HIS 423: U.S. History for Teachers

Fall 2013—Tuesdays, 5:55-9:45pm

Jonathan Brooke
Lawrence Hall 107
(601)318-6675
jbrooke@wmcarey.edu
Office Hours: TR 8:00am-12:00pm

Course Overview
This course is designed to introduce students to the methods and strategies (and challenges!) of teaching U.S. History at the secondary level, by combining the three interrelated themes of theory, pedagogy, and practice. Topics to be covered include: recent debates about the theory and teaching of U.S. History; curriculum and standards; instruction and differentiation; unit and lesson planning; strategies for assessment and evaluation; identification and creation of instructional materials appropriate for use in U.S. History teaching; using primary and secondary sources; teaching research and writing; and technology in the classroom. A significant feature of this course is the field experience practicum (30 hours). During the field experience practicum, students will observe the teaching and learning process in secondary U.S. History classes during school visits.

Required Texts
-James W. Loewen, Lies My Teacher Told Me (Touchstone, 2007)
(Additional readings will be recommended or provided by the instructor)

Student Learning Outcomes
By the end of this course, students will be able to:
-identify significant figures, themes, and trends in U.S. History theory and pedagogy;
-effectively engage in the ongoing discourse relating to state and national U.S. History standards and curriculum models;
-evaluate and select appropriate methods of instruction and assessment;
-develop complete units, including instructional materials and assessments, for U.S. History classrooms; and
-organize and compose a 7-10 page research paper on a selected topic.

Course Requirements and Evaluation
Students’ grades will be assessed according to the following criteria:
-eight written source reviews/responses (25%)
-one research paper (25%)
-one complete two-week instructional unit (25%)
-one field-experience portfolio (25%)

*Note: Failure to submit a research paper, a unit, or a field experience portfolio will result in a grade of “F” for the course.
*Additional readings will most likely be assigned/provided by the instructor.*

**Week 1 (27 August)**
Introduction—Habits of Mind—Curriculum & Standards—Purposes of the Social Studies and US History
Lecture: “The Social Studies Wars”: Debating the purposes of Social Studies/ US History
**HW:** Review 1: Compose a brief essay on your “philosophy of teaching US History”

**Week 2 (3 September)**
Pedagogy: Periodization: Organizing and Planning Years, Units, and Lessons—Objectives and Goals
**HW:** Review 2; Select unit

**Week 3 (10 September)**
Lecture: Teaching Social Studies: Content or Skills…or More?
Activity/Discussion: “Depth and Complexity”
**HW:** Review 3

**Week 4 (17 September)**
Lecture: Instruction: Lectures, Activities, and Discussions
**HW:** Review 4

**Week 5 (24 September)**
Lecture: Instruction: Primary and Secondary Sources—Social Studies Tools
**HW:** Review 5

**Week 6 (1 October)**
Lecture: Instruction: Research and Writing—Inquiry and Problem-Based Learning
**HW:** Review 6

**Week 7 (6 October)**
Lecture: Effective Assessment: Tests and Outcome-based Assessments (Projects)
**HW:** Review 7

**Week 8 (13 October)**
Lecture: Teaching Controversy and Controversial Subjects
**HW:** Review 8

**Week 9 (20 October)**
Lecture: “Where Are We Going With This??”: Charting the Future of Teaching US History
**HW:** Finishing Touches

**Week 10 (27 October)**
Roundtable: Unit and Paper Presentations
***Academic Honesty***
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of plagiarism or academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

***Classroom Demeanor and Conduct***
The professor will protect all students’ educational goals/interests and the learning process. Students must not disrupt the class or a faculty conference in any manner; in short, disruption of other students’ academic progress will not be tolerated. Disruption includes any of the following: tardiness for class, leaving class early, taking breaks during class, conducting private conversations, operating, ringing, or texting of cellular phones/pagers during class, inappropriate use of computers and other devices during class, intimidating speech to students or faculty, or other behavior judged by the professor as disruptive to the learning process. The professor reserves the privilege of excusing disruptive students from class or reducing a student’s final average in the course for any of the reasons listed above.

**Students with Disabilities**
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and who require special accommodation should contact Ms. Valerie Bridgeforth at 601-318-6188. Ms. Bridgeforth’s office is located in Student Services in Lawrence Hall.

**Incompletes**
All of the following criteria must be met in order for a student to receive an incomplete:
- class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- the student must be passing the class at the time the incomplete is granted;
- the student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- the student must have provided appropriate documentation regarding the reason for requesting the incomplete (e.g., accident reports, medical records, etc.)
- the Dean of Arts and Letters must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.
If any one of the above conditions is not met, a student cannot receive an incomplete for the course.

**Disaster Plan Statement**
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website, http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system, at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

**Tobacco-Free Campus Policy**
William Carey University is a tobacco-free campus, and students are respectfully requested to refrain from smoking or using any tobacco products while on campus.