

The Teaching of History (510:509)
Spring 2018
Th 1:10 – 4:10 pm, VD 011

Professor Sarolta A. Takács
VD 219, Office hours Th 10-12 pm and by appointment
sarolta.takacs@rutgers.edu

Course Objectives

This course is intended as a workshop for Ph.D. students in history who plan to teach. It is not only about the nuts and bolts of teaching but also about the theory and philosophy of teaching. Working together, we will explore course building: how to structure a class lecture and discussion; how to create assignments; the use of text and non-text sources, technology, digital tools, and pedagogy; building relationships with students; negotiating and shaping the multifaceted politics of the classroom and the university. We will also take an in depth look into the pedagogy of hybrid and online teaching. Students will be asked to prepare materials relevant to teaching their own courses and useful in applying for teaching positions. As a final project, all students will deliver a lecture (40 min.) in their field of expertise while the others will produce a short written evaluation of the lecture, with recommendations for improvement as might be appropriate.

Required Book: W.J. McKeachie and M. Svinicki, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 14th edition, ISBN-13: 978-1133936794.

Feel free to buy the earlier version through online sellers or discounted books at a much reduced price than the 14th edition which has been ordered through the university's bookstore. You are expected to read and digest the whole book in addition to the other reading below (which appears either as links or via Sakai). Read it appropriately as we move along, choosing the chapters that match our theme for the day. But be sure to read the other chapters, too.

Assignments

During the course of the semester, students will:

Develop a syllabus for a survey or lower division course, or for a course you want to teach over the summer. Think of this syllabus as the basis for the following assignments. Create a hybrid and online syllabus that adapts the course to online instruction. So this will help you to see how what you envision changes -- or does not change -- through the use of different media.

Four detailed outlines of lectures/discussions for the course: **TWO WILL BE BOTH REGULAR AND FOR ONLINE TEACHING.**

Prepare and present 40-80 minute lecture/discussion for a course offered in this semester. You will arrange visits with faculty, so start doing this right away. These lectures should be slotted, preferably, for shortly after the Spring break.

Write a written evaluation of a peer's guest lecture (which you will attend for moral support!), aimed at providing constructive ideas for strengthening the lecture/discussion.

Write a statement of teaching philosophy (2pp.), due TWICE. Once the second week of class, once again at the end of the course.

Course Schedule

Thurs, Jan 25 - What Should You Know, What Do You Want To Know?

READ: AHA, Teaching Division, "Statement on Teaching Excellence,"

<https://www.historians.org/about-aha-and-membership/governance/divisions/teaching/statement-on-excellent-classroom-teaching-of-history>

Thurs, Feb 1 - What is the Purpose of a History Course?

READ: Paulo Freire, "The Banking Concept of Education,"

<http://www.pitt.edu/~writecen/BankingConcept.pdf> and McKeachie, Chapters 1, 21, 22, 23

DUE: THE COURSE AND SUBJECT OF YOUR GUEST LECTURE.

DUE: STATEMENT OF TEACHING PHILOSOPHY, I (2 pp.)

Thurs, Feb. 8 – The Syllabus: Choosing Readings and Assignments

READ: Gross Davis, "Getting Underway," Sections 1 and 2,

<https://www.indiana.edu/~istr695/readingsfall2013/Tools%20For%20Teaching.pdf>;

McKeachie, Chapter 2

DUE: Please choose two syllabi obtained through online searches to present in class. Evaluate their strengths and weaknesses. It might be best to choose from syllabi in your field.

Feb. 15 – The Lecture/Discussion

READ: McKeachie, chapters 5, 6; Molly Worthen, "Lecture Me. Really." NYT, 10/17/15,

<http://www.nytimes.com/2015/10/18/opinion/sunday/lecture-me-really.html> ; and response, Josh Eyeler, "Active Learning is Not Our Enemy,"

<https://josheyley.wordpress.com/2015/10/20/active-learning-is-not-our-enemy-a-response-to-molly-worthen/>; and Gross, Davis, "Discussion Strategies," "Lecture Strategies," all

Feb 22 – Facilitating Active Learning

DUE: Read the following two articles that seek to create active learning in a history classroom.

Be ready to present a critical assessment to the class. Also, please search on the AHA's website for additional creative approaches to facilitating active learning. Post it to Sakai and present it to the class.

READ: Catherine Cianci and Edith Scheffer, "Creating Lives: Fictional Characters in the Classroom,"

<http://www.historians.org/publications-and-directories/perspectives-on-history/october-2013/creating-lives-fictional-characters-in-the-history-classroom>; Annette

Atkins, "Teaching US History Backwards," <https://www.historians.org/publications-and-directories/perspectives-on-history/march-2000/a-teaching-strategy-teaching-us-history-backwards>

McKeachie, chapters 4, 5 (again, review), 7, 18

DUE: DRAFT OF SYLLABUS – REGULAR

March 1 – Practice Guest Lectures

March 8 – Practice Guest Lectures

SPRING BREAK

March 22 Online and Hybrid Teaching, I

READ Jonathan Rees, "The Taylorization of the Historian's Workplace," Perspectives February 2014 <http://www.historians.org/publications-and-directories/perspectives-on-history/february-2014/historians-respond-to-moocs/the-taylorization-of-the-historians-workplace>

Ann M. Little, "Can Teaching Be Taken to Scale?" Perspectives February 2014

<http://www.historians.org/publications-and-directories/perspectives-on-history/february-2014/historians-respond-to-moocs/can-teaching-be-taken-to-scale>

Jennifer Ebbeler, "Introduction to Ancient Rome, the Flipped Version," Chronicle of Higher Education, July 22 2013

http://chronicle.com/article/Introduction-to-Ancient/140475/?cid=at&utm_source=at&utm_medium=en

Steve Kolowich, "When Your Online Course Is Put UP For Adoption," Wired Campus May 19 2015.

<http://chronicle.com/blogs/wiredcampus/when-your-online-course-is-put-up-for-adoption/56723>

McKeachie, Chapter 17

March 29 – Online and Hybrid Teaching, II: The Syllabus and Lecture: What's Different?

READ: University of Central Florida, online teaching guide – read the whole array of offerings from Getting Started down through Automated Grade Books

<http://www.fctl.ucf.edu/TeachingAndLearningResources/LearningEnvironments/TeachingOnline/index.php>

DUE: DRAFT OF HYBRID and ONLINE SYLLABUS; TWO OUTLINES FOR LECTURES FOR YOUR COURSE

April 5 – Race, Ethnicity, Class and Gender in the Classroom – Yours and Theirs

READ: Gross Davis, “Diversity and Complexity in the Classroom,” in “Tools for Teaching”; McKeachie, Chapter 13, 22 (again, review)

DUE: SECOND TWO OUTLINES FOR LECTURES/DISCUSSIONS FOR YOUR COURSE

April 12 – Exams, Grading, and Rationales for Assessment

READ: McKeachie, 74-112

April 19. Common Problems in the Classroom

READ: McKeachie, 113-122, 172-190

DUE: WRITTEN EVALUATION OF A PEER’S GUEST LECTURE

April 26 – Presentation of Syllabi and of Favorite Lecture/Discussion Outline

DUE: FINAL SYLLABI: BOTH REGULAR AND FOR ONLINE/HYBRID

DUE: STATEMENT OF TEACHING PHILOSOPHY