

ESOC 4150 – Teaching United States History

Summer I 2009, Aderhold Hall – Room 409
 MTWTF, 10:30am – 12:45pm

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Teaching United States History is an undergraduate course designed to study the teaching and learning of U.S. history. This course will consider the following questions: What is the nature and activity of historical inquiry? How does historical understanding develop among students in secondary and post-secondary school settings? What pedagogy facilitates the development of such understanding? How do students' racial identities work with and against teachers' pedagogies to shape their understanding of history and contemporary society? How is the history curriculum best organized to develop historical understanding in students?

This course is divided into three parts:

- (1) Students learning and understanding rationales for teaching history, how students develop historical understanding, methods that foster inquiry, and the concept of “content coverage” vs. an in-depth examination of historical questions and problems.
- (2) Students analyzing and understanding the implications of traditional and alternative views to the teaching of U.S. history, and the challenges and possibilities of teaching U.S. history in today's classrooms.
- (3) Students will plan a meaningful unit of instruction that links the “theory and research” on history teaching, their experiences with “doing history,” and the practice of curriculum development.

Required Texts

The following texts are required for this course:

- Epstein, T. (2009). *Interpreting national history: Race, identity, and pedagogy in classrooms and communities*. New York: Routledge.
- Percoco, J.A. (2001). *Divided we stand: Teaching about conflict in U.S. history*. Portsmouth, NH: Heineman.

Other course readings are provided on E-Learning Commons at elc.uga.edu.

Course Requirements

- 1) Attendance/Participation – 15%

As a *seminar*, this class is largely a discussion-based class. For this reason, you share the responsibility with others in this class to make our time together educative. Accordingly, every class member is expected to contribute to the

conversation we will continue throughout the semester. That is, your manner should be responsible, open-minded, thoughtful, and earnest. These dispositions suggest far more than “just talking” in class, but speak instead to a type of engagement that includes speaking, listening, critiquing and demonstrating concern for the learning of others in the class. Thus your responsibilities as a member of this class extend to more than simply making sure you meet the individual course requirements. You also have responsibilities to your colleagues in this class, so that we might come together as a community of educators working to better understand teaching and learning in social studies through mutual, supportive, and critical inquiry.

Additionally, to participate fully in this course, attendance is necessary. During the semester you are allowed two absences that will not affect your overall course grade, however, by missing class you affect your potential participation grade for this course. Absences on days you present are not accepted and will result in a zero for the missed presentation. For additional absences see the Attendance section.

Finally, for each reading you are expected to post/upload two burning question regarding the reading to ELC. The purpose for this assignment includes: (a) allowing us to know you are completing the readings, (b) helping guide you in your thinking about the texts, (c) allowing us to determine the direction for daily conversations about the reading, and (d) to prepare you for class conversations as you will come to class with pre-determined questions. For this portion of the participation grade you will be graded on the thoughtfulness of the questions you raise. In-depth questioning of the text is expected and encouraged. All questions are to be posted by 9am the morning of each class.

2) Personal Teaching Perspective – 10%

During Week One of class you will read and discuss various perspectives surrounding the teaching of history. As a reminder, the teaching of history cannot be neutral. No matter how hard you try as a teacher, perspectives come out in your instruction. Therefore, we ask that you consider the various perspectives for teaching history presented to you during the first week of class and write a 3 to 4 page, double-spaced personal teaching perspective over which perspective your conception of teaching social studies aligns. In this personal perspective, use 2/3 of your paper analyzing the perspective you chose and how it is reflected in your thinking on the teaching of history. Use the remaining 1/3 of the paper to critique two other perspectives which you do not particularly agree with.

It is okay to agree with more than one perspective, however, the required length increases for the paper by one page for each additional perspective chosen. If you choose more than one perspective, keep in mind that many of the perspectives do not necessarily go together, so it would be wise to pay careful attention to what teachers or researchers holding certain perspectives would say about those holding a competing perspective.

Be careful, and honest, in how you choose your perspective(s). As teacher educators who believe in the concept of rationale-based practice, we expect the perspective(s) chosen to serve as the basis for the lesson and unit plans you create for this class. We also understand that teaching rationales and perspectives can change as a result of continued reflection, conversations with others, and further learning, which might influence the writing of lesson and unit plans. This issue will be further discussed in the lesson/unit plan sections.

While we as instructors have our own ideas regarding the teaching of history, the purpose of this assignment is not for you to write what we want to hear. Rather, we hope you present a degree of honesty in your writing, choosing perspectives that are truly representative of your ideas regarding the teaching of history. Therefore, as we assess your personal perspective we will not grade for which perspective you choose. Instead, we will grade your paper based on the strength of your supporting arguments for your perspective, your analysis of perspectives you disagree with, and the clarity of your writing. A detailed account of the assignment and grading rubric will be provided in class on Monday, June 8th.

3) Method Presentation – 15%

Teaching is a mixture of various things: the relationships you build with your students, your knowledge of standards, your knowledge of content and curriculum, and a knowledge of the instructional methods which you can utilize in the classroom. This portion of the class asks you to develop a greater understanding of one instructional method that you will present to the rest of the class. In groups of 4 or 5 you will present one of the following methods:

1. Historical Inquiry
2. Experiential Learning
3. Discussion
4. Group Work
5. Film

In your presentation, you and your group members will be asked to (a) provide a detailed directions sheet for the method, (b) describe the method and its purposes (i.e., reasons behind the method's use), (c) create and utilize an example of the method in class, and (d) provide further examples and extensions for how your classmates might use the method.

Finally, you are required (with your group) to schedule a meeting with the instructors for two to three days prior to your presentation. This meeting will allow you to share your ideas with us and receive appropriate feedback before you present in class. More details regarding this assignment will be provided in class on Monday, June 8th.

4) Critical Analysis of Percoco – 10%

The final text for this class is Percoco (2001), who presents the teaching of U.S. History through conflict and struggle. It will be the responsibility of you and your

group (in the same group as the method presentations) to guide the class through a conversation of the assigned text for a given day in class. In addition to guiding the conversation you will critically examine the text, analyzing the usefulness of the concepts presented in the reading. More details regarding this assignment will be provided in class on Monday, June 15th.

5) Lesson Plans – 20%

During the semester you will be asked to turn in two separate lessons from your Unit Plan. The first lesson is due Monday, June 22nd while the second lesson is due Monday, June 29th. By turning in these lessons you will be provided with critical feedback regarding individual lessons within the greater Unit Plan you will turn in on July 2nd. Detailed guidelines and a grading rubric will be provided in class on Monday, June 15th.

6) Unit Plan – 30%

The final assignment for this course is a curriculum Unit Plan over one chapter from a U.S. or Georgia History text assigned to you by the instructors. In creating this Unit Plan you are required to include the following:

- 1) A minimum of five 90-minute class periods;
- 2) A maximum of 20 minutes worth of scheduled lecturing on each day planned;
- 3) A minimum use of three separate methods presented in class during week two; and
- 4) Connections to your teaching perspective for history.

The Unit Plan is due July 2nd by noon and is to be e-mailed to both instructors. Detailed guidelines and a rubric will be provided in class on Monday, June 15th.

Grading

Letter grades are determined according to the following grading scale (in percentage terms):

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

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

Attendance

As mentioned previously you are allowed two absences during the semester to no effect for your overall course grade. However, for the third absence the highest grade you can receive in this course is an 89. Finally, if you miss a fourth class you will not pass this course.

Communication

Please be assured that we want you to learn in this course, produce high quality work, and earn the grades that correspond with such high quality work. If you have any concerns about your progress in the course, difficulty with the course work, or any other questions, PLEASE make an appointment with either one of us. It is your responsibility to communicate with us so that we can be as helpful as possible.

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 us 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 responsible 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.

Note

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Schedule

Friday, June 5th

Introduction/Course Syllabus/Course Themes

WEEK ONE

Monday, June 8th

The Great History Wars

Readings: Appleby, Hunt, & Jacob (1994); Nash, Crabtree & Dunn (1997)

Tuesday, June 9th

Historical Perspectives: Nationalistic

Reading: GROUP 1 – Bennett (2007); GROUP 2 – Schweikart & Allen (2004)

Wednesday, June 10th

Historical Perspectives: Democratic

Reading: Barton & Levstik (2004)

Thursday, June 11th

Historical Perspectives: Disciplinary

Reading: Wineburg (1999)

Friday, June 12th

Historical Perspectives: Critical

Reading: Zinn (2003)

WEEK TWO

Monday, June 15th

Teaching History for Social Justice

Reading: Epstein (2009), Preface & Chapter 1

Assignment: Method Presentation – Historical Inquiry (Barton & Levstik, 2003; Lattimer, 2008; VanSledright, 2004)

Assignment: Personal Teaching Perspective Due

Tuesday, June 16th

Teachers' Perspectives and Pedagogies on Race and Rights in US History

Reading: Epstein (2009), Chapter 2

Assignment: Method Presentation – Experiential Learning (Bower, Lobdell, & Swenson, 1999; King, Newmann, & Carmichael, 2009)

Wednesday, June 17th

Differences in White and Black Students' Interpretations of US History

Reading: Epstein (2009), Chapter 3

Assignment: Method Presentation – Discussion (Hess, 2004; Rossi, 2001; Wilen, 2004)

Thursday, June 18th

Differences in Adolescents' and Adults' Interpretations of History and Society

Reading: Epstein (2009), Chapter 4

Assignment: Method Presentation – Group Work (Cohen, 1994)

Friday, June 19th

Teaching and Learning History Across Differences

Reading: Epstein (2009), Chapter 5

Assignment: Method Presentation - Film (D'Sa, 2005; Hess, 2007; Stoddard & Marcus, 2006)

WEEK THREE

Monday, June 22nd

Of Things Revolutionary

Reading: Percoco (2001), Introduction & Chapter 1

Assignment: Critical Analysis of Percoco (2001), Chapter 1

Assignment: Lesson Plan #1 Due

Tuesday, June 23rd

Survivors of Custer's Last Stand

Reading: Percoco (2001), Chapter 2

Assignment: Critical Analysis of Percoco (2001), Chapter 2

Wednesday, June 24th

Race in American History

Reading: Percoco (2001), Chapter 3

Assignment: Critical Analysis of Percoco (2001), Chapter 3

Thursday, June 25th

Exploring the Civil Rights Movement

Reading: Percoco (2001), Chapter 4

Assignment: Critical Analysis of Percoco (2001), Chapter 4

Friday, June 26th

Gender and the American Past

Reading: Percoco (2001), Chapter 5

Assignment: Critical Analysis of Percoco (2001), Chapter 5

WEEK FOUR

Monday, June 29th

Remembering Vietnam

Reading: Percoco (2001), Chapter 6

Assignment: Lesson Plan #2 Due

Tuesday, June 30th

Curriculum Design

Curriculum Unit Plan Due July 2nd by noon.

Required Reading References

Appleby, J., Hunt, L., & Jacob, M. (1994). *Telling the truth about history*. Chapter 4 (pp. 129-159). New York: Norton.

Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*. Chapter 2 (pp. 25-44). Mahwah, NJ: Lawrence Erlbaum.

Bennett, W. (2007). *America: The last great hope* (Vol. 1). Chapter 3 (pp. 62-106). Nashville, TN: Nelson Current.

Epstein, T. (2009). *Interpreting national history: Race, identity, and pedagogy in classrooms and communities*. New York: Routledge.

Nash, G. B., Crabtree, C., & Dunn, R. E. (1997). *History on trial: Culture wars and the teaching of the past*. Chapter 1 (pp. 3-24). New York: Knopf.

Percoco, J.A. (2001). *Divided we stand: Teaching about conflict in U.S. history*. Portsmouth, NH: Heineman.

- Schweikart, L., & Allen, M. (2004). *A patriot's history of the United States: From Columbus's great discovery to the war on terror*. Chapter 3 (pp. 58-87). New York: Sentinel.
- Wineburg, S. (1999). Historical thinking and other unnatural acts. *Phi Delta Kappan*, 488-499.
- Zinn, H. (2003). *A people's history of the United States: 1492 to present*. Chapter 5 (pp. 78-102). New York: Harper.

Group Assignment Reading References

- Barton, K. C., & Levstik, L. S. (2003). Why don't more history teachers engage students in interpretation? *Social Education*, 67(6), 358-361.
- Bower, B., Lobdell, J., Swenson, L. (1999). Experiential exercises. In *History Alive! Engaging all learners in the diverse classroom* (2nd ed.) (pp. 57-70). Palo Alto, CA: Teacher's Curriculum Institute.
- Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. Chapters 5 & 6 (pp. 62-100). New York: Teachers College Press.
- D'Sa, B. (2005). Social studies in the dark: Using docudramas to teach history. *The Social Studies*, 96(1), 9-13.
- Hess, D. (2004). Discussion in social studies: Is it worth the trouble? *Social Education*, 68(2), 151-155.
- Hess, D. (2007). From banished to brother outsider, *Miss Navajo to An Inconvenient Truth*: Documentary films as perspective-laden narratives. *Social Education*, 71(4), 194-197.
- King, M. B., Newmann, F. M., Carmichael, D. L. (2009) Authentic intellectual work: Common standards for teaching social studies. *Social Education*, 73(1), 43-49.
- Lattimer, H. (2008). Challenging history: Essential questions in the social studies classroom. *Social Education*, 72(6), 326-329.
- Rossi, J. A. (2006). The dialogue of democracy. *The Social Studies*, 91(3), 112-120.
- Stoddard, J. D., & Marcus, A. S. (2006). The burden of historical representation: Race, freedom, and "educational" Hollywood film. *Film & History*, 36(1), 26-35.
- Wilén, W. W. (2004). Refuting misconceptions about classroom discussions. *The Social Studies*, 95(1), 33-39.
- VanSledright, B. A. (2004). What does it mean to think historically...and how do you teach it? *Social Education*, 68(3), 230-233.