

Term Information

Effective Term Autumn 2019

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7906
Course Title Advanced Pedagogy for Teaching History
Transcript Abbreviation AdvcdPedagogy
Course Description This courses addresses pedagogical challenges History doctoral students will face in their teaching. The course will provide resources, guidance, and a supportive setting for graduate students to make steady gains in their teaching, and will provide formal teaching preparation for History courses.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Grad standing.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will have the resources and guidance needed to address pedagogical challenges and improve their teaching in History.
- Students will gain formal teaching preparation for History courses.

Content Topic List

- Pedagogy and teaching
- Challenges in the classroom
- Technology in the classroom
- Academic honesty and misconduct
- Grading and feedback
- Innovative learning
- Teaching evaluations
- Gender and race in the classroom
- Disruptive students
- Leading discussions

Sought Concurrence

No

Attachments

- History 7906 Advanced Pedagogy Syllabus.docx: History 7906 Syllabus
(Syllabus. Owner: Bowerman,Ashley E.)

Comments

- Renumbered as 7906. *(by Bowerman,Ashley E. on 10/23/2018 02:19 PM)*
- Since History 7905 already exists as a course number, you cannot use both decimalized and non-decimalized numbers in the series. One option is to renumber 7905 to 7905.01 and then submit the current (new) course as 7905.02--if that suits the dept. *(by Vankeerbergen,Bernadette Chantal on 10/05/2018 02:26 PM)*
- Note that F grade is an "E" grade. *(by Heysel,Garett Robert on 09/24/2018 10:32 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	09/18/2018 09:33 AM	Submitted for Approval
Approved	Otter,Christopher James	09/18/2018 11:07 AM	Unit Approval
Approved	Heysel,Garett Robert	09/24/2018 10:32 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/05/2018 02:26 PM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	10/23/2018 02:19 PM	Submitted for Approval
Approved	Otter,Christopher James	10/23/2018 03:13 PM	Unit Approval
Approved	Heysel,Garett Robert	10/26/2018 08:15 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/26/2018 08:15 PM	ASCCAO Approval

Advanced Pedagogy for Teaching History
History 7906
Autumn 2019

Instructor: Thomas F. McDow, Ph.D., Associate Professor, Department of History

Office: Dulles Hall, Room 361

Phone: 614.292.6722 (email preferred)

E-mail: mcdow.4@osu.edu

Office hours: Tuesdays, 2.30-3.30 (and by appointment)

Class meetings: Monday [3-hour seminar block], in Dulles Hall, room 168

Rationale

In a survey of history graduate students during 2017-18, the department found that doctoral students perceive a series of pedagogical challenges in their teaching. This course addresses these. The goal of the course is to provide resources, guidance, and a supportive setting for graduate students to make steady gains in their teaching. As Derek Bok, the former president of Harvard, noted, “pedagogy has become a much more complicated process that has evolved from an art that one can acquire by oneself to a subject requiring formal preparation.”¹ This course aims to aid in that formal preparation.

Course Format and Attendance Policy

This is a discussion-based seminar and all students are expected to attend each meeting and participate in each discussion. Discussion will be based on a set of short readings and on your experience. There is also a tremendous opportunity to learn from each other. If you must miss class, please contact the instructor ahead of time. Students who miss more than one class will jeopardize their grade.

Required Texts

The course reading is primarily journal articles which will be posted on Carmen for students. There is no required text book and no books that students are required to buy.

Assignments

This course has several short writing assignments that allow students to reflect on what they are learning, to implement new ideas, to try out new pedagogies, and to summarize their approach to teaching. In addition to some short reading responses, students will complete the following assignments.

¹ Derek Bok, “We Must Prepare Ph.D. Students for the Complicated Art of Teaching” *The Chronicle of Higher Education*, November 11, 2013. <https://www.chronicle.com/article/We-Must-Prepare-PhD-Students/142893>

1. Two teaching observations and reflections: students will arrange to visit a course taught by a faculty member, discuss the course meeting with the instructor, and write a reflective review of the class session. The reflections should be 3-5 pages. The first assignment should be submitted before week 5 and the second one before week 10.
2. Creation/revision of a course assignment: students will create or revise an assignment for a course and submit it for peer review and discussion during Week 9
3. Write a statement of teaching philosophy for Week 12.
4. Create an online module: students will create an online module to teach a historical lesson of their choosing. In developing the module students should the specifics of the material as well as the learning goals. Students will evaluate each others' modules and uses these as the basis for class discussion in Week 13.

This course does not have a final examination.

Grading

Final course grades will be calculated according to the following rubric using the grading scale below.

Attendance and in-class participation	40%
Teaching Observations and Reflections (2)	20%
Assignment Revision/Creation	10%
On-Line Teaching Module	20%
Statement of Teaching Philosophy	10%

Grading Scale: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 60-66 = D; 0-59 = E

Course Sessions

Week 1

Introductions and Goal Setting

What are the challenges and goals of graduate student teaching? Have the issues changed in the last twenty years?

Andrew Schlewitz, "Pedagogy for the PhD Student?" *Perspectives on History*, October 1, 1998. <https://www.historians.org/publications-and-directories/perspectives-on-history/october-1998/pedagogy-for-the-phd-student>

Derek Bok, "We Must Prepare Ph.D. Students for the Complicated Art of Teaching" *The Chronicle of Higher Education*, November 11, 2013. <https://www.chronicle.com/article/We-Must-Prepare-PhD-Students/142893>

Week 2

Classroom dynamics from syllabus to seminar

How can your syllabus set the tone and terms of your classroom?
Cultivating your classroom persona
Gender and race in the classroom
Technology in the classroom
Disruptive students

Week 3

Is the Lecture Dead? Planning Classroom Time in the Era of Content Delivery and Flipped Classrooms

Lendol Calder, "Uncoverage: Toward a Signature Pedagogy for the History Survey," *The Journal of American History*, 4 (March 2006):

"The flipped classroom will redefine the role of educators"

<https://www.seas.harvard.edu/news/2013/03/flipped-classroom-will-redefine-role-educators>

"Harvard's Eric Mazur puts the fun into lecture-free learning"

<https://www.theaustralian.com.au/higher-education/harvards-eric-mazur-puts-the-fun-into-lecturefree-learning/news-story/7402256824b2de73172fe52ed17461f5>

Week 4

Horses, Water, and Drinking: Leading Discussions and Unpacking Reading

Rob Weir, "Can We Discuss This?" *Inside Higher Ed* September 9, 2009.

<https://www.insidehighered.com/advice/2009/09/09/can-we-discuss>

Rob Weir, "Can We Discuss This (II)" *Inside Higher Ed* September 18, 2009.

<https://www.insidehighered.com/advice/2009/09/18/can-we-discuss-ii>

And a historian's reactions:

"Is this going to be a discussion?" *Historiann* (blog), September 18, 2009:

<https://historiann.com/2009/09/18/is-this-going-to-be-a-discussion/>

Week 5

Plagiarism and Pedagogy

Teaching about Academic Honesty and Plagiarism

Can you plagiarize-proof your assignments?

The Committee on Academic Misconduct

Week 6

Writing Clear Assignments

Week 7

Grading and Feedback (instead of Grating and Fed Up)

Week 8

Innovative Assignments and Innovative Pedagogy

Claire Potter, "If A Student Essay Falls In The Woods And No One Is There To Read It, Does Anyone Care?" Chronicle Blog Network, January 30, 2011.

<http://www.chronicle.com/blognetwork/tenuredradical/2011/01/if-student-essay-falls-over-in-woods/>

Center for Innovative Teaching and Learning (Indiana University--Bloomington) "Alternatives to Traditional Exams and Papers," <https://citl.indiana.edu/teaching-resources/assessing-student-learning/alternatives-traditional-exams-papers/>

Week 9

Evaluations beyond SEIs: How to write discursive evaluations to get the feedback you need and cause the students to reflect

In-class: discuss assignments submitted for week 8.

Week 10

The Students Talk Back: A Panel Discussion with Current History Undergraduates

Week 11

Teaching Online 1

Faculty guests: Alison Beach and Ousman Kobo

Week 12

Creating a Teaching Portfolio

Assignment: Write a Statement of Teaching Philosophy

University Center for the Advancement of Teaching, "Teaching Portfolio."

<https://ucatl.osu.edu/professional-development/teaching-portfolio/> and "Writing a Philosophy of Teaching Statement." <https://ucatl.osu.edu/professional-development/teaching-portfolio/philosophy/>

Week 13

Teaching Online 2

Review and discuss on-line teaching modules

Week 14

Wrap up and Looking Forward

Academic Resources

For those who are interested in reading more on the Scholarship of Teaching and Learning (SoTL) in History, here is a recent overview and some useful articles.

David Arnold, "Kill the Professor and Save the Teacher: History Professors and the Scholarship of Teaching and Learning, Part I" *The American Historian*, November 2016.

<http://tah.oah.org/november-2016/kill-the-professor-and-save-the-teacher-history-professors-and-the-scholarship-of-teaching-and-learning-part-i/>

Lendol Calder, "Uncoverage: Toward a Signature Pedagogy for the History Survey," *The Journal of American History*, 4 (March 2006):

David Pace, "The Amateur in the Operating Room: History and the Scholarship of Teaching and Learning," *American Historical Review*, 109 (October, 2004):

Joel M. Sipress and David J. Voelker, "The End of the History Survey Course: The Rise and Fall of the Coverage Model," *Journal of American History*, 97 (March 2011)

University Resources and Policies for the Classroom and Beyond

Plagiarism and Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss

your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Concerns

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

University Statement and Resources on Sexual Misconduct and Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Affirmation of Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.