



HIST 577: Pedagogy Seminar

Dr. Caleb McDaniel

Fall 2014

Class: Semi-regular Mondays, 1-3:30 p.m., Martel 103

Professor: [Dr. Caleb McDaniel](#)

Office: Humanities Building 330

Office Hours: Fridays, 2-4 pm, or by appt.

Phone: 713-348-2556

Email: caleb.mcdaniel@rice.edu

Course Description

This seminar is designed as an introduction to what will be an ongoing, career-long process: learning how to teach history to undergraduate students. Through class readings and discussion, we will focus primarily on the process of identifying your objectives for a sample course of your own design, and then planning a course and a set of assessments around those goals. The seminar is also premised on the conviction that one objective of any undergraduate history course should be to teach “historical thinking,” a non-obvious task that we will articulate with the help of recent scholarship on teaching and learning history.

Course Requirements

This is a 2-credit course for which you will receive a Satisfactory or Unsatisfactory grade. The requirements for a Satisfactory grade are:

- No more than one absence from class, except in cases of emergency.
- Completion of all homework assignments listed on the schedule.
- Submission of a complete final syllabus draft by December 5.
- Observation of two class sessions from two *separate* undergraduate history courses offered at Rice this semester, with a written report of your experience emailed to the group before the next meeting of our seminar.

For the last requirement, we will divide up the schedule so that these classroom observations are spaced throughout the semester. A list of this semester’s history courses is [available online](#). You should contact instructors to ask about the observation beforehand.

Note: You are also *strongly* encouraged, but not required, to attend at least one session of the [De Lange Conference](#) on teaching being held at Rice on October 13-14. [Online registration](#) (free for Rice students) closes on September 29, so be sure to act quickly.

Recommended Resources

A one semester course cannot teach you everything there is to know about teaching, or even cover all of the questions about good practice that will arise in a teaching career. Part of your objective this semester should be to identify a set of resources that you can return to habitually in the future so that you can stay up-to-date on new ideas and exchange tips with fellow teachers. Below are some resources that I have found helpful, and I encourage you to check them out, too:

Digital Media

I have found that Twitter can be a valuable resource for finding links about teaching, particularly if you follow hashtags like [#twitterstorians](#), [#histedchat](#), and [#historyteacher](#). In addition, I recommend these websites as good ones to subscribe to or bookmark:

- ProfHacker, <http://chronicle.com/blogs/profhacker/>
- Hybrid Pedagogy, <http://www.hybridpedagogy.com>
- Inside Higher Ed, <http://www.insidehighered.com>
- Stanford History Education Group, <http://sheg.stanford.edu>
- Tomorrow's Professor, <http://web.stanford.edu/dept/CTL/Tomprof/index.shtml>
- Teaching U.S. History, <http://teachingunitedstateshistory.blogspot.com>
- Teaching Carnival, <http://www.teachingcarnival.org>
- The History Teacher, <http://www.thehistoryteacher.org>

You can also see my own frequently updated bookmarks on “teaching” on [Pinboard](#), and my syllabi and some posts on teaching at [my website](#).

Books

There are no required books for this course; readings will be made available electronically. But these books have influenced by own approach to teaching, and I have included some chapters from them on the schedule or under “recommended” readings:

- Ken Bain, *What the Best College Teachers Do* (Cambridge, Mass.: Harvard University Press, 2004), ISBN 0-674-01325-5.
- Peter Filene, *The Joy of Teaching: A Practical Guide for New College Instructors* (Chapel Hill: University of North Carolina Press, 2005), ISBN 0-8078-5603-7.
- Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001), ISBN 1-56639-856-8.

- John C. Bean, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (San Francisco: John Wiley & Sons, 2001), ISBN 0-7879-0203-9.
- Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (1997; San Francisco: Jossey-Bass, 2007), ISBN 978-0470580707.

Center for Teaching Excellence

Rice University's [Center for Teaching Excellence](#) offers a variety of resources and workshops throughout the year designed to promote excellence in teaching. I encourage you to take full advantage of its programming while you are at Rice.

Schedule

Session 1: Introduction

August 25

We will only be meeting from 1 to 2 p.m. today, after which you will meet for the second half of class with Professor Mody to discuss the prospectus seminar. Before coming to class, please read these brief blog posts and be prepared to discuss them:

- Sean Kheraj, "[A Brief History of the Laptop Ban](#)", *ActiveHistory.ca*, July 31, 2014
- Gregory Kennedy, "[Is It Time for the Dinosaurs to Go Extinct? A Response](#)", *ActiveHistory.ca*, August 7, 2014

Homework Before Session 2, obtain the syllabi for the Rice courses you plan to observe, and contact the professors to schedule the observations.

Session 2: Scholarly Teaching

September 8

- David Pace, "The Amateur in the Operating Room: History and the Scholarship of Teaching and Learning," *American Historical Review* 109, no. 4 (October 2004), 1171-1192, <http://www.jstor.org/stable/10.1086/530753>.

- T. Mills Kelly, “Thinking: How Students Learn About the Past,” chapter 1 in *Teaching History in the Digital Age* (Ann Arbor: University of Michigan Press, 2013), [electronic edition](#).
- Jane S. Halonen, “Teaching Thinking,” in Wilbert J. McKeachie and Marilla Svinicki, *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, twelfth ed. (Boston: Houghton Mifflin, 2006), 318-324, available on [OWL-Space](#).
- Sam Wineburg, “On the Reading of Historical Texts: Notes on the Breach between School and Academy,” in *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001), 63-88, available on [OWL-Space](#).

Recommended Michael Frisch, “American History and the Structures of Collective Memory: A Modest Exercise in Empirical Iconography,” *Journal of American History* 75, no. 4 (March 1989), 1130-1155, <http://www.jstor.org/stable/1908633>.

Homework Write a one- to two-paragraph “course description” for a class you would like to teach, and bring it with you to Session 3.

Session 3: “Backward Designed” Courses

September 22

- Wiggins and McTighe, “What is Backward Design?,” chapter 1 in *Understanding By Design* (Alexandria, Va.: Association for Supervision and Curriculum Development, 1998), available on [OWL-Space](#).
- Lendol Calder, “Uncoverage: Toward a Signature Pedagogy for the History Survey,” *Journal of American History* 92, no. 4 (March 2006), <http://www.journalofamericanhistory.org/textbooks/2006/calder.html>.
- Joel M. Sipress and David J. Voelker, “The End of the History Survey Course: The Rise and Fall of the Coverage Model,” *Journal of American History* (March 2011), 1050-1066, <http://dx.doi.org/10.1093/jahist/jaq035>.

Recommended Bain, *What the Best College Teachers Do*, Chapter 3; Filene, *The Joy of Teaching*, Chapter 4; [Profhacker articles on writing syllabi](#)

Homework Write a list of “course objectives” for your proposed class, using ideas learned from this week’s readings on “backward design,” and then bring it with you to Session 4.

Session 4: Creating Assignments

October 6

- David J. Voelker, “Assessing Student Understanding in Introductory Courses: A Sample Strategy,” *The History Teacher* 41, no. 4 (August 2008), 505-518
<http://www.jstor.org/stable/40543888>.
- Kelly, “Presenting” and “Making,” chapters 4 and 5 in *Teaching History in the Digital Age*, [available online](#)
- Veronica Boix-Mansilla, “Historical Understanding: Beyond the Past and into the Present,” in *Knowing, Teaching, and Learning History: National and International Perspectives*, ed. Peter N. Stearns, Peter Seixas, and Sam Wineburg (New York: New York University Press, 2000), 390-418, available on [OWL-Space](#).
- John C. Bean, *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (San Francisco: John Wiley & Sons, 2001), 73-118, available on [OWL-Space](#).

Homework Complete the assignment planning begun in class. For Session 5, we will divide up the assigned articles, and each of you will “teach” one of the articles using at least one technique that you read about in the Session 5 readings.

Session 5: Classroom Strategies

October 27

- Tina Barseghian, “[Don’t Lecture Me: Rethinking How College Students Learn](#),” *MindShift*, September 13, 2011
- [Six Common Non-Facilitating Teaching Behaviors](#), from the Center for the Integration of Research, Teaching and Learning
- [Tips for Engaging Lectures in Large Classes](#), from the Center for Teaching at Vanderbilt University
- [Facilitating a Discussion](#), from the Teaching Effectiveness Program at the University of Oregon
- Lee Warren, “[Managing Hot Moments in the Classroom](#),” from the Derek Bok Center for Teaching and Learning at Harvard University
- Sarah Heidebrink-Bruno, “[The Play’s the Thing: Lessons from Preschool Storytimes for College Classrooms](#),” *Hybrid Pedagogy*, May 29, 2014
- Adam Golub, “[All I Needed to Know about College Teaching I Learned as a High School Teacher](#),” *Hybrid Pedagogy*, September 25, 2013
- [Five Things Every Presenter Should Know About People, Animated](#), on Maria Popova’s Brain Pickings
- [Top Ten Slide Tips](#) by Garr Reynolds

Recommended Filene, *Joy of Teaching*, Chapters 5-7; Bain, *What the Best College Teachers Do*, Chapter 5; Thomas P. Kasulis, “Questioning,” available on [OWL-Space](#)

Homework Plan a lecture or class discussion for the specific course you are planning to teach, and bring it for discussion in Session 6.

Session 6: Students

November 10

- Jennifer Medina, “[Warning: The Literary Canon Could Make Students Squirm](#),” *New York Times*, May 17, 2014
- “[Trigger Warnings are Flawed](#),” *Inside Higher Ed*, May 29, 2014
- Angus Johnston, “[Why I’ll Add a Trigger Warning](#),” *Inside Higher Ed*, May 29, 2014
- Tressie McMillan Cottom, “[The Trigger Warned Syllabus](#),” March 5, 2014
- Jennifer Hardwick, “[A Safe Space for Dangerous Ideas; a Dangerous Space for Safe Thinking](#),” *Hybrid Pedagogy*, August 13, 2014
- [Intervention Stragies: Responding to a Student Crisis](#) from University of South Florida
- [Recognizing and Responding to Students in Distress](#) from Rice University Office of Wellbeing

Recommended Bain, *What the Best College Teachers Do*, Chapter 6

Homework for next time Bring a draft of the syllabus for your planned course to Session 7. It should include details for at least one assignment other than the one that you worked on in Session 4

Session 7: Grading

November 24

- Ken Bain, *What the Best College Teachers Do*, Chapter 7, available on [OWL-Space](#)
- Bean, *Engaging Ideas*, 239-253, available on [OWL-Space](#)
- Richard H. Haswell, “Minimal Marking,”
<http://www-rohan.sdsu.edu/~digger/609/haswell.html>
- Nels Highberg, [Deadlines and Late Policies](#), October 26, 2008
- Clare Potter, “[If a Student Essay Falls in the Woods and No One is There to Read It, Does Anyone Care?](#)”, *Tenured Radical*, January 30, 2011.

Recommended Richard H. Haswell, “The Complexities of Responding to Student Writing; or, Looking for Shortcuts via the Road of Excess”

Homework for next time Complete final syllabus, which is due by email by 5 p.m. on **Friday, December 5.**