Hist 978:  
Teaching College History: An Introduction to Undergraduate Pedagogy

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Office Hours: Tuesdays 1-3:25

Embracing the art of teaching as one of the key skills of a good historian, and acknowledging that the desire to teach is one of the main motivations for graduate study, this new two-credit course aims to translate passion for history and humanities education into practical skills for classroom success.

The course has three main goals:

1. **Give students practical readiness for teaching while in graduate school**
   
   We will explore how to run discussion sections to maximize positive impact on student learning, create meaningful leaning experiences for all students, grade effectively, fairly, and efficiently while minimizing time commitments and frustrations. This course should help lessen the burden of graduate student teaching by helping students learn how to preemptively avoid problems and enable undergraduate success.

2. **Apply research on student learning to the teaching of history**
   
   Learning and teaching are the subject of a substantive and successful body of research. Much of the research on how people learn can be leveraged to create far more effective practices for teaching history. We will study the results of research on learning and discuss how it may be applied to the project of teaching history.

3. **Prepare effectively for the challenges of teaching contemporary undergraduates**
   
   We need to be able to teach *all* the students who come to us for education. In general, today's college students have not been taught research or writing in high school. Their high school education generally as focused on exam preparation, with little or no attention on critical thinking, writing, or to how to transfer skills and knowledge to different contexts. Contemporary undergraduates enter the classroom with a wide variety of preparation levels and prior experiences. We will develop techniques for reaching all students where they are and helping them develop as historians and thinkers.
Common Readings


Class Activities & Assignments

Understanding Learning Activities
- Weekly common readings
- Discussion of readings & their application to history teaching

Course/Section Design Activities
- Description of learning goals
- Assignments, with plan for integration of component skills
- Assessment rubrics for participation & writing assignments
- Syllabus ground-rules
- Statement of teaching philosophy

Discussion Leadership Activities
- Visit 2 sections over the course of the semester
- Lead 20 minute discussion in class. Select readings, create lesson plan, and lead discussion.
- Lead 20 minute discussion in a section. Use readings or assignments developed by TA, create lesson plan, lead discussion.
- Review and discuss videos of discussion leaders

Assessment

Class Participation 30%
Course/Section design activities 10% each
Leading discussion in class 10%
Leading discussion in section 10%
Schedule of Topics, Readings, and Assignments

1/21 Week 1: An Inclusive Classroom of Excellence

1/28 Week 2: Prior Knowledge and Classroom Climate
Ambrose Chapter 1 & 6; Barkley 110-126

2/4 Week 3: Student Motivation
Ambrose Chapter 3; Barkley pages 3-15, 79-94

2/11 Week 4: What happens in learning
Ambrose Chapters 2, 4 & 5

2/18 Week 5: Component Skills and Integration of Skills in History
Analysis of syllabi

2/25 Week 6: Rubrics, Feed-back & Assessment
Bean Chapters 14, 15 & 16, Ambrose Appendix C & D
Due: Description of learning goals

3/4 Week 7: Active Learning
Ambrose chapter 7, Bean 1-14, 149-160; Barkley 16-38, 94-109

3/11 Week 8: Student Engagement
Barkley 149-362 (select relevant examples)

3/25 Week 9: Helping Students Read Difficult texts
Bean 161-182

4/1 Week 10: Teaching critical thinking in discussion
Bean 183-210

4/8 Week 11: Teaching research in history
Bean 224-263
Due: Assignments, with plan for integration of component skills

4/15 Week 12: Lecturing for effective learning
Due: Assessment rubrics for participation & writing assignments

4/22 Week 13: Student led discussions; review of video of undergraduate discussions;
Due: Syllabus ground-rules

4/29 Week 14: Student led discussions; review of video of undergraduate discussions;

5/6 Week 15: Discussion of Teaching Philosophy statements
Due: Statement of teaching philosophy