

Teaching Major Fields of History (HIST 692 – 81)

Spring 2012

Wednesdays, 4-6:45pm

Capers Hall 423

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W 2-4pm (and by appt.)

### **Course Overview and Goals**

This course is designed to prepare you to teach American history and social studies at the secondary and middle school levels. The emphasis is on providing you with opportunities to teach. You will therefore be expected to teach at least two classes, drawing from the text book, primary documents, historical artifacts, oral histories, and other relevant material.

The course should also deepen and augment your knowledge of American history through the readings and classroom discussions, thus enabling you to strengthen your students' knowledge in the field. We will pay particular attention to the problem of balancing the need to address the state standards, while protecting your intellectual integrity and the quality of the classroom experience. Lastly, our discussions will touch upon issues of relevance to the teaching profession, including parental involvement, new technology, school choice and privatization, and the political backlash against public service.

### **Readings**

The course text is Eric Foner's *Give me Liberty* volume 2 (either 3<sup>rd</sup> or 2<sup>nd</sup> edition). Additional readings can be accessed at the links below:

SC State Standards (Jan. 18)

<http://ed.sc.gov/agency/pr/standards-and-curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

Waiting for Superman/School choice and charter schools (Feb. 8)

<http://www.nybooks.com/articles/archives/2010/nov/11/myth-charter-schools/?pagination=false>

[http://credo.stanford.edu/reports/MULTIPLE\\_CHOICE\\_CREDO.pdf](http://credo.stanford.edu/reports/MULTIPLE_CHOICE_CREDO.pdf)

Standardized Tests (Feb. 29)

[http://www.washingtonpost.com/blogs/answer-sheet/post/when-an-adult-took-standardized-tests-forced-on-kids/2011/12/05/gIQApTDuUO\\_blog.html?fb\\_ref=NetworkNews](http://www.washingtonpost.com/blogs/answer-sheet/post/when-an-adult-took-standardized-tests-forced-on-kids/2011/12/05/gIQApTDuUO_blog.html?fb_ref=NetworkNews)

[http://www.washingtonpost.com/blogs/answer-sheet/post/whose-children-have-been-left-behind-framing-the-2012-ed-debate/2012/01/02/gIQAz3nDXP\\_blog.html?fb\\_ref=NetworkNews](http://www.washingtonpost.com/blogs/answer-sheet/post/whose-children-have-been-left-behind-framing-the-2012-ed-debate/2012/01/02/gIQAz3nDXP_blog.html?fb_ref=NetworkNews)

Teach for America (March 14)

<http://www.usatoday.com/news/opinion/forum/story/2011-12-20/teachers-education-public-schools/52121868/1>

[http://www.washingtonpost.com/blogs/answer-sheet/post/teach-for-america-liberal-mission-helps-conservative-agenda/2011/12/25/gIQApoVZHP\\_blog.html](http://www.washingtonpost.com/blogs/answer-sheet/post/teach-for-america-liberal-mission-helps-conservative-agenda/2011/12/25/gIQApoVZHP_blog.html)

Technology in the classroom (April 11)

<http://www.nytimes.com/2010/04/27/world/27powerpoint.html>

<http://learning.blogs.nytimes.com/2010/05/03/is-powerpoint-in-the-classroom-evil/>

## Assignments and grading

**Classroom presentations** (50%) You will teach the equivalent of two (20-30 minute) classes. Draw from the textbook and any additional material you see fit to plan your lesson. You should also gear the class to the grade level you anticipate teaching. Following your presentation, your classmates will ask questions and offer constructive criticisms. This should not be unnerving, as we aim to create a relaxed and supportive environment in which you feel free to experiment, have fun, and occasionally fail!

**Mid-term paper and final papers** (40%) For the mid-term you will be expected to produce a critical review (3-5pp.) of one of the following books: Moses and Cobb, *Radical Equations*; Friere and Horton, *We Make the Road by Walking*; Payne, *So Much Reform, So Little Change*.

A final paper (3-5pp.) will require you to develop a teaching statement. It should draw on the ideas of 1 or 2 educational theorists and should discuss how your identity and experiences have influenced your decision to teach and your approach to teaching.

**NOTE:** Please submit all of your assignments to me as a microsoft word document attached to an email. I do not accept written work or work submitted after the due date.

**Participation** (10%) If you miss more than one class you cannot receive higher than a B for the course. This is due to the fact that the class meets just once a week, but more importantly your colleagues depend on you to criticize their practice teaching.

<b>Week</b>	<b>Topic</b>
January 11	Introductions
January 18	Part 3: Reconstruction; discussion SC Standards
January 25	Part 4: America's Gilded Age; Freedom's Boundaries; Progressive Era; World War I
February 1	Part 4 (continued)
February 8	Film: "Waiting for Superman" and discussion of Ravitch
February 15	Part 5: The Twenties; New Deal; WWII; Cold War
February 22	Part 5 (continued); Mid-term review due
February 29	Discussion of standardized testing
March 7	Part 6: Affluent Society; the Sixties; Conservative Triumph
March 14	Part 6 (continued); discussion Teach for America
March 21	Teacher roundtable
March 28	Spring Break
April 4	Part 7: Globalization; Post-September 11
April 11	Part 7 (continued); discussion of technology
April 18	Wrap up/Final papers due