

HIST 498: Issues in Teaching History/Social Science

Spring 2013 Professor Chris Endy

Tuesdays and Thursdays, 11:40 to 1:20 pm

Classroom: King Hall B4016

Instructor's Office: King Hall C4076A

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Office hours: Tuesdays & Thursdays, 1:20 to 2:20 and 3:15-4:15, and by appointment

My web page: <http://www.calstatela.edu/faculty/cendy>

(contains e-readings, syllabus, handouts, tips on writing papers, and more)

My password-protected page:

USERNAME: _____ PASSWORD: _____

Turnitin.com Class ID: _____ PASSWORD: _____

This seminar is designed to help you become an outstanding history and social science teacher. By the end of the class, you will have improved your ability to:

1. understand the role of history and social science in today's society
2. understand and apply techniques that will make history interesting and meaningful to secondary-school students
3. reflect and learn from teaching experiences, via first-hand work with K-12 youth
4. develop the analytical skills needed for successful lesson planning, by both evaluating existing plans and creating your own original plans
5. acquire techniques to remain up-to-date with new scholarship throughout your teaching career
6. locate and evaluate high-quality teaching resources, especially on the internet

Readings to Acquire:

Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano, *Reading Like a Historian: Teaching Literacy in Middle and High School Classrooms* (New York: Teachers College Press, 2013).

-We will also have numerous readings available via the internet. Because of the close readings that we will give each assignment, you are required to **come to class with your own printed copy of that day's reading**. Your print-out should also contain ample annotations in which you mark key passages and write comments in the margins. If you come to class without a paper print-out of the relevant readings, or with a blank, un-annotated copy, you are not preparing yourself for good class participation. Your print-outs should also be easily legible; do not try to skimp by

cramming more than two book or journal pages onto one printed sheet. You might save a few dollars, but your education will suffer. Please consider the print-outs as part of the "textbook" costs for this course.

Course Requirements and Grading:

Class Participation:	20%
"Easy A" Points for 826LA service	10% (must complete 12 hours to pass class)
Short Reflections on 826LA (x5)	5% (must do all 5 to receive credit)
Miscellaneous Assignments (x9)	23% (about 2.5% each)
Active Learning Exercises (x2)	10% (5% each)
Reflective Essay on 826LA	4%
Oral Presentation	4%
Final Lesson Plan	24%

Grades will be +/-: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59). If you don't understand the basis of a grade or if you disagree with the assessment, please speak to me—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation. Please act within two weeks of the return of the assignment. Please also note that you will most likely receive a failing grade for the course if you miss six or more class sessions or fail to submit a paper assignment.

As professor, I reserve the right to modify the syllabus if necessary.

Service Learning with 826LA.

826LA is a non-profit education organization located in Echo Park, with another office in Venice.

website: 826LA.org

address: 1714 W. Sunset Blvd. / Los Angeles, CA 90026

phone: (213) 413-3388

contact: Jonah Bautista, jonah@826la.org

Students are required to conduct 12 hours of service with 826LA for this class. This work will take place in local K-12 schools or at 826LA's Echo Park location. Students will be expected to complete hour logs to record their service. Our work with 826LA will allow us to test our assumptions about teaching and learning and to reflect on the pros and cons of various teaching strategies.

If you have any questions or concerns about the service learning component of this class, please do not hesitate to contact me. If unusual circumstances arise, I am much more likely to be sympathetic and open to alternatives when you contact me as soon as problems emerge, rather than waiting until later in the quarter. You will receive full information about the 826LA project at our class session on Thursday, 4 April.

What is good class participation?

Good class participation comes in many forms. It does *not* mean talking as often as possible in class. Here are some of the different ways that you can achieve good class participation:

- Read carefully outside of class. Come to class with paper copies of the readings and with good reading notes. Be prepared to point to specific page references in class. This is one of the most important steps you can take for good class participation.
- Read your classmates' work and writings carefully, and offer thoughtful feedback, online and in class. Note: Commenting online on classmates' 826LA reflections will be a requirement for class participation. Details will come later this quarter.
- Raise your hand often and share ideas on a regular basis.
- Ask questions, no matter how broad or small.
- Get to know your classmates. Start a casual conversation while waiting for class to start, or right after class ends.
- Frame your comments in response to what classmates have said. If a classmate says something that strikes you as smart, funny, or provocative, let us know.
- Be a leader. Be aware of what the class needs at any given moment to keep our energy and focus on track. That could mean sharing a question, a reading passage, a joke, etc. It could mean keeping a small group on task. It could mean letting a constructive silence continue.
- Be aware if you are speaking too much. For students with a tendency to speak all the time, good class participation can mean stepping back and seeing what you and others can learn by *listening* to classmates for a while.
- Visit my office hours. This also counts as class participation.
- Attend class. Missing one class session will not hurt your grade, but further unexcused absences will. Missing five classes will result in a zero grade for class participation. Missing six will result in a failing grade for the course.
- One final rule: To promote classroom cohesiveness, all laptops, tablets, cell phones, or other electronic devices should be turned off and hidden in the classroom.
- If you encounter obstacles to your participation in class (for whatever reason), please meet with me early in the quarter so we can work out a solution.

Late Policy:

Out of fairness to other students, late assignments will be penalized 5% of their value for each class session that they are late. Assignments turned in after the start of class on the day they are due will be considered "slightly late" and penalized 2% of their value. **The Free Late:** For one of the assignments on or before Misc. #8, you will be allowed to turn in your work one week late with no penalty. Simply write "Free Late" at the top of the assignment. You may only take advantage of this option once; use it wisely.

NOTE: In case of a family emergency, special allowances may be made. Please contact me as soon as possible. If you suspect that you might have a problem meeting a deadline, consult with me before the due date.

Turnitin.com:

You will submit some assignments online, using www.turnitin.com. Please establish a user profile with the website in the first week of the quarter so that I can send emails to the whole class. If you have your paper ready to submit but for some reason cannot access [turnitin.com](http://www.turnitin.com), you should paste the text into an email message and send it to me before the deadline so that I know you had it completed on time. Then submit the paper to [turnitin.com](http://www.turnitin.com) at the next available chance. Every internet connection can go down unexpectedly, so you should never wait until the last minute to submit your paper. Late submissions caused by faulty internet connections will still be treated as late papers. Make sure you give yourself enough time to find an alternative connection before the submission deadline. Review carefully your submission on the website to make sure it is correct. Be sure to get a "receipt" from the website to confirm your submission.

Please also read the following statement about www.turnitin.com, which comes from the CSU General Counsel and will apply to this class:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

Plagiarism:

Plagiarism refers to the use of another author's words or ideas without acknowledgement of this use. This includes copying from texts or web pages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else's writing and presenting it as your own writing (that is, without quotation marks or footnotes). Violators will receive at minimum a zero on the assignment and will be reported to University authorities. Very often, students resort to plagiarism when they run out of time and realize that they cannot complete an assignment by the due date. If you find yourself in this situation, let me know what's happening. A modest late penalty is much better than a zero.

Disabilities:

Students with disabilities should be aware of the resources available at the Office for Students with Disabilities (Student Affairs Building 115, phone: 323-343-3140). A large-print version of the syllabus is available on my website.

HOW TO INTERPRET PRIMARY SOURCES

A primary source rarely offers a simple and objective depiction of its topic. Authors might not have revealed all of their motives or thoughts when creating the document. Conversely, authors might have unconsciously revealed more about their worldview than they originally intended. This is what makes reading primary sources both fun and challenging. To get the most from your time spent reading primary sources, use these questions below. Doing so will improve your note-taking and prepare you for class discussions and papers.

1. Context: What kind of person was the author of this source? Who was the original intended audience for this source? How did the source reach its audience (e.g. via newspaper, public speech, secret government telegram, etc.)?

2. Motives in Context: How might the author's identity, the source's medium, and its intended audience have affected what the author chose to include or omit from the document? What were the author's likely motives in creating this source? Think of both short-term and long-term motives. What details in the source provide clues to the author's possible motives?

3. Argument or Point: What was the main idea that the author was trying to convey? Imagine that the source has a thesis statement just like a college essay would. Write down your version of that thesis statement in your notes.

4. Assumptions and Worldview: What kinds of assumptions did the author make? Did the author make assumptions about groups of people or about how one group relates to another group? How would you describe the author's overall outlook on the world (optimistic, pessimistic, nationalistic, racist, anti-racist, militaristic, religious, etc.)? What specific passages or word choices provide evidence of these assumptions and views?

5. Primary Source Connections: How does this source relate to other primary sources that you have read? Is it similar or different, and how? Does this primary source seem more or less reliable when you compare it to other primary sources?

6. Secondary Source Connections: Does this primary source balance or contradict any general ideas or specific claims made by scholars in secondary sources? Does it seem more or less reliable when you compare it to secondary-source scholarship? Did the primary-source author leave any conspicuous silences and omissions in the source? If so, how do those silences help reveal the author's overall worldview or agenda?

State of California
Grade 11 History Standards
U.S. History and Geography:
Continuity and Change in the 20th Century
source: <http://www.cde.ca.gov/be/st/ss/>
html version: www.sonoma.edu/tah/standards11.html

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.2.1 Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.

11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

11.2.3 Trace the effect of the Americanization movement.

11.2.4 Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.

11.2.5 Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

11.2.6 Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

11.2.7 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).

11.2.8 Examine the effect of political programs and activities of Populists.

11.2.9 Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt).

ABBREVIATIONS I WILL USE WHEN PUTTING MARGINALIA ON WRITING ASSIGNMENTS

- Awk** **Awkward wording** makes this sentence hard to understand.
- NE** This idea **needs evidence** to support or illustrate it.
- PT** **Overuse of the present tense.** Writers should use the past tense to describe past events. People like Richard Nixon are dead. They “said” or “did” things. We should not write that Nixon “says” or “does” things.
- PV** A **passive voice** formulation hides key information from your readers. Your audience cannot tell who took the action (or held the viewpoint) that your sentence describes.
- QNC** You have a potentially good quotation, but the **quotation needs context** to be most effective. At minimum, add a short phrase to the sentence to tell your readers who wrote or said the words you are quoting. When necessary, provide more context and analysis about the quotation. For instance, was the author writing a secret letter or giving a public speech, and so on?
- Rep** A **repetitious** passage takes up space that could be better used on new evidence or ideas.
- RO** An ungrammatical **run-on sentence** distracts from your ideas.
- SF** A **sentence fragment** distracts from your ideas here.
- Sp** **Spelling** error or typo.
- TSA** The **topic sentence argument** needs improvement. A topic sentence is the first sentence of a paragraph in the body of an essay. A good topic sentence should convey the main argument of that paragraph. It’s like a mini-thesis statement. When you start paragraphs with an interesting TSA’s, you can show to your readers (and yourself) that you know the purpose of that paragraph.
- Tr** Your **transition** should come at the start of the new paragraph. You should not tack the transition idea to the end of the prior paragraph. Simply end the prior paragraph and launch into a new transition and TSA to start the new paragraph.
- wordy** You can trim back some words or phrases without losing any of your ideas or evidence.

¶ Start a new **paragraph** here. As a general rule, a paragraph should contain just one basic idea or point. Paragraphs should hardly ever be more than 1/2 or 2/3 of a page (typed, double-spaced). If your paragraph is longer, break it in pieces and give each new paragraph a good TSA.

^ **Insert** something here.

~~unnecessary words~~ This line with a little loop at the end means that you should **delete** the crossed-out section.

X **Inaccurate** information appears here.

? **Confusing** information or wording appears here.

and on the bright side...

√ A check means that you have made a **good point**, supported with strong evidence.

gwd If you see something that looks like “gwd”, that represents my attempt to write “**good**.” Sometimes I do not close the “oo”s. “Good” refers to an especially good idea or example.

Note: The “tips on writing” section of my webpage explains many of the above concepts in more detail. A great online resource comes from the Writing Center at the University of North Carolina. Visit the website below and you can find “handouts” offering more detail on both grammar issues (e.g. run-ons, passive-voice, quotation set-ups) and “big picture” issues (e.g. thesis statements, procrastination).

<http://writingcenter.unc.edu/handouts/>

You can also receive free writing tutoring from the University Writing Center, located in JFK Library, Palmer Wing, room 1039A. Stop by, call (323-343-5350), or visit their website:

http://www.calstatela.edu/centers/write_cn/

If you have any questions or concerns, please do not hesitate to stop by my office hours. If you cannot make my office hours, I am very happy to schedule another time to meet.

CLASS SCHEDULE:

Note: Except for the book, all readings will be on my password-protected webpage. You should come to class prepared to discuss the readings listed for that day or week. You should also bring a paper copy of the readings.

2 April • Class Intro

4 April • Orientation to 826LA

9 April • What Kinds of Teachers Help Students Learn?

-Elizabeth Green, "Building a Better Teacher," *New York Times*, 2 March 2010.

11 April • What is Historical Thinking and How Do We Teach It?

-*Reading Like a Historian*, ix-xii, 1-16, 32-48

-**Misc. #1 Due** (on this day's reading)

16 April • What Should Students Know about the 11.2 Standard?

-Eric Foner, *The Story of American Freedom* (New York: Norton, 1998), 115-137.

-Second reading to be determined (about 15-25 pages)

18 April • How Can We Find Good Teaching Materials?

-Meet in Computer Lab in King Hall Room D1053

-**Misc. #2 Due** (building toward the Lesson Plan)

23 April • What is Historical Thinking, and How Do We Teach It?

-*Reading Like a Historian*, 49-64, 105-123.

-**Misc. #3 Due** (on this day's reading)

25 April • What are Textbooks Good For?

-Reading from a textbook (details to be determined)

-**Misc. #4 Due** (on this day's reading)

30 April • What Elements Go Into a Good Lesson Plan?

-*Reading Like a Historian*, 17-31, 65-104, 124-142.

-**Misc. #5 Due** (on this day's reading)

2 May • Fieldwork or meetings with the professor

7 May • How Can Maps Promote Critical Thinking?

-Mark Monmonier, *How to Lie with Maps*, 2nd ed. (Chicago: University of Chicago Press, 1996), 87-112.

-**Active Learning Exercise #1 Due.** Submit the full version in paper at the start of class. Submit your written parts to www.turnitin.com before midnight this evening. Be sure to meet both deadlines to avoid late penalties.

9 May • Fieldwork or meetings with the professor

14 May • How Can We Find Good Teaching Materials?

-Meet in Computer Lab in King Hall Room D1053

-**Misc. #6 Due** (building toward the Lesson Plan)

16 May • How Can We Make the Most from Primary Sources?

-**Misc. #7 Due** (building toward the Lesson Plan)

21 May • Teaching Strategies and Oral Presentations

-**Active Learning Exercise #2 Due.** Submit the full version in paper at the start of class. Submit your written parts to www.turnitin.com before midnight this evening. Be sure to meet both deadlines to avoid late penalties.

23 May • Fieldwork or meetings with the professor

28 May • Teaching Strategies and Oral Presentations

-**Misc. #8 Due** (building toward the Lesson Plan)

-NOTE: No late work accepted after this day, for all work due 21 May or earlier.

30 May • Teaching Strategies and Oral Presentations

-**Reflective Essay on 826LA Due**

4 June • Teaching Strategies and Oral Presentations

-**Misc. #9 Due** (building toward the Lesson Plan)

-NOTE: No late work accepted after this day (except Misc. #9, which will be accepted up to 6 June.)

6 June • Teaching Strategies and Oral Presentations

13 June Finals Week (Thursday)

-**Lesson Plan Due.** Submit the full version in my office by 6:30 pm. Submit your written parts to www.turnitin.com by 11:59 pm this evening. Be sure to meet both deadlines to avoid late penalties.