

ESOC 4/6150- Teaching United States History
Thursdays 5- 7:45pm ✨ Aderhold Hall, Room 430 ✨ Fall 2009

Instructor:

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Course Overview:

ESOC 4/6150 is designed to provide content background and teaching strategies to enhance student motivation to learn United States history. This course will explore the US history curriculum and examine why it is important to teach. Additionally, this course will discuss how a variety of students learn and come to “understand” history, and how this knowledge can help teachers develop effective and coherent lesson plans.

The students enrolled in this course will have different levels of preparedness in both pedagogy and content. The aim of this course is to build on each other’s knowledge.

Course Objectives:

This course will require each student to...

- **Content and Curriculum**
 - demonstrate knowledge of content and modes of inquiry that are central to the subjects they teach
 - interpret and create curriculum that reflects state, local, and national content standards
- **Learning Environments**
 - use knowledge of social, linguistic, and cultural diversity to create an equitable and culturally responsive classroom
 - organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning
 - manage classrooms effectively to promote student learning and safety
- **Assessment**
 - employ different types of assessments based on knowledge of their characteristics, uses, and limitations to promote student growth
 - use pre-assessment data to develop and support appropriate student learning goals
 - implement assessments that match instructional goals
 - involve students in self-assessment to help them develop awareness of their strengths and needs as learners
 - develop and use valid, equitable grading procedures
- **Planning and Instruction**
 - articulate clear and defensible rationales for curricular and instructional decision-making

-develop and implement short and long term instructional plans that progress coherently towards learning goals

- **Professionalism**

-systematically reflect on their own practice to improve teaching and learning
-engage in collaborative inquiry

Essential Questions:

- What is historical understanding?
- What are pedagogical techniques that can be used to foster historical understanding?
- How is the US history curriculum best organized to develop historical understanding in students?
- What is the nature of historical inquiry?
- How do students' and teachers' identities shape their understandings of history and contemporary society?

Course Materials:

The following resources are required for this course:

- Percoco, J. (2001). *Divided We Stand: Teaching about Conflict in U.S. History*. Portsmouth, NH: Heinemann.
- Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press.
- Other course readings will be posted on eLearning Commons (eLC) or distributed in class. If you need assistance using eLC, please see www.elc.uga.edu

Course Requirements:

Participation.....	25%
Critical Summaries (must complete 5 of 6).....	15%
Personal Teaching Perspective.....	15%
Percoco Group Presentation	20%
One-week unit plan.....	25%

Participation

Students' participation grade will reflect every facet of their manner of being throughout the entire course. **This class is largely discussion-based. Every member** is expected to contribute to the conversation we will continue throughout the semester. Your participation in this course should reflect the same professional manner you would exhibit in schools. That is, your manner should be responsible, open-minded, thoughtful and earnest.

Critical summaries

During part one of the course, please prepare a critical summary of the weekly assigned readings (between 350-450 words). **There are a total of SIX critical summaries assigned, please complete FIVE total summaries.** These summaries should highlight key issues from the readings and you should make some sort of argument in relation to them. The goal is not to simply restate what the authors' say. **At the end of the summary you are to include two**

“burning questions” for discussion. These will be the questions we use in class to guide our large group discussion, so please devise questions that are provocative and discussion worthy.

Personal Teaching Perspective

During the first part of this course we will read and discuss various perspectives surrounding the teaching of history, as well as the assertion that the teaching of history cannot be neutral. No matter how hard we try to be balanced, perspectives come out in our instruction. The purpose of this assignment is to uncover our own biases and make them explicit.

Please consider the various perspectives presented and write a 3-4 page paper (double-spaced, 12 point font) examining your personal teaching perspective. Please analyze your perspective and discuss ways in which it (may be) reflected in your classroom. Also, please include ways that you might account for this bias and encourage a variety of perspectives in your classroom.

This assignment has been designed to encourage you to think about your own rationale for teaching history and envision how that rationale will impact your professional practice.

Percoco Group Presentation

One of the major texts of this class is Percoco (2001), who presents the teaching of US History through conflict and struggle. Each one of you will be assigned to a group and each group will be responsible for presenting the material in an assigned chapter to the rest of the class. In order to encourage as much creativity as possible, I am leaving this assigned fairly unstructured. The only guidelines are as follows:

- Plan for one hour of class time.
- Include a mixture of summary and critical analysis of the text.
- Involve the class.

We will discuss this assignment more in class; however, a good way to conceptualize this assignment is to envision the Percoco chapter as the curriculum for your own course. Your job is to effectively “wrestle with” this material with your colleagues. Based on the content of the chapter and your goals, how should you present it? What methods would work best?

One-Week Unit Plan

My hope is that you will use this assignment to practice lesson design under some of the conditions you will encounter in your teaching life. These include finding resources, learning new content and distilling what, how, and why you might teach this topic to a particular group of students. Because context is so important (district, school, students, etc), you should create a lesson for a specific classroom, in this case you field-placement classroom. Use this opportunity to plan for something you might have an opportunity to teach.

This assignment will be completed individually, however, we will work as a class to develop essential questions and course objectives for a US History class. Using common questions and objective, each of you will choose a different time period in US History and create your unit. At the end of the semester we will have an almost complete US History curriculum- and one that you can take with you into your student teaching placement.

What to include:

- A one-page overview calendar of the week's major topics, objectives, and activities
- Unit questions and objectives (common for the whole class)
- Rationale for content and activities (explain pedagogical decision-making)
- Description of your context- school and students
- Reference list
- Assessment plan
- Possible accommodations
- A total of five individual lesson plans (unless your school is block scheduled)

Course Expectations:

It is imperative for each person to be intellectually engaged and actively involved in our class sessions; being reserved will interfere with your learning potential as well as compromising the experiences for everyone else. You must be prepared for class and ready to participate. Grades at the end of the course will be calculated as follows:

A= 93-100%	B+= 87-89%	C+= 77-79%	D= 65-69%
A-=90-92%	B =83-86%	C =73-76%	
	B- =80-82%	C- =70-72%	

Any grade below a B- should be addressed with the instructor immediately.

If you have any concerns about your progress in this course, difficulty with the course work, or any other questions, please do not hesitate to contact me and schedule a meeting. I am encouraging all students to communicate with me as much as possible.

Course Attendance:

Students are expected to attend all classes. Attending class and being on time are critical to success in this course. Missing class and/or repeated tardiness to class will place you in danger of failing the course. In the unfortunate event that you are unable to attend part or all of a particular class, you are **REQUIRED** to email and/or call me immediately. You are also responsible to follow-up after your absence by scheduling an appointment with me for a make-up session.

Electronic Devices:

Please turn off all cell phones and all other communication devices prior to the start of class, except in the case of emergency. In such cases, please inform me prior to the beginning of class.

Academic Honesty:

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty.

All students are responsibly for maintaining the highest standards of honesty and integrity in every phase of their academic careers. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those

standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Please visit the website of the Office of the President for instruction and familiarize yourself with these policies.

http://www.uga.edu/ovpi/academic_honesty/academic/honesty.htm

Equity and Accessibility:

Please let me know if you have any special circumstances that you believe may affect your performance in class, so that we might develop appropriate accommodations. I will try to maintain complete confidentiality of any information that you choose to share with me.

Course Calendar:

NOTE: The course syllabus is a general plan for the course; deviations may be necessary and will be announced in class. A full bibliography will be provided at the conclusion of the course.

Date:	Topics:	Due:
8/20	Introductions...to each other and to the course <ul style="list-style-type: none"> • What resources do I bring to the teaching profession and how might those prove useful to me as I make the transition into the role of teacher? • How is US history conceptualized in national and state standards? 	<i>Readings:</i> IN CLASS: <ul style="list-style-type: none"> • NCSS, Curriculum Standards for Social Studies http://www.socialstudies.org/standards/curriculum • Georgia Performance Standards for US History www.georgiastandards.org <i>Assignments:</i> <ul style="list-style-type: none"> • None
<i>Part 1: Perspectives in Teaching US History</i>		
8/27	The History Wars <ul style="list-style-type: none"> • Why is it impossible to be a “neutral” US history teacher? • How are “The History Wars” reflected in the curriculum? 	<i>Readings:</i> <ul style="list-style-type: none"> • Nash, Crabtree, & Dunn (1997), <i>Chapter 1</i> • Evans (1989) <i>Assignments:</i> <ul style="list-style-type: none"> • Critical Summary 1
9/3	Tradition versus Revision <ul style="list-style-type: none"> • What is the nature of contemporary historical debates? 	<i>Readings:</i> JIGSAW, Read 1 Group <i>Group 1:</i> <ul style="list-style-type: none"> • Schweikart & Allen (2004) • Zinn (2003) <i>Group 2:</i> <ul style="list-style-type: none"> • Hirsch, E.D. (1993) • Zinn (2003) <i>Assignments:</i> <ul style="list-style-type: none"> • Critical Summary 2 • Topics for One-Week Unit due
9/10	Democratic Perspectives <ul style="list-style-type: none"> • What is the relationship between teaching US history and US citizenship and democracy? 	<i>Readings:</i> <ul style="list-style-type: none"> • Barton & Levstik (2004), <i>Chapter 2</i> • Westheimer, J. & Kahne, J. (2004), <i>What kind of citizen?...</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Critical Summary 3
9/17	Teaching for Social Justice <ul style="list-style-type: none"> • Which perspectives are included in US history 	<i>Readings:</i> <ul style="list-style-type: none"> • Epstein, T. (2009), <i>Chapter 1</i> • Darling-Hammond, L. TBD

	<p>classrooms? Which are often neglected?</p> <ul style="list-style-type: none"> • How can I create a class that values a variety of racial and cultural perspectives? 	<p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Critical Summary 4
9/24	<p>Teaching for Social Justice</p> <ul style="list-style-type: none"> • How can I include gender-related issues and perspectives in my social studies classes? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Wineburg, S. (2001). <i>Chapter 5</i> • Percoco, J. (2001), <i>Chapter 5</i> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Critical Summary 5
10/1	<p>Historical Understanding</p> <ul style="list-style-type: none"> • What is historical understanding? • How can I develop HU in my students? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Wineburg, S. (2001), <i>Intro, Chapters 1+3</i> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Critical Summary 6 • Personal Teaching Perspective due
<i>Part 2: Special Topics in the Teaching of US History</i>		
10/8	<p>Historical Understanding</p> <ul style="list-style-type: none"> • What is historical understanding? • How can I develop HU in my students? • How can I use historical inquiry in my classroom? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Wineburg, S. (2001), <i>Chapters 6 +10</i> • Percoco, J. (2001), <i>Introduction</i> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Work on One-Week Unit • Percoco Groups
10/15	<p>Using Film and Pop Culture to Teach US History</p> <ul style="list-style-type: none"> • How can film and popular culture be used as a teaching tool? <p>Percoco: Group #1</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Marcus, A. (2007), <i>Celluloid Blackboard, Chapter TBD</i> • Percoco, J. (2001), <i>Chapter 1</i> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Work on One-Week Unit • Percoco Groups

10/22	Using Film and Pop Culture to Teach US History <ul style="list-style-type: none"> How can film and popular culture be used as a teaching tool? <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin-left: 20px;">Percoco: Group #2</div>	<i>Readings:</i> <ul style="list-style-type: none"> TBD Percoco, J. (2001), <i>Chapter 2</i> <i>Assignments:</i> <ul style="list-style-type: none"> Work on One-Week Unit Percoco Groups
10/29	Primary Sources/Geography <ul style="list-style-type: none"> Why use primary sources in class? How can primary sources be used effectively? How can I incorporate geography into the history class? <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin-left: 20px;">Percoco: Group #3</div>	<i>Readings:</i> <ul style="list-style-type: none"> History Matters Website: History Matters website: http://historymatters.gmu.edu/browse/makesense/ Percoco, J. (2001), <i>Chapter 3</i> TBD <i>Assignments:</i> <ul style="list-style-type: none"> Work on One-Week Unit Percoco Groups
11/5	Memorials, Monuments, Museums <ul style="list-style-type: none"> How do historic sites and museums preserve, interpret, and memorialize the past? <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin-left: 20px;">Percoco: Group #4</div>	<i>Readings:</i> <ul style="list-style-type: none"> Marcus, A. (2005), <i>Representing the past, reflecting the present...</i> Percoco, J. (2001), <i>Chapter 4</i> <i>Assignments:</i> <ul style="list-style-type: none"> Work on One-Week Unit Percoco Groups
11/12	NO CLASS: CUFA/NCSS Annual Conference Atlanta, GA	
11/19	Simulations/Case Studies <ul style="list-style-type: none"> How might simulations and case studies be used in enhance instruction? <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin-left: 20px;">Percoco: Group #5</div>	<i>Readings:</i> <ul style="list-style-type: none"> TBD Percoco, J. (2001), <i>Chapter 6</i> <i>Assignments:</i> <ul style="list-style-type: none"> Work on One-Week Unit
11/26	NO CLASS: Thanksgiving Break	
12/3	Course Wrap-Up <ul style="list-style-type: none"> What have we learned? 	<i>Assignments:</i> <ul style="list-style-type: none"> One-Week Unit due