THE CITADEL
Department of History

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Office Hours: Tues./Thurs. 2:30-4:00
(and by appointment)

Spring 2017
History 692-81
Capers Hall 401
Thurs. 5:30-8:00

HISTORY 692:
MAT TEACHING METHODS: HISTORY AND THE SOCIAL SCIENCES

I. COURSE OBJECTIVES

This course will discuss and model different pedagogical approaches to teaching history and the social sciences. While the course will impart a better understanding of the content of American history and recent historiography, the emphasis throughout will be upon method. Students will discuss ways to teach on a range of topics, ranging from the history of Native peoples, the American Revolution, the history of slavery, to the Civil Rights Movement. In addition, the course will examine ways of teaching through different mediums, such as film, music, primary sources, biography, and material culture (i.e., artifacts). Special attention will be given to teaching with historic places and sites.

II. COURSE READINGS

- Dana Goldstein, The Teacher Wars: A History of America’s Most Embattled Profession
- Bruce Lesh, Why Won’t You Just Tell Us the Answer? Teaching Historical Thinking in Grades 7-12 (ISBN 1571108122)
- Mark Smith, Stono: Documenting and Interpreting a Southern Slave Revolt (ISBN 1570036055)
- Ronald C. White, Lincoln’s Greatest Speech (Simon and Schuster, ISBN 0743212991)
- Sean Parnell, Outlaw Platoon (William Morrow, ISBN 0062066404)

III. COURSE ASSIGNMENTS

1. Classroom Leadership and Participation (20%): The most important expectation for this class is that you faithfully do the reading and come prepared to talk about it. This is a seminar, which means that there are no tests. Instead, you will be expected to demonstrate your understanding of the material by talking about it in class. We will have discussions based upon your close reading of the assigned books. This is not a class where you will be able to get away with not reading.
A seminar is by definition a group of advanced students studying under a professor for the purpose of doing original research and intensive discussion of a particular issue. And a seminar lives or dies based upon each member’s contributions: the success of a seminar is the sum of its parts. When the individual parts are not contributing, the seminar as a whole is diminished. Unexcused absences will severely harm your participation grade—by approximately one letter for each unexcused absence.

Another component of your grade here will be leading discussion of the week’s readings, usually in tandem with a classmate.

2. Book Reviews (20%): Students will choose two of the assigned readings (under II. above) and write a formal review of the work, with an eye towards how it changes one’s perspective on teaching a particular subject, or how (specifically) the book’s content might be incorporated into one’s teaching. You are welcome to cite any additional methodological articles that you may find that are related to the subject. The audience you should aim at should be that for a journal such as Teaching History: A Journal of Methods. Each review will be due approximately one week after we discuss the book in class (e.g., a review of James Axtell’s book would be due on February 9th).

3. Teaching with Historic Places Lesson Plan (50%): Students will write a deeply researched lesson plan on a Lowcountry historical site of their choosing (in consultation with the professor). I will evaluate the final project based on a number of criteria, including the depth of historical research, the plan’s writing style and accessibility, the plan’s originality and creativity, a thorough presentation of on-site and bibliographic resources, and how well the plan integrates historical interpretations and information learned during this course. The lesson plan format will be a blend of the National Park Service’s template, at http://www.cr.nps.gov/NR/twhp/guide.htm, and The Citadel Department of Education’s template, at http://www.citadel.edu/education/images/files/teacher_education/ncss_lesson_plan_guidelines.pdf

The due date for the lesson plan will be APRIL 27, 2017 by 5:00 PM.

4. Oral Presentation of Research (10%): At the end of the semester, each student will deliver a final oral presentation in class that provides an overview of your historical research and the principal contributions of your lesson plan. I will assign you a date, most likely based on the chronological or topical fit of your topic.

IV. OFFICE HOURS

You are very welcome at my office during scheduled office hours or you may set up an appointment if you those times are inconvenient. I encourage you to talk with me about the course, readings, assignments and your concerns. I will very gladly read over drafts of your papers. You may also send me an e-mail with your questions to <david.preston@citadel.edu>.

Please be aware that I may not get back to you immediately, but will try to reply to any e-mails within 24-36 hours. Plan accordingly. The professor reserves the right to modify the
syllabus or course schedule as needed. Also, while I will aim to return work within one week, I am a busy professional historian with other historical obligations besides this class. The turn-around time may be up to two weeks.

V. COURSE POLICIES

- PLAGIARISM: Is defined as using the words or ideas of others without giving proper credit (a footnote or endnote or reference with the full bibliographic citation). ALL material (books, articles, worldwide web articles) that you consult MUST be cited in the paper in notes; otherwise, it is plagiarism and a violation of the Citadel Honor Code. Do not tempt fate: when in doubt, CITE IT!
- All assignments must be satisfactorily completed to receive a passing grade. Failure to complete assignments will result in failure for the entire course.
- NO LATE PAPERS OR ASSIGNMENTS WILL BE ACCEPTED! Please see me in advance if there are unique emergency circumstances.
- Attendance is mandatory. No-shows or other unexcused classes will significantly hurt your grade.
- All written work must have some form of citation of page numbers and sources (such as parenthetical notations, or footnotes or endnotes).
- As a general rule, it is desirable to rely upon scholarly books and journal articles as sources. Do not use internet sources for basic historical information, unless it is a reputable, scholarly source (such as online papers, an official website, etc.). Anybody can write a Wikipedia article.
- Please feel free to come by my office or schedule an appointment to talk about either the readings or the research paper. I’m here to help.

VI. COURSE SCHEDULE:

January 12: Introduction to the Course

January 19: Approaches to Teaching
Discussion: James Percoco, Passion for the Past: Creative Teaching of U.S. History

January 26: Teaching Students to Think Historically
Discussion: Bruce Lesh, Why Won’t You Just Tell Us the Answer? Teaching Historical Thinking in Grades 7-12

February 2: Teaching about Continuity and Change

February 9: Teaching about Multiple Perspectives
Discussion: Mark Smith, Stono: Documenting and Interpreting a Southern Slave Revolt
February 16: Teaching with Historic Places


Familiarize yourself with the NPS website, Teaching with Historic Places
https://www.nps.gov/subjects/teachingwithhistoricplaces/lesson-plans.htm

February 23: Teaching with Historic Places (Class will Meet and Eat in Downtown Charleston) (Spouses/significant others are welcome to attend!)

March 2: Teaching about Chronological Thinking and Causality

Discussion: David Hackett Fischer, Paul Revere’s Ride

March 9: Teaching about Historical Thinking and Significance:

Discussion: Ronald White, Lincoln’s Greatest Speech: The Second Inaugural

March 16: Teaching with Music:

Discussion: Glenn Altschuler, All Shook Up: How Rock N'Roll Changed America


March 23: Teaching Empathy

Discussion: Sean Parnell, Outlaw Platoon

March 30: No Class: Spring Break

April 6: Wrapping Up:
Discussion: Dana Goldstein, A History of America’s Most Embattled Profession

April 13: Student Presentations
April 20: Student Presentations
April 27: Final Projects Due