

History 375: Teaching History in the University

Fall 2018

M 2–4 pm, 3205 Dwinelle

Instructor: Dr. Sarah Gold McBride

Email: sarahgoldmcbride@berkeley.edu

Office: 2314 Dwinelle

Office Hours: M 12:30–1:30 pm, or by appointment

OVERVIEW and OBJECTIVES

This class will introduce graduate student teachers to the theory and practice of teaching, with particular attention to the opportunities and challenges of teaching history. The course has two goals. First, it will train graduate students to become skillful Graduate Student Instructors (GSIs) at UC Berkeley, focusing on topics such as how to run discussion section effectively and how to conduct formative and summative assessment of their students. Second, it will provide graduate students with an introduction to the process of designing and running a course independently, including designing a syllabus and assessing and improving their own teaching practice. Students will also focus on their own professional development as teachers, as they begin to formulate a teaching statement and construct a preliminary teaching portfolio. Through assigned readings, assignments, and in-class conversations with the instructor and their peers, GSIs will become familiar with basic pedagogical methods and practices that will help them transition to teaching careers at different institutions.

UNIVERSITY REQUIREMENTS

In addition to taking this course, first-time GSIs are required to complete the following requirements:

- **Teaching Conference for New GSIs:** more information is available at <http://gsi.berkeley.edu/programs-services/conference/fall-conference-information/> — Must be completed *prior* to your first semester of teaching.
- **GSI Professional Standards and Ethics Course:** <http://gsi.berkeley.edu/programs-services/ethics-course/> — Must be completed *before* the first time you interact with your students, either in class or online.

COURSE REQUIREMENTS and ASSIGNMENTS

In order to receive a passing (“Satisfactory”) grade in this course, GSIs must complete all three of the following course components:

1. Seminar participation
2. Assigned readings
3. Capstone project (*including preparatory assignments in service of the final project*)

SEMINAR PARTICIPATION

This course is built on the informed, collaborative, respectful, and active participation of all students. GSIs are expected to attend seminar every week, contribute to class discussions and small group work, and participate in workshops held during class. Our work together in seminar will not only help build GSIs' familiarity with pedagogical principles and practices—it is also our opportunity to model (and act out) teaching and learning best practices that can inform GSIs' own discussion sections.

Weekly seminar attendance is mandatory, and frequent unexcused absences may place GSIs in danger of not receiving a passing grade. However, if you need to miss seminar due to a conference, or if you are sick or injured, please contact me in advance to make arrangements for an excused absence.

ASSIGNED READINGS

GSIs are responsible for completing the assigned readings listed in the weekly schedule below, and coming to seminar prepared to discuss each reading. (Full bibliographic information for each assigned reading is included at the end of this syllabus.) **All readings are free to access:** resources available online are indicated with a URL below, and the remaining readings will be available in PDF form on our class's bCourses site. The assigned readings are intended to provide GSIs with a combination of practical advice for effective teaching, and pedagogical research drawn from scholars working within the Scholarship of Teaching and Learning (SoTL).

In addition to these assigned readings, a list of additional *optional* resources related to the weekly seminar topic is appended to some weeks below. A full list of teaching resources—including both assigned and recommended readings—is available on the bCourses site.

CAPSTONE PROJECT: TEACHING PORTFOLIO (DUE FRIDAY DEC. 7)

The culmination of the pedagogical learning and practice GSIs will do in this seminar will be the creation of a preliminary teaching portfolio. This teaching portfolio will reflect some of the key pedagogical and professional development practices we will emphasize this semester, such as course-aligned lesson planning and self-assessment. In preparation for creating the documents that will comprise the final teaching portfolio[*], GSIs will be responsible for drafting preparatory assignments and participating in in-class workshops, as indicated in the weekly schedule below.

The preliminary teaching portfolio must include the following documents: (Much more detail on each assignment will be provided in class.)

- a) **Teaching statement** (1–2 pages);
- b) **Lesson Plan Reflection:** one lesson plan you taught this semester plus a 1 page reflection on your planning and implementation process (you will also present this lesson in small groups in seminar on Oct. 22.);
- c) **Classroom Observation:** 1–2 page reflection on the classrooms you observed and the experience of being observed in your own classroom (we will also debrief on classroom observations in seminar on Oct. 29);
- d) **Mid-semester Evaluation and Reflection:** 1–2 page summary of and reflection on your mid-semester evaluations (we will also debrief on your evaluations in seminar on Nov. 5); and

- e) *either*:
- i. **Syllabus**: one syllabus for a course of your creation, complete with assigned readings, assignments, assessments, and assessment standards, plus a 1 page description of the alignment principles foundational to this course; *or*
 - ii. **Decoding Paper**: a paper describing and responding to a bottleneck problem you identified in your classroom using the model outlined by Pace in *Decoding the Disciplines* (see p. 6), including research in relevant SoTL literature.

[] Faculty and scholars at varying institutions have different perspectives on what documents should be part of a teaching portfolio; there is no single model for a portfolio, and each teacher makes individual (and often idiosyncratic) decisions about what to include or exclude. Although some of the documents listed above are nearly universal in teaching portfolios—such as the teaching statement—others—such as a classroom observation reflection—are more reflective of the pedagogical goals of History 375 than of the professional standards for a teaching portfolio at the university level. We will talk about teaching portfolios in much more detail in seminar on November 26.*

EVALUATION

GSI's will be assigned a final course grade for History 375 of Satisfactory ("S") or Unsatisfactory ("U") based on their completion of the course requirements, as described above, and the quality of those assignments. All assignments will be assessed in the following manner:

Satisfactory assignments are completed in full, submitted on time, and demonstrate a thoughtful engagement with the assignment instructions and course objectives. These assignments demonstrate an understanding of key concepts, and often contain complex, interpretive, and insightful ideas.

Unsatisfactory assignments have serious problems: they may be off-topic or not address the assignment, be so unclearly written that they are virtually incomprehensible to the reader, include serious factual errors, or show no sign of having completed the required readings or attending seminar. GSI's may also be in danger of not receiving a passing grade in this course ("Unsatisfactory") if they miss seminar frequently or fail to turn in assignments.

EXPECTATIONS

I expect my students to:

1. Respect each others' opinions and perspectives, and speak respectfully to each other
2. Be active participants in seminar discussions, small group work, and workshops
3. Arrive to seminar on time (we will begin at 2:10 pm) and complete all assignments on time
4. Be prepared to discuss assigned readings or assignments in each seminar meeting

Students can expect that I will:

1. Respect their opinions and perspectives, and speak respectfully to them
2. Respond to emails within 48 hours
3. Provide clear expectations for all assignments and grading
4. Solicit students' feedback throughout the course

ACADEMIC INTEGRITY

I have zero tolerance for plagiarism or cheating of any kind. Any student who submits an assignment written in whole or in part by someone other than that student (except for attributed quotations), or who cheats on an assignment in any way, will receive an 'F' in this course and be reported to student judicial affairs.

In this class, I will provide you with all the necessary tools you will need to properly cite sources when completing your assignments. If, at any point, you are not clear about the expectations for completing an assignment, please speak to me in office hours or send me an email.

ADDITIONAL COURSE POLICIES

ELECTRONIC DEVICES

Because active participation is central to our seminar, I require that any student who uses a laptop or tablet to take notes or read a text must **turn off the WiFi on the device while in class**, and must agree to **use the device for note taking (or text reference) only**. I trust my students to respect this rule. However, if the use of laptops and tablets has a negative impact on the quality of our discussions, I reserve the right to make adjustments to this policy. Cell phone use is **not permitted** in my classroom for any purpose.

Although many students enjoy using electronic devices to take notes in class, research has shown that people learn more and retain more information if they handwrite their notes. (You can read more about this research at <http://tinyurl.com/jbopfk9>.)

NO COMMERCIAL USE

Do not forward or sell any materials from this class to any individual or business, online or otherwise. Do not create audio recordings of seminar without my prior approval.

ACCOMMODATIONS

If you need disability-related accommodations for this class, or if you require schedule accommodations due to religious observance or professional activities, **please inform me as early as possible**. Please see me privately after class or in office hours, or send me an email.

* * *

WEEKLY SCHEDULE¹

(Note: All readings not listed with a URL are available on bCourses. The details of this schedule are subject to change.)

Unit 1: Becoming a Teacher

Aug. 27 | Introductions

This week, we will begin our semester by meeting each other; going over the requirements, assignments, and goals for this course. and hearing from you about your own goals for this semester. We will also talk about topics that will help you start preparing for your own first days in class: writing a section syllabus, preparing for the first discussion section, and getting started with lesson planning. (We will explore lesson planning in much greater detail in a few weeks.)

Assigned Readings:

- Pace, “The Amateur in the Operating Room” (2004)

Assignments Due:

- Complete History 375 Student Questionnaire (via Google Forms) **by Friday, Aug. 31.**

Additional Resources:

- GSI Teaching & Resource Center’s Teaching Guide for GSIs, “Pre-Semester Preparation”: <https://gsi.berkeley.edu/gsi-guide-contents/pre-semester-intro/> and “Teaching Discussion Sections”: <https://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/>

Sept. 3 | No class (Labor Day holiday)

Sept. 10 | Teaching the “Unnatural Act:” Disciplinary Literacy and Historical Thinking

What does it mean to think historically? What are the challenges inherent in teaching historical thinking to novice undergraduate students, and how can GSIs best approach these challenges? Today we will learn about disciplinary literacy—the idea that students need to master specific skills characteristic of a discipline in order to effectively study that discipline—and consider what this process might look like in a history classroom. We will explore the utility of developing disciplinary literacy through cognitive apprenticeship, thus beginning a semester-long conversation about what we do as teachers and why we do it—conversations that will serve as the basis for the teaching statement you will write as part of your teaching portfolio. GSIs will also start brainstorming lesson plans for discussion section that will work to develop undergraduates’ historical thinking skills.

(Note: In addition to the subjects just listed, every week of seminar will also include time set aside for students to check in about their teaching and troubleshoot any issues coming up in their classrooms.)

¹ The readings, weekly topics, and assignments that comprise this course build on syllabi developed by Dr. Natalie Mendoza and Dr. Mark Brilliant, who taught this class in 2016 and 2017, respectively.

Assigned Readings:

- Wineburg, “Historical Thinking and Other Unnatural Acts” (2001)
- Monte-Sano, “Disciplinary Literacy in History” (2010)
- Seixas and Morton, Introduction to *The Big Six Historical Thinking Concepts* (2012)
- AHA History Tuning Project, 2016 History Discipline Core: www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core

Assignments Due:

- Select and sign up for the two discussion sections you will observe (1 classmate, via shared Google Doc circulated via email, and 1 advanced GSI of your choosing)

Sept. 17 | Thinking K–16: Who is in Our Classrooms?

What is the relationship between our work as GSIs in college classrooms, and the classrooms our students have studied in before? Our readings and discussion today will focus on college and university teaching as part of a K–16 educational continuum, as we think about the perspectives on history and education that our students bring with them from their K–12 education, as well as the perspectives *we* bring into the classroom as their teachers.

We will also welcome a guest: Dr. Rachel Reinhard, Director of the UC Berkeley History–Social Science Project, who will help us to better understand the undergraduates we teach at UC Berkeley. She’ll also talk about her office’s work with K–12 teachers, and ways that GSIs can get involved.

Assigned Readings:

- UC Berkeley’s Undergraduate Profile, 2016–2017:
https://opa.berkeley.edu/sites/default/files/ugprofile_2016-17_11april2018.pdf
- Wineburg, “On the Reading of Historical Texts” (1991)
- Bain, “Into the Breach” (2008/2009)

Assignments Due: [none]

Unit 2: Teaching for Alignment

Sept. 24 | The Aligned Course

In our second unit, we will examine the concept (and constitutive parts) of an aligned course. Today we will introduce the aligned course framework and consider its value in a history classroom; over the next three weeks, we will explore how to create lesson plans within that framework, assess within that framework, and design a whole course around alignment. We’ll begin today with “instructional activities,” i.e. lesson plans. We’ll talk about the logistics of planning: why planning lessons for discussion section can benefit both the GSI and the students, and how to plan lessons effectively.

Assigned Readings:

- Eberly Center, “Alignment”: www.cmu.edu/teaching/assessment/basics/alignment.html

- Díaz, et al., “The History Learning Project” (2008)
- Pace, Introduction to *The Decoding the Disciplines Paradigm* (2017)

Assignments Due: [none]

Oct. 1 | Designing Lesson Plans

Today we’ll continue our discussions of lesson plans from last week, with a particular emphasis on what makes effective (and ineffective) lesson plan for discussion section. GSIs will also start working on their Lesson Plan Reflection assignment through an in-class workshop on lesson plan development.

Assigned Readings:

- The January 2018 issue of *Perspectives*: www.historians.org/publications-and-directories/perspectives-on-history/january-2018-x36550 (read the intro and four essays that comprise the Forum on Class Participation)
- Doyno, “Where in the Text?” (2017)
- Bain, “Rounding Up Unusual Suspects,” (2006)

Assignments Due:

- Preparatory assignment for Lesson Plan Reflection: Bring to seminar a brief description of the lesson you will be teaching (or have already taught) for this assignment, plus a preliminary explanation of how it is aligned within the lecture course (using the Eberly Center’s “triangle diagram” from last week’s reading as your model).

Additional Resources:

- GSI Teaching & Resource Center’s Teaching Guide for GSIs, “Teaching Discussion Sections”: <https://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/>

Oct. 8 | Assessment and Evaluation

Today we will move to the second component of the aligned course: assessments. We’ll talk about the difference between formative and summative assessments, the relationship between assessment and grading, and methods for (and examples of) assessment in your discussion sections. We’ll consider the value of rubrics, written feedback, and other ways to communicate with students about evaluation. We will explore methods for self-assessment through an in-class workshop in which GSIs will draft a mid-semester student evaluation; we’ll also consider the limitations of student evaluation. Finally, in keeping with this week’s theme, GSIs will fill out a mid-semester evaluation for History 375.

Assigned Readings:

- Monte-Sano, “What Makes a Good History Essay?” (2012)
- Hyde, “Five Reasons History Professors Such at Assessment” (2016)
- Lawrence, “Student Evaluations of Teaching are Not Valid” (2018): <https://www.aaup.org/article/student-evaluations-teaching-are-not-valid#.W4OTDZNKgn2>

Assignments Due: [none]

Additional Resources:

- GSI Teaching & Resource Center's Teaching Guide for GSIs, "Grading Student Work": <https://gsi.berkeley.edu/gsi-guide-contents/grading-intro/> and "Evaluation and Improving Your Teaching": <https://gsi.berkeley.edu/gsi-guide-contents/improve-intro/>
- Eberly Center, "Assessing Teaching & Learning": <https://www.cmu.edu/teaching/assessment/index.html>

Oct. 15 | Designing Courses and Writing Syllabi

We will finish our unit on aligned courses by zooming out to consider course design as a whole. We'll consider course design from two perspectives: the conceptual—how to design courses that incorporate alignment principles, develop disciplinary literacy, and attempt to engender students' intrinsic motivation—and the pragmatic—such as selecting readings, drafting policies about technology in the classroom, and using the syllabus to foster inclusivity. This seminar will help GSIs start to think about the transition from leading discussion section to teaching a seminar or lecture course of their own.

We'll also welcome some guests: Visiting Lecturers in the History Department (who were also former GSIs) who will reflect on the transition from GSIs to running their own class, and share their advice.

Assigned Readings:

- Calder, "Uncoverage" (2006)
- Calder, "The Stories We Tell" (2013)
- Barton, "The Denial of Desire" (2009)

Assignments Due:

- Preparatory assignment for Mid-Semester Evaluation and Reflection: Conduct a mid-semester evaluation in your discussion section(s).

Additional Resources:

- Eberly Center, "Design and Teaching a Course": <https://www.cmu.edu/teaching/designteach/index.html>

Unit 3: Teaching as a Practice

Oct. 22 | Presentations: Lesson Plans

Starting in small groups and then in discussion with the full class, GSIs will present a lesson plan they developed and implemented this semester, using the principles and research we have read and discussed up to this point (such as course alignment and disciplinary literacy).

Assigned Readings: [none]

Assignments Due:

- Create a 5 minute presentation on your lesson plan, and be prepared to answer questions from your colleagues.
- Begin writing up your Lesson Plan Reflection assignment.

Oct. 29 | Debrief: Classroom Observations

After visiting two discussion sections led by colleagues this semester (and being observed by a classmate teaching their own discussion section), students will reflect on what they learned through the process of both watching and being watched while teaching. We'll also talk about resources for future self-evaluation and pedagogical development, including the workshops and teaching consultations offered by the GSI Teaching and Resource Center.

Assigned Readings: [none]

Assignments Due:

- Begin writing up your Classroom Observation assignment.

Nov. 5 | Why Teach, and Why Teach History?

As the fall semester moves towards its end, we will reflect on ourselves as teachers and as teachers of history, as GSIs start drafting their teaching statements. We'll talk about why we teach history, what we learn through teaching, and the role of us, as teachers, in the current historical moment. We'll also consider the relationship between our teaching and our research—how can being a teacher make us a better historian? Then, we'll reflect on your mid-semester evaluations: what you heard, what you learned, and what you'll change going forward. Finally, we'll talk about how to apply all these conversations towards writing a teaching statement, and go over resources for drafting this document.

Assigned Readings:

- Revisit Wineburg, "Historical Thinking"
- Grossman, "To Be A Historian is to Be a Teacher" (2015):
www.historians.org/publications-and-directories/perspectives-on-history/november-2015/to-be-a-historian-is-to-be-a-teacher
- Skim the AHA's "Statements and Resolutions of Support and Protest":
www.historians.org/news-and-advocacy/statements-and-resolutions-of-support-and-protest

Assignments Due:

- Preparatory assignment for Teaching Statements: Bring to class an outline of your statement comprised of its "thesis" (the main teaching outcome you will be exploring and emphasizing in the essay) and a list of three examples of how you pursue that outcome (e.g. assignments, assessments, and/or instructional activities).

Additional Resources:

- History Graduate Student Pedagogy Group (*formerly the Teaching and Learning Working Group*), “Writing a Statement of Teaching Philosophy”
- Kelsky, “Just Say No to the Weepy Teaching Statement,” in *The Professor Is In* (2015)

Nov. 12 | No class (Veteran’s Day holiday)

Nov. 19 | Workshop: Revising Teaching Statements

GSI’s will work in small groups to read through and revise the first draft of their teaching statements. In groups of 3–4 GSI’s, you will provide feedback for your classmates’ statements. Then, we’ll talk as a whole class about strategies for revision in the coming weeks.

Assigned Readings: [none]

Assignments:

- Write a first complete draft of your teaching statement
- Post your teaching statement draft to bCourses by **Friday 11/16** (to allow your group mates time to read it)
- Read your group mates’ teaching statement drafts

Nov. 26 | What’s Next? Looking Forward and Final Reflections

We will end the semester by reflecting on what you have learned in your first semester as a GSI, and how History 375 can serve as the beginning of the professional and pedagogical development you can pursue throughout your career as a teacher. We’ll learn more about the role of teaching portfolios in the academic job search process, and different models for creating your portfolio. We’ll also talk about transitioning from being a GSI at UC Berkeley to careers in teaching at different institutions; we’ll also consider how the skills we develop through teaching can inform and prepare us for careers outside the academy.

Assigned Readings:

- Grossman and Swafford, “Graduate Education Reconsidered,” (2016):
<https://www.historians.org/publications-and-directories/perspectives-on-history/april-2016/graduate-education-reconsidered>

Assignments: [none]

**** Capstone project is due to bCourses on Friday, December 7 at midnight ****

REQUIRED READING

Websites

AHA History Tuning Project. “2016 History Discipline Core.” <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>

Eberly Center. “Alignment.” <https://www.cmu.edu/teaching/assessment/basics/alignment.html>

Perspectives on History. January 2018 issue, Forum on Class Participation. <https://www.historians.org/publications-and-directories/perspectives-on-history/january-2018-x36550>

UC Berkeley Office of Planning and Analysis. “Undergraduate Profile 2016–2017.” https://opa.berkeley.edu/sites/default/files/ugprofile_2016-17_11april2018.pdf

Books and Articles

Bain, Robert B. “Into the Breach: Using Research and Theory to Shape History Instruction.” *The Journal of Education* 189:1/2 (2008/2009): 159–167.

———. “Rounding Up Unusual Suspects: Facing the Authority Hidden in the History Classroom.” *Teachers College Record* 108:10 (October 2006): 2080–2114.

Barton, Keith C. “The Denial of Desire: How to Make History Education Meaningless.” In *National History Standards: The Problem of the Canon and the Future of History Teaching*, edited by Linda Symcox and Arie Wilschut, 265–282. Charlotte, NC: Information Age Publishing, 2009.

Calder, Lendol. “The Stories We Tell.” *OAH Magazine of History* 27:3 (July 2013): 5–8.

———. “Uncoverage: Toward a Signature Pedagogy for the History Survey.” *The Journal of American History* (March 2006): 1358–1370.

Díaz, Arlene, Joan Middendorf, David Pace, and Leah Shopkow. “The History Learning Project: A Department ‘Decodes’ Its Students.” *The Journal of American History* (March 2008): 1211–1224

Doyno, Mary Harvey. “Where in the Text?” *Common Knowledge* 23:1 (January 2017): 59–90.

Grossman, James R. “To Be a Historian Is to Be a Teacher.” *Perspectives on History* 53:8 (November 2015). <https://www.historians.org/publications-and-directories/perspectives-on-history/november-2015/to-be-a-historian-is-to-be-a-teacher>

———, and Emily Swafford. “Graduate Education Reconsidered.” *Perspectives on History* 54:4 (April 2016). <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2016/graduate-education-reconsidered>

- Hyde, Anne. "Five Reasons History Professors Suck at Assessment." *The Journal of American History* (March 2016): 1104–1107.
- Lawrence, John W. "Student Evaluations of Teaching are Not Valid." *Academe* 104:3 (May–June 2018). <https://www.aaup.org/article/student-evaluations-teaching-are-not-valid#.W4OTDZNKgn2>
- Monte-Sano, Chauncey. "Disciplinary Literacy in History: An Exploration of the Historical Nature of Adolescents' Writing." *Journal of the Learning Sciences* 19 (2010): 539–568.
- . "What Makes a Good History Essay? Assessing Historical Aspects of Argumentative Writing." *Social Education* 76:6 (November/December 2012): 294–298.
- Pace, David. "The Amateur in the Operating Room: History and the Scholarship of Teaching and Learning." *The American Historical Review* 109:4 (October 2004): 1171–1192.
- . Introduction to *The Decoding the Disciplines Paradigm: Seven Steps to Increased Student Learning*, 1–18. Bloomington: Indiana University Press, 2017.
- Seixas, Peter, and Tom Morton. Introduction to *The Big Six Historical Thinking Concepts*, 1–11. Toronto: Nelson Education, 2012.
- Wineburg, Samuel. "Historical Thinking and Other Unnatural Acts." In *Historical Thinking and Other Unnatural Acts: Changing the Future of Teaching the Past*, 3–27. Philadelphia: Temple University Press, 2001.
- . "On the Reading of Historical Texts: Notes on the Breach Between School and Academy." *American Educational Research Journal* 28:3 (Fall 1991): 495–519.