
- Nov. 27:** Student Lectures
- Dec. 4:** Retrospectives  
Brinkley, *Afterword*  
Palmer, *The Courage to Teach*
- Dec. 11:** **Survey Course Syllabus Due**