

064a

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JAN 25 2013
WSU REGISTRAR

Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/01/2013
(effective date cannot be retroactive)

New course Temporary course Drop service course
 There is a course fee associated with this course (see instructions)

- Variable credit _____
 - Increase credit (former credit 2)
 - Number (former number _____)
 - Crosslisting (between WSU departments)
(Must have both departmental signatures)
 - Conjoint listing (400/500)
 - Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
 - Request to meet GER in _____ (Must have GenEd Committee Approval) Fulfills GER lab (L) requirement
 - Professional course (Pharmacy & Vet Med only) Graduate credit (professional programs only)
 - Other (please list request) _____
- Repeat credit (cumulative maximum _____ hours)
 Lecture-lab ratio (former ratio _____)
 Prefix (former prefix _____)
 Cooperative listing (UI prefix and number _____)
taught by: WSU UI jointly taught
 S, F grading

History 595 The Teaching of History in College
course prefix course no. title

credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite
3				

Description (20 words or less) Theory, problems, and methods of teaching history at the college level.

Instructor: Joel Tishken Phone number: 335-8371 Email: joel.tishken@wsu.edu
Contact: same as above Phone number: _____ Email: _____
Campus Zip Code: 4030

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

[Signature] 1/22/13 [Signature] 1/29/12 _____
Chair/date Dean/date General Education Com/date

Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary)* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.



History 595: Teaching History in College

Dr. J. E. Tishken

Spring 2013
HIST 595-01
Room:
Time:
Office: WILS 341
Office Hours:
Phone: 509.335.8371
Email: joel.tishken@wsu.edu

This graduate-level course examines the theory, problems, and methods of teaching history at the college level.

Course Objectives

- 1) Mastery of the main pedagogical issues and approaches in teaching history at the university level.
- 2) Creation of teaching portfolio including: two classroom-ready syllabi, c.v, and sample job letter.
- 3) Acquisition of teaching experience and professional development skills.

Course Guidelines

- 1) Format for grades is: 100-90 A, 89-80 B, 79-70 C, 69-60 D, below 59% F. Grades ending in 7, 8 or 9 are "+," grades ending in 0, 1, or 2 (except 100, 60, 61, and 62) are "-", while grades ending in 3, 4, 5, or 6 are whole letter grades without "+" or "-."
- 2) Assignments are due at 6:10 PT sharp. Late assignments will be awarded no greater than half credit. No late assignments will be accepted 48 hours after the due date, and a zero will be recorded.
- 3) Regular attendance and participation is central to your successful performance in this, or any, course.
- 4) Any assignments that are not picked up by the end of the semester will be retained in my office for one academic year after the conclusion of this class.
- 5) As an institution of higher education, WSU is committed to principles of truth and academic honesty. All members of the university community share the responsibility for maintaining and supporting these principles. When a student enrolls in WSU the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the university. To maintain the academic integrity of the community, the university cannot tolerate acts of academic dishonesty including any forms

of cheating, plagiarism, or fabrication. WSU reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. Instances of academic dishonesty will result in an F for the course.

- 6) Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Bldg 217). All accommodations must be approved through the Access Center.
- 7) The Campus Safety Plan, which can be found at <http://safetyplan.wsu.edu>, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. All faculty, staff, and students are encouraged to visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/Emergencies>, to become familiar with the campus safety and emergency information provided.

Instructional resources

Booth, Alan. *Teaching History at University: Enhancing Learning and Understanding*. London; New York: Routledge, 2003.

Cahn, Steven M. *Saints and Scamps: Ethics in Academia*. (25th anniv. ed) Lanham, MD: Rowman & Littlefield Pub. Inc., 2011.

Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass Publishers, 2009.

select readings in Angel

Evaluation

Survey course syllabus 25%

Upper level course syllabus 25%

For this portion of one's grade, students will prepare two complete classroom-ready syllabi. One must be a 100-level survey course and the other an upper level undergraduate (junior/senior) course. I suggest consulting with your advisor(s) in selecting your two course ideas. It would be wise to represent your general or primary field with one syllabus; the other must be a world history one. The world history syllabus may be the survey or the upper division one and this is left to the student to decide.

Both syllabi must contain: (a) course description, (b) course objectives/learning goals, (c) course guidelines, (d) instructional resources, (e) daily class calendar, and (f) instructions for assignments and exams. Submit an electronic copy of each syllabus to Angel.

Due dates: 26 Feb. and 19 Mar. (you choose which syllabus to submit first)

C.V. and sample job letter 10%

Using the wisdom you gained from the professional development sessions, create a dossier composed of an up-to-date C.V. and job letter. You should generate both with the sort of job you desire in mind (whether academic, public, federal, NGO...). I suggest writing to a specific recent job posting.

Due date: 23 April

Practicum#1 5%

Practicum#2 5%

To complete the practicums, each student will be responsible for teaching two class sessions of two different course topics taught at WSU. I advise teaching in two courses that represent two of your fields, if possible. One of the sessions must be primarily discussion-based (meaning discussion should account for most, but need not be all, of a class period). You should make requests to professors right away so they can accommodate you in their course schedules. Inform the instructor of this course of your arrangements (the classes you will visit, dates, times, and locations) as soon as you finalize them. I will observe one of your practicums and provide feedback.

Due date: no later than 16 April

Observation report 5%

Each student will observe two class sessions (one survey and one upper-division) taught by WSU faculty. You may not observe the class for which you are a TA. Use observation forms (select whichever style of form you prefer) provided in class. In your final report, provide observation reports on both classes and a 250-500 word narrative. In your narrative report, **do not** summarize what you observed. Rather, describe what you learned, or what was reinforced, about teaching, through the observation process.

Due date: 26 Mar.

Discussion leader 10%

Each student is responsible for leading class discussion. The number of times each student will serve as discussion leader will be determined by enrollment.

Participation & Attendance 15%

This grade is a measurement of your overall enthusiasm for the course, as manifested in attendance, decorum, evidence of preparation, and the quantity and quality of your classroom contributions. Attendance at the professional development events is required.

Class Calendar**Part I: Pedagogy**

- 8 Jan** **Course introduction**
 Tips on Creating a Syllabus
- 15 Jan** **Conceptualizing the History Course**

▷ Come to this class session with several course objectives/learning goals prepared for one of your syllabi.

Readings:

- 1) Booth Ch. 1, 4 & 5
- 2) Calder, Lendol. "Uncoverage: Toward a Signature Pedagogy for the History Survey." *Journal of American History* 92:4 (March 2006), 1358-1370.
- 3) Coventry, Michael, Peter Felten, David Jaffee, Cecilia O'Leary, & Tracey Weis. "Ways of Seeing: Evidence and Learning in the History Classroom." *The Journal of American History* 92:4 (2006), 1371-1402.
- 4) Davis, Part I (Chps 1-8) (skim)

12 Mar spring break

19 Mar **Teaching World History II**

syllabus II due

Readings:

- 1) Bain, Robert B. "Building an Essential World History Tool: Teaching Comparative History." In *Teaching World History: A Resource Book*, ed. by Heidi Roupp, 29-33. Armonk, N.Y.: M.E. Sharpe, 1997. [Angel]
- 2) Burton, Antoinette. "Chapter 2: Centering Connectivity." *A Primer for Teaching World History: Ten Design Principles*. Durham: Duke University Press, 2012, 25-36. [Angel]
- 3) Burton, Antoinette. "Chapter 3: How to Do More than 'Include Women'." *A Primer for Teaching World History: Ten Design Principles*. Durham: Duke University Press, 2012, 37-48. [Angel]
- 4) Burton, Antoinette. "Chapter 4: World History from Below." *A Primer for Teaching World History: Ten Design Principles*. Durham: Duke University Press, 2012, 49-59. [Angel]
- 5) Cajani, Luigi. "Periodization." In *The Oxford Handbook of World History*, ed. by Jerry Bentley, 54-71. Oxford: Oxford University Press, 2011. [Angel]
- 6) Christian, David. "Scales." In *Palgrave Advances in World History*, ed. by Marnie Hughes-Warrington, 64-89. New York: Palgrave Macmillan, 2005. [Angel]
- 7) Christian, David. "The Case for 'Big' History." *Journal of World History* 2:2 (Fall 1991): 223-238. [JSTOR]
- 8) Green, William. "Periodizing World History." *History and Theory*. 34:2 (1995): 99-111. [Angel]
- 9) Lewis, Martin W. "Geographies." In *The Oxford Handbook of World History*, ed. by Jerry Bentley, 36-53. Oxford: Oxford University Press, 2011.
- 10) Shaffer, Linda. "Southernization." *Journal of World History* 5 (Spr. 1994): 1-21. (from R. Dunn, *The New World History*) [Angel]
- 11) Stearns, Peter N. "Periodization in World History Teaching: Identifying the Big Changes." *The History Teacher* 20 (Aug. 1987): 561-574, 579-580. (from R. Dunn, *The New World History*) [Angel]

Bibliographies on teaching world history (for your reference)

- 1) Bentley, Jerry H. "A Basic, Briefly Annotated Bibliography for Teachers of World History." In *Teaching World History in the Twenty-First Century: A Resource Book*, ed. by Heidi Roupp, 168-181. Armonk, NY: M.E. Sharpe, 2010.
- 2) Fahey, David M. "World History: An Emerging Field of Study." *Choice* (Oct. 2006): 223-231

Part III: Professional Development

26 Mar C.V.s
Observation report due

- 2 Apr** **The Academic Job Search I**
- 9 Apr** **The Academic Job Search II**
- 16 Apr** **Non-academic Careers for Historians I**
complete practicums by this date
- 23 Apr** **Non-academic Careers for Historians II**
C.V. and sample job letter due