

ESOC 4150/6150: Teaching United States History

Fall 2004

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Rationale:

Teaching of United States History is one of four content pedagogy courses offered in the Department of Social Science Education. The course is designed to provide content background as well as teaching strategies to enhance student motivation to learn history. The course examines what history knowledge is of most worth to teach secondary level students. The course examines various points of view about how to teach history and motivate students to learn.

Texts:

Percoco, James A. (2001). *Divided We Stand: Teaching About Conflict in U.S. History*. Portsmouth, N.H.: Heinemann.

Williams, Robert, C. (2003). *The Historian's Toolbox*. Armonk NY: M. E. Sharpe.

Other Materials:

Georgia QCC Objectives for U.S. History and Georgia Studies (download from the Georgia Department of Education Web Site: www.glc.k12.ga.us).

The Nation's Report Card: U.S. History 2001 (download from the National Center for Educational Statistics Web Site: <http://nces.ed.gov/nationsreportcard/>).

Assignments and Exams:

1. **Percoco project:** You will be assigned to a group to present the materials in one of the chapters in the Percoco text. Your group will provide an overview of the chapter and critique of the usability of the suggestions in a real history class in Georgia schools. (20% of Final Grade).
2. **Teaching a Case Study:** You will join a group to develop an example case study using a resource like the *Smithsonian*. After seeing a demonstration of a case study using the *Smithsonian*, your group will search the Smithsonian web site to find a case that would be used in teaching either a U. S. History or Georgia Studies lesson. (20% of Final Grade).
3. **Multicultural project:** You will be assigned to a group to locate resources for teaching about ethnic groups in U. S. History and Georgia Studies courses. Your group will make a presentation to the class demonstrating the resources and provide members of the class with documentation to locate these resources (10% of Final Grade).
4. **Final project:** You can work individually or in groups to develop a timeline of case studies for teaching U. S. History or Georgia Studies course. (20% of Final Grade).

5. **Final examination** covering all aspects of the courses will be given as a “take-home” examination. (10% of Final Grade)
6. **Lead class discussions** of assigned readings, **Work in other group presentations**, **Class participation**, and **Attendance**. Graduate Students will be assigned to make one book report presentation as part of their participation grade. More details on the nature of the book report will be given later (20% of Final Grade)

Selected Topics:

- **Traditional and Non-Traditional views of teaching history:** Teacher Centered versus Student Centered instruction; varied interpretations of history—like Women’s Study, Multiculturalism.
- **History and State Standards as influences on teaching history:** National History Standards (www.sscnet.ucla.edu/nchs/standards/); Georgia Quality Core Curriculum and High School Graduation Tests (www.glc.k12.ga.us).
- **Other Imperatives:** Critical and Creative Thinking, Learning Styles, Character/moral/values education, interdisciplinary curriculum and instruction, reading and writing across the curriculum, diversity in the classroom.
- **Sources for teaching history:** Web sites, Journals, Audio/Visual material, traditional readings, original source material, oral histories.
- **Assessment:** Classical assessment, Performance (authentic) assessment, Portfolio assessment, Reliability, Validity.

Miscellaneous:

- **Attendance:** Notify the instructor of any absence, especially and excused absence. DO NOT miss class unless it is a dire necessity. It is your responsibility to catch up on note and handouts after an absence.
- ***Work in assigned groups will be graded accordingly; otherwise you will work alone. Consider that “authorized assistance” constitutes only that allowed by the instructor.***
- **Due Dates** for assignments and examinations will be announced in advance.
- **Academic Honesty Policy:** The University of Georgia’s honor code will be upheld in this course. The student honor pledge is: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” See: www.uga.edu/ovpi/academic_honest/culture_honesty.htm.