Northwestern University
History Department Teaching Binder
Fall 2017

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September 18, 2017

This third edition of the teaching binder was inspired by efforts of history graduate students to establish effective and equitable teaching practices for an increasingly diversifying group of graduate teachers and undergraduates in Northwestern history classes. The contents of this binder can help history graduate students develop and articulate their own teaching practices and philosophies from the first class that they TA. You will probably shape your own ideas about teaching as you continue through the graduate program. We hope that you will use and adapt best practices from teaching and learning literature as outlined in the binder's chapters to your own teaching philosophy and history courses.

The binder is organized to follow the teaching career of a graduate student at Northwestern. Beginning with the department's TA-Faculty Guidelines to outline the role of a history TA, the binder then shares best practices for leading discussion sections, grading, and evaluation. It gives an overview of how to propose, design, and teach your own course. This section applies specifically to teaching courses in Northwestern's history department and the School of Professional Studies, but the principles it discusses are more generally applicable to designing history courses in a variety of institutions. The last chapter encourages graduate students to think about and articulate their teaching practice as professional development and shares opportunities for graduate students to expand their teaching experience at Northwestern.

The appendix contains examples of many materials mentioned throughout the binder. It is a workbook designed to give new TAs and experienced teachers tools for teaching history effectively. Teachers can adapt these techniques to fit their course and learning objectives. You can quickly copy-paste and edit lesson plans, evaluations, and other materials from Canvas for use in your classrooms. We encourage you to share your own ways to use the binder with your colleagues, and continue to share updated examples with history grads. The committee would like to thank the grad students who contributed their feedback and examples to the binder, listed below. History graduate students can use their resources, as well as those of the History Graduate Student Organization, the Teaching Committee, and the Women's Group to maintain and update the binder in the future.

Sincerely,
The Teaching Binder Committee

Ruby Daily
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The committee acknowledges the following graduate students for their contributions

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I. Introduction to TAing

Graduate students in the Northwestern History Department serve as Teaching Assistants (TAs) beginning in their second year. During years in which we TA, we are expected to teach two quarters during the academic year.

TA assignments are made by the department's associate chair and assignments are generally posted at the end of the preceding year. Efforts are always made to assign students to courses which reflect their interests and specializations; however, scheduling conflicts and departmental needs may necessitate TAs teaching courses outside of their field or department.

Graduate students serve as TAs to a faculty member teaching a course. TAs are required to attend professors' lectures along with the students and to stay current with, or ahead of, all course reading. All course reading material will be provided to you by the professor at no cost to you. Professors usually meet with TAs before the course to set course policies, and then on a weekly basis to discuss the course and plan for weekly discussion sections.

Leading weekly discussion section is a core duty of the teaching assistant. TAs typically lead three 50-minute discussion sections per week of roughly 15-20 students each, usually held on Thursdays and Fridays. The TA alone is responsible for leading discussion sections. Sections times and locations are predetermined by the registrar, and students enroll in specific sections through CAESAR. Sections are scheduled in buildings all over the Northwestern Evanston campus.

TAs are responsible for grading most if not all of their students' course assignments. TAs have the most control over grading participation. They are the sole judge of students' performances in section (see pages 36-37).

TAs are also required to hold weekly office hours for two hours per week. The department provides office space in Harris Hall that TAs may use for office hours. The history department office will contact all TAs before the quarter begins about reserving these spaces. TAs may also hold office hours in other Evanston locations, such as Café Bergson in the library. Student requests to meet outside of office hours may be granted at the TA's discretion. TAs should also be available to communicate with students via e-mail.

TA-faculty guidelines

The department adopted the following TA-Faculty guidelines in Spring 2017. A subcommittee of graduate students drew up the guidelines, which the DGS, the History Graduate Affairs Committee and the Planning Committee revised and approved. The guidelines outline job responsibilities, expectations, and best practices for both Teaching Assistants and faculty. TAs and faculty can and should use the guidelines as a checklist throughout the quarter to guide their conversations and decisions prior to, during, and after a course. In its most abbreviated form, the checklist is as follows:

- Meet with professor prior to the first class to discuss syllabus, course policies and grading
- Receive all reading materials for course from professor
- Download roster before first section (see section x)
- Have ongoing conversations with faculty about learning objectives
- Have ongoing conversations with any fellow TAs to ensure teaching and grading consistency
- Keep an organized grade book throughout the quarter and tabulate final grades as far in advance as possible to allow time for consultation with professor

The TA's role

Teaching assistants are full-time graduate students who contribute to undergraduate teaching in the History Department. The TA assists the faculty member in executing their vision for a course. To this end, History Department TAs typically run discussion sections and grade assignments. As per TGS guidelines, in-classroom time, time spent grading, and preparatory work should amount to no more than 15 hours per week.
http://www.tgs.northwestern.edu/academics/academic-student-services/assistantship-best-practices/teaching-assistants.html

Purpose of guidelines

These department guidelines seek to ensure that TAs and faculty understand what is expected in their professional relationship. TA-Faculty expectations are structured around the goal of promoting undergraduate learning and graduate student professional development.

Before the course begins

The faculty member and TA(s) should meet to discuss the course before the quarter begins. This is best handled in an in-person meeting, scheduled enough in advance of the first class that all parties understand their respective roles. If an in-person meeting cannot be arranged, these conversations may take place via other forms of communication.

The meeting should include:

- An overview of the course: The faculty member should provide TA(s) with a draft syllabus and will discuss the anticipated narrative arc of and/or learning objectives for the course in as much detail as they can provide.

- Discussion of course policies: Faculty and TA(s) should agree on course policies, including attendance and grading. Faculty and TA(s) should agree on a clear policy of which party undergraduates should contact regarding requests for excused absences, extensions, or grade disputes. Both TAs and faculty should articulate these policies to undergraduates.

- Discussion of grading: Faculty should explain their expectations for grading course assignments. They should indicate their preferred grading scale (letter, percentage, or other) and provide TA(s) with any grading materials they wish them to use (rubric, gradebook, etc.). If no preference is stated, TAs may refer to the History Department's Undergraduate Grading Guidelines. http://www.history.northwestern.edu/undergraduate/major-minor/grading-guidelines.html

- Meeting schedule: Faculty and TA(s) should agree on the frequency of meetings throughout the quarter. In courses with discussion sections, weekly meetings are strongly suggested.

- Discussion sections: Faculty should explain what they would like the TA(s) to accomplish with undergraduates in discussion sections and how involved the faculty member would like to be in weekly lesson planning.

- Delivery of course materials: Faculty should place the order for desk copies of all course materials and ensure that materials are delivered to the TA(s) as early as possible.

- In lecture classes, faculty may consider giving TA(s) the option to deliver all or part of a lecture in order to gain experience with this teaching mode. They should give TA(s) ample time to prepare their presentations.

During the course

During the quarter, faculty and TA(s) should seek to uphold the agreements made before the start of the quarter, maintain their professional relationship, promote a fair and respectful learning environment for undergraduates, and appear as a united front to undergraduates.

- Faculty and TA(s) should keep each other informed about the progression of the course.

  - Faculty should ensure that the TA(s) understand the connections between lectures, readings, and assignments and what the faculty member hopes undergraduates will gain from them.
  - TAs should come prepared to meetings, keep up with the course readings, attend lectures, and keep faculty informed about discussion sections and grading.

- Faculty and TAs should strive to keep lines of communication open and to answer e-mails in a timely manner (within 24 hours if possible).

- For each graded assignment, faculty and TA(s) should agree upon a time for turnaround, keeping in mind that granting extensions to students may delay this timeline.

- In courses with multiple TAs, faculty should take the lead in ensuring that all undergraduates and TAs have a consistent experience.
  - If there is an intended takeaway from a particular reading or exercise in discussion section, both faculty and TA(s) should ensure that all undergraduate students receive that information, regardless of who their TA is.
  - All undergraduates should be graded on the same criteria regardless of who their TA is.
  - Every reasonable effort should be made to ensure an equitable distribution of labor among TAs, including number of sections and number of students.
  - TAs should maintain a professional relationship with one another.

- Faculty and TA(s) should field student inquiries about excused absences, extensions, or grade changes in the manner agreed upon at the beginning of the quarter. If there is any ambiguity about who should make such decisions, the faculty and TA(s) should consult one another. If the faculty member and TA(s) have agreed that the TA will field these requests, faculty should respond to undergraduate requests by reminding them to contact their TA.

- If a TA notices a problem that may have a negative impact on undergraduate learning, they should notify the professor immediately. Likewise, TAs should inform the professor immediately if they suspect academic dishonesty by a student. TAs are especially encouraged to approach faculty for help if they are uncertain about course content, course policy, or think they may have made a mistake.

- Faculty are highly encouraged to observe discussion sections. Because faculty evaluate each TA’s performance, any request from a TA to have the professor observe a discussion section should be honored. TAs may also be evaluated by the Searle Center or other appropriate observers.

- Faculty and TAs all bear a professional obligation to attend scheduled class sessions and be well-prepared to teach. Should there be compelling personal or professional reasons that would require faculty or TAs to be absent, they should discuss this in advance with the other course instructors, as early as possible. Instructors should avoid scheduling research trips that interfere with their teaching responsibilities. When personal emergencies cause an instructor to cancel a class meeting unexpectedly, they should endeavor to make alternate arrangements for that session or schedule a make-up session as early as possible, if the school calendar will allow it.

After the course

- At the end of the quarter, faculty and TA(s) should meet to debrief and discuss the course and how effective it was in meeting their goals for undergraduate learning.

- TA(s) and faculty members should arrange to be available on email for a few weeks after the course has concluded in order to discuss ongoing issues with grading, make-up exams, etc.

If problems arise:

- If either party feels that the mutual expectations laid out in this document are not being upheld, they should first, if possible, try to resolve the conflict with the other party.

- If a faculty member or TA has concerns they want addressed by a third party, they may contact the Director of Graduate Studies, the Associate Chair, the Chair, or the TA's advisor. This person can help them determine what steps, if any, should be taken to resolve the matter. TAs may also contact an HGSO representative.

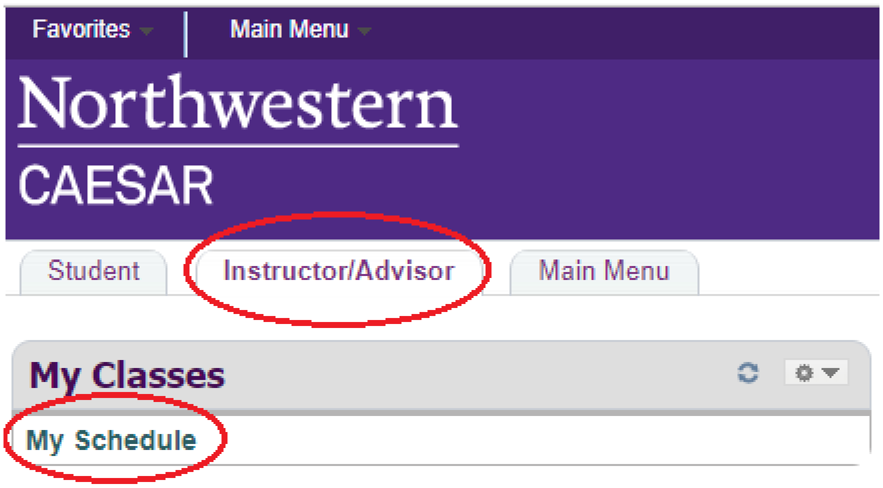
- All parties are reminded that all faculty, including the DGS and department chairs are legally obligated to report sexual harassment, discrimination, or a safety issue to the appropriate University office.

- TAs are reminded that they are legally obligated to report sexual harassment, discrimination, or safety issues to their supervising faculty member.

II. Logistics and resources

Accessing your roster

All of the information about your students and section enrollment can be found on CAESAR under the 'Instructor/Advisor' Tab.



To access your roster, select 'My Schedule,' listed first on the left-hand side. In 'My schedule' you will first select the academic term (ex. Fall 2018) and then the sections assigned to you will appear. Select the multi-colored silhouette image in the left-hand column under "class roster.'

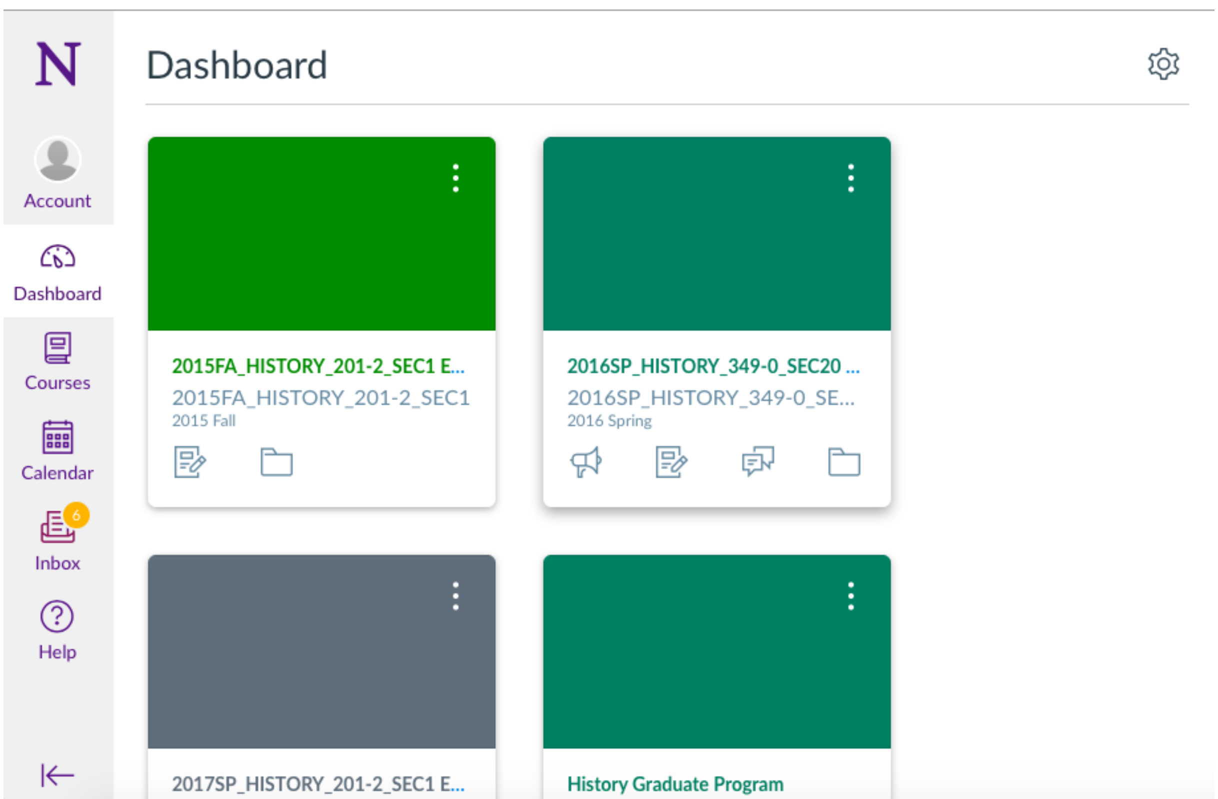
This roster includes each student's ID number, Netid, email address, program, and year of study. The page also features a tab reading "Printable Photo Roster," which you can print out and bring to class to aid in marking attendance and learning students' names. Sometimes the sections you are slated to lead (in consultation with the professor and other TAs in the course) may not appear in your schedule. If this happens, contact the History department administrator and they will make any necessary changes.

Contacting your students

You will likely need to email individual sections or all of your sections at once, and one way to do this is through your CAESAR roster. At the bottom of the roster page there are two options that read "notify selected students" or "notify all students." You are then directed to a page where you can compose your message. An example of when you might contact an entire section is in the event of a class meeting cancellation, room change, to give generalized feedback, or provide information on an upcoming assignment. You can also contact students through the Canvas inbox.

Canvas

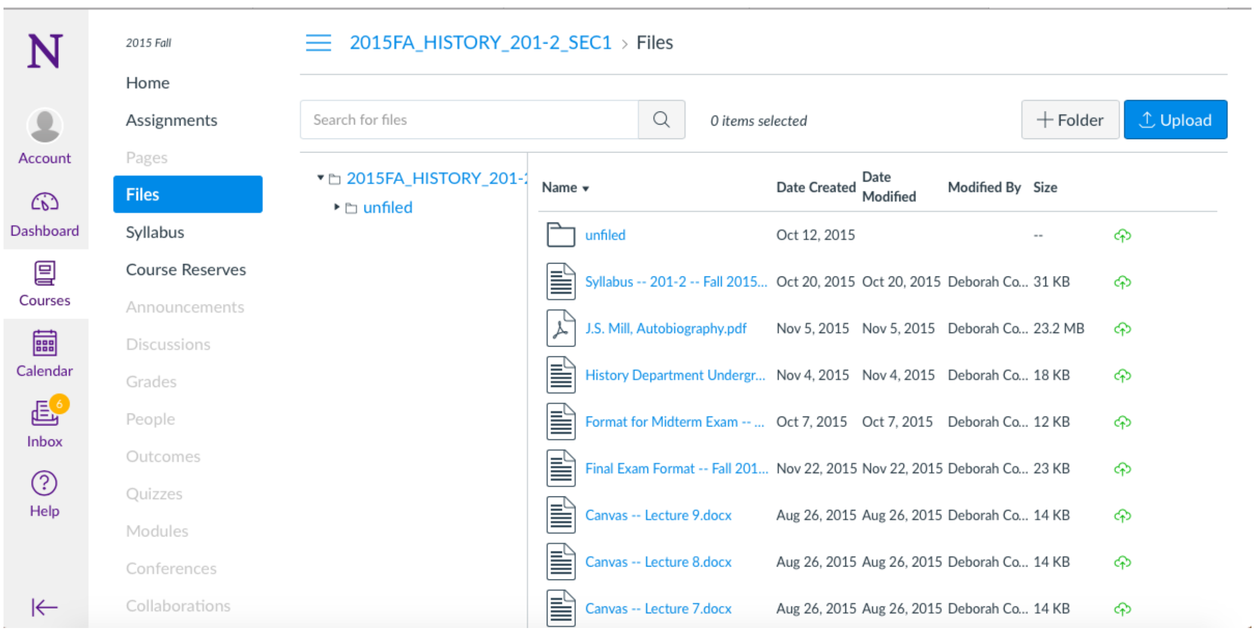
Canvas is a cloud-hosted learning management system that allows instructors and students to exchange course materials, submit assignments or tests, view grades, message each other, and complete learning activities. Your personal Canvas page will display the classes you are currently enrolled in, either as a student or a TA. https://canvas.northwestern.edu



Once you are enrolled as a TA in a course, the course will appear in your dashboard and you will have the ability to upload documents, create and grade assignments, generate announcements and facilitate discussion. Your instructor may not make use of all these features, but most do upload the syllabus and readings to Canvas.

Uploading documents

You may be asked to upload or update files. To do so, select the course, choose the category (assignment, files, syllabus) then select the blue "Upload" button in the right-hand corner.



Grading on canvas or excel

Canvas has an excellent and easy-to-use grading function. Canvas can also be used for tracking attendance. For more information on using Canvas and troubleshooting, see the following link: http://digitallearning.northwestern.edu/canvas.

Many TAs and instructors also track attendance and grades using Excel, which can be programmed to calculate and weight final grades. If you are not familiar with Excel, many grading templates and training programs are available online. Experienced TAs and faculty members are also often willing to share their grading templates.

Campus resources

TAs are responsible for providing students with writing, reading, and research support during section, office hours or outside meetings. However, TAs should not allow their duties to crowd out their own coursework, research, and writing. Equally, TAs are not always the best resource for students who may be struggling or in need of extra support. In some circumstances TAs are, in fact, not adequately trained to provide students with the support they may need. TAs should direct students to the many resources provided by Northwestern, three of which are discussed below.

The History Writing Center

The History Writing Center is a place for students in any history course to discuss their writing at any stage in the process. The Center is staffed by experienced history graduate students who can assist with brainstorming ideas, working through a draft, and reviewing past assignments. Appointments are encouraged, but not required, during drop-in hours. Students can also request appointments outside of these hours. Please see the following link to find contact information for the current History Writing Center Coordinator:
http://www.history.northwestern.edu/undergraduate/advising/history-writing-center.html.

Accessible NU

AccessibleNU provides services and support to eligible Northwestern students with disabilities and other conditions requiring accommodation services and auxiliary aids. Students registered with the office are provided with reasonable accommodations which are individualized, flexible and based on the nature of their disability and the academic environment. While appropriate services and accommodations are determined on a case-by-case basis, some common examples include extended time on exams or alternative testing environments, note-taking services, e-text or audio course materials, and access to a computer during in-class exams. AccessibleNU will inform your course instructor which students require accommodation, and you will work with the professor to provide these alternate arrangements. During in-class exams, one TA may meet with select students at another location to supervise an extended test period or the use of personal laptops. You may also be tapped as the office course note-taker, and your notes will be made available to students requiring note-taking services.
http://www.northwestern.edu/accessiblenu/

Counseling and Psychological Services (CAPS)

CAPS serves as the primary mental health service at Northwestern University. All full-time students can receive short-term individual counseling sessions at CAPS, in addition to group therapy, recommendations for on-campus programs or services, and referrals to other specialized community health care providers. CAPS also serves the graduate student community, and you should always feel free to take advantage of their many excellent services. http://www.northwestern.edu/counseling/

III. Leading discussion sections

We may know enough about our historical topics that we could walk into an undergraduate class and spark discussion with some choice comments. But many students learn more when instructors explicitly structure the discussion and actively foster a supportive learning environment. Discussion sections pose an opportunity for you to develop undergraduates' specific content knowledge, as well as their thinking, writing, and communication skills. A structured classroom allows undergraduates to engage with different viewpoints and perspectives in a critical, but kind way. More importantly, clear expectations and objectives will help many students feel included in an atmosphere that can easily feel entering college classrooms that make them feel unwelcome or excluded because of their identity or background.

This section aims to outline methods and strategies for two important tasks for discussion leaders: 1.) Planning the various components and activities for a 50-minute section; 2.) Modeling and implementing support structures for an inclusive learning environment. These guidelines provide a basic framework for how instructors can aid undergraduate learning by providing students with a structured learning plan and a supportive classroom climate.[1]

Section syllabus

After you have met with your supervising faculty and co-TAs and have developed some clear expectations you may want to consider creating a section syllabus that explains the structures and policies of your discussion section. Syllabi take some work to draft, but will help you run your sections more efficiently and effectively. Generally speaking, your section syllabi should include the following:

- Contact and office hour info
- A description of how sections will run
- A breakdown of how discussion section will factor into their overall grade
- Academic integrity and attendance policy
- Information about grades and grading
- Some comments about discussion tone and civility (these may include discussion ground rules, which are discussed below)
- Some comments outlining your availability
- You can find sample section syllabi in the Appendix (pages 73-78)

[1] Diane J. Goodman, "Difficult Dialogues: Enhancing Discussions about Diversity," *College Teaching* 43, no. 2 (Spring 1995): 47—52.

Ground rules to promote an inclusive classroom environment

Setting ground rules

An inclusive learning environment is a classroom in which every student has an equal opportunity to accomplish course learning objectives and all students feel that their perspectives are equally valued and respected. Creating an inclusive classroom environment requires that instructors pay particular attention to the way discussions are structured. In this section, we will reflect upon how instructors can model and implement structures that help make classrooms a welcoming place for all students. We will focus on the use of ground rules, but will also include a list of strategies that will help instructors maintain a supportive learning environment.

Ground rules expressly articulate acceptable norms and behaviors for discussions. These ground rules help students understand that discussions can sometimes become controversial, but that these difficult subjects can be tackled without becoming uncivil or dismissive. A set of ground rules are the basic framework that allows students to engage with each other in a substantive, but humane way. A list of guidelines may provide students with a common basis for understanding how discussions should include everyone's voice or perspective and how students can engage with those perspectives in an analytical, but respectful way.

A common set of ground rules often looks like the following:

- Listen respectfully, without interrupting
- Listen actively and with an ear to understanding others' views. (Don't just think about what you are going to say when someone else is talking.)
- Criticize ideas, not individuals
- Commit to learning, not debating. Comment to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone a chance to speak.
- Avoid assumptions about any member of the class or generalizations about social groups. DO NOT ask individuals to speak for their (perceived) social group.

Using ground rules throughout a course

As the common basis for structuring discussion, ground rules are an important tool for keeping discussion grounded and respectful and can also be a key way to build community amongst students.

Ground rules can be useful to refer too when discussions become tense or meandering. They are excellent ways for TAs/instructors to model respectful and rigorous discussion. Once these ground rules are established, TAs should actively model some of the actions and overtly refer to them when they do so.

Ground rules are also a useful tool for building a cohesive community of learners within a discussion section. On the first day of section or class, TAs can help students establish and maintain ground rules for discussion. For example, some instructions you may give your students in this exercise could be:

"In small groups, discuss what you think are the key traits of an inclusive learning environment. Also discuss what types of conditions are necessary to maintain that positive learning environment. Use this discussion to draft two ground rules that can guide our discussion."

Once all groups have shared out, ask them to think about how each set of ground rules help maintain an inclusive learning environment. Add these ground rules to your section syllabus and refer to them explicitly throughout the teaching term. You might even check in with students about how the ground rules are working throughout the quarter.

Making a lesson plan

A lesson plan is a short document that details what you hope to accomplish in a 50-minute section. As a plan for that day's instruction, it will help you allot time to various components of that day's class. This will help keep your students on track to complete a rigorous discussion of that week's materials. Lesson plans can take on a variety of different formats and we have provided a few templates in this chapter. For more examples, see the Appendix (page 80-82). Generally, these lesson plants will contain a few components, including a time-stamped agenda to give an instructor a sense of how long certain activities and discussion will take. Alongside this schedule are usually instructions for activities or some questions or topics to facilitate discussion. Guiding these detailed plans, specific learning objectives and goals are a good way to start thinking about and writing a lesson plan.

Setting lesson goals with learning objectives

A learning objective is the task/skill/action that you would like students to accomplish by the end of a section. It breaks down large skills into more precise cognitive processes. Learning objectives enable students and teachers to look beyond the content of a course and also consider the broader skills students should acquire from a class. For example, a discussion section will usually focus on a specific topic or series of readings, but what are students doing when discussing that material? What skills are required to be successful in that discussion or other course assignments?

Learning objectives are also key ways to build a learner-centered environment. When you communicate clear learning objectives to your students, those learners understand the explicit goals of the course and can assess their own development against the standard you have outlined for them. Students feel like they can participate more fully in a classroom where expectations are clearly delivered to them. Thinking about learning objectives also allows teachers to develop diverse lesson plans using a variety of activities to help students engage with course material. Giving students a variety of entry-points into discussion and course content can also contribute to a more inclusive and effective learning environment.

Writing SMART learning objectives

A learning objective contains an action verb that describes a specific skill or cognitive process worthy of student mastery. That is followed by a noun or object that defines the knowledge to be acquired from, or applications of, that skill or process. The general formula is:

By the end of this section, students should be able to **[Action verb]** + **[noun/object]**

You can think of learning objectives in a hierarchy from lower- to higher-order objectives, with higher-order objectives being more complex skills. For visualizations of the hierarchy or variety of learning objectives, see one of the many iterations of Bloom's Taxonomy, including the diagram in the Appendix (page 79).

It is also helpful to remember that SMART learning objectives are Specific, Measurable, Achievable, Relevant, and Transparent.

> **Specific** learning objectives break down larger processes into their constitutive parts. For example, writing a historical essay is a vast undertaking that requires a variety of smaller tasks or skills.
>
> **Measurable** learning objectives identify skills and cognitive processes that can actually be assessed for student mastery.
>
> **Achievable** learning objectives can be accomplished within the time available. For example, students will not master constructing a historical argument in one discussion section but they could learn to analyze a primary source.
>
> **Relevant** learning objectives are pertinent and focus on the skills required to succeed in both the course and broader discipline.
>
> **Transparent** learning objectives make clear to students what is required to learn and succeed in the course, empowering students to assess their own levels of understanding and progress.

Example: Your supervising faculty member suggests the week's section should focus on the letters written between Heloise and Abelard. She wants students to discuss these documents as primary sources and prepare to use them in an argument for the upcoming paper assignment about women in the public sphere.

<u>A good objective would be:</u> *By the end of the section, students will be able to* **analyze the letters of Heloise and Abelard**.

This objective is achievable, relevant, and transparent. But it can be improved to be more specific and measurable. For example, students' ability to "analyze" can actually comprise and be revealed by a number of different tasks. After considering the upcoming paper assignment, you decide that students will benefit most being able to integrate evidence about public life into an argument about the letters. The revised objective allows both the pupils and the instructor to better evaluate student mastery of the skill, providing specific and measurable benchmarks to assess understanding.

A better objective is: *By the end of the section, students will be able to* **integrate evidence about public life in an argument about the letters of Heloise and Abelard.**

Note: It is important to consider that learning objectives do not constitute actual classroom activities or discussions, but are benchmarks that students can achieve in a variety of different ways. Determining learning objectives will, however, help instructors determine how to best structure a specific lesson, including types of activities to plan.

Section activities

After two lectures a week, sections are usually an opportunity for students to engage in active learning strategies, in which they perform activities that promote analysis and synthesis of course content. When you design a lesson plan, choose section activities that best help your students accomplish the learning objectives you've written. You can try:

Icebreakers

Icebreakers help establish a positive environment and provide an opportunity for students to get to know one another. Icebreakers set an expectation that the learner is expected to participate and actively engage with each other from the onset. Icebreakers are useful on the first day of class, but can also be used throughout the term. Common examples of icebreakers are:

- **Sharing course fears**: Have students write down their fears/anxieties about the course on a notecard. Have them share their concerns with a partner and then the general class. Collect the notecards and then address some of the major concerns as a major group.
- **Muddiest-point**: Have students write down something that was unclear from the course materials or syllabus. Have students share in pairs and then as a whole. Address questions as they come along. This icebreaker is one that can be used throughout the term.
- **Draw a picture or doodle of a significant event**: On the first day, have students draw a significant event related to their personal lives. Have them share with a partner and then let the partners introduce each other and their drawings to the class. This activity can be modified throughout the term so that students are drawing important events from class materials and sharing them to the class.

- **Group brainstorm**: Ask students to share and list some of the major themes for that day's readings. This can be a group-share out, but can also be modified as a think/pair/share.
- **Ball Toss**: Get a ball, have students stand in a circle, tell them what information to give when they have the ball and then pass it to somebody randomly, continuing the activity. Good for student introductions, but can also be used later in the quarter for reviewing material, etc.
- **Pair and Introduce**: Divide the class into pairs. Each person shares some specific info about him/herself to the other person. After five minutes, the participants introduce the other person to the rest of the class.

Discussion

The most common teaching technique for sections is a discussion, during which TAs ask students questions about assigned readings. Before leading a discussion, determine the key concepts you want students to learn from the course readings, lectures, and other materials, then write the questions that you will ask students.

Writing effective questions

After determining your learning objectives for the discussion and developing questions to accomplish that objective, put the question through the following filters:

- Does this question draw out and work with pre-existing understandings that students bring with them?
- Does this question raise the visibility of the key concepts the students are learning?
- Will this question stimulate peer discussion?
- Is it clear what the question is about?

Closed and open questions

A **closed question** has a narrowly defined answer. Student responses to these questions are short summative statements that require students to remember information from the readings or lectures. Students do not need to reflect upon or evaluate the given course materials because the answer has already been provided with the context of the class materials. These types of questions generally fall on the lower-order of Bloom's Taxonomy.

> Example: Gifford Pinchot is best remembered for what stance on preserving environmental resources?

An **open question** has a broad scope of acceptable answers. Learners must be able to recall information from the class, but must also apply that knowledge in a more substantive way by explaining, drawing inferences or reflexively interrogating a topic or subject. These questions require students to draw upon the higher-order skills found in Bloom's Taxonomy.

Open questions can take on a variety of different formats, but a few will be listed here:

- **Descriptive:** These types of questions begin with action-verbs such as "tell," "discuss," or "describe." These questions help students form narratives by forcing them to prioritize certain facts and to build stories or explanations around those facts.

  Example: Describe Charles Grandison Finney's role in the Second Great Awakening.

- **Analysis:** These types of questions force students to use facts to engage in sustained critical thinking. Analysis can take on a variety of different cognitive processes, but these questions typically begin with thinking-verbs such as "infer" "explain," "what is the meaning of," or "how do you account for that explanation given this set of facts."

  Example: What is the importance of the telegraph to the Revolution of 1848?

- **Evaluation:** These types of questions force students to make judgments based on criteria and standards. This type of question makes students recall facts, produced a sustained chain of critical thinking, and ultimately, appraise the argument or statement that is formulated. These types of questions often begin with the words like "What is meant by the following," "appraise," "judge," "support," "consider."

  Example: Explain the following statement: "Our cities need the middle class to survive?

- **Compare/Contrast:** This line of questioning often begins with words such as "weigh," "categorize," "differentiate," "distinguish," and "compare/contrast." These types of questions get students to break material down into their constitutive parts and examine their relationships to each other as well as larger structures.

  Example: Compare/contrast the authors' arguments.

- **Causal relationship:** Queries that fall under this category often involve phrases or words such as "what connections are there," "what are the causes of," "what can result from." Inquiries like these make students interpret cause/effect possibilities between different types of content. It makes students determine the relationships between different structures and allows them to use facts to develop a narrative that connects these structures or processes.

  Example: What connections are there between natural disasters and federal housing policy?

- **Predict**: These questions ask students to focus on the future and use their reasoning to predict something.

  Example: Based on what you know of the history of immigration in Germany and the history of the European Union, what immigration policies do you think Germany will implement or receive international pressure to implement?

When students fall silent

In some instances, students may not be responding well to direct questions. At these times it may be best to try alternative types of engagement to help students think about the material by using different types of analytical skills or cognitive processes.

- **Paint the Picture**: Useful for exploring abstract ideas. Ask students to draw how they picture an idea that is being discussed or considered.

  Example: So, the invention of the telegraph in 1848 revolutionized the way people received the news and information. How do you guys picture this process of transformation?

- **Create an analogy**: Give students a relationship between two ideas and invite them to create an analogy, either to something similar or to something completely different.

  Example: The USA's involvement in Vietnam is like . . .?

- **Speculate about the subject under discussion**: This can help students to think around an issue or consider how changes affect a system:

  Example: I wonder what would happen if . . . ?

- **Offer extra information**: This can stimulate student thinking when students seem to be stuck in one mode of thought or are having trouble conceptualizing a problem or argument.

  Example: Remember last week, when we discussed…

- **Ask students to ask each other questions**: This can be a good way to spark debate while seeking elaboration or probing for further analysis.

Group activities

A traditional discussion may not always the best way to help students analyze course material or accomplish a learning objective. You can also implement a variety of group activities to encourage deeper engagement with course content and to teach students historical empathy, writing, primary source analysis, and other skills for studying history.

Think/Pair/Share

Students pair off with the person sitting next to them and briefly consider a topic or question. The question should be open enough that students need to briefly consider it and write it down before sharing with their partner. This exercise works well as a preliminary brainstorm at the beginning of the section, but can also be used toward the middle or end of class to tackle a question that they may need to reflect upon before offering a more developed answer.

Role Play

These exercises require students to act in the role of a historical actor. This type of exercise is useful because it requires students to synthesize primary and secondary sources in order to act out their role. Generally, speaking, this exercise requires students to solve a problem or debate an issue from the perspective of an historical actor. This type of exercise is quite useful, but requires some advanced preparation to execute successfully. For more role-play exercises, see Appendix (pages 83-84).

Fishbowl Debate

In this exercise, students seated inside a "fishbowl" actively participate in a discussion by asking questions and sharing their opinions, while students standing outside listen carefully to the ideas presented. Students take turns in these roles so that they practice being both contributors and listeners in a group discussion.

Case Study

Create four to five case studies of similar difficulty. Have students work in groups of 3-4 to work through and analyze their case study for 10-15 minutes. Walk around and address any questions. Call on groups randomly and ask that students share their analysis. Continue until each case study has been addressed.

Stump-Your-Partner

Students take a minute to create a challenging question based on the course content. These questions can be open or closed. Students pose the question to the person sitting next to them. Students can also submit their questions at the end of the activity and you can consider incorporating them into quizzes, exams, or essay prompts.

Classroom Assessment Techniques (CATs)

CATs are simple, non-graded, in-class activities designed to give you and your students useful feedback on the student mastery of course content or skills. Various CATs help you evaluate the effectiveness of your instruction in real-time. They can be deployed throughout the section. They can be used as ice-breakers, check-ins, or wrapping-up exercises. For an exhaustive list of CATS, see Appendix (pages 96-99).

Teaching through conflict

To ensure the success of all students, it is important to make the classroom environment is a welcoming and inclusive space. The best way to do this is by being proactive and setting and reinforcing ground rules throughout the quarter (see pages 16-17). But conflict cannot always be preempted, and it is probably inevitable. Rather than fear conflict, teachers can use it as a productive teaching moment. The following section outlines some types of conflict that can arise during a course and strategies you can implement to manage it.

Kinds of conflict

Hot moments

When sudden tension or conflict erupts during the course of a section or course meeting—a "hot moment"—it is important to try different strategies and techniques to use it as a teachable moment and as an opportunity to reaffirm the value of all students in the classroom. When we prepare for such occurrences it is often in the context of discussions surrounding volatile or controversial subjects.

Microaggressions

Moments of tension can also result from passing remarks, unintentional sleights, or comments. These moments can also arise from seemingly good intentions. For example, many people would like to understand the perspectives of different groups and a new student may ask someone to speak for the experience of "x" people. Such actions often reveal an unintentional, indirect, or subtle form of bias against a marginalized group. By asking a student to speak for an entire group of people reinforces the classroom as a hetero-normative and white space and further emphasizes the marginalization of that student.

TA-instructor conflict

Not all conflicts happen in the classroom. You may run into conflicts with your supervising faculty member or fellow TA in meetings about the course. If this happens, consult the TA-Faculty Guidelines (pages 6-9).

Strategies for Engaging Conflict

In the Beginning of a Course

- Set clear guidelines for proper classroom behavior and conduct. Consistently model these behaviors and practices and refer students back to the guidelines when doing so.
- Build trust and create a positive class climate through “getting to know you” activities.
- Give students a chance to situate themselves culturally; make an effort to get to know them.
- Anticipate material that will likely cause controversy and actively plan to manage it. Include content warnings for sensitive materials in your syllabus.

When conflict arises in class

- Acknowledge the tension or conflict. Do not try and sweep it under the rug or move quickly to another topic.
- Give students time to gather their thoughts. Allow them to write individually about the perspective, topic or exchange and ask them to connect it to course materials. Ask them to think about why this topic can be so difficult to discuss. Debrief students about their comments at a later class meeting.
- Seek to clarify student comments that have precipitated a “hot moment.” Oftentimes, students say marginalizing things when they are struggling to understand a new perspective. If you think that a student delivered a comment because of some confusion or cognitive dissonance, give the student a chance to explain the question or confusion behind their remark by asking “I heard you saying Y; this can be interpreted to mean x; is that what you meant to say?”
- Depersonalize opinions or statements from the speaker. Encourage this behavior by modeling the practice. For example, rather than singling out a person’s comment by using their name, you could refer to how a “particular proposal” and how it may leave out certain perspectives or information. You could also say something like “when I hear a statement like XYZ, I often respond like this.” If the situation is appropriate, you may point out that the comment may be the result of widely-held view and acknowledge that, but also ask the class “why other people may disagree, object, or complicate this position.”
- Provide a common basis for understanding and discussing the issue by establishing facts and questions about the topics raised during the instance of tension and conflict. Connect it to course materials or learning goals. Ask students to think about it in terms of the course’s goals, such as evaluating evidence or crafting arguments. Use it as an opportunity to help students think about different types of statements and knowledge—evidence, assertions, personal opinions, clarifications, or evaluative comments.

- Deploy cooperative learning exercises. Small group work and think-pair-share exercises may defuse the situation and help students redirect their attention to discussion guidelines.

Debriefing after conflict occurs

- Give students time to reflect on difficult issues or topics. Have them share anonymously about how they felt during an eruption of tension or conflict. Facilitate a reflective dialogue that allows students to ask respectful questions. Plan on debriefing after a discussion of intense issues. Have students reflect personally or in a group.
- Talk outside of class with the students most directly involved in the hot moment and demonstrate your commitment to their success in the course and their value in the classroom.
- Confer with colleagues about these issues. It is important to treat this as a common problem amongst all teachers. All instructors experience these types of events.
- Find common ground. Get to know the student and ask the student non-academic questions.
- Establish new ground rules or update them for interaction with students and/or instructors.

If you caused conflict

- Listen to what your interlocutor has to say.
- Let the other person choose to react how they want to.
- Resist the urge to defend and justify your actions right away.
- Educate yourself. After the conflict is addressed, seek out resources to ensure that you don't make the same mistake again.

If you see conflict

- Manage your emotions.
- Determine whether it is your job to intervene. (The TA-Faculty Guidelines can help you do this.)
- Weigh the consequences of *not* speaking up. Leaving a comment unaddressed may give the person permission to do the same thing again.
- If you decide to step in, do so in a manner consistent with your relationship to either party.

If you are the target of conflict

- Consider your own capacity and willingness to confront the problem.
- If you decide to confront the problem:
  - State your case by describing what you see happening and what you think about it using "I" statements.

  - Assert what you would like to happen as a remedy.
- Take advantage of campus resources to mitigate the issue as needed.

Gender and teaching

Women instructors, particularly transwomen and women of color, experience the classroom differently—and therefore have to approach conflict in the classroom differently—than their white and/or male colleagues. Managing gender-based conflict in the classroom, however, is not just a woman's job. All instructors must be aware that gender can influence their students' experiences in the classroom, and consciously promote gender equity in their everyday teaching and academic practices. To work towards gender equity, <u>all</u> teachers should consider the following:

- Use appropriate salutations and gender pronouns with your colleagues and students. When doing ice breakers on the first day of class, consider encouraging students to include their gender pronouns when introducing themselves.
- Model inclusive teaching practices for your students and explicitly tell them when you are doing so. For example, explain the value of a circular seating arrangement in your discussion section.
- If a woman colleague or student says something is sexist, do not question her experience. (The same goes for any kind of –ism!) If you see this happening, intervene to ensure sure the woman is heard and understood.
- Do not talk over women colleagues or students. If you notice yourself doing this, stop, point it out, and apologize for it. Recognize when another colleague or student is doing this, point it out, and suggest a potential remedy. When doing this in the classroom, your aim should not be to shame the speaker, but to make everyone aware of barriers to equitable—and therefore fruitful—discussion. Recognize that *not* bringing attention to this issue can silence women students throughout the course and their broader academic experience.
- Make sure that administrative duties do not fall only to women. When your supervising faculty members ask for a note-taker at meetings or to collect attendance during class, volunteer if you are able. Make sure that women *are not* being asked to do these types of things more than your male colleagues or students. When you are asked to suggest colleagues for administrative tasks or service work, consider suggesting male colleagues.
- Talk to your female colleagues about teaching. Discuss successes as well as problems. Suggest them for potential prizes or positions regarding teaching.
- Educate yourself about the types of microaggressions women experience in the classroom, both as instructors and students. Learn to identify when these things are happening, and seek out strategies for responding to them.
- Recognize that women should not bear the burden of increasing diversity. Speak out about incidents that promote a non-welcoming atmosphere to your colleagues, advisors, supervising faculty, or appropriate departmental or university officers.

- Intervene and educate others when women are subjected to offensive comments and behaviors from students or faculty members.

Guest Lecturing

Some instructors will ask TAs, particularly their advisees or a TA who specializes in the course topic, to guest lecture. You may also ask a supervising instructor to guest lecture in a course you're TAing for to gain lecturing experience. Below are tips to consider before, during, and after your lecture. These tips can help you develop lectures in your own courses (see Chapter VI), or short lectures for sections if they are necessary.

Planning the lecture

- Pick a topic you're excited about, and make sure that your lecture topic fits well into the course schedule
- Ask the professor for advice on materials to prepare the lecture and how to structure the lecture
- Identify relevant visual and/or audio aids to incorporate
- Plan moments to invite student participation (see CATs Handout in Appendix, pages 96-99)
- Have contingency plans: identify a section you can cut if you're short on time or an activity you can add if you have time
- Practice delivering the lecture out loud, keeping track of your timing to make sure it's the appropriate length
- Be aware of any tricky words or pronunciations and practice varying your pitch and tone.
- Be familiar with the A/V setup and overall orientation of the room. Try and figure out where you would be most comfortable standing during the lecture.
- Consider having the professor, a friend, your advisor, or an observer from Searle attend the lecture and provide feedback.

Writing the lecture

The following tips outline different ways to approach or write a successful lecture. No matter what structure you choose, be sure to connect the lecture and important points to other parts of the class, such as past and future lectures, readings, and other assignments. Include signposts and transitions that guide listeners through your argument and use different kinds of examples to keep them engaged. End your lecture with a conclusion that synthesizes the lecture, and reinforces its argument or objective, and connects it to future lectures.

Lectures adhere less rigidly to typical standards of citation, and you can utilize other scholars' arguments without quoting them directly. You might cite someone if you've quoted them directly or include a list of sources at the end of your presentation. Qualifying ideas or listing too many scholars may be overwhelming for students.

- Begin with a learning objective
    - For example: "This lecture will clarify student misconceptions or difficulties or synthesizing information across a broad range of secondary sources."
    - Let your objective dictate the structure of your lecture.
- Model the process of historical inquiry for students.
    - Walk students through the process of analyzing a primary source by placing it in its larger historical context.
    - Begin by highlighting a puzzle or curiosity about a certain document (this could be a visual or a written document).
    - Explain this curiosity by adding sufficient details from relevant primary sources.
- Begin with an argument.
    - Structure your lecture around a specific thesis, which you state at the beginning of the lecture.
    - For example: "Typical understandings of Reconstruction end in 1877, but I contend that we should expand our temporal framework for Reconstruction until 1895 to account for the various processes of state-building and racial formation that continued after the 'Compromise of 1877.'"
    - Give students a rough blueprint of what you will cover and the relative significance of each section
    - Minimize the detail of your supporting evidence so students can synthesize it to about 2-3 case studies.

Delivering the lecture

- Emphasize important points
- Look at different parts of the room
- Consider recording yourself
- Wear something that gives you confidence
- Wear comfortable shoes—you will be standing for a long time
- Try standing in different parts of the room. You may feel more comfortable if you are behind a lectern, but moving around may increase student engagement
- Keep track of time, but don't rush
- Have fun!

After the lecture

- Meet with the professor or other observers to get constructive feedback on your presentation
- If you recorded yourself, review the video, taking note of any tics you didn't know you had (i.e. using a certain word too much)

- Write down your reflections about what worked well and what needs improvement to return to them the next time you have a lecturing opportunity
- Anticipate how this lecture (or another version of it) could be used in a course you may teach on your own in the future. Incorporate this aspect into your reflection.

TAing as professional development

Your experience as a TA can help you develop the methods and strategies that may define your teaching practice in later stages of your career. Intellectually, it will allow you conceptualize your personal approach to the experience of learning and teaching. Professionally, it will help you keep track of the activities and readings that worked well and inspired students so that you can use them in future courses you design. Use this time to try out different approaches to teaching and reflect upon your how your values inform your everyday teaching practice. Collect examples of good student work and evaluate your teaching (see pages 38-47) as a TA. These practices may help prepare you to write a Teaching Statement when/if you go on the academic job market. For more on teaching statements and teaching as professional development, see Chapter VII, 'Teaching as Professional Development' (pages 62-71).

IV. Grading

Grading is a time-consuming and laborious task, but should not take up more than 5-10 hours of your work-time per week. Much like many other tasks associated with teaching, there are two ways that you can preserve your time and provide quality, student-centered instruction. Planning ahead will help you budget your time more effectively. Setting clear expectations for yourself, your students, fellow TAs, and supervising faculty will help cut down on the time you spend dealing with administrative issues related to grading and feedback.

Grading is also more than just affixing points or grades to an assignment. Grading and feedback serve important pedagogical functions. Grading helps TAs model important skills and processes for students and to provide encouragement and concrete suggestions for student improvement. The following section aims to provide you with tools and strategies to make grading efficient for you and effective for your students.

Grading to measure learning

There are two main categories of **assessment**. Summative assessments are tests, quizzes, and other graded course activities that are used to measure student performance. These types of assessments are cumulative across the span of a course and included in the plan for calculating student grades. Formative assessments are any of the ways that students receive input or feedback on their performance to help them improve. These types of assessments can be provided face-to-face in office hours, in written comments on papers, through emails, rubrics, or in class-wide comments contained in emails, announcements or in-class activities or discussions. In-class assessments are particularly useful to help measure student learning on a daily, on-going basis. Classroom assessment techniques, or CATS, provide a variety of useful strategies for doing this. Please see the section on CATS (page 24).

Grading throughout the quarter

Below, you will find a select, but not exhaustive, number of strategies to employ throughout the quarter:

Before the quarter

Meet with the supervising faculty and your fellow TAs to set clear expectations around the following issues:

- What the turnaround for grading assignments should be
- How the criteria for grading will be developed, implemented, and standardized across multiple sections and TAs
- What the policy on extensions or missed assignments should be

- What the media for grading will be (Canvas submission, paper submissions, electronic paper submissions, etc.)
- How students will be informed of their grades and what the feedback should look like
- How and who will handle grade disputes and what the process of dealing with those types of claims will be
- Expectations for what the final grade distribution

In the event that you are partially or totally responsible for handling grade disputes, develop a segment in your section syllabus that includes some gatekeeping policies for handling grades. These types of procedures should cut down on the amount of grade disputes that develop, but will also help ensure that the grade disputes you do receive are more thoughtful and considerate. An example of such a disclaimer is as follows:

"Grading Policy: Assignment grades will be returned during class-time. I will not discuss any issues related to a grade immediately before, during, or after class. If you have a question about a grade you received, please email me a paragraph explaining your concern no earlier than 24-hours after an assignment has been returned and request a time to meet."

Figure out a time of day that you would be most efficient and effective grading. For some people, this is first thing in the morning. Other people grade most efficiently and effectively the hour before lunch.

During the quarter

Before any assignment is due, set a time to meet with the professor and your fellow TAs to discuss the upcoming assignment and what the criteria for grading will be. Once assignments are due, meet with your fellow TAs and/or the professor and discuss a few examples to standardize the criteria. Reiterate what the expectations for completing the grades will be.

After meeting with your supervising faculty and fellow TAs, develop a template or rubric for what you are looking for and try to envision what the most common types of feedback will be. This will help you stay focused while grading the first few assignments. If you create a rubric for an assignment, consider sharing it with fellow TAs and the professor to get feedback.

Skim through the assignments before you begin grading. If you identify any problematic or difficult essays, contact the professor immediately. Stick to your scheduled grading time. This will help you budget your time more effectively. Grade one discussion section at a time. If the assignment has multiple prompts, group responses according to the prompts and grade one prompt at a time. If it is an exam, grade one exam section all at once. This will help you be consistent and efficient.

Protect your time while grading. The first few essays may make take more than 15 minutes to grade, but do not spend more than 30 minutes on any individual essay — ever. Allot no more than 10-15 minutes per individual essay. Ideally, you should be grading 5-10 essays per hour.

Keep your grading sessions short. Try and grade in 1-2 hour blocks, or grade a certain number of papers at a time. Short sessions keep you moving quickly and consistently through the stack. If you find that you are slowing significantly during your grading session, you may want to consider taking a brief break or returning to the task later.

Try and limit the amount of in-text annotation or comments you write on an individual paper. Too much red ink can overwhelm and discourage students. It is also inefficient to deliver handwritten comments that may be appearing on the majority of students' papers.

Use pencil when marking comments directly on the paper. Use post-it notes to mark letter grades or points on each paper as you read. Once you've finished reading all your papers or exams, then use the post-it grades to compare each paper across the class.

You may also type your comments. Develop a few standardized comments that can be copied and pasted to multiple assignments. Print these comments out and attach them to the essay if it is a paper copy. Simply copy and paste if you use the Speedgrader function on Canvas.

After grades have been submitted, ask a student who produced a successful assignment if it would be possible to use their essay as a future model or to provide comparisons and feedback for other students. Use this example during grade disputes and perhaps have students examine it before the next assignment is due.

After the quarter

Set up a time to meet and debrief with supervising faculty and colleagues. During this meeting, discuss what worked/did not work during the quarter. Use this time to examine how students struggled or succeeded during the quarter. Talk about how student performance was reflected in their assignments.

If some students improved significantly during the quarter, consider asking them to include their assignments in your teaching portfolio. Include all their essays to demonstrate the range of their improvement. Include the feedback you provided them. Write a brief reflection about how and why they improved. Think about how your instruction may have helped them develop their writing skills. Select some key examples from the feedback, lesson plans, and the essays to include in your reflection. Save these materials for inclusion in a teaching portfolio at a later date.

Rubrics

Rubrics serve as useful tools for both TAs and students. A rubric is a type of scoring guide that assesses and articulate specific components and expectations for variety of assignments. Rubrics can be scoring guides, teaching tools, and barometers of teaching effectiveness. Have a rubric ready and discuss it with the class before each assignment because rubrics are often the only place that students have the key aspects of an assignment or skill defined for them explicitly, especially for essays. For numerous rubric examples, please see the Appendix (pages 100-106).

Benefits for TAs
- Assess assignments consistently from student-to-student
- Save time in grading by allowing you to focus on specific components of the assignment
- Clarifies expectations for TAs across different sections
- Allows TAs to refine their teaching skills by evaluating rubric results.

Benefits for students
- Understand expectations and components for an assignment.
- Become more aware of their learning process and progress
- Improve work through timely and detailed feedback.

How can you develop a rubric?

- Examine an assignment for your course.
- Outline the elements or critical attributes to be evaluated (these attributes must be objectively measurable). If you are a TA, ask the lead instructor what objectives they have for the assignment.
- Create an evaluative range for performance quality under each element; for instance, “excellent,” “good,” “unsatisfactory.”
- You can reinforce a developmental approach by students by using a developmental scale in your rubric, like “Beginning”, “Emerging” and “Exemplary.”
- Add descriptors that qualify each level of performance. Avoid using subjective or vague criteria such as “interesting” or “creative”; instead, outline objective indicators that would fall under these categories. Examples could be “Organization,” “Evidence,” or “Argument.” These types of descriptors allow students to identify specific components for improvement.
- The criteria must clearly differentiate one performance level from another.
- Assign a numerical scale to each level.
- Give a draft of the rubric to your fellow TAs, lead instructor, and/or colleagues for feedback.
- Train students to use your rubric and solicit feedback; this will help you judge whether the rubric is clear to them and will identify any weaknesses.
- Rework the rubric based on the feedback.

Using rubrics in a discussion section

Rubrics are valuable pedagogical tools. You can use them in sections to help students learn the form and function of a history essay's components. They can serve as important sources for discussing effective writing. Not only will students gain insight into what makes an effective essay and hone their writing skills, but it will make the objectives of the assignment more transparent to students. You can use the following methods to incorporate rubrics into your sections:

- Provide samples, or smaller sections of samples, of a complete assignment (consider asking previous students for permission to use their assignments as samples, provided that you remove their names)
- Have students evaluate the assignments individually using the rubric.
- Have students share their results with a partner and justify their evaluation by explaining how they used the rubric
- Ask a few pairs to share their responses with the class. (Paying attention to students' reactions/interpretations of the rubric is useful and may inform rubric adjustments).
- Provide your own evaluation of the sample assignments and explain how you used the rubric to assess the work.

Giving feedback

The final step in the grading process is providing feedback. Because it is difficult to integrate lots of writing practice into sections, feedback is one of the primary ways that students get targeted guidance to develop their writing skills.

In general, written comments on the paper essays or typed comments on Canvas should be limited. Too much commentary or red ink can overwhelm and discourage many undergraduates. And oftentimes, this type of feedback does not single out what students did well and how they can improve upon some of the weaker aspects of their writing. Feedback should be limited to 3-4 main ideas at most.

Feedback should be targeted and specific. Grading is about guidance as well as assessment. Ideally, your comments will highlight some of the strengths of the essay as well as its weaknesses. Most importantly, you want to provide concrete steps for how students can improve. To provide useful feedback in an efficient way, it may be helpful to use a template to deliver feedback to students.

Example: Continue, Improve, Next Steps

In this structured feedback format, you first identify some strengths of the essay. You then point out some of the essay's weaknesses. Last, you provide some concrete steps for improvement. Some feedback that follows this template may look like:

"This is a strong effort. Your thesis is clear and argumentative. I encourage you to keep writing thesis statements that problematize our understanding of historical events. At times though, your essay is more descriptive and less analytical. This causes you to wander away from your overall claim. This may be the result of your topic sentences and overall structure, which often times fail to fully elucidate how your examples connect to your thesis. Moving forward, I think you can avoid excessive description by talking more explicitly about how examples are illustrative and supportive of your argument. The explanation of why your examples support your argument would make excellent topic sentences and help keep your argument on track and your analysis sharp and clear."

Grading participation

When assessing engagement in an inclusive way, you may also want to consider the multiple ways that students can contribute to discussion. When assessing students, try and consider blog/discussion posts. Written comments or warm-up activities are also good indicators of engagement. Students who pose good questions or clarification statements for their classmates are working through the material. Students who describe or paint a "verbal picture" of a process, event, or problem are performing some significant intellectual labor. Students who work well with their classmates in small group work are demonstrating important interpersonal skills. An inclusive environment will recognize and value all contributions that help create a collective sense of learning. Your assessment of your students' engagement with the class materials should also reflect that priority.

It is important to consider how your classroom atmosphere is fostering a welcoming environment. An inclusive learning environment—which is a classroom where all students feel their contributions and perspectives are equally valued and respected—will aid and increase student engagement. Ground rules for discussion are key ways to help promote active engagement from all students.

Transparency helps foster an inclusive environment and aids student learning. Communicate your standards of evaluating participation to your students in your section syllabus. If you decide to assess students based on how many times they speak in a section, let them know that. Inform your students if you plan on including their contributions to discussion boards or small group work as part of their participation grade.

Last, the most rigorous way to assess student engagement will tie their criteria to observable and measurable outcomes. One way to do this is by developing a rubric that evaluates student engagement according to Bloom's Taxonomy. The following example assesses students' contributions to discussion based on skills listed in Bloom's Taxonomy. Students who analyzed and evaluated exhibited higher-level skills earned more points than students who just described or summarized material. Ideally, use rubrics like this to assign students a participation grade immediately after class ends. Another strategy would be to print out your rubric and write a student's name next to where they fall on the rubric once they make a comment that falls into a certain category. You can enter their participation grades for that day later.

Discussion section rubric

Grade	Criteria
0	Absent
1	▪ Present, not disruptive. ▪ Tries to respond when called on but does not offer much. ▪ Demonstrates very infrequent involvement in discussion.
2	▪ Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. ▪ Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). ▪ Does not offer to contribute to discussion, but contributes to a moderate degree when called on. ▪ Demonstrates sporadic involvement.
3	▪ Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. ▪ Offers interpretations and analysis of case material (more than just facts) to class. ▪ Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. ▪ Demonstrates consistent ongoing involvement.
4	▪ Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). ▪ Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. ▪ Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. ▪ Demonstrates ongoing very active involvement.

V. Evaluating your teaching

Evaluation methods

Teaching evaluations are a teacher's most basic tool to help them figure out whether students are learning and to improve how they convey information to students. Like course assignments, teaching evaluations should be aligned with a course's learning objectives. While assessment helps you understand whether students have met your learning objectives, evaluation helps you determine whether your teaching methods and assignments choices helped students meet your learning objectives. If properly aligned, evaluation can be:

- A conversation with students about their own learning
- An opportunity to diagnose problems in course structure, teaching methods, or student learning and identify solutions
- A mechanism for collecting evidence of teaching effectiveness.

Researchers have increasingly found the standard teaching evaluations that many universities use, such as Northwestern University's CTECs, to be unreliable. Often, students use them to vent their frustration with a class, not to provide helpful feedback. Worse, many researchers argue that they most accurately measure students' grade expectations and gender, age, and racial prejudices. Students rate men higher than women and consistently describe men more favorably as "brilliant, awesome, and knowledgeable," while describing women more negatively, as "bossy and annoying." Students' gender and the professor's age, race, and area of study, all act as variables for the degree of bias in evaluations, making it difficult to control for them. One study has even shown that there is no correlation between students rating their instructors more highly and those students learning more. Despite such mounting evidence against evaluations like CTECs, universities and academic departments continue to incorporate them into hiring, promotion, and tenure decisions.[2]

TAs and new instructors can mitigate the effects of evaluations like CTECs on their careers, improve student learning, and improve their teaching over time by designing effective teaching evaluations. Instead of depending upon CTECs, you can utilize a variety of evaluations that ask the right questions about your teaching to help you discern and document your teaching effectiveness for later stages in your graduate career. This section will show you how to develop an evaluation plan while you're TAing a course and while you're a lead instructor.

[2] Philip B. Stark and Richard Freishtat, "An Evaluation of Course Evaluations," *ScienceOpen* (September 2014); Shauna W. Joye and Janie H. Wilson, "Professor Age and Gender Affect Student Perceptions and Grades," *Journal of the Scholarship of Teaching and Learning*, 15.4 (August 2015): 126-138; Lillian MacNell, Adam Driscoll, Andrea N. Hunt, "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching," *Innovative Higher Education* 40.4 (2015): 291-303.

Evaluation vs. assessment

Assessment is the systematic collection of evidence of student mastery of learning objectives in order to inform all decisions related to student learning. In more common parlance, assessment measures how well students have mastered course content or skills.

Evaluation can help you determine how your students are learning and whether your teaching methods are helping them learn. Evaluation measures all aspects of the course influencing or impeding that student mastery of learning objectives. It might consider all the factors affecting student learning – from a teacher's choice of daily activities, readings, and lecture style to classmates' conduct or topics covered in discussions, even the student's own commitment to the course.

Formative and summative evaluations

Like assessments, evaluations can be formative or summative. The difference between formative and summative evaluations is easy to confuse and often difficult to distinguish. **Formative evaluation** provides information that can help you change the course while it is ongoing. Formative evaluations can help you understand how students are responding to your course objectives, your teaching methods, your materials, and each other in any given moment of the course. They may also prompt students to think about how they learn in the context of your course. **Summative evaluation**, completed at the end of a course, helps instructors determine how a course could be improved in the future.

While formative evaluations show how certain aspects of your course are working and can assist in the learning process, summative evaluations are used to determine if students understood how each learning objective connected to course activities. Summative evaluations can also reveal what course materials and teaching methods helped students achieve mastery of those objectives at the end of the course.

Examples of formative evaluations include:
- Intake surveys (see Appendix, page 116)
- Keep/Quit/Start OR Start/Stop/Continue (see Appendix, page 117)
- Classroom Assessment Techniques (see page 24 and Appendix, pages 96-99)
- Student self-reflections (see Appendix, page 118)
- Mid-term evaluations (see Appendix, pages 119-120)

Examples of summative evaluations include:
- Group work evaluations (see Appendix, page 121)
- CTECs (see pages 40-42; 68)
- End-of-course evaluation (Appendix pages 126-128)
- Teaching observation (see pages 42-43).

Evaluation plans

Evaluations yield the most information when you utilize more than one kind of evaluation and integrate them into your classes from the beginning to the end. Creating a diversified evaluation plan before each class you teach will help you outline what evaluations you will give students, the format of the evaluation, and ensure that you can document evidence of your teaching effectiveness for your own professional development.

The evaluations you choose should relate to your learning objectives and class structure. For example, if a learning objective is to write a scaffolded research paper, or writing assignments are weighted heavily in the course, then a peer review assignment can help you assess whether students are improving their writing *and* evaluate whether they understand your feedback on their writing because you will be able to compare it to the feedback they give each other.

Evaluation plans will look different for a TA vs. a lead instructor. In a final or midterm evaluation, for instance, TAs may not be interested in whether students learned from the assigned readings because they cannot control assignments. But TAs can ask questions about discussion sections, feedback, and other teaching methods pertinent to their roles. Below are examples of TA and instructor evaluation plans:

TA evaluation plan

- Week 1: Intake survey (on Canvas)
- Week 4: Discussion Self-Reflection (last five minutes of sections)
- Week 5: Return discussion self-reflection with comments and mid-term participation grade at the end of sections
- Week 7: Faculty observation of one section
- Week 9: Anonymous section evaluation (last five minutes of sections)
- End of course: CTECs

Lead instructor evaluation plan

- Week 1: Intake survey (on Canvas)
- Week 5: Small Group Analysis
- Week 9: Anonymous course evaluation (last five minutes of class).
- End of course: CTECs

CTECs

At the end of each quarter, students complete electronic, anonymous course evaluations: CTECs. They include a numerical evaluation of your work as well as comments students write directly. Your professor and the department may be able to see your full CTECs (including numerical score and comments) after the course is over, and these CTECs are compiled by the department. These forms may become part of your application for jobs in the future, possibly as part of a teaching portfolio.

While not explicitly required to do so, students must complete CTECs if they wish to view them for other classes in the future. Students tend to write CTECs to each other rather than the instructor, so these evaluations can be problematic. Consider talking with your students about what CTECs are and what they are used for before they complete their evaluations. One strategy is to briefly introduce CTECs on the first day of section, and then follow up on the last day of section; remind your students that the function of CTECs is not to communicate with fellow students about the difficulty of the course or personal opinions about the instructor, but rather CTECs are serve as one of the only mechanisms for documenting teaching effectiveness. CTECs are official records that may be included in teaching portfolios. Inform students that you are not asking them to be overly generous, but rather reminding them that CTECs are used by faculty, teaching assistants, and the university in particular ways.

When you use CTECs along with other evaluations throughout the course, you may be able to glean some useful information from them. CTECs are public, so it is important to note that if students write an inappropriate comment about you, you may petition the lead instructor of the course you TA'd for or the DGS to have that comment removed from your evaluations.

CTECs for TAs

TA CTECs include a mixture of quantitative and qualitative questions. Students are given four criteria to rate the TA on, and then have the chance to write comments for each criteria. According to the History Department, CTEC scores vary from the 2 to 6 range but CTECs that average above 4.5 are considered very good.

Students evaluate TAs on a scale of 1-6, and have the chance to write additional comments on the following criteria:

- The TA was able to answer the students' questions adequately.
- The TA was well prepared for each session.
- The TA communicated ideas in a clear manner.
- The TA showed strong interest in teaching the course.

CTECs for lead instructors

For instructors, students answer more specific questions and write free responses as well. Instructors may also customize your CTECs for end-of-course evaluations. Even if you are not teaching your own course, thinking about these criteria may help you focus on the sorts of things that improve your teaching. And as a TA, you may find students will write about you in the CTECs for the entire course.
http://www.northwestern.edu/ctec/faculty/index.html

Students evaluate instructors on a scale of 1-6 on the following criteria:

1. Provide an overall rating of the instruction
2. Provide an overall rating of the course.
3. Estimate how much you learned in the course.
4. Rate the effectiveness of the course in challenging you intellectually.
5. Rate the effectiveness of the instructor(s) in stimulating your interest in the subject.
6. Estimate the average number of hours per week you spent on this course outside of class and lab time.

Students provide written evaluations for instructors from the following question:

1. Please summarize your reaction to this course focusing on the aspects that were most important to you.

Students answer the following demographic questions:

1. What is the name of your school?
2. Class year
3. What is your reason for taking the course?
4. What was your interest in this subject before taking the course?

Teaching observations

Having another teacher observe your class is a useful way to evaluate your own teaching and to learn from other teachers. Depending on when you conduct the observation during the course and the kinds of feedback you receive, an observation of your teaching can be formative or summative. You can be observed or observe other instructors in different classroom settings, like lecture halls or seminars, to watch and learn how different teachers utilize different methods, and to what ends.

Peer observations of your teaching

History graduate students are encouraged to observe each other in discussion sections or as lead instructors. This is a great way to learn from your colleagues and gain more strategies for leading discussions and seminars. You might team up with a fellow TA to do so. Be sure to give observers the lesson plan and objectives before they attend. After the observation, ask them for written feedback and/or a follow-up meeting to discuss the observation. You may want to ask:

- What worked well? Is there a specific moment during the observation where the TA used an effective teaching method?
- What could have gone better? Can the observer suggest a way to improve a specific teaching method?
- Does the observer have any other suggestions for activities or teaching methods that work well in discussion sections?

Faculty observations of your teaching

TAs are encouraged, but not required, to ask lead instructors to observe a discussion section. If you choose to do so, be sure to follow the same process as peer observations, above. A written note about the observation from the faculty member would be especially important to add to your teaching portfolio as evidence of effective teaching.

Observations from the Searle Center for Advancing Teaching and Learning

Graduate students can get confidential teaching observations from the Searle Center throughout the academic year, as TAs or lead instructors. These observations include a formal report, which graduate students can add to their teaching portfolios.
http://www.northwestern.edu/searle/services/feedback-on-teaching/teaching-observation-landing-page.html

Graduate students may also consider requesting a Small Group Analysis (SGA) as TAs or lead instructors through the Searle Center. SGAs are a confidential service designed to provide instructors with early and extensive formative feedback from students, offering information and insights that do not emerge from end-of-term course evaluations (CTECS). A trained Teaching Consultant (TC) will visit the class, usually 20-30 minutes before the end of the session, on a scheduled date, and ideally sometime between weeks 4-6 of the quarter. After the instructor leaves the room, the TC will lead a discussion with the students around the following three questions:

- What aspects of this course enhance your learning?
- What aspects of this course could be improved to enhance your learning?
- What could you—as a student—do or continue to do to enhance your learning in this course?

Afterwards, the TC will compile a report that details both group responses and individual student ratings for each question in preparation for a follow-up consultation with the instructor. After meeting with the TC, you might consider using the report in your teaching portfolio.
http://www.northwestern.edu/searle/services/feedback-on-teaching/small-group-analysis-landing-page.html

Observing other teachers

It is not uncommon to observe lectures by history professors you are not TAing for. If you do so, be sure to send the professor an email asking them to observe the course. After the observation, if you might ask one student to complete a CAT and get an idea of how at least one student responded to the lecture. For example, provide a student with an index card and ask them to write the main point of the lecture in one or two sentences. You could use the same technique for observing a seminar.

Designing surveys

Many evaluations take the form of surveys. But you want to make sure your survey is effectively designed for its intended purpose: evaluating your teaching. Whether you use a sample evaluation in the Appendix or design your own, consider the following factors as they relate to the objective of your evaluation:

Anonymity

If the survey is intended to evaluate the TA or instructors' methods, it should probably be anonymous so students answer more candidly than they would otherwise. If you wish to understand how students are learning, you may wish to know their names to track their learning over time.

Length

A survey probably should not take more than ten minutes for students to fill out, otherwise they will be unlikely to complete it or answer each question thoughtfully. If you are using a variety of evaluation methods throughout your course, an individual evaluation shouldn't need to be long anyway because you will have other sources of data.

Format

Before writing questions, consider what kinds of questions—multiple choice, ratings, open-ended questions—will yield the information you're looking for, be easiest for you to design, take the least time to review, and that students can answer efficiently. Also consider how you will interpret the responses.

Platform

Many instructors hand out paper surveys at the end of class and ask students to fill them out. This ensures that all students present participate in the evaluation, but requires teachers to input and visualize the data themselves. There are also a variety of options for digital surveys at Northwestern, including:

- Canvas: you can set up a survey using the Canvas quiz feature and prompt students to take it. This is useful for intake evaluations and required surveys. Canvas surveys are not anonymous, and the system is clunky to use and visualize results with.
- Google Forms: you can set up a survey using Google Forms through your Northwestern email account. Google Forms are usually easy to use because it visualizes survey results for you, surveys are easy to share with students, and they can be anonymous.
- SurveyMonkey: you can set up a basic survey using a free account on SurveyMonkey. These basic surveys are easy to create and can be shared with anyone, but options for formatting surveys and generating data reports are limited with only a free account.

- Qualtrics: you can set up a survey using Qualtrics, which is available to all undergraduate and graduate students in Weinberg. Surveys in Qualtrics make take more time to create, but they often allow for more complex surveying and data analysis. Qualtrics provides detailed and in-depth visualizations that can be a bit overwhelming with a small sample size. It is also generates reports that you can keep for later use or used in a teaching portfolio.

Writing survey questions

Writing survey questions can be tricky, but the following tips can help you design effective questions:

- Each question should be clear, brief, and specific.
    - **Bad:** Did you like the course?
    - **Better:** What readings did you enjoy?
- Avoid leading questions and prompts.
    - **Bad:** Do you agree that the TA's efforts to lead discussions is important for your learning?
    - **Better:** Did discussion sections increase your understanding of the course material?
- Word questions in the positive.
    - **Bad:** Please rate your agreement with this statement on a scale from 1-5, with 1 being disagree and five being agree: My instructor's plans for this course are obtuse.
    - **Better:** Please rate your agreement with this statement on a scale from 1-5, with 1 being disagree and five being agree: Instructions on course activities and assignments were clear.
- Avoid words such as "not" or "except."
    - **Bad:** Agree or disagree: Communication is not an important skill in this class.
    - **Better:** Agree or disagree: Communication is an important skill in this class.
- Avoid passive voice.
    - **Bad:** Please rate your agreement with this statement on a scale from 1-5, with 1 being disagree and five being agree: My writing skills were improved by the assignments.
    - **Better:** Please rate your agreement with this statement on a scale from 1-5, with 1 being disagree and five being agree: The assignments improved my writing skills.
- Avoid double negatives.
    - **Bad:** Do you agree that the course objectives were not unattainable within the timeframe of the course?
    - **Better:** Were the course objectives attainable within the timeframe of the course?
- Avoid absolutes.
    - **Bad:** Did you always attend lecture?

- **Better:** How often did you attend lecture?

- Avoid double-barreled questions that ask about more than one quality or topic.
  - **Bad:** TA feedback is timely and fair.
  - **Better:** TA feedback is timely.
  - **Better:** TA feedback is fair.
  - **Bad:** How satisfied or dissatisfied are you with this course?
  - **Better:** How satisfied are you with this course?
- When asking students to rate questions on a scale, use at least five options in the scale for the most precise results. You may also consider defining each number or ranking of the scale.
  - **Bad:** I developed a more critical understanding of modern European history.
    Agree Neutral Disagree
  - **Better:** I developed a more critical understanding of modern European history.
    Agree Somewhat agree Neutral Somewhat disagree Disagree
- Phrase questions about the course and course instruction, not the instructor or TA or their attitudes, as perceived by students.
  - **Bad:** The TA was interested in teaching the course.
  - **Better:** I am more interested in the course topic than I was before I took the course.

Using evaluation results

Using formative and summative evaluations

A key aspect of planning your evaluations is thinking about how you will integrate feedback from evaluations into your teaching. Formative evaluations should help you understand what your students are motivated by—grades, workload, fulfilling their history course requirement, learning about history in general or a specific kind of history—and what students hoped to get out of the course. Formative evaluations can help you figure out how to best frame your feedback and explain your learning objectives and teaching methods to your students during the course. They may also help you understand what assignments and teaching methods are helping students learn. Based on evaluation results, you may decide to repeat certain assignments or activities that worked well and scrap those that did not. You might also add additional activities to help students practice skills they did not understand at first, delete activities that are repetitive, or aim to improve skills that students have learned.

Summative evaluations can help you figure out how to change the course for the future. Summative evaluations also help you assess whether changes made throughout the quarter were effective. Formative evaluations during the quarter may have revealed that many students did not understand a certain assignment, or did not see the point in a reading or activity. A good summative evaluation will follow-up on those problematic topics from prior evaluations to ask whether these problems were resolved before the end of the quarter.

How to talk to students about evaluations

Students will usually respond favorably to evaluations—especially when they feel that you will take them seriously. When you incorporate some of students' feedback into your teaching methods during the course, you should let students know when and how you do so. Most students will appreciate that you are responding to student opinions, even if the outcome isn't one they personally preferred.

Evaluations do not always need to be incorporated into your teaching. This includes scenarios in which the results are inconclusive, student expectations counter your learning objectives, or student responses contain prejudice or personal attacks. In these situations, use your best judgment. You are unlikely to meet all your students' needs. Talking to a friend or colleague who is an experienced teacher may help you navigate these situations. Consider the parameters of the class and the institution in which you are teaching to decide your course of action.

If you choose not to incorporate student feedback for reasons other than personal attacks, you may communicate the reason why. Students like to know they were heard, even if their feedback is not implemented. Explaining why clarifies your objectives and makes course ideas more manageable for students to absorb.

Documenting teaching effectiveness for later stages in your career

You should save all evaluations of your teaching for your teaching portfolio and the job market. You may also use them to update your teaching statement. To learn more about integrating evaluation results into your teaching statement and your teaching portfolio, see Chapter V, Teaching as Professional Development (pages 62-71).

VI. Teaching your own class

There are a number of different opportunities for graduate students to serve as a lead instructor for a course at Northwestern. In the history department, the main options for those who have advanced to candidacy and entered their fifth year are teaching summer courses (covered in a separate section below) and teaching a History 392 (upper-level seminar) course during the academic year. For options outside of the department, see the "Opportunities to Expand Your Teaching Skills" (pages 62-65).

Developing a course

Timelines

During the spring, graduate students complete a yearly planning form and, at that time, qualified graduate students can propose a History 392 course to teach during the following academic year. This proposal will include a course topic, course description, evaluation methods (i.e. assessment plan), and reading lists. Other than the topic and description, the course plan can change somewhat as the instructor prepares a final syllabus. However, graduates planning to propose a History 392 for the following year should begin developing their course plan by winter quarter.

Course descriptions

Many history department courses are taught regularly and somewhat standardized (i.e. regional surveys), however instructors have relatively free reign when choosing a topic for a History 392, and will likely choose a topic related to their research or other interests. The <u>course title</u> and <u>course description</u> are important tools for communicating this topic to prospective students. As teaching a course depends on a minimum number of enrolled students (usually 5 or 6 students), prospective instructors should think carefully about how to best <u>advertise</u> their course and grab student's attention. Because of the dynamics of the registration process, this depends on both a gripping title – which students often see first in Caesar – and an equally interesting course description.

When drafting the course title and description, instructors might consider how the topic relates to current events or students' lives, the broader applications of the topic, or the types of skills students might learn in the course and use in other settings. The description can also be a combination of narrative and questions – these could either be core questions of the course or questions that are surprising, interesting, and, again, designed to grab student's attention. Whichever format the instructor may choose, the description should be clear, concise, and avoid any jargon. In short, it should be fun and easy to read, focused on describing why a student would enjoy the course.

Course design

In addition to the information required for a course proposal, instructors should begin the course design process by considering their learning objectives for the course. Much like designing objectives for individual discussion sections, there are a number of ways to think about this process. One way to begin when designing your own course is to consider the highest order skill a student will perform – usually a final assignment. In a History 392 course, for example, this might be completing an individual research project. Once you have determined this higher order objective, consider what other types of skills a student would have to master to complete such a project. In addition to mastering certain content, students would have to learn, for example, how to locate and analyze primary sources, assess other historians' arguments, and make an original argument supported by evidence. Those determinations can, in turn, guide how you outline the course's learning objectives, assessment plan, even reading assignments and individual lesson plans. That is the basic idea behind learner-centered teaching.

See chapter III, 'Leading discussion sections' (especially pages 15-18) for more information on writing learning objectives for both courses and individual lesson plans. For examples of course descriptions, learning objectives, and assessment plans see the sample syllabi in Appendix (pages 129-163).

Learner-centered teaching

The idea of starting a course design with your learning objectives is the foundation of "learner-centered teaching." While "many teachers *begin* with textbooks, favored lessons, and time-honored activities," this method derives "those tools" from the course learning objectives. Thus, learner-centered, objective-based, or what Grant Wiggins and Jay McTighe call "backwards design" comprises three basic stages:[3]

- "Identify desired results"
    - What are the essential elements of the topic and wider discipline that you wish to communicate to your students?
    - Is there a certain style of creating new knowledge in your field or discipline?
    - Are there essential skills for "doing" history (or any other discipline)?
    - How will an "enduring understanding" of your field influence students wider lives?
    - More things to consider when designing learning objectives:
        - Does the objective "represent a 'big idea' having enduring value beyond the classroom?"
        - Does the objective "reside at the heart of the discipline?"

[3] This summary is primarily derived from Wiggins & McTighe, "What is Backwards Design," *Understanding by Design* (2001).

        - Does the objective require “uncoverage” or “scaffolding”?
            - Is there other knowledge or skills that a student must first learn or master before accomplishing this objective? For example, what skills are required in completing a research paper? (e.g. locating evidence, analyzing arguments, writing a thesis, etc.)
        - Does the objective “offer potential for engaging students?”
- “Determine acceptable evidence”
    - Assessment plan – How will you assess that students are accomplishing the course’s learning objectives?
    - “Because understanding develops as a result of ongoing inquiry and rethinking, the assessment of understanding should be thought of in terms of a collection of evidence over time instead of an event—a single moment-in-time test at the end of instruction—as so often happens in current practice.” (Pg. 13)
- “Plan learning experiences and instruction”
    - Align instruction and other learning activities with assessment and learning objectives

There is still a clear place for traditional exams, essays, and grading/assessment methods in this process of course design, but consider what kinds of assignments will help students accomplish the learning objectives. For example, in Figure 1.5, the ovals represent types of learning objectives, and each of these groups has examples of assessments that might be used to measure students’ success in achieving that objective. Thus, a quiz might be used to measure content knowledge as a short essay might be used to measure students’ ability to support an argument with evidence. And, both of those tasks could contribute to an “enduring” ability to analyze an argument using their knowledge of relevant content and understanding of how evidence is used. Figure 1.6 provides further details of how this order of considerations builds to a final learner-centered course design.

Figure 1.5 **CURRICULAR PRIORITIES AND ASSESSMENTS**

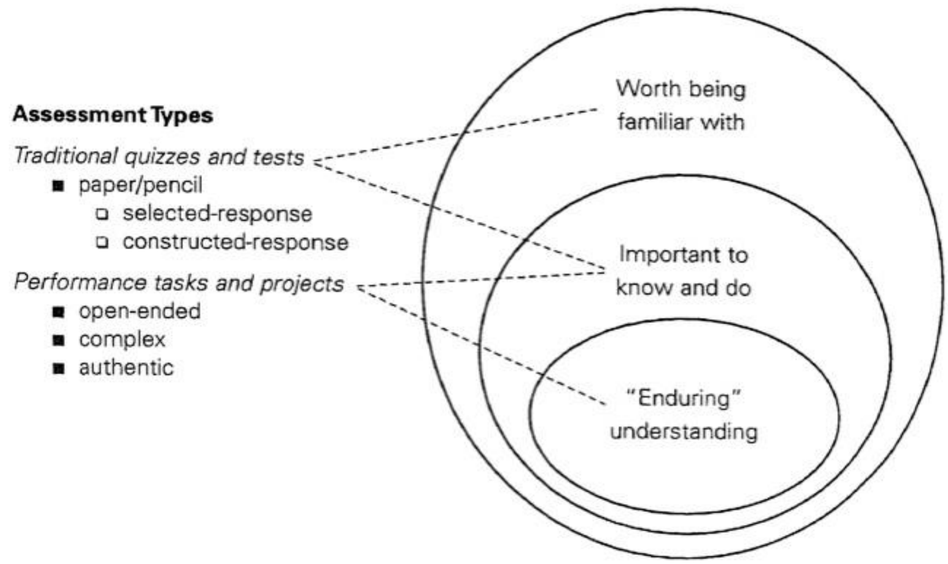


Figure 1.6 **THE BIG PICTURE OF A DESIGN APPROACH**

Key Design Question	Design Considerations	Filters (Design Criteria)	What the Final Design Accomplishes
Stage 1. What is worthy and requiring of understanding?	National standards. State standards. District standards. Regional topic opportunities. Teacher expertise and interest.	Enduring ideas. Opportunities for authentic, discipline-based work. Uncoverage. Engaging.	Unit framed around enduring understandings and essential questions.
Stage 2. What is evidence of understanding?	Six facets of understanding. Continuum of assessment types.	Valid. Reliable. Sufficient. Authentic work. Feasible. Student friendly.	Unit anchored in credible and educationally vital evidence of the desired understandings.
Stage 3. What learning experiences and teaching promote understanding, interest, and excellence?	Research-based repertoire of learning and teaching strategies. Essential and enabling knowledge and skill.	WHERE Where is it going? Hook the students. Explore and equip. Rethink and revise. Exhibit and evaluate.	Coherent learning experiences and teaching that will evoke and develop the desired understandings, promote interest, and make excellent performance more likely.

Similarly, reading assignments should be considered for content and kinds of skills required to complete them. For example, if students will do primary source research, how can early reading assignments using primary sources to help students to learn how to analyze such sources? Or, if students will be writing a historiography, how are you using in-class discussions about secondary readings to compare and contrast author's arguments?

Thinking about this type of learner-centered alignment, the American Historical Association's Tuning Project has recently developed a variety of core learning objectives for the discipline, along with a great selection of course materials. For more information, see the AHA's [Resources for Tuning the History Discipline](https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/resources-for-tuning-the-history-discipline).
https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/resources-for-tuning-the-history-discipline

Selecting and ordering course materials

As noted above, readings should be selected for both content and how they contribute to the course's overall learning objectives. Additionally, you should be sure that assigned materials present a range of perspectives, reflecting the diverse perspectives of both students and historical actors. Instructors are often mindful of covering the experiences of different groups, but we should be similarly mindful of presenting diverse perspectives on all events and historic developments covered in a course. In the history of the 1960s, for example, women and people of color did not just experience their respective rights' movements, but also had a voice in all manner of projects from challenging the Vietnam War to changing higher education. It is vital that those diverse perspectives be reflected in the readings selected for our courses. This is equally important for both primary and secondary sources, as students should also hear from a diverse group of scholars. When selecting books for purchase, instructors might also consider the cost of such materials and do their best to ensure equitable access for all students.

A few months before your course begins, the history department's undergraduate coordinator should contact you about ordering any books for the course. Usually, you have the option of having the department order the books or ordering them directly through the Norris bookstore. During the academic year, especially if you require desk copies of any assigned readings, it is usually easiest to order your books through the department. When ordering books, you have the option of selecting whether a book is listed for your course as either "Required" or "Recommended." After placing the order, you should receive a confirmation. However, it is still prudent to check the bookstore (can also view the listing on the bookstore's website) to ensure all books are available and listed properly.

If you have any issues with ordering books, you can contact the Norris Bookstore directly by emailing norrisbooks@northwestern.edu. NOTE: For SPS and Summer Courses, you will often have to order the books on your own and should be sure to do so at least a month (six weeks is more advisable) before classes begin. You will also need to request your own desk copies directly from the publisher (instructions are available on publishers' websites). For all book orders you will need to know the ISBN number, which is easily located on Amazon.

Writing a syllabus

Once you have determined the above information, you can begin writing a syllabus. The course title, meeting times and location, course description, learning objectives, assessment plan, and reading assignments are the core aspects of a syllabus.

Additionally, you should think of the syllabus as the first important communication you are having with students. What kind of policies do you want students to follow? How and when are the best ways to get in touch with you? What kind of learning environment are you trying to establish in the classrooms? Do you want to establish ground rules for respectful behavior that all should follow during discussions? Many of these policies can be discussed and agreed upon with your students, but the syllabus is a good place to create a foundation for your course. Also, you should not underestimate the value of making a policy explicit at the outset if and when issues arise during the quarter.

Some of the types of information that could or should be included on a syllabus include:

- Grading scheme / Assessment plan
  - In addition to listing assignments and due dates, the syllabus should include information on how final grades will be determined and the relative value of each type of assessment, including attendance and participation
- Office hours
  - In addition to the location and times of your office hours (generally you should offer at least two hours per week), consider including information on contacting you by email, including how soon students can expect a response (e.g. 24 hours)
- Attendance policy
  - This might also include an explicit statement about participation and how you will grade both attendance and participation
- Accessibility
  - AccessibleNU offers the following boilerplate statements to be included on syllabi:
    - Evanston campus: “Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.”
    - Chicago campus and online courses: “Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (agnes.mcgrane@northwestern.edu; 312-503-4042) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.”

        - For updates, refer to Accessible NU's webpage: http://www.northwestern.edu/accessiblenu/faculty/general-information/index.html
- Late policy, make-up policy
- Extra credit policy (which might include not offering extra credit)
- Plagiarism policy – note that all suspected instances of plagiarism can be report to the WCAS Dean's office
- Information about the Writing Place or other resources on campus that will be helpful for your course
- Policies or ground rules to ensure a civil learning environment/classroom community
    - Many instructors use time during the first class meeting to work with students to establish and agree upon these
- Technology policy – as with most of the policies, the amount students can use technology in a course is up to the preferences of the individual instructor
- "Syllabus is subject to change" – many instructors find it helpful to include this caveat as slight adjustments often will need to be made during the quarter

See Appendix (pages 129-163) for sample syllabi and different examples of how instructors choose to communicate this information to their students.

Designing assessments

On the course level, the primary focus of assessment should be on articulating what you intend that your students learn. Various terms are used to describe this process such as goals, objectives or learning outcomes. For more on this, please see the section of learning objectives (pages 17-19)

Assessment methods should help you identify if the required learning has occurred. Assessments can be direct measures, which assess a student's direct application of knowledge or skill. Examples of direct measures include a literature synthesis essay or a research plan. Indirect measures, on the other hand, ask students to reflect on their own learning. In this instance, surveys or some CATS can be help you determine if learning has taken place. It is critical for you to consider how your assessment aligns with your expectations for student learning. For example, if you want students to evaluate arguments, an assessment quizzing them on library resources may not be the most appropriate assessment. When preparing an assessment, you may want to ask yourself the following questions:

- Is this the appropriate assessment? What are students getting out of this assessment that they cannot get out of another assignment?
- How will this assessment help me identify and measure the following: 1.) Acquisition of knowledge; 2.) Skill development; 3.) Levels of performance and master

- How is this assessment related to other assessments? How is it related to the final project or exam? Is there a way to make this assessment fit more with the rest of the course assignments and readings?
- Are there opportunities for students to practice the components of this assessment? How can this assessment be an opportunity for students to build skills for later assignments?
- How will the feedback provided on this assessment help students progress?
- Does this assessment allow students to examine their own work and intellectual progress?
- Does this assessment provide evidence of a learning outcome or goal that was communicated to students?

For more examples of assessments, please see Appendix (pages 116-128).

Teaching the course

Much of the material already covered in this binder will be equally applicable when teaching your own course. The process of teaching your own course is always a bit different. Many first-time instructors are most focused on their new role as sole person responsible for communicating content. Lecture and the sharing of information is an important part of any history course, and first time instructors should not underestimate the amount of time it takes to write and prepare lectures. However, instructors should also try to remain focused on maintaining the best practices they learned while working as a teaching assistant. These may include:

- Diversifying the structure of class meetings, including lecture, other active learning activities, and discussion.
    - For more on lesson planning, in-class activities, etc., see the section on "Leading Discussion."
- Using a variety of assessment methods and providing regular feedback.
- Regularly evaluating how students are responding to the course with methods that range from a brief "Stop-Start-Keep" exercise at the end of class to a more formal mid-term evaluation.
    - For more on evaluations, see the section on "Evaluating your teaching," (pages 116-128).

Communicating with students

Again, instructors should feel comfortable maintaining the style of communication they developed as a teaching assistant. It is always important to be as clear as possible with students about course expectations, important content, and feedback. However, there are a number of ways to accomplish these tasks.

For more on accessing your course roster and using Canvas to communicate with students, see the section on "Logistics and Resources." As you will be responsible for maintaining the course's Canvas site, uploading documents, etc., you may find it helpful to take a brief training session on using Canvas. For individual consultations, workshops, and more, you can visit Northwestern's Digital Learning Center. For more information see: https://digitallearning.northwestern.edu/canvas/get-started.

In class, instructors should do their best to get to know their students and to help them get to know each other. See pages 10-11 for printing a class roster with photos – a very helpful tool for learning students' names. Also see the section on "Leading Discussion," especially pages 19-20 for more on possible icebreakers for your first class.

Throughout the quarter, instructors should do their best to maintain open lines of communication with students inside and outside of the classroom. All instructors are required to have established office hours and many also make themselves available at other times by appointment. At the least, you should let students know the best way to communicate with you, presumably by email, and you might also establish expectations for when to expect a reply. If students will be completing writing assignments, you might also consider outlining at the start of the quarter whether you will read drafts and how you prefer to handle that process and/or other questions about assignments.

Grading

A key part of communicating with students is providing effective feedback on assignments. More than simply justifying a chosen grade, feedback should be focused on helping guide students' improvement on future assignments and correcting obvious gaps in necessary learning. Many have found that rubrics can be an effective tool in this process. For more on rubrics and feedback, see the section on "Grading," especially pages 31-37**.**

Whether using Canvas, an Excel sheet, or another method, instructors should be sure to keep up-to-date records of attendance, participation, and grades. At the end of the quarter, grades are submitted on Caesar under the course roster. Simply select a letter grade for each student and click Save when completed. For more information on this process, see Northwestern's Online Grading Tip Sheet for Faculty and Instructors. The history department's undergraduate coordinator can help with this process and will keep you informed of important information such as grade due dates.
http://www.northwestern.edu/ses/faculty-instructors/online-grading/tip-sheet.html

For more details on assigning letter grades, see the history department's Grading Guidelines.
http://www.history.northwestern.edu/undergraduate/major-minor/grading-guidelines.html

CTECs

See pages 41-42 for more information on using CTECs.

Teaching summer courses

Any Ph.D. candidate in their fifth year and beyond can propose a summer course. Summer teaching is a low-stakes way to learn how to be a lead instructor. You have a large amount of independence in designing your course through the School of Professional Studies, and you can teach in a condensed amount of time, leaving you more time to work on your dissertation. But the same advantages to teaching in the summer also make it tricky. If you are planning to teach a summer course, you should refer to the preceding material in this chapter as well as these additional considerations for designing a summer course.

Proposing a course

Around November, the Graduate Program Assistant will email grad students and ask them to propose courses for the following summer (see summer proposal form in Appendix, page 166). Proposals look very similar to the form for courses during the regular academic year, but consider the following additional factors.

Course length

All summer courses must meet for 28-32 classroom hours. You can propose either a six-week course or an eight-week course. A six-week course meets five hours per week (usually two meetings per week, at 2.5-hours per meeting), and an eight-week course meets for at least 3.5 hours per week (which could be one class a week at 3.5 hours per class, or could be divided into two meetings per week). All summer session courses usually begin in the second week of June.

Unless you have a pedagogical reason for proposing an eight-week course, past summer instructors have recommended proposing six-week courses. You get paid the same amount regardless of the length of the session, and they have found that the additional class time per week does not add too much additional work.

Course schedule

When you propose a summer course, you may choose the date and time that your class meets. To maximize enrollment, you should ensure that your chosen date and time does not conflict with other grad students' proposed history summer courses. The date you propose is not set in stone—you may change it through May after conferring with other summer teachers, and you may also make a note that you will teach at any available time.

Course topic

You may propose any course you want to teach in the summer, and there is no limit to how many courses you can propose. But when choosing a topic, remember that whether you teach the course depends upon departmental approval and enrollment. Approved courses that get enrollment tend to be 200- or 300-level survey courses. Proposing a course that the department regularly offers each summer, such as the second-half of the U.S. history and European history surveys, may secure you a course. You may also propose a 300-level course that delves into a more specific topic, such as “The Sixties” or “Modern British History.” 392’s, a seminar course on a niche topic, can be difficult to advertise.

It may be helpful to refer to the History Department’s course catalog to get ideas about what to teach, and which course number your planned course corresponds to: “History Courses,” http://www.history.northwestern.edu/undergraduate/courses/.

Grading scheme

Most summer courses have a “ABCDF” grading scale, and you can also decide whether students can take the course Pass/Fail. You have leeway in deciding what level of student performance counts as a pass or fail. Students may contact you about auditing your summer course. This is entirely up to you as the instructor, and you can say no.

Enrollment

Teaching a summer course is dependent upon enrolling five or more students. Be sure to write an engaging course description for an undergraduate audience (for more details, see pages 48).

In the past, SPS has used the following timeline to cancel courses: Three weeks prior to the start of Summer Session courses with fewer than 5 students will be flagged. Official cancellation of courses with fewer than 4 registered students will begin in early June after contact with the department and instructor. Be sure to follow your enrollments on Caesar in May and June to decide whether to advertise the course.

Designing a summer syllabus

As June approaches and it becomes more likely that you will teach your course, begin designing your syllabus. It is tricky to teach large periods of history in six weeks. A good rule of thumb is to <u>think of one class meeting in a six- or eight-week summer course as one week in a quarter-long course</u>. Because summer courses are not guaranteed to run once they’re approved, you may not want to finalize your syllabus until May or June, when you have a better idea of whether you will teach your course. In the early stages of syllabus design, consider the following unique factors for summer syllabi, and please consult Appendix pages 152-163 for sample summer syllabi.

Unique considerations for summer students

Before you begin writing your syllabus, think about your audience. Summer students tend to be from various levels of experience. Your course may be a student's first college course. Other students are completing distribution requirements and many are taking more than one course in history, or in other departments. Some are taking your course because the subject genuinely interests them and they want to broaden their understanding of a topic to study it further during the regular school year. Some may have significant commitments outside of class, such as jobs, families, or athletics. Some students are undergraduates from academic institutions other than Northwestern who are taking advantage of a credit-exchange program. Some are adult learners who have chosen to take a class for fun.

Due to these and other factors beyond your control, as in any course, it is especially important to frame the objectives of your course from the beginning, and to repeat them throughout. Lay out your course objectives for your students and discuss the purpose of the decisions you have made for the course to ensure that everyone is on the same page from the beginning. For example, some summer students may expect you to deliver information to them in a lecture format. If your course will utilize more active learning strategies than others, be sure to tell students that in the first class, and explain how that will enhance their learning. Doing so will help students from all learning levels and backgrounds understand how to succeed.

Communicating with summer students can also look different than it would during the regular academic year. Because many students are taking other summer courses that meet for 2-3 hours on the same day as your class, they may not be able to attend your regular office hours if they are immediately after class. Offering meetings by appointment or breaking up your office hours into shorter timeframes and alternating days may help students fit meetings with you into their schedules. Past summer instructors have found that posting on Canvas or emailing students are the most effective ways to inform students about assignments and to give feedback because students can access that information on their own time.

Pacing assignments

Though one class meeting is the equivalent of one week in a quarter, when assigning readings, remember that expecting students to read a week's worth of readings per class may be unrealistic considering they do not have a full week in which to read them.

In addition to regular readings, summer courses may include short assignments such as primary source analyses or reading responses, about once per week or every other week. A few summer courses may assign research papers, which tend to work best in eight-week courses. If you choose to do a research paper, be sure to break up the paper into multiple assignments and scaffold them into the course structure. You may even consider having students present their research questions or research in class.

Many summer survey courses include an in-class midterm and final. There is no time set aside for midterms or finals in summer courses, so plan to use at least half of one course meeting for these, and give yourself time to grade them. Check the Registrar's webpage, Summer Grading Information for Faculty, for the dates that grades are due; in the past; they have been due about five days after your last class.
http://www.registrar.northwestern.edu/fac-staff_resources/grading_info_summer.html.

Evaluating your teaching

Because summer students tend to come from a variety of different backgrounds, an intake survey (see Appendix, page 116) is incredibly helpful for instructors to understand students' familiarity with history. Midterm evaluations are also helpful, but given the short length of the course, it can be difficult to implement student feedback. Keep these evaluations simple—try using a "Start, Stop, Continue" evaluation (see Appendix, page 117).

As always, an end-of-course evaluation customized to your course can be particularly helpful complements to CTECs to evaluate the efficacy of your course's learning objectives. Note that summer course CTECs are usually not released until the end of August. Before you read students' course evaluations and after you've submitted their grades, you may also want to reflect on your experience of the course. Consider what worked, what didn't, and what you would change if you were to teach the course again, or if you were to teach the course in a quarter or semester. This last question could help you design the course to teach at other universities to which you may apply for jobs in the future. See Appendix for sample evaluations (pages 116-128).

Lesson planning for 2+ hour classes

Depending on the length of the course, summer classes are scheduled anywhere between two hours and 20 minutes to two hours and 30 minutes. The long time spent in the classroom can be hard on students and teachers alike, and no matter how well you use your time, 2+ hours is still too long for you and your students to digest information. But you can also use the time to experiment with a variety of activities that you may not have time for in a 50- or 75-minute class. In addition to limiting your lesson plans to two hours (knowing that you might go over time) and taking five-to-ten-minute breaks between each activity, you can use multiple teaching and learning methods to break up the time, minimize your prep time, and enhance student learning.

Lectures

Best practices for lecturing become especially important in summer courses. Many professors recommend lecturing for no more than 50 minutes at a time. By then, you will want a break, and students will, too. You can also practice audience engagement activities, like polling and visual source analysis, during lecture. Use engaging visuals to give students something to look at, and limit text because students will often copy the text rather than listen to your words. Some instructors even share the PowerPoints on Canvas so that students can refer to them after class and focus on the lecture in class.

The long class periods also enable you to screen documentaries and movies in their entirety. Documentaries make great substitutes for lecturing and serve to introduce a new topic that you may not have as much experience with.

Discussion

Many summer teachers will lead a discussion section after lecturing. You might use a shorter discussion to review major concepts from lecture and relate them to any assigned readings. Or you could lead 50-minute discussions like sections. Discussions can be a great way to implement primary source analysis on certain days of class.

Active learning strategies

Classes can engage students beyond discussion. Try having students do an in-class debate where they role-play a variety of different opinions on the same historical topic (see Appendix, pages 83-84). Students can also present on readings and lead discussion (see Appendix, pages 82-84), play a jeopardy game (see Appendix, page 88-89), or share their research during an in-class presentation (see Appendix, 85-87).

VII. Teaching as professional development

Opportunities to expand your teaching skills

You can take advantage of the History Department's professional development programming, as well as the variety of programs offered throughout Northwestern, to expand your teaching skills. Most notably, the Searle Center for Advancing Teaching and Learning offers a variety of programs for graduate students at various stages of their careers to improve their teaching skills, learn about effective teaching in an interdisciplinary setting, and to become familiar with teaching and learning research and resources. Additional teaching opportunities, inside and outside of Northwestern, are also listed for you to take advantage of in later years. In some cases, the department may be able to release you from your TAing obligations if you choose to pursue one of these opportunities instead.

Second year and beyond

New TA Conference

History graduate students are usually required to attend the New TA Conference (NTAC) before the start of their second year. NTAC is a day-long event, usually held in mid-September, that introduces new teaching assistants to learning and teaching at Northwestern. Throughout the day, participants engage in discipline-specific and cross-disciplinary workshops and discussions aimed at helping new TAs prepare to teach.
http://www.northwestern.edu/searle/programs-events/grad/new-ta-conference/index.html

History 560: Teaching History

All graduate students in history who entered the program in 2015 or later must complete History 560: Teaching History by the end of their fifth year. The course serves as a primer to pedagogy for graduate students in History. Students will reflect on what goes into preparing a good syllabus, an effective lecture, and a meaningful classroom discussion. The department advises students to take the class in the third year, but students have the option of taking it in either the second, third, fourth, or fifth year.

Searle Center workshops

Throughout the year, Searle offers a variety of interactive workshops that integrate the latest research and theory on student learning with best teaching practices. These sessions help graduate TAs and instructors address key issues within and across their disciplines.
http://www.northwestern.edu/searle/programs-events/grad/workshops.html

Department workshops

In conjunction with Searle's Graduate Teaching Fellows Program the history department may have a graduate teaching fellow each year who designs and organizes department-specific workshops that you can attend. You may apply to be a Graduate Teaching Fellow after completing Searle's Teaching Certificate Program. http://www.northwestern.edu/searle/programs-events/grad/graduate-teaching-fellow/index.html

Third Year and beyond

New TA Conference Workshop Leader

NTAC Workshop Leaders develop two workshops for the New TA Conference: a discipline-specific workshop that orients new TAs to teaching in the history department, and a cross-disciplinary workshop that addresses larger issues in teaching and learning. NTAC Workshop Leaders collaborate with another Workshop Leader or a Graduate Teaching Fellow to develop their cross-disciplinary workshop. To apply to be a NTAC Workshop Leader, grad students must be in the second year of your program or beyond. History grad students may consider applying for this at the end of their second year to complete in the beginning of their third years. http://www.northwestern.edu/searle/programs-events/grad/new-ta-conference/ntac-workshop-leader.html

Teaching Certificate Program

The Teaching Certificate Program (TCP) offers graduate students and postdoctoral fellows a year-long sequence of seminars, special-topics workshops, and peer and faculty mentoring focused on improving student learning in their disciplines. It is a great complement to the department's teaching course, giving grad students the opportunity to think about what effective history teaching looks like in the context of broader interdisciplinary conversations about teaching and learning. By the end of the program, you will have designed your own course and written a teaching statement, which (along with completion of the program itself) will be useful for you as an advanced grad student who wants to teach their own course or on the job market. You will also be able to participate in other Searle programs, like the Graduate Teaching Fellows or the Graduate Teaching Mentors. The relationships you develop during and after TCP can also help expand your teaching experience throughout your graduate career at Northwestern.

TCP is open to grad students who have advanced to candidacy or can articulate a clear statement about why they are pursuing the program beforehand. For historians, many of whom travel for research beyond candidacy, third year can be an ideal time to complete the program, and you can apply for it as early as your second year. TCP also requires a "teaching context,"

which can be TAing or teaching your own course. Searle can find a teaching context for you if necessary.
http://www.northwestern.edu/searle/programs-events/grad/teaching-certificate-program/index.html

Brady scholars Program Graduate Fellow

The Brady Scholars Program in Ethics and Civic Life offers a rare opportunity to mentor undergraduates for three years and teach them as a lead instructor. This opportunity could be a good option for you if you are interested in advising, teaching, and civic engagement. Brady is a scholarly community in which undergraduates, graduate students, and faculty apply philosophical theories of "the good life" to local, national, and international communities. In their sophomore year, Brady Scholars take three classes in Philosophy. They study abroad in their junior year, and complete a capstone project that addresses social, economic, or political issues in the Evanston community in their senior year.
http://www.bradyprogram.northwestern.edu/

Four Graduate Fellows from graduate students in all programs are selected annually to serve as mentors for a class of undergraduates in the Brady Program. They oversee the progress of the undergraduates as they work their way through the three years of the program by mentoring one small group of four Brady scholars for three years. Graduate Fellows provide ongoing support and guidance to undergraduates as they learn about the city of Evanston and its social, economic, and political problems. They maintain frequent contact with their four assigned undergraduates when they study abroad. When those undergraduates return to campus in their senior year, the four Graduate Fellows design and teach a course in the Fall and Winter quarters to help them complete their collaborative community project. You can apply to be a Brady Graduate Fellow in the spring of any year in your graduate program, but you might consider applying in your second or third year to match your research travel schedule with the Brady's junior years abroad. The fellowship carries a $6,000 stipend, divided over three years.
http://www.bradyprogram.northwestern.edu/people/graduate-student-fellows/

Fourth year and beyond

Graduate Teaching Mentors

Searle's Graduate Teaching Mentors (GTMs) gain a unique context to further their pedagogical development by mentoring their peers in the TCP. If you are interested in working with graduate students in the future, being a GTM is a unique opportunity to teach graduate students about teaching, gain mentoring experience, and to learn new teaching methods as you share work with a variety of teachers across disciplines.

Over the course of the program, GTMs guide three groups of mentees in their growth as reflective practitioners, providing both written and oral feedback on participants' teaching

statements and course design projects. They facilitate two project group meetings per quarter, where they discuss and apply discipline-specific teaching and learning techniques and relevant literature, and complete one teaching observation per quarter. Mentors must have completed the Teaching Certificate Program and are selected each spring via a competitive application process. The mentorship carries a $3,000 stipend.
http://www.northwestern.edu/searle/programs-events/grad/graduate-teaching-mentor/index.html

Graduate Teaching Fellows

The Graduate Teaching Fellows (GTF) work to address specific learning and teaching needs in their department and assist with the facilitation of grad and postdoc programming at Searle. If you are interested in designing a discipline-specific teaching project for the history department and developing interdisciplinary workshops about teaching and learning, the GTF program is a good opportunity to advance your teaching and leadership skills.

Throughout the year, GTFs design and execute a discipline-specific project that supports teaching and learning graduate professional development in their department; develop and co-facilitate two workshops at the New TA Conference in September; develop and co-facilitate two of Searle's graduate and postdoctoral workshops offered throughout the fall, winter, and spring quarters; and conduct teaching observations and compose observation feedback for fellow graduate students. Fellows must have served as an NTAC Workshop Leader and/or completed TCP; taught at least two quarters at Northwestern as a TA or lead instructor; passed qualifying exams before they begin the program; and be able to lead workshops at NTAC. GTFs are selected each spring via a competitive application process and receive a $3,000 stipend.
http://www.northwestern.edu/searle/programs-events/grad/graduate-teaching-fellow/index.html

Chicago Field Studies Program

Chicago Field Studies (CFS) is a unique program that allows undergraduates to experience what it is like to be part of the workforce. CFS provides students the opportunity to complete an internship while participating in a weekly seminar that incorporates readings, discussions, case studies, field trips, guest lectures and presentations to supplement what students learn in their workplaces. CFS offers 10 different courses related to themes such as business, civic engagement, environment, health, humanities, law, social justice and the modern workplace.

CFS employs graduate students as instructors to run weekly seminars. Graduate students who have completed TCP or History 560 should consider teaching for CFS. Though these seminars are similar to discussion sections in their format, CFS requires their instructors to develop robust evaluation and instructional plan as well as a syllabus to go along with the internship theme. CFS selects their instructors through a competitive application process, but the application contest does not occur every year. Oftentimes, CFS recruits potential applicants by

soliciting the Searle Center or faculty members for qualified candidates. CFS instructors gain valuable experience by running a class outside their direct field of study that seeks to bridge a variety of different academic and professional disciplines.
http://www.internships.northwestern.edu/

The Odyssey Project

The Odyssey Project is a free college-credit granting humanities program for income-eligible adults with limited to no access to higher education, sponsored by Illinois Humanities. Their north side location offers one 11-week course in U.S. history, offered either from October to January or from February to April that graduate students who have completed their M.A. or are ABD may apply for. Courses meet once a week in the evening, from 6:00 – 8:00 p.m., and are expected to be student-centered, discussion-based classes. Student backgrounds vary widely: they range in age from early-20s to late-70s, with the median age for students in their late 30s. Some students have no high school diploma and others have nearly completed their B.A. Over 80% of students identify as women who are heads of household. Instructors from Northwestern receive a stipend and may be paid through the Illinois Humanities or Northwestern's Kaplan Institute. You may also choose to forgo a stipend and be released from your TA requirement instead. The call for applications goes out in the spring.

Weinberg College of Arts and Sciences (WCAS)/The Graduate School (TGS) Teaching Fellowship

The WCAS/TGS Teaching Fellowship recognizes two graduate students who display exceptional teaching skills at Northwestern. Fellows receive a $2,000 stipend to teach a WCAS First-Year Seminar in their departments during the Spring 2017. Fellows are mentored and supported by a designated faculty mentor and Searle staff prior to and during the course. With the support of the Searle Center, Fellows also create a teaching development event for other graduate students in the form of a presentation, roundtable, or workshop. Fellows are required to have completed the Searle Center's Teaching Certificate Program OR be enrolled in the program during the year of the fellowship. Applicants must receive approval from their department chair and/or director of graduate study to teach in their department. The Searle Center does not schedule courses. If you are interested, applications usually open in the fall.
http://www.northwestern.edu/searle/programs-events/grad/teaching-certificate-program/wcastgs-teaching-fellowship.html

Demonstrating teaching effectiveness

When applying for jobs, fellowships, and some grants, graduate students may be asked to provide information about their teaching. This request might take a number of forms, including:

- Evidence of Teaching effectiveness
- Official Course Evaluations
- Some combination of sample course documents and/or proposed syllabi

- Statement of Teaching Philosophy
- Teaching Portfolio

Note: Although graduate students may often not complete such applications until later in their time at Northwestern, the process of compiling evidence about your teaching should begin as early as possible. In addition to preparing for the job market, this can be a self-reflective process that also helps to improve your teaching – making it all the more worthwhile to start thinking about this process even as early as your second or third year at Northwestern.

"Evidence of Teaching Effectiveness"

While following a few basic formats, each request for materials evidencing your teaching effectiveness is unique. The best advice is to read each call for applications closely to be sure you are providing the appropriate materials. On the other hand, some calls for applications may be vague, asking only for "evidence of teaching effectiveness." This will likely entail a combination of official course evaluations, evidence of student learning, and sample course documents. Graduates are advised to determine, in consultation with their advisor and others, the best means for portraying their unique teaching abilities and experiences.

Course evaluations

For a more detailed discussion of this process, see the binder section on "Evaluations."

In addition to official course evaluations, there are a number of ways that graduates might use unofficial evaluations to demonstrate their teaching effectiveness. While is not generally feasible to include all of the information collected from students about each course, graduates might consider summarizing responses to evaluations or simply summarizing the lessons learned from such evaluations. Sample course documents, for example, could include an evaluation you gave to students and a short reflection on how it was used, what you learned, and how you adjusted your teaching either in that course or subsequent courses.

Instructors might also use those evaluations to revise and improve course documents, such as lesson plans, assessments, or reading assignments. As such documents are revised, graduates could write a short reflection on how evaluations shaped those revisions and include that revision with their sample documents used in an application. Similarly, after each teaching assignment, instructors are advised to use their evaluations and other experiences to reflect on and revise their teaching philosophy.

Finally, graduate students might find it productive to ask for teaching observations from any faculty members who might be writing recommendations for them. This experience will allow the recommender to better speak to a graduate's teaching abilities. For the same reason, graduates might consider sharing other types of evaluations with those recommenders.

CTECs

At the end of each quarter, students complete evaluations of the course and the teacher's performance, known as CTECs. These are the university's official evaluations of our teaching, and following each quarter you can generate a report of these evaluations through Caesar. It is advisable to maintain an updated collection of these reports.

In addition to or in lieu of the official reports, some applications may request a summary of course evaluations. This summary might take a number of forms. In general, it is advisable to provide an accurate picture of your evaluations. However, graduates should also consider how they could contextualize those evaluations, particularly if they are concerned about the influence of gender and racial bias in their evaluations. That contextualization can often be accomplished through the unofficial evaluation methods discussed above and in the previous section on Evaluations.

Summaries of evaluations could include a compilation of all quantitative scores and a range of student comments. As with all evidence of teaching effectiveness, graduates should provide all necessary information for anyone reviewing their application to understand the material's import. In the case of CTEC scores, graduates might use the following:

> **Student Evaluations of My Work as an Instructor at Northwestern**
> *At the end of each quarter, students complete electronic, anonymous course evaluations (CTECs). While not explicitly required to do so, students must complete CTECs if they wish to view them for other classes in the future. According to the History Department, "CTEC scores vary from the 2 to 6 range but CTECs that average above 4.5 are considered very good."* ***Full Course Evaluation available upon request.***

Note that this short statement shares the necessary information on the evaluation process and how to understand the corresponding evaluation scores, and it also offers to provide further evidence.

Sample course documents

As they are serving as teaching assistants or lead instructors, graduate students should make an active effort to preserve any materials that demonstrate their approach to teaching and learning. Those documents might include:

- Lesson Plans
    - Samples might evince either an instructor's approach to all classes or a particularly effective lesson.
    - Samples should include a short summary of the learning accomplished during the lesson and how this lesson fit into the broader scope of the course.
- In-class activities

    - As with above, samples might include a reflection summarizing what learning this activity supported or how the particular activity was designed to make for a more inclusive and effective learning community.
- Assessments
    - In addition to the assignment, consider including any other related materials, such as a rubric, additional instruction provided in-class, and sample feedback.
    - Again, a short reflective summary can be effective in making clear the assessments relation to the rest of the course and how it contributed to student learning.
- Section syllabi
    - As with other policy documents, these section syllabi can be effective in demonstrating how a teaching assistant approaches discussion, how they organize their courses, and what they prize in a learning environment.
- Course syllabi
    - In addition to courses taught, this might include draft syllabi for courses a graduate student hopes to teach in the future. Graduate students are advised to reflect regularly on how they might turn their research interests into undergraduate courses. More information on developing a course is available in the above section on "Teaching Your Own Class."
- Other evidence of student learning
    - This might include writing samples, a pre- and post-assessment of a particular learning objective, or other qualitative evidence from students.

Statement of teaching philosophy

There is a vast amount of resources available to provide guidance on writing a teaching philosophy, also referred to as a statement of teaching philosophy or teaching statement. In general, "a teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. It should also discuss how you put your beliefs into practice by including concrete examples of what you do or anticipate doing in the classroom." For example, in addition to this definition, the University of Minnesota's Center for Educational Innovation provides a complete guide to getting started here: https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy. Journals related to teaching also often include reflections on effective teaching statements, such as this article from *The Chronicle*: http://www.chronicle.com/article/4-Steps-to-a-Memorable/124199.

Each teaching philosophy is different and should ideally reflect the unique perspectives, goals, and experiences of the teacher. Equally important, these statements are always works-in-progress that can and should change with each new teaching experience. As such, graduate students are strongly encouraged to begin drafting a teaching statement early in their graduate careers, even after their second year and first experiences as a teaching assistant. There are a number of resources on campus to assist with this process. The department's teacher training through History 560 will provide information on writing a teaching statement. Additionally, the

Searle Center's Teaching Certificate Program (TCP) guides graduate participants in drafting a statement of their teaching philosophy.

In general, teaching statements should be approximately two pages in length, and provide clear evidence of how beliefs about teaching have been actualized in the classroom as well as improvements made in teaching as a result of self-reflection. The best teaching philosophies are clear, concise, and contain a narrative through-line that grabs and holds the reader's attention. See Appendix (pages 167-169) for a sample of a teaching statement.

Teaching portfolio

A teaching portfolio is primarily a compilation of the above categories of documents. Often a teaching portfolio begins with the statement of teaching philosophy, which serves as a sort of introduction to the remainder of the teaching portfolio. The teaching philosophy can also guide the types of materials selected for the portfolio. In addition to course evaluations, content should include evidence that demonstrates how the instructor achieves their learning objectives. The portfolio should include short reflections and summaries to make clear how the presented material has contributed to or otherwise reflected those learning objectives.

As with all evidence of teaching effectiveness, the teaching philosophy should be formatted and organized to make it as easy as possible for readers to determine the import of its content. Teaching portfolios can be of any length, but all should be well organized, properly formatted, and not overly dense.

The following table of contents demonstrates how a portfolio might be organized, the types of materials to include, and importance of short summaries for assisting the reader:

Table of Contents

In addition to the TCP, the Searle Center often offers a summer workshop on crafting a teaching portfolio. Check the Searle Center website for more information. For a complete sample of a teaching portfolio, see Appendix (pages 170-192).
http://www.northwestern.edu/searle/

APPENDIX

Leading discussion

Section syllabi

HST 201-2 – European Civilization, 1789-1991
Instructor: xxx

Discussion Section 64
Thursdays 4:00PM-4:50PM
University Hall 112

TA: Pete O'Gogy
rubydaily@u.northwestern.edu
Office Hours: Monday 9:00AM-11:00AM,
Harris 221

Section Goals and Expectations

Discussion sections are a place to engage in meaningful conversations with fellow students about the work we are doing. You will be supplied with questions in advance of discussion section.

Attendance and Participation

Section participation makes up **25% of your final grade**. Please remember that participation is about more than simply who speaks the most. I will be documenting both your attendance and substantive contributions to discussion. If you do not speak, or do not speak thoughtfully, your grade will suffer. I reserve the right to give unannounced reading quizzes if I suspect students are not adequately prepared for section.

Section Participation	Grade
Attendance	70%
Active, but surface-level	80%
Active, evinces critical and creative thinking, draws thoughtful connections between readings and past lectures, asks thought-provoking questions, builds on contributions of peers, and demonstrates clear grasp of the material	90-100%

Inform me in advance, if possible, if you must miss section. You may write a reflection paper on the readings and submit that in lieu of attendance a maximum of **two times**. Reflection papers should be around two pages, answer all questions posed in the pre-circulated section hand-out, and address all readings for that week. Submitting a reflection paper in lieu of attendance automatically nets you 70% of that day's points, but the quality of work determines whether you receive full participation marks.

Electronics

You may use tablets in section but not laptops. Tablets may only be used for referencing the readings under discussion. If you have a special concern about this policy please see me.

Availability
Feel free to contact me via email with any questions about course content or logistics. I will do my best to get back to you in a timely manner between 9 am to 6 pm on weekdays. On the weekends, I check my email more sporadically.

I also encourage you to stop by my office hours, held on **Mondays from 9:00AM to 11:00AM in Harris 221**, but I will also be available by appointment. Please note that I am happy to discuss grades, but prefer to do so in person. If you have a question about a grade you receive, set up a time to meet with me and be sure to bring any necessary materials for that discussion.

DISCUSSION SCHEDULE

1.) **Thursday March 30**
   - Sample of *Cahiers de Doleance* [**handout**]
   - *Rights of Man and Citizen* [**handout**]
   - Backman, *Cultures of the West* pp. 621-659

2.) **April 6**
   - Backman, *Cultures of the West* pp. 663-678, 684-699, 703-716, 745-751
   - Burke, "Reflections on the Revolution in France" **[course packet]**
   - Fichte, "Addresses to the German Nation" **[course packet]**

3.) **April 13**
   - Backman, *Cultures of the West* pp. 716-732
   - Mill *On Liberty*
   - Marx and Engels, *Communist Manifesto* parts I and II

4.) **April 20**
   - Backman, *Cultures of the West* pp. 785-810, 751-775
   - Mill, *The Subjugation of Women* (in Mill, *On Liberty and Other Writings,* Chapters 1-2)
   - Anonymous, "Reply to John Stuart Mill" **[course packet]**

5.) **April 27**
   - Backman, *Cultures of the West* pp. 863-891
   - Headrick, *Tools of Empire*, chapters 1-7 and 15

6.) **May 4**
   - Backman, *Cultures of the West* pp. 899-937
   - Von Laue, *Why Lenin?* Pp. 1-92 **[course packet]**

7.) **May 11**
   - Backman, *Cultures of the West* pp. 951-960, 965-977
   - Mayer, *They Thought They Were Free*, pp. xvii-xx, 3-143, 166-173, 187-226, 239-264, 283-285

8.) **May 18**
   - Backman, *Cultures of the West* pp. 989-1050
   - Mayer, *They Thought They Were Free*, 299-344

9.) **May 25**
   - Havel, *The Garden Party and Other Plays*, pp. 185-266

History 300/ Environmental Policy 390: American Environmental History
Section Syllabus

TA: Patricia (Pat) A. Gojee
Discussion Sections: Friday; 12:00 (Fisk Hall 114), 3:00 (Parkes Hall 212), 4:00 (Fisk Hall 114)
TA Office Hours: Thursdays, 10:00AM—12:00PM (or by appointment), Library Café

Section Goals:

-The goal of these meetings is to engage in meaningful and productive discussions about the course readings and lectures. Students can also contribute by posing pointed questions, connecting ideas or concepts directly to the readings or previous discussions, or clarifying/synthesizing/distinguishing between comments that have already been made in class. Most importantly, discussions are also a collaborative teaching tool. Students should use these meetings to test out substantive ideas or hypotheses in order to help us all arrive at new or better understandings of the course material.

-You will be asked to perform writing exercises or group activities that will demonstrate your knowledge of the readings, lectures, and our previous discussions. Generally, class will begin with a brief writing assignment, which will ask you to reflect on that week's readings, identify and evaluate an argument made in a particular book, or identify a historical event and explain its significance. Assume that all in-class activities are graded components of your discussion grade and will be handed in at the end of the discussion.

Section Expectations:

Attendance: Discussions are geared toward preparing you for all the writing assignments and attendance is mandatory. Since discussion is such a vital part of this course (it is 20% of your overall grade) and will help you prepare for the writing assignments, it is absolutely necessary for you to attend class. All unexcused absences will result in a loss of 11 points toward their total participation grade.

Readings: Since our discussion will be used to illuminate the readings and lectures, students should come to our meetings with the assigned readings for that day. Students who do not bring course materials to class may be docked participation two points for that day.

Academic Integrity: Any plagiarism or academic integrity issues will be referred to Professor Woodhouse, who may refer you to the Undergraduate Academic Conduct Committee.

Civility: Students should engage each other and the instructors in a respectful and collegial manner. Students should refrain from personal attacks or hurtful or disparaging comments.

Students should also refrain from dominating discussion or making comments that do not pertain directly to the readings or the course materials.

Grading

Discussion section will be worth *100* points, or twenty percent of your grade. In order to earn all of these points you must attend class; bring the required course materials; complete in-class quizzes, writing assignments, and activities; and make substantive comments about the course materials during discussion. Your attendance and participation will be worth *seventy-five* points toward your final grade. Weekly writing assignments will be worth *twenty-five* points.

Grades will not be discussed during class or over email. If you have specific questions or concerns about a grade you received, please let me know via email. Also, please provide a 1-page explanation of your question and concern before setting up a time to discuss the issue

<u>Questions and Availability:</u>

-Please feel free to contact me with any logistical questions via e-mail. I try and respond to most email queries within 24 hours. If you have a more involved question about the content of the course, please visit me during my office hours. If possible, send me an email letting me know you will be stopping by with a brief overview of what you would like to discuss. Students that send me an email letting me know they are coming by office hours will have priority.

<u>Discussion Ground Rules</u>

1. Respect others' rights to hold opinions and beliefs that differ from your own. Challenge or criticize the idea, not the person.

2. Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.

3. Be courteous. Don't interrupt or engage in private conversations while others are speaking.

4. Support your statements. Use evidence and provide a rationale for your points.

5. Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.

6. If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.

The Vietnam Wars

Section Syllabus

Discussion Section : Pete O'Gogy

Tuesday 1:30-3:30, Crowe Cafe

E-mail: PeteGogy@u.northwetern.edu

Purpose of Discussion Sections: Discussion section is your place to engage in meaningful conversations about the work we are doing with your fellow students. It is meant to provide you with an opportunity to confront, challenge, explore, and elaborate the major themes of each week and your reading in a respectful and secure environment. In addition, section offers the chance for you to further develop your writing and reading skills. I encourage you to think of these sections as part of a collaborative learning process that requires respect, openness, and active participation.

Participation and Attendance Grades (15%): Detailed breakdowns of the math behind participation and attendance grades can be found on the main syllabus. Please let me know if you will not be able to attend section. Please also remember that participation is about more than simply who speaks the most. Truly successful participation depends on coming to class, following and contributing to the conversation, and demonstrating a willingness to think through your own and others' ideas.

Reading Responses (10%): You are required to write five short essays responding to questions about the readings. Questions will be posted to Blackboard by Monday of each week. Essays should be no more than one double-spaced page and must be submitted in hard copy at the beginning of lecture on Thursday. You may choose the weeks you wish to submit papers, however no late papers will be accepted, nor will papers be accepted via email. Reading responses will be graded on a credit/no credit basis. To earn credit your essay must show that you have finished the reading by citing evidence from it and referencing its main ideas and key claims. I suggest you treat these responses as valuable preparation for both discussion sections and your longer papers.

Papers (25% x 3): You will write three papers of 4-5 double-spaced pages, due on January 24, February 21, and March 14. Essay questions and instructions will be distributed in advance. Each paper will be worth 25% of your final grade.

History Writing Center: If you wish to receive additional help with your writing, I encourage you to take advantage of the History Writing Center. Rebecca Marchiel will be running the Writing Center this quarter. Her office hours are **Tuesdays, 5-8 p.m., and Fridays, 10 a.m. - 1 p.m., both in the Library Café,** Rebecca is also available by appointment. The center's email is **historywriting@northwestern.edu**. Appointments are encouraged, but not necessary.

Academic Integrity: Any plagiarism or academic integrity questions will be referred to Professor Allen, who may refer you to the Undergraduate Academic Conduct Committee.

Availability: Feel free to contact me via email with any questions about course content or logistics. I also encourage you to stop by my office hours if you have any questions or would like to talk about lecture or sections. My official office hours are Tuesdays from 1:30 to 3:30, but I will also be available by appointment. Please note that I am happy to discuss grades, but prefer to do so in person. If you have a question about a grade you receive, set up a time to visit me during my office hours and be sure to bring any necessary material.

Bloom’s Taxonomy

Lesson Plans

Lesson Plan, 10-18, Race and Class in the 1970s

Objectives

- **Summarize** the arguments of Porter and Cowie and ***explain*** the changes these historians see taking place in the 1970s.
- ***Distinguish*** differences for both race and class situation in 1970 and 1980, ***offer an explanation*** of why that happened and ***support*** it with evidence from the articles.
- ***Identify*** the interests of different social groups in the 1970s and ***predict*** their reactions to various speeches on race, class, and gender.

Question on the board: **What changed for working-class Americans between 1970 and 1980? How/why?**

Hook: You have written papers on these articles. That makes you experts. That should make for some pretty lively discussion. And we are getting closer to the culture wars, both in time and in subject matter, so that helps.

Summarizing the Articles: Let's start off simply. What are the arguments in these articles? Lets start with Porter, what is he arguing? What does he mean on page 70, when he says "During the 1970s, more than any time before in US history, people of color claimed race as a resource?" What is Cowie arguing? Do you buy it, do you agree? Where is the overlap? Where do they disagree?

Role Playing: Now I want to do some role playing. I am going to divide you up into four groups. Group 1: 50 years old white steelworker from Gary, Indiana. Group 2: 40 year old white farmer from Macon, Georgia. Group 3: 35 year old black autoworker from Detroit, Michigan. Group 4: 22 year old Hispanic college student from Los Angeles, CA.

On this sheet, I've typed up some quotes from well-known politicians from the late 1960s and early 1970s that encapsulate the many popular ideas concerning race and class at the time. Read over the quotes one by one. As a group, I want you to decide which of these quotes your character would agree with and which you would not. If you had to vote for one of these politicians, which would you choose? Which bothers you the most?

Have them present to class. We will have an election. Everyone will vote on their own. I'll announce the winner is Richard Nixon. They are all Richard Nixon.

Ok, let's talk about the articles: I want to talk about women. What role do they play in these articles? How do affirmative action programs affect them? These articles focus mostly on men, what questions would you have for the authors about women's roles?

What changed between 1970 and 1980? How do we get from one era to the next? Why did it change? Use examples.

Why does diversity matter? Do you think differently about diversity having read these sources?

History 300: American Environmental History

Reading for Argument

- Learning objectives: **Recall** the effects of the Columbian exchange on Native societies; how Natives and European settlers had different conceptions of property; how vernacular landscapes are constructed and conceptualized; and the difference between primary and secondary sources. **Analyze** a primary historical document by **Identifying and constructing** historically-minded questions and arguments.
- Assessments and activities: Mini lecture; writing assignment asking students to read a historical document and then devise two historical questions for that document. Small group discussions about what historical questions and arguments students have posed and devised. (pair-and-share). General group discussions.

Agenda:

12:00-12:10: Brief introductions and mini-lecture

- Students say their name and everyone else's name before them
- Mini-lecture: Difference between primary and secondary sources; what is a historical question.

Goal: Prompt students to think about different types of historical documents and analysis.

12:10-12:15: Writing exercise

- Students will write two historical questions about one or both of the primary sources assigned to them. 1.) John Winthrop describes the transformation of the wilderness; 2.) Micmac hunting rituals

12:15-12:25: Small group work and general discussion

- Have students share their historical questions with a partner. Have them select their best question and then submit it to the class
- Talk about the sources, sources and context. What is interesting about them, why are their questions interesting and why are they historical.

12:25-12:40: Group work and general discussion

- Have students break into small groups to devise historical arguments that answer the questions on the board.
- General discussion, what arguments did they come up with? How would they support it with those documents? Are there other types of sources that they could also use to advance that argument?

12:40-12:48: General Discussion

- What historical questions is Bolster interested in answering?
- What type of argument could best be devised to answer those type of questions?
- What types of evidence would best illustrate and support that argument?

In-class activities

In-class role play debate

Example: *Romer v. Evans*

This activity works best when students have read a controversial primary source, like a court case, and/or an accompanying secondary source reading that discusses many different perspectives on the same topic and/or primary source document.

Before class

At least two days before class, email students a description of the debate, the question they will be answering, and the roles they will be assigned, for example:

In class, we will use Romer v. Evans *to inspire an in-class debate. The case addressed a 1992 amendment to Colorado's state constitution, Amendment 2, which prevented any city, town, or county in the state from passing laws to protect the rights of homosexuals. Amendment 2 is an example of how conservative ideology entered American law. In 1996, the US Supreme Court struck down the amendment in a 6-3*

decision, stating that Amendment 2 violated the equal protection clause of the 14th Amendment.
The debate scenario: It is 1995, and the Supreme Court is about to hear Romer v. Evans*. You are asked on CNN to discuss the case with four other experts and activists to discuss how the Supreme Court should rule on the case in a 25-minute segment. Using your knowledge of conservatism,* Romer v. Evans*, the 14th Amendment, and debates regarding discrimination against gay people in Oregon, present your opinion about how the Court should rule in Romer and why from one of the following perspectives:*

- *Legal assistant/clerk to Justice Anthony Kennedy*
- *Legal assistant/clerk to Justice Antonin Scalia*
- *Nancy Sunday (Arlene Stein,* The Stranger Next Door, *124)*
- *Pamela Sneed (Stein 131)*
- *Bob Bower (Stein 131-2)*

Preparation: Prepare for the debate by completing the assigned readings. Using Stein, the case opinion, and the dissent, pay particular attention to your assigned historical character. In class on Tuesday, you will work in your assigned group to prepare and present your arguments from the perspective of your assigned historical character.

In class

During class, give the student the following instructions:

- Collaborate with your group-mates and compare notes. Draft an argument for your character, and be sure to anticipate the arguments that other characters might make (10 minutes)
- Class debate from the points of view of the assigned characters (25 minutes)
    1. During the debate, the instructor can act as a moderator. It can help to get in character as well!
- Wrap-up (5 minutes)
    1. Informal poll: which figure was most convincing?

2. Reflection: Why were various arguments convincing or not? What questions remain unanswered?

- Discussion (15 minutes)
    1. Connect the debate to history:
        1. What is at stake in the debate in *Romer v. Evans*?
        2. Why does it matter whether religion is involved in the argument?
- Final Reflection
    1. Write a short answer to: What is your main takeaway from the debate and discussion?
    2. Hand in both reflections to me before the end of class.

Boccaccio: What was most surprising in this book? (Running list; what it reveals about society) Relationship between men and women—examples?

Griselda: What qualities should wives have according to this story? Does the husband have duties to the wife? (12 yr old with older man—is anyone surprised?) Griselda is accounted "the wisest of all" by the people—why? How does Boccaccio feel about this story? What are we supposed to learn from it? Boccaccio says in the prologue that he will give "useful advice" on what should be avoided and what pursued—so what advice have we learned from Griselda?

Class Relations: What does Griselda tell us about relations between different classes? What do these stories say about perceptions of the lower class, merchant class, or upper class? What about relationships between them? (Falcon story)

Social Upheaval from the plague: Let's focus on Boccaccio's description of the plague in Florence. He laments many broken customs and social norms, saying that "all respect for the laws of God and man had virtually broken down and been extinguished in our city" 7 —what can we learn about Florentine society BEFORE the plague? Funeral practices, familial rel., authority figures in society (ministers, executors of laws), abandoning of children, rel. between men and women,

Sex: Everyone in this book is having sex! What are the "rules" of sex in this book, and what are the consequences for breaking them? Most preconceptions about the 14th c. see it as a time of great religious devotion: how is religion treated in this book? How are religious authority figures treated? What about saints and relics? Based on this book, how would you characterize Renaissance devotion?

-As a follow up, this book was banned and heavily edited by the Inquisition 200 years after it was written. Let's say you're a church official—which of these stories would you ban first? Why?

Rubric for Discussion Leader Presentation

Prompt: Every class except the first will include at least one 5-7 minute student presentation, followed by a student-led discussion based on the assigned readings for that class. This assignment will count towards students' discussion grades. Discussion leader(s) will be assigned on the first day of class. They will discuss the reading and their presentation with me by appointment at least one day before their presentation.

Component	Exceptional	Effective	Partially effective	Ineffective
Argument	Argument is reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Argument is reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them.
Discussion Facilitation	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.
Questions Posed	Questions posed are relevant to the readings, and demonstrate the discussion leader's nuanced understanding of the texts. The resulting discussion analyzes salient points from the texts and asks students to analyze the texts in tandem. The questions encourage substantial participation from the class with answers that build upon each other.	Questions posed are relevant to the readings and demonstrate the discussion leader's understanding of the texts. In the resulting discussion, students analyze the texts, though they may not compare or contrast them. The questions result in active class participation.	Questions posed are somewhat related to the readings. In the resulting discussion, students analyze the texts, though they may not specifically answer the question. The question resulted in some active class participation.	Questions posed are unrelated to the readings. In the resulting discussion, students pull very little from the texts, and/or give few responses.
Presentation	Demonstrates that student has carefully read and understood the readings; familiarity with	Demonstrates that student has read and understood the readings. The work	Demonstrates that student has read the material, but that he/she didn't read or	Demonstrates that student did not adequately understand and

	main ideas, supporting evidence and secondary points. Presentation contains specific examples and quotes from the readings.	demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Presentation contains specific examples and quotes from the readings.	think carefully about it, or misunderstood or forgot many points. Presentation lacks specific examples from the readings.	interpret the material, as indicated by serious errors or a short presentation. Has no specific examples from the readings.
Readings	Student compares the readings side-by-side and uses specific examples from the readings to support the points of the presentation.	Student discusses each reading, but does little comparison. Uses specific examples from the readings, but does not fully articulate how they relate to points of the presentation.	Student compares the readings OR uses specific examples to support points of the presentation.	Student neither compares the readings nor uses specific examples to support points of the presentation.

JEOPARDY!

LONG CIVIL RIGHTS MOVEMENT	POLITICS	COLD WAR/HOT WAR	MOVEMENT OF MOVEMENTS	POTPOURRI
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

LONG CIVIL RIGHTS MOVEMENT	POLITICS	COLD WAR/HOT WAR	MOVEMENT OF MOVEMENTS	POTPOURRI
This "participatory democracy" group was founded by Ella Baker in response to the Greensboro Sit-ins. A: Student Non-Violent Coordinating Committee	This man recovered from notorious electoral defeats in 1960 and 1962 to win the Presidency in 1968. A: Richard Nixon	This 1954 agreement created North and South Vietnam. A: Geneva Accords	The Students for a Democratic Society wrote this document during a meeting in Michigan in 1962. A: Port Huron Statement	Richard Nixon used this term to describe the group of Americans who supported him and his policies, especially in Vietnam. A: Silent Majority
This event in Washington, DC in the summer of 1963 is best remembered for Martin Luther King's "I have a Dream" Speech A: March on Washington for Jobs and Freedom	This conservative Senator from Arizona was the Republican nominee for President in 1964. A: Barry Goldwater	This concept described a policy that allowed Hitler to expand across Europe and U.S. leaders sought to avoid in the Cold War. A: Appeasement	An impromptu speech by this student in the fall of 1964 helped to launch the Free Speech Movement at Berkeley. A: Mario Savio	This covert FBI program sought to undermine, disrupt, and harass radical and political organizations A: COINTELPRO
After becoming the first Black student to attend Ole Miss, this man was shot while on a personal "march against fear." A: James Meredith	This conservative student group wrote its founding document in 1960 at the estate of William Buckley. A: Young Americans for Freedom	LBJ launched this three-year bombing campaign against North Vietnam in February 1965. A: Operation Rolling Thunder	Protests at this 1968 event are credited with launching a new era in the women's liberation movement. A: Miss America Pageant	This area of the country boomed in the postwar period with migrating populations & massive investments in science and technology. A: Sunbelt (South & West)
Martin Luther King, Jr. thought a strike by these workers in Memphis could demonstrate the relationship between economic and racial justice. A: Sanitation Workers	Lyndon Johnson used this term to describe his many domestic programs, including a war on poverty and Medicare. A: Great Society	After a visit to Vietnam in 1968, this journalist declared that "stalemate" was the best the U.S. could hope for. A: Walter Cronkite	An attempted police raid at this bar resulted in a protest that started the modern Gay Liberation movement. A: Stonewall Inn	Governor George Wallace ran as this party's candidate for President in 1968. A: American Independent Party.
In 1965, Stokely Carmichael helped register Black voters and found a new political party in this Alabama County. A: Lowndes County [Freedom Organization]	This liberal anti-war senator challenged LBJ in 1968 and almost won the New Hampshire Democratic primary. A: Eugene McCarthy	This Nixon policy turned over responsibility for fighting the war to South Vietnam and helped to bring home U.S. ground troops. A: Vietnamization	After the disappointments of 1968, the anti-war movement reestablished itself with this event in the fall of 1969. A: Moratorium to End the War in Vietnam	This government policy helped create a practice of racial segregation in housing by devaluing communities with Black residents: A: Redlining

Activities to engage students

(Adapted from Virginia Commonwealth University's Center for Teaching Excellence)

1. ONE MINUTE PAPERS - in the last 10-15 minutes of class, ask the following questions, "the most important thing that you have learned today?," "Write 1-2 questions that you have regarding the lecture?," "what subject would you like to know more about?" (can also ask questions regarding the lecture or chapter) Have students write down answers, collect to be used to start the next class lecture, etc. You could also ask them to extend class material to an issue of personal interest.

2. STUDENT SUMMARY OF ANOTHER'S ANSWER - after one student has volunteered the answer to a question, have another student summarize that answer and then elaborate/add anything that they can think of.

3. FOCUSED LISTING - use as a brainstorming technique to generate definitions/ descriptions of topics. Ask students to take 3-5 minutes and list words or phrases that describe concept *can be used to generate class discussion or then have students form groups to compare lists and form the best overall description of topic.

4. STAGE SETTING - provide your students with a set of questions at the beginning of class with the instructions that they must listen for the answers within the following lecture. These questions/answers can then be used in numerous ways if desired.

5. STAGE SETTING II - before you start a new topic, have students take 3-4 minutes and write down everything that they know about the topic to that point. You can have a few students share their ideas as a way to lead into the discussion.

6. MINI-CASES - give realistic application of material as problem/scenario/controversy, and have individuals or groups problem-solve (or individual and THEN group to help assess learning).

7. VISIONING & FUTURING - real life application of material, have either individual or groups take 5-10 minutes to imagine 10-20 years from now and how the topic might change, be affected, etc for future generations.

8. PICTURE-MAKING - idea of principles through illustrations. Can divide into groups or keep as individuals, afterwards instructor should pick a couple to discuss why the picture represents the topic or issue.

9. RECALLING PRIOR MATERIAL - at the beginning of class take 3-5 minutes and have students brainstorm and write down the most important concepts from the previous class lecture, or the 3 most important points of that day's assigned readings.

10. SOCRATIC METHOD – ask excessive follow-up questions to force students to continue to think beyond a simple answer. “How might someone else answer that question? What are the strengths of that answer? Do you have any personal experience with this? So you’re saying…Can you clarify further?”

11. FINGER SIGNALS/FLASH CARDS - used to immediately test students' comprehension of material. Instructor asks questions (can have yes/no or multiple choice answers), and students respond with finger signals (can have hold in front of torso so no copying). In large classes can have students make up their own cardboard signs with answers (A-D, yes/no) to keep throughout the
semester. Not for graded response but allows instructor to see problems with material at a glance and keeps the students involved in the topic-also can have students stand up to answerand get them an opportunity to be out of seats and stretch.

12. EVERYDAY PHENOMENA - short activity, have students take 2-4 minutes to make up a question or 2 about everyday phenomena that could be answered using the material covered that day/by that chapter, etc.

13. THINK, PAIR, SHARE - pose a question to the class, have students think of an answer and write it down. Have students form pairs and discuss responses - randomly call on a few students to share their answers.

14. NOTE TAKING PAIRS - pause periodically during your lecture, take three/five minutes to have students pair up, compare their notes, and highlight the important points.

15. TEAM TROUBLESHOOTING - have students form groups of 3-4, pose a question or problem-ask teams to troubleshoot for 5 minutes and write down their ideas. Stop and collect the papers use to lead a discussion on an analysis of the issue.

16. NAME YOUR OWN POISON - announce at the beginning of class that you will be giving a pop quiz in the last 10 minutes of class on the material covered. 15 minutes before the end, form teams of 3-4, and have each team make up one quiz question. Collect questions and first give them first question that you have prepared, select 1-2 questions from what they have provided.

17. SEND A PROBLEM - students form groups and each member generates a question on material/social issue/etc and writes it on an index card. Each question is asked to all members of the group until there is a consensus reached regarding the correct answer, which is then written down on the other side of the index cards. Each group sends the question cards to another group. The next group reads each question one at a time and discusses them. If they all agree on the answer, they turn the card over to see if they agree with the 1st group; if so, they proceed to the next question, if not, they write their answer down as an alternative. Once all cards are back to the original groups, discussion of alternative answers, etc is used to clarify material.

18. DRILL-REVIEW PAIRS - four students are grouped together as two pairs. Each pair is given 2 problems/questions to solve. Students are assigned the role of the explainer (gives step-by-step instructions on how to do problem) and an accuracy checker (verifies correctness of methodology used to solve problem). After 1st problem/question is completed, students switch roles for the 2nd problem. After both are complete, both pairs re-group and explain their problems and solutions with each other until a consensus is reached.

19. PANEL DISCUSSIONS/DEBATES - self-explanatory, can assign for entire class or separate into smaller groups and have the remainder of the class be the judges.

20. ROLE-PLAYING EXERCISES - self-explanatory, can choose certain time periods, or issues with varying viewpoints.

21. PHILOSOPHICAL CHAIRS – Chairs in room are divided into sections representing "Agree,""Disagree," and "Undecided" concerning a stance on an issue. Carefully defined rules promote respectful dialogue, and students may move if their view on an issue changes during the activity. Students should be asked to reflect on how their views evolve during discussions.

22. EXPLAINING WRITTEN MATERIAL - instructor hands out a paragraph or article that includes complex concepts/terms, one member of each pair should explain each idea/step to the other. The explainer's partner should ask for clarification if anything is unclear and may give hints but is not to take over the job of explaining. Have one student describe to their partner one of the terms from the reading that is listed on the board, the other must attempt to identify the term being described. Have the students work for several minutes in this way, stop them, call on one or more pairs to summarize their work, and then have the students continue with the roles reversed.

23. THINKING ALOUD PAIR PROBLEM SOLVING (TAPPS) - students are paired and given a series of problems. The two students are given specific roles that switch with each problem: Problem Solver and Listener. The problem solver reads the problem aloud and talks through the solution to the problem. The listener follows all of the problem solver's steps and catches any errors that occur. For the listener to be effective, he or she must also understand the reasoning process behind the steps. This may require the listener to ask questions if the problem solver's thought process becomes unclear. The questions asked, however, should not guide the problem solver to a solution nor should they explicitly highlight a specific error except to comment that an error has been made.

24. CONCEPT MAPS - have students draw/diagram a map connecting the major topic of focus with what they consider its most important features/other ideas and concepts that they have learned/etc-can use for class discussion or group work.

26. JIGSAW - form groups and assign each group part of a chapter/different articles, etc. Each group presents their part to the remainder of the class so that the entirety of the information has been covered. Professor can lead a question and answer session at the end if desired.

27. ONE SENTENCE SUMMARIES - have students answer all of these questions on a specific topic

Discovery, Abundance, and Crisis: Energy in American History
Fall 2014
EXERCISE: Environmentalism and American Energy

Create a list of list of reasons why environmentalists in the late 1960s and early 1970s would object to America's trajectory regarding energy production and consumption. What problems did environmentalists find with American energy development?
You have exactly 5 minutes to name as many reasons as you can. After five minutes, each group will take turns naming a reason. If your team cannot cite an answer on your turn, you will be eliminated. Last team remaining wins. Historically inaccurate answers do not count, so if you are wrong twice, you are also eliminated.

History 255-3

Week 5 Discussion Activity

In 1928, the British Colonial Government in Malawi passed the Natives on Private EstatesOrdinance, changing the rules of thangata on the Magomero estate once again. African tenants received a hut and land to support themselves and their families, as well as grass and poles for building a hut, and firewood for cooking. They were required to pay rent in return for this land and these goods. They could pay rent in one of three ways:

1) a fixed cash rent, valued at
approximately two to three months' wages,
2) through thangata labor valued at different rates
according to the time of year the labor was performed, and
3) tenants could cultivate a cash crop.

Incorporating what you know from Magomero, the Curtin readings and lecture, discuss the questions below from the viewpoint to which your group is assigned:

- A married male African farmer living on the Magomero estate
- A single twenty-something male farmer living on the Magomero estate
- A married male African farmer living on Crown Lands (off the Magomero estate)
- A married African woman living on the Magomero estate
- A single African woman living on the Magomero estate

1) Which option would you chose and why?
2) How would your decision impact your daily life?
3) How might your decision have altered your relationships with others (with Africans/ Europeans, men/women, women/women, elder/junior, etc.)?
4) What might have been the consequences of these changes?
5) What other options might you have had to escape these requirements?

CATS

Assessing Skill in analysis and Critical Thinking

The CATS in this group focus on analysis—the breaking down of information, questions, or problems to facilitate understanding and problem solving

Categorizing Grid: student complete a grid containing 2 or 3 overarching concepts and a variety of related subordinate elements associated with the larger concepts Defining Features Matrix: students categorize concepts according to presence or absence of important defining features

Pro and Con Grid: students list pros/cons, costs/benefits, advantages/disadvantages of an issue, question or value of competing claims Content, Form, and Function Outlines: in an outline form, students analyze the "what" (content), "how" (form), and "why" (function) of a particular message (e.g. poem, newspaper story, billboard, critical essay); also called "What, How, & Why Outlines Analytic Memos: students write a one- or two-page analysis of a specific problem or issue to help inform a decision-maker

Assessing Skill in Synthesis and Creative Thinking

The CATS in this group focus on synthesis—each stimulate the student to create, and allow the faculty to assess, original intellectual products that result from a synthesis of course content and the students' intelligence, judgment, knowledge, and skills.

One-Sentence Summary: students answer the questions "Who does what to whom, when, where, how, and why?" (WDWWWWHW) about a given topic and then creates a single informative, grammatical, and long summary sentence

Word Journal: involves a 2 part response; 1st the student summarizes a short text in a single word and 2nd the student writes 1-2 paragraphs explaining the word choice
Approximate Analogies: students simply complete the 2nd half of an analogy—a is to b as x is to y; described as approximate because rigor of formal logic is not required
Concept Maps: students draw or diagram the mental connections they make between a major concept and other concepts they have learned

Invented Dialogues: students synthesize their knowledge of issues, personalities, and historical periods into the form of a carefully structured illustrative conversation; 2 levels of invention (select and weave quotes from primary sources or invent reasonable quotes that fit characters and context)

Annotated Portfolios: students assemble a very limited number of examples of creative work and supplement with own commentary on significance of examples

IV. Assessing Skill in Problem Solving

The CATS in this group focus on problem solving skills of various kinds—recognition of types of problems, determining principles and techniques to solve, perceiving similarities of problem features and ability to reflect and then alter solution strategies.

Problem Recognition Tasks: students recognize and identify particular problem types

What's the Principle?: students identify principle or principles to solve problems of various types

Documented Problem Solutions: students track in a written format the steps they take to solve problems as if for a "show & tell"

Audio- and Videotaped Protocols: students work through a problem solving process and it is captured to allow instructors to assess metacognition (learner's awareness of and control of thinking)

V. Assessing Skill in Application and Performance

The CATS in this group focus on students' abilities to apply important—sometimes referenced as conditional knowledge—knowing when and where to apply what know and can do.

Directed Paraphrasing: students paraphrase part of a lesson for a specific audience demonstrating ability to translate highly specialized information into language the clients or customers can understand

Application Cards: students generate examples of real-work applications for important principles, generalizations, theories or procedures

Student-Generated Test Questions: students generate test questions and model answers for critical areas of learning

Human Tableau or Class Modeling: Students transform and apply their learning into doing by physically modeling a process or representing an image.

Paper or Project Prospectus: Students create a brief plan for a paper or project based on your guiding questions. **Techniques for Assessing Learner Attitudes, Values, and Self-Awareness**

VI. Assessing Students' Awareness of Their Attitudes and Values

The CATS in this group are designed to assist teachers in developing students' attitudes, opinions, values, and self-awareness within the course curriculum.

Classroom Opinion Polls: Students indicate degree of agreement or disagreement with a statement or prompt.

Double-entry Journals: Students record and respond to significant passages of text

Profiles of Admiral Individuals: Students write a brief description of the characteristics of a person they admire in a field related to the course

Everyday Ethical Dilemma: Students respond to a case study that poses a discipline-related ethical dilemma

Course-related Self-Confidence Surveys: Students complete an anonymous survey indicating their level of confidence in mastering the course material

VII. Assessing Students' Self-Awareness as Learners

The CATS in this group are recommended to help students express personal goals and clarify self-concept in order to make a connection between the articulated goals and those of the course.

Focused Autobiographical Sketches: Students write a brief description of a successful learning experience they had relevant to the course material.

Interest/Knowledge/Skills Checklists: Students complete a checklist survey to indicate their knowledge, skills and interest in various course topics.

Goal Ranking and Matching: Students list and prioritize 3 to 5 goals they have for their own learning in the course.

Self-Assessment Ways of Learning: Students compare themselves with several different "learning styles" profiles to find the most likely match.

VIII. Assessing Course-Related Learning and Study Skills, Strategies, and Behaviors

The CATS in this group focus both student and teacher attention on the behaviors the student actually engages in when trying to learn.

Productive Study-Time Logs: Students complete a study log to record the quantity and quality of time spent studying for a specific course.

Punctuated Lectures: Students briefly reflect then create a written record of their listening level of a lecture. Repeat twice in the same lecture and 2- 3 times over 2 to 3 weeks.

Process Analysis: Students outline the process they take in completing a specified assignment.

Diagnostic Learning Logs: Students write to learn by identifying, diagnosing, and prescribing solutions to their own learning problems.

IX. Assessing Learner Reactions to Teachers and Teaching

The CATS in this group are designed to provide context-specific feedback that can improve teaching within a particular course.

Chain Notes: On an index card that is distributed in advance, each student responds to an open-ended prompt about his or her mental activity that is answered in less than a minute.

Electronic Survey Feedback: Students respond to a question or short series of questions about the effectiveness of the course.

Teacher-designed Feedback Forms: Students respond to specific questions through a focused feedback form about the effectiveness of a particular class session.

Group Instructional Feedback Technique: Students respond to three questions related to the student's learning in the course.

Classroom Assessment Quality Circles: A group or groups of students provide the instructor with ongoing assessment of the course through structured interactions.

X. Assessing Learner Reactions to Class Activities, Assignments, and Materials

The CATS in this group are designed to give teachers information that will help them improve their course materials and assignments.

RSQC2 (Recall, Summarize, Question, Connect and Comment): Students write brief statements that recall, summarize, question, connect and comment on meaningful points from previous class.

Group-Work Evaluation: Students complete a brief survey about how their group is functioning and make suggestions for improving the group process.

Reading Rating Sheets: Students complete a form that rates the effectiveness of the assigned readings.

Assignment Assessments: Students respond to 2 or 3 open-ended questions about the value of an assignment to their learning.

Exam Evaluations: Students provide feedback about an exam's learning value and/or format.

Grading

Rubrics

Grading Standards for Final Research Papers
Grades for final papers will be based on the quality of analysis, organization, documentation, and clarity. The paper's Letter Grade, along with pluses and minuses, will be assigned using the following criteria:

A = Papers that receive an A involve superior analysis of the course ideas and paper topic. They have an introductory paragraph that states a clear, convincing, and original argument [THESIS]. The introduction is followed by a series of carefully organized paragraphs that support the main argument with a critical evaluation of relevant evidence. These paragraphs succinctly and clearly develop the argument through a logical progression of ideas. The paper acknowledges and addresses the complexities of the subject and explains contradictory evidence or counterarguments, but everything in the essay is there in support of the main argument. The writing is crisp, lucid, and free of both factual and grammatical errors. The paper is submitted when due and formatted as directed.

B = Papers in this category are well argued and thorough in the presentation of evidence. They are similar to those in the A category but deficient in some minor respects. The paper still has a clear organization but is structured so that the thesis is gradually developed but not vigorously advanced. Generally speaking the paper should be very sound and solid, demonstrating a command of the course material and relevant scholarship, but the argument may be somewhat lacking in originality, the written expression may not be quite so crisp and elegant, the evidence may be less thorough or convincing or it may not be entirely germane to the topic or it may not be evaluated critically enough. Papers in this range usually recognize but inadequately address contradictory evidence or counterarguments. In general, B papers tend to be less inspired or original than A papers, but they are still free of major factual, grammatical, spelling, and formatting errors.

C = Papers in this category demonstrate real effort or some accomplishment. They are still based on some historical analysis and make a clear argument. C papers also use reasonable evidence mustered in support of the argument, but either they do not produce enough evidence to establish the argument fully or they fail to evaluate the evidence critically enough. Papers in this range generally have an unclear or disorganized structure and may ignore or fail to address contradictory evidence. Some possibly significant limitations and factual errors may be evident, but they do not substantially detract from the overall understanding of the course material and research project. The writing will be weaker than a B paper, but not so poor as to prevent discerning an argument. Papers in this range may also fail to be formatted properly or submitted on time.

D = Papers in this category complete the assignment but fail to make a coherent argument or to cite the appropriate course material or relevant evidence. They may make some significant factual errors or are so awkwardly written that the clarity of the argument is impaired. Nevertheless, the diction should be of sufficient quality that the writing could still be readily understood. Papers in this range are often much shorter than stipulated in the assignment, improperly formatted, or overdue.

F = Papers in this category fail to complete the assignment or are irrelevant to the goals of the assignment. Normally this can involve several fundamental problems: the paper may contain fatal errors based upon misconceptions of limited reading; the diction may be so poor that one cannot discern an argument; the amount written may have been inadequate or inconsistent or self- contradictory; or the paper shows evidence of plagiarism or cheating.

Threshold Rubric

_____ Competent/Credible/Complete: If the essay is scored partially effective or higher in categories 1-3, the essay is competent, and you will earn a grade of “C” (70-79).

1. Argument: Does the essay’s central thesis define issues to be discussed in a way that answers the prompt? Does the thesis explain the significance of the argument?

Ineffective	Partially effective	Effective	Exceptional

2. Organization: Does the essay advance its argument through a well-organized, logical interpretation? Are the student’s thoughts organized in a logical order that supports that thesis?

Ineffective	Partially effective	Effective	Exceptional

3. Conventions and Mechanics: Does the essay follow conventional standards for grammar, punctuation, usage, and citation? Does the paper reflect an effort to edit for errors and proofread for effective sentence construction and word choice? Does the paper’s language resemble that of an academic argument? Does the paper fit the requirements for length and format?

Ineffective	Partially effective	Effective	Exceptional

_____ Skillful/Persuasive: If the essay scores an average of “effective” on categories 1-3 and scores partially effective in categories 4-6 below, the essay is skillful, and you will earn a grade of “B” (80-89).

4. Evidence/Development: Does the essay use supporting evidence that develops and enhances the strength of its argument? Does it incorporate specific, relevant details or quotes from primary and secondary sources and analyze them rather than present general summary or opinion?

Ineffective	Partially effective	Effective	Exceptional

5. Contradictory Evidence: Does the essay recognize and address contradictory evidence? Does it acknowledge and address the complexities of the subject under discussion?

Ineffective	Partially effective	Effective	Exceptional

6. Historical Thinking: Does the essay place evidence in its historical context and address the ideas and actions of key historical actors, subjects, and authors?

Ineffective	Partially effective	Effective	Exceptional

_____ Distinctive: If the essay meets all of the Competency and Skillful/Persuasive standards and, in addition, demonstrate distinction through complexity, originality, seamless coherence, sophistication in thought, thoroughness, depth, or any features of superior writing, the essay is distinctive and you will earn a grade of “A” (90-100).

_____ Ineffective: If your essay does not meet competency standards, shows evidence of plagiarism or academic misconduct, is long overdue, or you have received a score of “ineffective” in all three competence areas (1-3 above), you will earn a grade of “D” (65-69) or “F” (below 64), and you should schedule a meeting with your TA.

Annotated Bibliography Assignment Description and Rubric

To prepare you for the two essays and the final project, you'll need to do some research. One of the more useful tools in conducting research is the annotated bibliography. The annotated bibliography is meant to do several things. First, it aims to get students to begin thinking about the final project. Second, it aims to provide a foundation for students to complete the final project by identifying a smaller cluster of arguments to analyze in the first and second essays. This provides students with the practice necessary to undertake a synthetic argument in the final essay. Last, it gives students a depth of knowledge (your topic sources) and a breadth of knowledge (the outside sources) to evaluate arguments in your final essay. (For example, if your topic is détente, you will be able to make a claim about how the 21st century witnessed a transformation in global geopolitics because the U.S. drew back on its foreign commitments.)

An annotated bibliography combines the citations found in footnotes, endnotes, or references with annotations about each of the sources. These are useful tools for compiling a list of sources on given topic or chapter. I use annotated bibliographies for each chapter of my dissertation and maintain a running annotated bibliography of 100+ sources. They are useful for both recording sources and organizing sources for different writing projects. For this assignment, you will construct an annotated bibliography based upon specific topic tat

Purpose: An annotated bibliography is an organizing tool that is helpful when working on a research project. An effective annotated bibliography is used to compile research sources in one location and provide the researcher with quick access to the information contained in each source.

Objective: To *assemble* and evaluate a collection of sources that will inform a historical argument about the significance of your topic.

Audience: This assignment should be directed at your scholarly peers, and you may assume that they have only a casual familiarity with your topic or issue.

Content/Subject: Your annotated bibliography will consist of the sources that you have deemed relevant to your topic and/or question(s) of inquiry. While you may encounter sources that are not relevant or do not fit the scope of your project while researching, for the purposes of this assignment, you will only include the ones that you find useful and relevant.

1. Cite the source in consisted format. Since we are so close to Chicago, I suggest you adopt the *Chicago* style (no ketchup, please). It is also the preferred format for historians in the United States. But APA, MLA, or another citation style are equally appropriate.

2. Follow with a brief annotation that summarizes the source (approx. 1-3 sentences). You may quote from the source, but do not copy and paste the abstract. Ideally, all of the annotation should be in your own words.

3. In 1 or 2 sentences, explain the source's relevance and importance to your final project.

The annotations for each source should follow an academic style. This means that you must construct, with elevated and sophisticated language, correct grammatical sentences that effectively summarize what each source has to say. Additionally, you should explain how each source is relevant to the issue that you have selected and what it adds to your knowledge about your issue.

Specific guidelines to follow when completing this assignment are:

- Your annotated bibliography should contain between 6-8 sources
- 3 sources should be related to your research topic (This provides depth of knowledge)
- 2 of your sources should be general overviews assigned for the class (Borstelmann, Schulman, Zaretsky)
- No more than half the sources cited should be course materials (This includes the overviews)
- 1-3 sources should be related to the 1970s, but should not be general overviews or related to the topical sources. (These provide a breadth of knowledge about the 1970s)
- Consistent citation formatting according to a recognized style guide.
- Thoughtful and complete annotations of about 5 sentences.
- Fluid and understandable grammar, punctuation, and spelling.

Component	Strong	Competent	Needs Improvement
Sources **45 pts.**	Document 3 topical sources; 2 class overviews; and 1-3 related sources; nor more than half of the sources are class materials	Document meets most expectations, but perhaps fails to include related sources. No more than half of sources are assigned class materials.	Document cites few sources or the majority of sources are assigned class materials.
Annotations **30 points**	All annotations are thoughtful, complete, succinct, and well written. Demonstrate a thorough knowledge of the source and its relevance to the project.	Most annotations are thoughtful, complete, and well written. A few annotations fail to connect the source to the final project's argument or do not adequately capture the source's contents in 1-3 sentences.	Most annotations are not thoughtful or written in fluid and understandable prose. Annotations fail to adequately summarize the source or do not connect the source to the final project's importance. Or annotations ramble and fail to succinctly summarize the source and explain its relevance.
Citations **25 pts.**	Most, if not all, citations are consistently and correctly cited according to an official style guide.	There are a few formatting errors in the document's citations or slips in consistency, but the citations generally adhere to an established style guide.	There are numerous errors and inconsistencies in formatting or the citations fail to adhere to an ex

Rubrics are subject to minor revisions. Students will be notified of changes.

Handouts

WHAT TO ASK OF A DOCUMENT? - Adapted from Van Truong, Yale University

What can a document reveal about the social and cultural context in which it was created and/or published—(a) about the authors, (b) about the readers or audiences for whom they thought themselves to be composing their work, and (c) about the common, often unstated assumptions that guided the authors' decisions over what and how to write? To work your way through to an understanding of those assumptions is to grasp the cultural values that shape an author's content and form; or to put it another way, to grasp the orientation that inspires and authorizes a writer to write about one thing rather than another, and to write about it in one way rather than another. (The same applies to other media, like photography, painting, music, and so forth.)

Once you have a sense of the historical and cultural orientation shaping a particular document -- whether diary, essay, novel, photograph, songsheet, etc. -- don't lose sight of the author, for writers are rarely the helpless victims or prisoners of their culture: they can experiment, mock, and even subvert the literary (artistic, musical, etc) conventions or traditions in which they write, and they can do so in a manner that, like babies or mechanical inventions, brings something new into the world.

(1) AUTHORSHIP: Who is the author of the document? What do you know or what can you find out about the social location of the author -- where, quite literally, he or she is coming from? Is the author someone who could plausibly expect an attentive and respectful reading by his or her audience, or is the person someone fighting to be heard? Is it someone who occupies a secure social niche, or someone straddling or mediating between classes, races, ethnicities -- in a word, cultures? Can you read off the author's social power (or lack of it) from the way in which the text is composed, or does the document try to mask, mute, or otherwise ignore the class, race, ethnicity, gender, or regional background of its creator? Why?

(2) NARRATIVE VOICE: Is the narrator or narrative voice in the document distinguishable from that of the author, as the author has become known to you in answering question #1? If that voice does not precisely square with what you otherwise know of the author, how might you explain the gap? For what purposes or effects has the author created the narrative voice(s) at work in the text? What sort of language is being used? Is it flowery and complex, or simple and concrete? Is it active and direct, or passive and oblique? Is it personal or impersonal? Sometimes, as in a diary for example, a writer may not be aware as, say, a novelist, of the narrative voice he or she deploys, yet you as a reader may detect echoes of narrative styles unwittingly "borrowed" from novels, magazines, and other genres. This is a much more difficult influence to unearth in a text, requiring as it does a familiarity with other kinds of contemporaneous writing. That is why we have assigned so many different kinds of expression: the cross-fertilization can yield some rich insights into cultural history.

(3) IMAGERY: While you are thinking about narrative voice, look more closely at the figurative dimension of the document: the metaphors and other rhetorical devices the author uses to render his or her narrative or argument vivid, compelling, or even commonplace. What is the effect of this imagery? What kind of work do these images do in the text?

(4) GENRE: What is the genre that the author has chosen to express his or her message? Why do you think the author has chosen this genre (personal diary, literary essay, Gothic short story, candid photograph, western movie, etrc.) and not another one? Are there certain issues that the genre allows the author to address, or to exclude? Or to address in a particular way? What would have been gained or lost had the author chosen, or been required to choose, a different genre: a different form of exposition?

(5) PLOT: Almost every document tries to tell a story, or stories. What kind of story is it? romantic, gothic, comic, tragic, ironic, etc? Could different audiences have read different plots and lessons out of the same text? Can you break down the story into a sequence of cause and effects, or does the story resist that logic? (Or, can you break down a painting, photographic, or a piece of music into its compositional elements?) Is there an argument embedded in the narrative, and, conversely, is there a story or narrative buried in what might otherwise appear to be a mere argument, as in, say, a legal brief or political manifesto?

(6) CONTENT: What, then, is the document saying? Taking all the formal strategies of the text into consideration -- voice, imagery, genre, plot, etc. -- what is the author telling his or her audience(s) about the world he or she inhabits? What are the most prominent themes in the document? How are they connected to one another, and with what effect? How do the document's explicit and implicit statements about the world square with what you have learned from other sources: lectures, readings, textbook, etc? If the document departs from what you otherwise know of the world it describes, how would you account for this?

(7) AUDIENCE: Now, think beyond the document -- to the imagined space occupied by the author's readers or viewers or listeners. Using all the clues you've gleaned from the form and content of the document, who do you believe was the intended audience for the text? Did the author expect to be read, heard, or seen by the elite of society, or by a broader audience? By women and/or men? By whites and/or blacks? By a local or national readership? Do you detect the pressures of self-censorship? Do you suspect the presence of a subtext aimed at a subset of the expected audience? How do you think the text might have been received by its expected audience? by those for whom it was not intended?

(8) MATERIAL PRODUCTION: How was the text originally produced? Was it published? Performed? If so, where and how? How was it disseminated? What sort of economic and/or political pressures might have contributed to its final form? Could the way in which the document was produced and distributed have led to audience interpretations quite different from those you suspect were intended by the author?

(9) HISTORICAL CONTEXT: Finally, at the broadest level of interpretation, how does this source (as you read it) square with other documents and information you have learned about period from lectures and other readings? How does the document describe, grapple with, or ignore contemporaneous events? What cultural myths and ideologies are endorsed or challenged -- loudly or quietly -- by the author, or painter, or composer, or director, etc? Question #9 thus returns us to question #1.

Writing a Thesis and Making an Argument
For more, see:
http://clas.uiowa.edu/history/teaching-and-writing-center/guides/argumentation and http://www.indiana.edu/~wts/pamphlets/conclusions.shtml

Q: What is an **argument**?
A: An argument takes a stand on a particular issue. It seeks to persuade an audience of a point of view. It is *not* a description or a summary. It is also *not* simply an opinion. An argument includes the **evidence** you rally to prove your position, as well as your **analysis** of that evidence.

-This is ***not*** an argument: "In this paper, I will examine the social implications of Justice Bradley's reasoning in the *Bradwell v. Illinois* decision."

-This ***is*** an argument: "Justice Bradley's reasoning in the *Bradwell v. Illinois* decision depends on the sexual contract."

Q: What is a **thesis**?
A: A thesis statement is a sentence in which you state your argument *and* then describe briefly how you will *prove* your argument. A thesis statement begins to answer the "why" behind your chosen argumentative position. Your thesis can be a few sentences long, but should *not* be longer than a paragraph. It should come at the end of your introduction. Do not begin to state evidence or use examples in your thesis statement. Think of it as an introduction (a hook) for your larger argument, which you will then support with specific evidence.

-This is an argument, but ***not yet*** a thesis: "Justice Bradley's reasoning in the *Bradwell v. Illinois* decision depends on the sexual contract."

-This ***is*** a thesis: "Justice Bradley's repeated invocation of the laws of God and nature to defend women's subordination and dependence reflects just how deeply the sexual contract was embedded into the nineteenth-century American psyche."

Q: Why do I need a clear and concise thesis statement?
A: Your thesis statement acts as a blueprint or map, both for you in writing your paper, and for your audience in reading and, more importantly, understanding your argument. The thesis statement helps you focus and clarify your ideas, and provides a "hook" on which you can "hang" the topic sentences for *each* paragraph. In fact, each topic sentence should relate directly to your thesis statement, adding detail and nuance to your overall argument—think of them as mini thesis statements for each paragraph. Remember, each paragraph also needs a concluding sentence.

Q: So what is **evidence**, and why do I need it?
A: An argument without evidence to support it is no argument at all. You should be *selective* in the *historical examples* you choose to support your argument, and each piece of evidence should support your argument in *unique* ways. The more specific your evidence, the more persuasive the argument. Evidence on its own is also not useful; you need to analyze the examples you present to explain *how* they build on your thesis statement and *why* they support

your overall argument. When presenting evidence, be sure to use quotations and proper citation (Chicago Manual of Style) when necessary.

Q: Do you have any tips for writing a good thesis statement?
A: Why yes, I do.

-Find a **focus**: Choose a thesis that explores an aspect of your topic that is important to you, or that allows you to say something *new* about the issue at hand. For example, if your paper topic asks you to evaluate whether or not the Burnham Plan succeeded, you could choose to focus on (among many other options) sanitation, living conditions for working people, the natural environment, or Chicago's reputation. Remember that you will be able to develop sub-themes and complementary arguments in the body of your paper as you present different kinds of evidence and analyze them more fully. *Your thesis should be the spine that holds together all of your individual pieces of analysis*.

-Look for a **pattern** in your chosen **evidence**, and be specific in identifying it: After determining a general focus, go back and look more closely at your evidence. As you re-examine your evidence and identify patterns, you will develop your argument and your *conclusion*. Keeping your eye on these patterns will allow you to present a nuanced and complex argument without losing focus. If you read your paper and realize you have an interesting piece of evidence but are not able to link it to the patterns of your overall argument, don't include that piece of evidence. Be precise, be consistent, and be clear.

Q: After I decide on my argument, thesis statement, and evidence how do I end my paper?
A: Your paper should end on your **conclusion**. A conclusion is a place to explore the *implications* of your argument—that is, it is where you can look outward or ahead in order to explain why you made the points that you did. It is often helpful to restate your argument (in fresh and interesting language, of course) in your conclusion, but you also need to go beyond that. Your conclusion needs to offer the reader something new to think about while also serving as the final convincing factor in your argument. Here are some strategies to consider as you write your conclusion:

-Answer the question, *"So what?"* What are the implications of your argument beyond the evidentiary points you've already made? What is the broader context of your argument, especially considering the larger themes of the course?

-Pose a new research question as the result of your findings (although be sure you've answered the assigned question fully first!). If you have convinced the reader of your position, what *new questions or issues* can they now think about that probe the themes of the course even more deeply?

-Address the *limitations of your argument*, while also explaining why you are still convinced of your thesis statement. You should also be thinking about (though not necessarily including) counter-arguments as you write and develop your argument. In taking a position, your paper is entering a debate and so you should be aware of when and why people might disagree with you. This gives you a chance to preemptively address potential weaknesses in your argument as you analyze your presented evidence.

Q: Any final bits of advice?
A: Be bold! Have strength in your convictions, and use language that reflects your confidence. Be concrete rather than abstract. Be specific rather than general. Do not use the passive voice. Work to develop your *own* writing style and original voice. *Please* proofread your writing. Sloppy and careless is not a style you want to emulate or project, especially not in your writing. In sum: write with purpose, write with passion, and write with the power of persuasion.

HIST 210-2: U.S. History from Reconstruction to Present

Structure of an Argument

- Introduction
    - Get to the point--introduce your reader to the topic at hand immediately
        - Grab your reader's attention with a contradiction or debate relevant to the topic
        - Briefly set the stage--what is the context of your argument? When was the time you are discussing and who/what was involved?
    - Outline the main points of your argument
        - Define major terms and ideas; make sure you express why they are important and how they relate to your argument
        - End the intro with a clear thesis
            - Be specific--after weighing the evidence, what do you think the answer to the prompt is? Don't just summarize lectures or readings
            - Make sure your thesis encapsulates why you think your answer matters
- Supporting evidence
    - Begin each paragraph with a topic sentence that expresses one idea based on your evidence and relates that idea back to your argument
    - Support that idea with evidence (in this class, historical evidence like primary and secondary sources)
    - Conclude each paragraph with a sentence that connects your evidence to your thesis and transitions to your next idea
- Conclusion
    - Address the main themes and ideas that you explored within the body of your paper (meaning: don't rephrase your intro or restate your argument), as

expressed by your topic sentences and the evidence that you gave the reader in the body of the paper
   - Relate those themes and ideas back to your argument

For a detailed reference for writing history papers, see:
William and Mary, "Writing a History Paper: The Basics"
http://www.wm.edu/as/history/undergraduateprogram/historywritingresourcecenter/handouts/historypaperbasics/index.php

Elements of a Strong History Paper

1. **Starting the Paper**

A successful paper must have a persuasive argument, relevant evidence, and a compelling analysis of that evidence. Before formulating your argument, you should spend some time thinking through the topic. Writing an outline for your paper can also give you structure and focus.

2. **Introduction**

A strong introduction will introduce the reader to your topic, present your argument, and lay out a road map for how the paper will proceed. It should include a strong and concise statement of your central contention, the thesis statement.

3. **Argument**

An argument is *not* a factual statement, nor is it your opinion, nor is it an attack on other points of view. Rather, your argument is an interpretation that you would like to defend, using factual evidence, against other possible interpretations. It should be your own idea, developed as you think about what you learn in lecture, discussion, and the readings. Avoid thesis statements that are irrefutable, overly broad, or cannot be proven with available sources.

NO: "In the nineteenth century, people thought Chinese immigrants were bad."

YES: "Changes such as X, Y, and Z altered the way white Americans conceived of Chinese immigration between 1850 and 1900."

4. **Body Paragraphs**

Use these paragraphs to present the evidence that supports your argument. This is your opportunity to convince anyone who might disagree with your argument that you are correct. Your paper should not simply be a list of facts or a story—instead, it should include the relevant evidence and in-depth analysis to build a strong case for your argument. Each body paragraph should begin with a topic sentence, a declarative statement that tells the reader what the paragraph will be about while tying it back to the thesis statement.

5. **Evidence**

The body paragraphs should use specific evidence—statistics, quotes, facts, etc.—from the course material to defend your claims. The more specific the evidence, the more clearly it is connected to the topic sentences (and ultimately, the thesis statement), the more the reader will be convinced. Your evidence should be properly cited according to the *Chicago Manual of Style*.

6. **Past Tense**
Most history happened in the past. It is, however, sometimes acceptable to speak of what a text "does." Thus, "Shakespeare *wrote* his greatest tragedies after 1600," but "Hamlet *presents* the reader with a series of difficult questions."

7. **Active Voice**
Passive voice is usually undesirable because it hides the actor of the verb. Look at this sentence: "Hundreds of thousands of Iraqi civilians are thought to have been killed since the U.S. invasion in 2002." This sentence uses passive voice twice; both those doing the thinking and those causing the dying are obscured. You can't really assess this information without understanding who has done these actions—do respected and impartial observers think that the US Army directly killed these people, or are there rumors circulating among a few Iraqi Sunnis that Shi'ites have caused the deaths? A good sentence should never be open to such wildly divergent readings. Use active voice whenever possible.

8. **Title**
Even a short paper should have a title that summarizes the paper's content and, ideally, hints at its argument.

9. **Proofread**
A paper with numerous spelling errors, grammatical problems, and sentence fragments might as well be titled "THis Papr dosnt deserve a Good Grde." Too many errors can make an otherwise thoughtful paper seem sloppy and lazy. Use spell-check, read it out loud to yourself, or have a friend look it over. You can also take your paper to the Writing Place or the History Writing Center for editing help.

10. **Conclusion**
Make the most of your conclusion. In the conclusion, you should reiterate your central argument, sum up what your paper has demonstrated, and, ideally, gesture toward larger implications of your analysis.

Classroom Assessment Techniques (CATs)
Fifty Classroom Assessment Techniques (CATS) (from Angelo & Cross, 1993)
Assessing Prior Knowledge, Recall, and Understanding
The CATS in this group are recommended to assess declarative learning, the content of a particular subject.

Background Knowledge Probe: short, simple questionnaires prepared by instructors for use at the beginning of a course or at the start of new units or topics; can serve as a pretest; typically elicits more detailed information than focused listing. Focused Listing: focuses students' attention on a single important term, name, or concept from a lesson or class session and directs students to list ideas related to the “focus.” Misconception/Preconception Check: focus is on uncovering prior knowledge or beliefs that hinder or block new learning; can be designed to uncover incorrect or incomplete knowledge, attitudes, or values

Empty Outlines: in a limited amount of time students complete an empty or partially completed outline of an in-class presentation or homework assignment Memory Matrix: students complete a table about course content in which row and column headings are complete but cells are empty

Minute Paper: perhaps the most frequently used CAT; students answer two questions (What was the most important thing you learned during this class? And What important question remains unanswered?) Muddiest Point: considered my many as the simplest CAT; students respond to 1 question (What was the muddiest point in _________ ?); well suited to large, lower division courses but not to those which emphasize integration, synthesis and evaluation

Evaluating your teaching

Pre-Course Intake Survey

1. Name or nickname you prefer:

2. Please specify your personal pronouns:
   - She/her/hers
   - He/him/his
   - They/them/theirs
   - Other (specify below)

3. How many history classes have you taken before this class?

4. What are your major(s) and minor(s)?

5. Are you taking this course to complete a general education requirement?

6. What interests you about this course? (If you are taking it to satisfy a requirement, why did you choose *this* course?)

7. What do you hope to learn from this course?

8. How can I make this class a more comfortable environment for you (e.g. breaks to stretch, dimmed lights, trigger warnings, large print on slides, anything else)?

9. Is there anything else you'd like me to know OR any questions you have for me?

10. Please read the Course Policies page in the syllabus, and initial next to the following statement:

    I have read and agree to the Course Policies.

Start, Stop, Continue Evaluation

1. What is one thing that would be beneficial the instructor, to START doing?

2. What is one thing that I am currently doing that is not working, and I should STOP doing?

3. What is one thing that I am currently doing that I should CONTINUE?

Discussion Self-Evaluation

Note: Recommended to hand this out to students in week 4 and return it in week 5 with their mid-term discussion grade. The criteria may change based on the class.

Name:

Please evaluate your own class participation using the following scale:

5 = Excellent
4 = Very good
3 = Satisfactory
2 = Needs improvement
1 = Needs LOTS of improvement
0 = I was sleeping with my eyes open

1. Have you completed the assigned readings, and are you prepared to discuss them?

    0 1 2 3 4 5

2. Do you contribute regularly to the class discussions?

    0 1 2 3 4 5

3. Do you make valuable contributions to the class discussions?

    0 1 2 3 4 5

4. Do you support your points with evidence, like specific examples or passages from readings/course materials?

    0 1 2 3 4 5

5. Do you share responsibility for including your classmates' voices in discussion?

    0 1 2 3 4 5

6. Do you listen to and build on comments made by your peers?

    0 1 2 3 4 5

7. Are you an active participant in group work?

    0 1 2 3 4 5

8. Do you avoid generalizing about people?

    0 1 2 3 4 5

9. Overall, what grade would you give yourself for participation?

A A- B+ B B- C+ C C- D Fail

Is there anything you'd like me to know about your participation broadly? (Use the other side of the page if necessary.)

Mid-Term Evaluation

1= Strongly Disagree, 2 = Somewhat Disagree, 3 = Neither Agree nor Disagree, 4 = Somewhat Agree, 5 = Strongly Agree

Teaching Performance

The instructor has communicated the importance and substance of course material effectively.

1 2 3 4 5

The instructor has communicated the expectations and evaluations of course assignments effectively.

1 2 3 4 5

What can I, the instructor do to improve my communication and your understanding of course materials and expectations?

Are there any specific issues or questions that need more attention or explanation?

Student Performance

You have been committed to the course and accomplished the course goals to the best of your abilities.

1 2 3 4 5

The readings and other assignments have been a reasonable expectation for a course of this nature.

1 2 3 4 5

What have been your biggest successes in the course thus far? And what can you still improve upon.

Learning Objectives

You feel comfortable locating, analyzing, and organizing primary sources relevant to your interests.

1 2 3 4 5

What aspects of the process of historical research or interpretation would you like to continue to improve upon or learn more about?

General Comments:
What additional changes, if any, would you suggest to improve your learning and understanding of the course content?

Additional comments:

Group work evaluation

1. On a scale of 1-5, with 1 being not agreeing at all, do you agree with the following statement?
My group worked well together on this assignment. __________

2. Out of X members, how many contributed adequately? __________

3. Out of X members, how many were prepared to do this assignment well? _________

4. Give an example of something you learned from another member in the group.

5. Give one example of something you taught other members in the group.

6. What is one change your group could make to improve?

Brady 8 group evaluation

Name:
Group members:

Group assignment:

Please rate your agreement with the following statements on a scale of 1-5, with 1 being strongly disagree and 5 being strongly agree.

1. My group worked well together on this assignment.

   1 2 3 4 5

2. Each group member contributed equitably to this project.

   1 2 3 4 5

3. Each group member attended group meetings and completed work outside of class.

   1 2 3 4 5

4. Each group member contributed to the written report.

   1 2 3 4 5

5. Each group member demonstrated respect and consideration to each other.

   1 2 3 4 5

Please answer the following questions in full:

1. Name one specific task of the project that you helped complete. What did you do, and how did it contribute to your group work?

2. Name one specific section of the report that you helped write. How does it fit into the larger report?

(OVER)

3. Give one example of something you learned from another member of the group.

4. Give one example of something you taught other members of the group.

5. What is one change that your group could make to improve for winter quarter?

Final evaluation (discussion section)

1= Strongly Disagree, 2 = Somewhat Disagree, 3 = Neither Agree nor Disagree, 4 = Somewhat Agree, 5 = Strongly Agree

1. The TA communicated the importance and substance of course material effectively.

1 2 3 4 5

Comment:

2. I understand the instructor's expectations of my work and assignments are explained clearly.

1 2 3 4 5

Comment:

3. The TA incorporated student feedback effectively.

1 2 3 4 5

Comment:

4. Time spent on course assignments and readings has been manageable.

1 2 3 4 5

Comment:

5. I have been committed to the course and accomplished course goals to the best of my abilities.

1 2 3 4 5

Comment:

6. What has helped your learning most in this class? Give specific examples.

7. What do you think would improve student learning in this class in the future?

8. What advice would you give to the next group of students taking this course?

Course evaluation

I am interested in your feedback on History 210-2. Please fill out the survey below. A student in your class will deliver the surveys in an envelope to the History Department Office. The office will not return them to me until after I have submitted your grades on August 1 at 3 PM.

Please rate your agreement with the following statements on the scale of:

5 = Strongly agree
4 = Agree
3 = Neither agree nor disagree
2 = Disagree
1 = Strongly Disagree

1. The course assignments, readings, and lectures usefully complemented each other.

   1 2 3 4 5 N/A

2. The course instructions (including, manuals, handouts, etc.) were clear.

   1 2 3 4 5 N/A

3. The class activities helped me understand course concepts more clearly.

   1 2 3 4 5 N/A

4. The course taught interrelated skills in a helpful sequence.

   1 2 3 4 5 N/A

5. The course provided a mixture of explanation and practice.

   1 2 3 4 5 N/A

6. Written and verbal feedback from the instructor helped me better understand course expectations.

   1 2 3 4 5 N/A

7. The course developed my ability to think critically about narratives of U.S. history since Reconstruction.

   1 2 3 4 5 N/A

[OVER]

8. The course developed my ability to identify a historical argument in different kinds of sources.

   1 2 3 4 5 N/A

9. The course developed my ability to analyze a historical argument in different kinds of sources.

1 2 3 4 5 N/A

10. The course developed my ability to evaluate historical sources and ideas from the past.

1 2 3 4 5 N/A

11. By the end of the course, I reflected on history's role in modern politics.

1 2 3 4 5 N/A

12. The course developed my writing skills.

1 2 3 4 5 N/A

13. The course gave me a deeper understanding of U.S. history since Reconstruction.

1 2 3 4 5 N/A

Please answer the following questions about the course with short answers:

1. What reading, class activity, or graded assignment increased your understanding of U.S. history since Reconstruction?

2. What reading, class activity, or graded assignment remains confusing or disconnected from the rest of the course content?

[OVER]

3. Please identify areas you consider to be the strengths of the course.

4. Please identify areas where you think the course could be improved.

Please answer the follow questions about your own participation and learning in the course:

1. Did you miss any class sessions?

2. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?

3. How satisfied were you with your effort in this course?

4. What grade do you expect to receive in this course?

Thank you for your feedback and your time! I will be available via email after the course is over if there is anything you would like to discuss with me. In the meantime, good luck with your final paper and enjoy the rest of your summer!

Teaching your own course

Syllabi

Discovery, Abundance, and Crisis: Energy in American History

HISTORY 392-0-22	**Instructor Matthew Kahn**
Fall 2014	mkkahn@u.northwestern.edu
M/W, 3:30-4:50 pm	Office: Norris (Near Bookstore)
University Hall 318	Office Hours: Wednesdays 10am - 12pm

Course Description:

Since the mid-nineteenth century, Americans have witnessed a rapid expansion of both energy production and energy consumption, along with the development of new sources of energy. These changes have encouraged equally rapid shifts in American society, fueling economic expansion, environmental transformation, cultural evolution, and political conflict. This course examines the broad causes and effects of energy advancement, paying special attention to the massive shifts, both positive and negative, permitted by new quantities and forms of energy.

Course Objectives:

Students will...

1. ... identify arguments and synthesize historical information in secondary sources.
2. ... compare the adoption, application, influence, and replacement of various forms of energy in American history.
3. ... develop and support arguments about the connections between energy transitions and broader developments in American history.
4. ... analyze, critique, and contextualize a lengthy primary source using assigned readings.
5. ... illustrate and evaluate the connection between American energy history and a present-day energy issue.

Plagiarism and Academic Integrity:

All work you submit, including but not limited to the papers and the final exam, must be your own original work. It is your responsibility to understand what constitutes plagiarism and avoid it in all assignments. Northwestern University takes plagiarism and academic integrity very seriously. Your work in this course follows the standards toward dishonesty as stated in Northwestern University's "Academic Integrity: A Basic Guide," which is available on the course Blackboard site under Documents. I will report any suspect cases of plagiarism directly to the Dean's office. From there, it is out of my hands. Despite the proliferation of technology in recent years, it is still easy to catch a student's work that takes someone else's ideas or information and presents it as his or her own.

Assignments and Grading:

This course asks you to complete a variety of assignments. You will deliver a presentation on one week's readings, write two short papers on energy transitions, write a longer paper analyzing Upton Sinclair's *Oil!*, and complete a final paper connecting the course material to a present-day energy topic. The due dates for each assignment are listed on the schedule. Late papers and exams will be penalized one third of a letter grade for each day they are late. Papers are due in electronic and paper form at the start of class on the date listed on the course schedule.

Presentation

Each student will choose one week of readings to deliver a presentation to the class. Each presentation has three components. First, presenters must submit a list of 4-6 discussion questions to the instructor at least one hour before the start of class. These discussion questions will be based on the readings and will be designed to promote a critical conversation among the other students. Second, presenters will begin class by spending 5-10 minutes synthesizing the readings. This part of the presentation should not simply summarize the texts, but should outline the specific arguments each author makes, should explain the historical significance of the energy development under consideration, and should connect that week's readings to previous readings, lectures, and/or discussions. Third, the presenter should ask the first discussion question, prompting the rest of the class to begin engaging with the texts. The presentation will be worth 10% of your grade.

Energy Transition Papers

You will write a 2-3 page paper about two of the four major energy transitions that we will study this quarter. All students must write the first energy transitions paper, due October 8. You have three choices for the second energy transitions paper: October 29, November 3, and November 12. Both of your energy transition papers will answer the same question:
How did changes in the production and consumption of energy sources cause broader changes in American society?
These papers should rely solely on the assigned course material. The energy transitions and paper deadlines are clearly listed on the course schedule. Each of these papers will be worth 10% of your grade (20%) total.

***Oil!* Analysis**

You will also write a 4-5 page paper on Upton Sinclair's *Oil!* due on Monday, October 27. The prompt for this paper will be given out one week in advance of the due date. This paper will ask you to use the readings you have completed to create and support an argument that analyzes Sinclair's book as a primary source. This paper will be worth 20% of your grade.

Present-day Energy Paper

For your final project for the class, you will write a longer paper, 8-10 pages in length, using what you have learned in the course to analyze a contemporary issue currently facing energy production and consumption in the United States. You will choose a topic relevant to current energy discussions and answer the following question:

How will Americans' past experiences with energy influence their present and future interactions with energy production and consumption?
Potential topics include: Climate change; new fossil fuel extraction technologies (fracking and deep sea drilling, for example); alternative energies; rising energy costs; energy security; and public health.
In short, you will choose a topic, locate sources, create an argument, and support that argument with evidence - the work of a historian. You will use the assigned course material to provide historical context for the topic and you will also be responsible for drawing on additional resources to write the paper. We will spend plenty of time in-class discussing ways to write this paper and will devote our class meeting on November 19 to work-shopping the papers. For November 19, you will need to choose your issue, bring to class two readings from the course and two outside sources, and write a one-paragraph outline of how you plan to approach the paper. The final paper is due on Monday, December 8 at 3:00 pm.

Participation
Participation will be worth 20%. Many factors go into determining your participation grade: attendance, your contributions to class discussion, active participation in small group activities, and responses to in-class writing prompts. The best grades will be given to students who tie in material from lectures and readings, connect their responses to the course themes, convey their points clearly and succinctly, generate further discussion with their comments, and ask thoughtful questions.

The grade breakdown looks like this:

Presentation	**10%**
Two Energy Transition Papers	*10% each,* **20%** *total*
***Oil!* Analysis ....**	**20%**
Final	**30%**
Paper..	**20%**
Participation...	

Assigned Readings:
Readings should be completed by the date they are listed on the schedule. Additional primary sources, book chapters, and articles will be posted to Blackboard and labeled with an tilde (~) on the syllabus. There are four required texts.
David E. Nye, *Consuming Power: A Social History of American Energies*.
Theodore Steinberg, *Nature Incorporated: Industrialization and the Waters of New England*
Daniel Yergin, *The Prize: The Epic Quest for Oil, Money, & Power*
Upton Sinclair, *Oil!*

Course Schedule:

Week 1 ***September 25:*** Introduction

Week 2 ***September 29:*** Framework - Energy Transitions
Read: *Consuming Power*, Introduction, pages 1-12.
~Read: Martin Melosi, "Energy Transitions in Historical Perspective."

------ PHASE 1: AMERICAN ENERGY BEFORE 1820 -----

October 1: Energy in the New World
Read: *Consuming Power,* Chapter 1, pages 15-40.
~Read: Priscilla Brewer, *From Fireplace to Cookstove,* Chapter 1
~Read: William Cronon, *Changes in the Land*, Chapter 6

Week 3 ***October 6:*** Harnessing Water
Read: *Consuming Power*, Chapter 2, pages 43-68.
Read: *Nature Incorporated,* Introduction, Chapters 1-5, pages 1-165

----- PHASE 2: THE INDUSTRIAL REVOLUTION -----

October 8: Making Industry Possible
~Read: Martin Melosi, *Coping with Abundance,* Chapter 1
~Read: Alfred Chandler, "Anthracite Coal and the Beginnings of the Industrial Revolution in the United States"

Week 4 ***October 13:*** The Maturation of Water Power
**DUE:* Energy Transition Paper #1
Read: *Nature Incorporated,* Chapters 6-8, pages 166-239
~Read: Richard White, *The Organic Machine,* Chapter 2
October 15: Industrial America
Read: *Consuming Power,* Chapter 3, pages 71-100.
~Read: Harold Platt, *The Electric City*, Preface, Chapter 1

Week 5 ***October 20:*** Industry and Labor
~Read: Thomas Andrews, *Killing for Coal*, Introduction, Chapters 4 & 5
October 22: Oil Discovery and Oil Boom
Read: *The Prize,* Chapters 1-2, pages 3-39
Read: *Oil!*, Chapters 1-3

----- PHASE 3: THE WORLD AT WAR, TWICE! -----

Week 6 ***October 27:*** A Petroleum Nation
*DUE: Paper on Upton Sinclair's *Oil!*
Read: *The Prize,* Chapters 9 and 11
Read: *Oil!,* Chapters 4-9

October 29: Oil and American Abundance
*DUE: Optional Energy Transition Paper #2
Read: *Consuming Power,* Chapter 6, pages 157-185
Read: *The Prize,* Chapters 19 and 27

----- PHASE 4: THE AGE OF ABUNDANCE -----

Week 7 ***November 3:*** It's Electric!
*DUE: Optional Energy Transition Paper #2
remember - you only have to write two energy transition papers
Read: *Consuming Power,* Chapter 7, pages 187-215
~Read: Adam Rome, *The Bulldozer and the Countryside*, Chapter 2
November 5: A Cleaner Burn
~Read: J. Samuel Walker, *Three Mile Island*, Chapter 1
~Read: Joel Tarr, "Changing Fuel Use Behavior and Energy Transitions"

Week 8 ***November 10:*** Modern Environmentalism Takes Aim
~Read: Thomas Wellock, *Critical Masses*, Chapter 2
~Read: Robert Lifset, "Environmentalism and the Electrical Energy Crisis"

----- PHASE 5: ENERGY CRISES AND BEYOND -----

November 12: Energy Shortage and Energy Crisis
*DUE: Optional Energy Transition Paper #2
if you haven't written a second energy transition paper, you must write this one
Read: *Consuming Power,* Chapter 8, pages 217-246
~Read: Brian Black, "The Consumer's Hand Made Visible"
~Read: Documents on the Energy Crises of the 1970s

Week 9 ***November 17:*** Renewables/Conservation/Efficiency
Read: *The Prize,* Chapter 32
~Read: Amory Lovins, "Energy Strategy: The Road Not Taken?"
~Read: Williams and Whitcomb, *Cape Wind*, Introduction

November 19: Workshopping Papers
*DUE: Choose a topic for the final paper
*DUE: Bring 4 sources (2 assigned, 2 new) to class
*DUE: Write one paragraph outlining your anticipated approach to the final paper

Week 10 ***November 24:*** Current Issues

Read: *The Prize,* Epilogue

~Read: *National Geographic*, "The New Oil Landscape"

~Read: *The New Yorker*, "The President and the Pipeline"

~Read: *The Atlantic*, "Dirty Coal, Clean Future"

~Read: *Vanity Fair*, "A Colossal Fracking Mess"

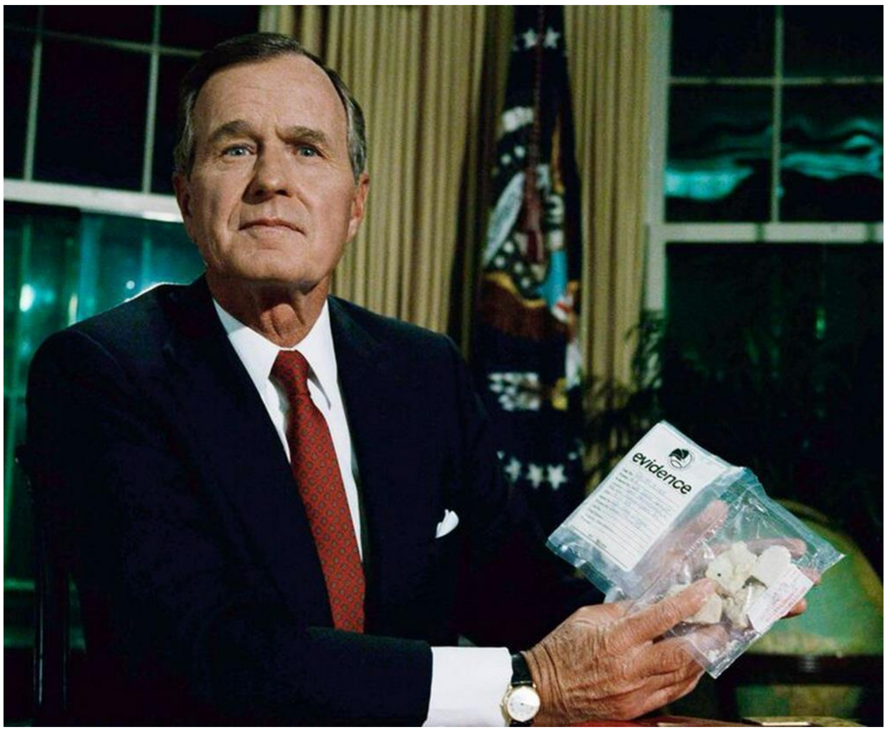
November 26: NO CLASS

The Final Paper is due Monday, December 8 at 3:00 pm.

HISTORY 392: DRUGS AND TRADE IN AMERICAN HISTORY

Winter 2016
Monday & Wednesday: 3:30-4:50
Locy Hall 318

Instructor: Matthew June
Email: mattjune@u.northwestern.edu
Office Hours: Wednesday, 12:00-2:00PM
Office: Harris 221



President George H. W. Bush holding a bag of crack cocaine, Oval Office (1989)

Perhaps the ultimate sign of the promises and perils of modernity, drugs (broadly defined to include tobacco, alcohol, caffeine, marijuana, heroin, cocaine, LSD, amphetamines, this list could go on forever) have a complex history that spans far more than even the three centuries covered in this course. We will explore the history of drugs in America from John Rolfe's first attempts to make English tobacco compete with Spanish gold through the paradoxical war on illegal drugs and boom of pharmaceuticals in our current culture. This complex history of substances will be used to highlight general trends in U.S. history and to explore the complex intersections of legality and illegality, medicine, trade, and law. Revealing the importance of changes in economic patterns for the history of the United States and the inextricable relationship between drugs and trade, the course will also explore the general complexities, contingencies, and continuities of history; for example, a panic about university students using amphetamines as a study aid… in 1938.

Learning Objectives:

- Identify and interpret primary sources related to the history of a specific substance over time or a series of substances in a specific time period
- Compile an annotated bibliography of secondary sources related to subject under examination
- Apply important lenses of historical analysis (race, gender, class, transnational, etc.)
- Evaluate how drugs have played a central role in the history of national and global politics and economics
- Compose an original research paper with a clear historical argument informed by primary and secondary sources

Reading List:

- Courtwright, David. *Forces of Habit: Drugs and the Making of the Modern World* (Cambridge: Harvard University Press, 2001)
- Reiss, Suzanna. *We Sell Drugs: The Alchemy of US Empire* (Berkeley: University of California Press, 2014)
- Tracy, Sarah and Acker, Caroline, eds., *Altering American Consciousness: The History of Alcohol and Drug Use in the United States, 1800-2000* (Amherst: University of Massachusetts Press, 2004)
- Canvas readings

Teacher and Student Responsibilities

A seminar meeting twice a week, this class is designed to encourage student engagement with the main currents of United States history and the process of historical research. The first half of the quarter will be focused on introducing the themes and content of the course. The second half will concentrate more on helping students to develop an original research project related to this material.

During each class meeting, you will have regular opportunities to confront, challenge, explore, and elaborate the major themes of each week's lectures and readings in a respectful and secure environment. In-class activities will also help to further develop your writing and reading skills. I encourage you to think of the course and your classmates as part of a collaborative learning process that requires respect, openness, and active participation.

Please contact me *as soon as possible* if you think you will be unable to make a deadline. Without prior instructor approval, late assignments will be docked a third of a letter grade for each 24-hour period they are past due.

Attendance and Participation: Each class meeting will cover a lot of material and you are expected to attend. However, participation is about more than just showing up and who speaks the most. Successful participation depends on coming to class, following and contributing to the conversation, and demonstrating a willingness to think through your own and others' ideas.

Assessment Plan

Students will be assessed based on class participation, completion of in-class activities, and written work. Courses assignments are structured to scaffold the process of completing an original research project. The final research paper, approximately 12-15 pages in length with standard formatting, can examine any topic that relates to the themes of the course and explores the relationship between drugs, trade, and North American/United States history. At the end of the quarter, you will also have the opportunity to share your research and findings with the rest of the class in a standard academic conference format.

Grading Breakdown:

- Attendance and Participation: 20%
- Primary Source Activities: 10%
- Source Review and Topic Proposal: 15%
- Annotated Bibliography and Research Question: 15%
- Conference Presentation: 10%
    - Presentation Abstract: 5%
- Final Paper: 25%

Availability

Feel free to contact me via email with any questions about course content or logistics. I also encourage you to stop by my office hours if you have any questions or would like to talk about *anything* related to the course. My official office hours are Wednesdays before class, from 12:00PM to 2:00PM. I am also available by appointment, so please feel free to schedule meetings at an alternate time if necessary.

Please note that I am happy to discuss grades, but prefer to do so in person. If you have a question about a grade you receive, set up a time to visit me during my office hours and be sure to bring any necessary material. All final assigned grades will be based on the History Department Guidelines, available here: http://www.history.northwestern.edu/undergraduate/grading.html.

Academic Integrity

Any plagiarism or academic integrity concerns will be referred to the Undergraduate Academic Conduct Committee. For more information on plagiarism and how to avoid it, see: http://www.northwestern.edu/provost/policies/academic-integrity/how-to-avoid-plagiarism.html.

If you have any question whether something might be inappropriate, please ask me before submitting your work. Final papers should follow proper citation guidelines, which will be provided.

Accessibility

Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first week of class. All information will remain confidential.

Classic Drug Store Coca-Cola sign, circa 1950s

Weekly Schedule

Week One:

Readings:

- David Courtwright, *Forces of Habit: Drugs and the Making of Modern World*, pp. 1-5
- Suzanna Reiss, *We Sell Drugs: The Alchemy of US Empire*, pp. 1-14
- Sarah Tracy and Caroline Jean Acker, eds., *Altering American Consciousness*, pp. 1-30 (*focus on 1-10*)

Monday, January 4: Course Introduction

Wednesday, January 6: "A Brief Review of Drugs, Trade, and US History"

Week Two:

Readings:

- Courtwright, *Forces of Habit*, pp. 9-66
- Tracy and Acker, *Altering American Consciousness*, pp. 33-60

Monday, January 11: Introduction to Library Resources

NOTE: WE WILL MEET TODAY IN MAIN LIBRARY CLASSROOM B234

Wednesday, January 13: "Defining Drugs, Distribution, and Danger"

- Locate Relevant Primary Source and Complete 1st Primary Source Review

Week Three:
Readings:
- Courtwright, *Forces of Habit*, pp. 69-151 & 187-207

Monday, January 18: *Martin Luther King, Jr. Day / No Class*
Wednesday, January 20: "Revelations: Drugs as Insight into History"
- Locate Relevant Primary Source and Complete 2nd Primary Source Review

Week Four:
Readings:
- Thomas M. Doerflinger, "Capital Generation in the New Nation: How Stephen Girard Made His First $735,872," *William and Mary Quarterly* 72 (October 2015) [Canvas]
- Anne L. Foster, "Opium, the United States and the Civilizing Mission in Colonial Southeast Asia," *Social History of Alcohol and Drugs* 22 (January 2010) [Canvas]
- Peter Andreas, "Smuggler Nation," *Harper's Magazine* (February 2013) [Canvas]
- Tracy and Acker, *Altering American Consciousness*, pp. 91-107
- Reiss, *We Sell Drugs*, pp. 15-52

Monday, January 25: "Drugs and Empire"
Wednesday, January 27: "Drugs and Empire" (cont.)

Week Five:
Readings:
- Emily A. Remus, "Tippling Ladies and the Making of Consumer Culture: Gender and Public Space in *Fin-de-Siècle* Chicago," *Journal of American History* 101 (December 2014) [Canvas]
- Jeremy A. Greene and David Herzberg, "Hidden in Plain Sight: Marketing Prescription Drugs to Consumers in the Twentieth Century," *American Journal of Public Health* 100 (January 2010) [Canvas]
- Tracy and Acker, *Altering American Consciousness*, pp. 165-202 & pp. 298-321 & pp. 387-402

Monday, February 1: "Drugs and Culture"
- Locate Relevant Primary Source and Complete 3rd Primary Source Review

Wednesday, February 3: "Drugs and Culture" (cont.)

Week Six:
Readings:
- Adam Gopnik, "The Caging of America: Why do we lock up so many people?" *The New Yorker* (January 2012) [Canvas]
- Donna Murch, "Crack in Los Angeles: Crisis, Militarization, and Black Response to the Late Twentieth-Century War on Drugs," *Journal of American History* 102 (June 2015) [Canvas]
- Matthew D. Lassiter, "Impossible Criminals: The Suburban Imperatives of America's War on Drugs," *Journal of American History* 102 (June 2015) [Canvas]

- Courtwright, *Forces of Habit*, pp. 152-186

Monday, February 8: "Drugs and the State"

- Submit an annotated review of 5-10 primary sources and proposed research topic

Wednesday, February 10: *No Class / Individual Meetings with Instructor*

- Schedule 25-30 minute meeting for Wednesday or Thursday

Week Seven:

Readings:

- Reiss, *We Sell Drugs*, pp. 15-52 (complete) & pp. 53-131

Monday, February 15: "Just Say Know: Asking the Right Questions About Drugs"

Wednesday, February 17: Project Proposals Due

- Submit an annotated bibliography of 5-10 secondary sources and proposed research question

Week Eight:

Readings:

- Reiss, *We Sell Drugs*, pp. 132-215
- Project Abstracts [See explanation below]

Monday, February 22: "Drugs and the American Century"

Wednesday, February 24: Conference Presentations

- Each participant (four total) presents for 10 minutes on key findings and implications of research
- Presentation Abstract (approximately 500 words) should be posted on Canvas discussion board 48 hours **before** presentation

Week Nine:

Readings:

- Project Abstracts [posted on Canvas]
- Lynn Hunt, "How Writing Leads to Thinking (And not the other way around)," *Perspectives on History* (February 2010) [Canvas]

Monday, February 29: Conference Presentations

Wednesday, March 2: Conference Presentations

Week Ten:

Readings:

- Project Abstracts [posted on Canvas]

Monday, March 7: Conference Presentations and Course Wrap-Up

Wednesday, March 9: *WCAS Reading Week / No Class*

FINAL PAPERS DUE – TUESDAY, MARCH 15, 5PM

(Submit on Canvas and email copy to mattjune@u.northwestern.edu)

Working with Sources

An historical argument seeks to explain change over time. No two historians go about this task the same way but all depend on the same thing – evidence. Locating evidence, analyzing it, and using it to support an argument are the essential ingredients of all historical work. Evidence can be classified as either a primary source or a secondary source.

Secondary Sources

- Interpretations of the past written by historians and other experts which are based on the analysis of primary source evidence
    - Provide background material on a topic
    - Provide historical context
    - Provide *historiographical* context, including the theoretical and methodological approaches employed by historians
- Types of Secondary Sources: monographs, biographies, textbooks, encyclopedias, scholarly
  articles, textbooks, and selected online materials
- Helpful at the start and end of the research process
    - At the start, lecturers and assigned readings can provide ideas for topics, questions still unanswered, basic context for primary source research
    - Return to appropriate secondary sources for specific context and details of primary sources found, other arguments made, and significance of your new argument

Primary Sources

- Any record contemporary to an event or time period – could be written, oral, visual, or physical
    - Intentional sources – newspaper articles, government documents, church records, autobiographies, films, novels, etc.
    - Unintentional sources – private letters, journals & diaries, physical evidence such as buildings, clothing, tools, landscapes, etc
- Types of Primary Sources
    - Unpublished
    - Published
    - Edited or selected collections
- Questions to consider when analyzing a source
    - **Author / Point of View / Audience / Purpose / Language / Significance**
    - Specifics:
        - Who authored a source? How long after the event is it being described? Is the author an eyewitness? Who was the intended audience? What is the audience's relationship to the author? What is the purpose of the source? What is the tone of the language used? Does an obvious point of view color the evidence? How reliable is the source?

- Big Picture:
  - How does the source fit into the historical context established by other primary and secondary sources? What new information does it provide? Does the source help to explain causal or other relationships? Is the source significant? How can the source be used to advance the research project?

Project Prospectus and Primary Source Review
Due Monday, February 8

On Monday, February 8, you will submit a project prospectus and reviews of 5 to 10 primary sources. Now that you have had a chance to think about the big themes of the class and explore your sources, you should start narrowing down the focus of your project. In addition to a general topic for your project, you should begin to consider potential HISTORICAL questions you might ask about that topic and possible arguments to answer those questions. A hard copy of the assignment will be due in class on February 8 and an electronic version should also be submitted through Canvas.

Submissions will be assessed using the following criteria:

- Is the proposed topic related to the themes and focus of the course?
- Are the proposed questions historical and related to themes of the course?
- Is the proposed topic feasible for historical research?
- Does the prospectus reflect a clear engagement with the course and relevant primary source research?
- Are the primary sources sufficiently related to the proposed topic?
- Do the sources offer significant evidence with the potential to form an historical argument?
- Does the submission follow the proper structure and instructions (outlined below)?

Project Prospectus

- One page, double-spaced
- It can be either written as a paragraph or in bullet-points, but either format should have writing that is clear, concise, and free of major typos or grammatical errors
- Three Key Points
  - Proposed Research Topic
  - Proposed Research Questions
  - Proposed Thesis (potential arguments)
    - Note: At this point, you are NOT being graded on the quality of your thesis, which will continue to be modified as you do more research. However, your primary sources should present evidence related to your proposed thesis.
- The prospectus should also include a brief discussion of other potential sources, additional research plans, and the feasibility of the research.

- Remember: The Prospectus is a type of *formalized brainstorming* in which the researcher proposes a topic and writes focused questions, terms, and ideas that form the foundation of the next stage in the research process. Those early questions help the researcher to develop a provisional thesis, around which the arguments of the project will be constructed. The proposed topic, research questions, and provisional thesis all provide the basis for additional research, and thus may be altered as the project develops.

Primary Source Reviews

- Submit reviews of 5 to 10 primary sources (either individual sources or collections of sources) using the format provided on the next page
- If you are using sources already submitted, you should submit at least five NEW sources
- If you are RESUBMITTING those sources, include the original Source Review as well as a copy of the source

Primary Source Reviews

Type of Source:

Title/Brief Description of Source (or Collection of Sources):

Author/Creator:

Date:

Intended Audience:

Purpose/Point of View:

Tone/Language:

Significance/Key Evidence:

Connections to Topic and Other Sources:

Type of Source:

Title/Brief Description of Source (or Collection of Sources):

Author/Creator:

Date:

Intended Audience:

Purpose/Point of View:

Tone/Language:

Significance/Key Evidence:

Connections to Topic and Other Sources:

Annotated Bibliography and Revised Project Prospectus
Due Wednesday, February 17

On Wednesday, February 17, you will submit a revised version of your project prospectus along with an annotated bibliography of secondary sources. Now that you have outlined a potential research topic and explored some primary sources to use in your research, you should begin thinking about other historical research that has been conducted on your topic or closely related topics. The annotated bibliography allows you to begin to track work that has already been published and encourages you to consider the significance of your research in relation to those publications. A hard copy of the assignment will be due in class on February 17 and an electronic version should also be submitted through Canvas.

Revised Prospectus (One page max, double-spaced)
Should answer the following three prompts. Can be in bullet-points or short paragraphs, but either format should have writing that is clear, concise, and free of major typos or grammatical errors. The *REVISED* Prospectus should answer the following THREE prompts:

- **Proposed Topic**
- **Proposed Historical Questions**
- **Proposed Historiographical Significance**
    - How does this project relate to research that has already been conducted on this topic or related topics? How would it fit in with the secondary sources in your annotated bibliography? What is new or different?

Annotated Bibliography

- Should include **5 to 10 secondary sources** (scholarly books or articles)
  - Up to THREE can and should be relevant course readings
    - These will be judged based on inclusion of the most appropriate sources without any glaring omissions of relevant readings
  - At least FIVE should be new sources, either books or journal articles
- All sources should include a full citation – Most Historians use Chicago Style: http://www.calvin.edu/library/knightcite/index.php
- Below the citation, each source should be **annotated with the following information:**
  - **Key information presented in the source**
  - **Significance of the source for your topic**
  - **Relationship to other scholarship**
- Total number of sources should be sufficient to cover all the major dimensions of the proposed topic

Submissions will be assessed using the following criteria:
- Is the proposed topic related to the themes and focus of the course?
- Is the proposed topic feasible for historical research and reasonable for the dimensions of this project?
- Are the proposed questions historical, related to themes of the course, and relevant to the proposed topic?
- Does the proposed historiographic significance reflect a clear engagement with the course themes and readings as well as relevant secondary source research?
- Are the secondary sources sufficiently related to the proposed topic?
- Do the secondary sources and annotations adhere to the above criteria?

SEE REVERSE FOR A SAMPLE PROSPECTUS AND ANNOTATED BIBLIOGRPAHY

Project Prospectus and Annotated Bibliography – SAMPLE

Proposed Topic: My research project examines new laws that the federal government passed to regulate pharmaceuticals in the 1960s. I evaluate the passage of the Drug Abuse Control Amendments Act of 1965 and how this law granted the federal government new power to police the illegal sale, distribution, and counterfeiting of prescription drugs, especially amphetamines, barbiturates, and hallucinogens. I will also compare this new power to police pharmaceuticals with the federal government's laws against illegal drugs.

Proposed Historical Questions:
- What were the primary motivations for the federal government to pass DACA in 1965?
- How did the constitutional power to regulate pharmaceuticals compare or contrast with federal laws controlling illegal narcotics?
- Why did the Food and Drug Administration only enforce DACA for two years before transferring that policing power to the Justice Department?
- How did the regulation of pharmaceuticals influence the federal government's current War on Drugs?

Proposed Historiographical Significance:

- I am hoping to show that the passage of DACA was an important foundation for the War on Drugs, but most scholarship on the War on Drugs starts with Richard Nixon in 1971.
- Most scholarship seems to focus on either illegal drugs or issues like regulation of pharmaceutical advertising, I hope to examine both of these topics in relation to each other
- If I can demonstrate that DACA was an important part of the origins of the War on Drugs, and I prove that DACA was passed because the public wanted more protection for consumers, my project can change understandings of reasons the public supported the War on Drugs
- My work relates to the class material in that it explores all drugs – illegal and pharmaceutical – as commodities with just different styles of regulation. It also helps us to understand the reasons for boundaries between licit and illicit drugs as well as acceptable and unacceptable uses of the same drugs.

Annotated Bibliography

Lassiter, Matthew D., "Impossible Criminals: The Suburban Imperatives of America's War on Drugs," *Journal of American History* (June 2015): 126-140. [Class Source]

Lassiter's article presents information on the foundations of the war on drugs and argues that all escalations of the drug policing have been based on the dichotomy between the "white victim" of drug abuse and the non-white "pusher or dealer" of drugs. This article is significant for my project because it examines the same period I am studying – the 1960s – and origins of our current drug control law – the Controlled Substances Act. However, he focuses his attention primarily on illegal drugs, even though my research shows that equal or greater numbers of all Americans were potentially abusing pharmaceuticals at this time. It builds on previous scholarship, by looking at the period before Richard Nixon to examine the origins of the War on Drugs, but it also reinforces other scholarship that has tied the Drug War to the criminalization of blackness.

Greene, Jeremy A., and David Herzberg, "Hidden in Plain Sight: Marketing Prescription Drugs to Consumers in the Twentieth Century," *Public Health Then and Now* 100, no. 5 (May 2010): 793-803. [Class Source]

Greene and Herzberg present information on the history of pharmaceutical advertising and they demonstrate how advertising has gone from mostly self-policed by industry to more controlled by government. This is related to my work because it shows that government took a more active role in regulation during the 1950s and 1960s, the same time they are also taking a more active role in my project. There are not any other history books that deal directly with this topic and most of the authors' research is based on primary sources.

Frydl, Kathleen J., *The Drug Wars in America, 1940-1973*. New York: Oxford University Press, 2013.

Project Presentation and Abstract
Due Wednesday, February 24 – Monday, March 7

Over the next two weeks, you will present your research projects to the class. As with all academic presentations, you are not presenting a *final version* of your project but an update on where it currently stands. Academics do this to share and get feedback on new research. Before your presentations, you will also share a short Abstract with the class.

Presentation Abstract (approximately 250 words)
Abstracts should be written clearly and concisely in paragraph form and avoid major grammatical errors or typos. Abstracts should address the following:

- **Research Topic** (including major historical questions)
- **Proposed Thesis**
- **Significant Evidence**
- **Potential significance for other scholarship**

Abstracts should be uploaded (Cut and Paste along with attachment) under the appropriate Discussion Thread on Canvas. **Please make sure to read your fellow classmates abstracts before their presentations.**

Abstracts are due by Midnight after the class period before you present (e.g. Abstracts for presentations on Wednesday, February 24 are due at 11:59PM on Monday, February 22 / Abstracts for presentations on Monday, March 7 are due at 11:59PM on Wednesday, March 2)

Project Presentation
The presentation will be an extended version of your project abstract and should address the same issues (topic, research questions, potential thesis, significant evidence, and possible implications). Presentations should be approximately 7-10 minutes and can take make forms.

Some academics choose to read papers. Although this can be dull, if you plan to write out each word of your presentation, please remember this formula:

Most presentations are usually 100 words per minute / 10 minutes = 1000 words

A PowerPoint is NOT required. If you want to share evidence that requires more than the Document Camera, please arrange to have your own laptop or speak to me beforehand.

Project Presentation Rubric

Topic and Potential Thesis (3 possible points)	Topic and potential thesis were stated clearly and concisely. The talk remained focused on the topic and presented a clear argument to support the potential thesis. **(3)**	The topic is generally clear but remains unfocused. (OR) The talk stayed focused on the topic but was unable to express any potential thesis in a clear and concise manner. **(2)**	Both the topic and potential thesis are unclear. (OR) The majority of the talk was not related to the topic and did not present any potential thesis. **(1)**
Quality of Historical Questions and Evidence (3 possible points)	Topic is being researched using historical questions and methods, which have begun to yield quality historical evidence. That evidence is relevant and will support the potential thesis. **(3)**	The project is using historical questions and has begun to identify historical evidence, but the evidence presented is either not directly related to the topic or is not sufficient to support the proposed thesis. **(2)**	Research questions are either not historical or not related to the themes of the course. (OR) Evidence is lacking or unconnected to the proposed topic or thesis. **(1)**
Statement of Significance (2 possible points)	The project is clearly related to both the course themes and relevant secondary literature and has the potential to offer new insights. **(2)**	The presentation failed to express the project's connections and/or potential challenges to either important course themes or relevant secondary literature. **(1)**	
Presentation (2 possible points)	The presenter did his or her best to engage with the audience. The presentation was organized to present its main points clearly and within the allotted amount of time. **(2)**	The presentation was generally unorganized. (OR) The presentation took longer than the allotted amount of time or otherwise did not follow the assignment instructions. **(1)**	

Research Paper
Due Tuesday, March 15, 5PM

On Tuesday, March 15, you will submit your original research paper. You should upload a copy of the paper to Canvas by 5PM on March 15th and also email a copy to mattjune@u.northwestern.edu.

Papers should be approximately 12-15 pages in length, double-spaced, with 1" margins and 12 pt. font. Papers should have a title and pages should be numbered.

All evidence should be cited using footnotes or endnotes. Anytime you are directly quoting from a source OR taking a specific idea or argument from a source, it should be cited. For more information on the proper style for citations: http://www.calvin.edu/library/knightcite/index.php

Note: Most Historians use Chicago Style. Whether you choose to use Chicago or another style, keep it consistent throughout the paper. For more on Academic Integrity and avoiding plagiarism at Northwestern, see: http://www.northwestern.edu/provost/docs/academic-integrity-basic-guide.pdf

The most important qualities of your paper will be the THESIS and the organization of your argument and evidence to support that thesis. All papers should begin with a clear thesis.

> Example format for *planning to write* your THESIS:
>
> > "I am studying (Topic) to understand (Research question) because (Significance)."
>
> Format for THESIS:
>
> > Highlights topic, summarizes your main argument to your answer research question, and points to the significance of your research.
>
> e.g. "The idea that President Richard Nixon launched the "war on drugs" in 1971 as a part of a "law and order" backlash politics has become ubiquitous, but popular memory minimizes how related initiatives to reform narcotics laws and protect consumers from dangerous medicines – first emerging in the 1950s and institutionalized under President John F. Kennedy – created the foundation for a massive expansion of federal policing of illicit drugs."

The elements of your thesis, i.e. main aspects of your argument, can then become the basis for organizing the rest of your paper. Remember, paragraphs should be focused and begin with a clear TOPIC SENTENCE that enunciates how the paragraph advances your overall argument. *Outlines are a great way to organize your thinking and writing!*

Final Advice: Give yourself plenty of time to write *and revise*! Some papers are just one draft away from a higher grade.

SEE REVERSE FOR AN OUTLINE OF PAPER GRADING CRITERIA

Grading Standards for Final Research Papers

Grades for final papers will be based on the quality of analysis, organization, documentation, and clarity. The paper's Letter Grade, along with pluses and minuses, will be assigned using the following criteria:

A = Papers that receive an A involve superior analysis of the course ideas and paper topic. They have an introductory paragraph that states a clear, convincing, and original argument [THESIS]. The introduction is followed by a series of carefully organized paragraphs that support the main argument with a critical evaluation of relevant evidence. These paragraphs succinctly and clearly develop the argument through a logical progression of ideas. The paper acknowledges and addresses the complexities of the subject and explains contradictory evidence or counterarguments, but everything in the essay is there in support of the main argument. The writing is crisp, lucid, and free of both factual and grammatical errors. The paper is submitted when due and formatted as directed.

B = Papers in this category are well argued and thorough in the presentation of evidence. They are similar to those in the A category but deficient in some minor respects. The paper still has a clear organization but is structured so that the thesis is gradually developed but not vigorously advanced. Generally speaking the paper should be very sound and solid, demonstrating a command of the course material and relevant scholarship, but the argument may be somewhat lacking in originality, the written expression may not be quite so crisp and elegant, the evidence may be less thorough or convincing or it may not be entirely germane to the topic or it may not be evaluated critically enough. Papers in this range usually recognize but inadequately address contradictory evidence or counterarguments. In general, B papers tend to be less inspired or original than A papers, but they are still free of major factual, grammatical, spelling, and formatting errors.

C = Papers in this category demonstrate real effort or some accomplishment. They are still based on some historical analysis and make a clear argument. C papers also use reasonable evidence mustered in support of the argument, but either they do not produce enough evidence to establish the argument fully or they fail to evaluate the evidence critically enough. Papers in this range generally have an unclear or disorganized structure and may ignore or fail to address contradictory evidence. Some possibly significant limitations and factual errors may be evident, but they do not substantially detract from the overall understanding of the course material and research project. The writing will be weaker than a B paper, but not so poor as to prevent discerning an argument. Papers in this range may also fail to be formatted properly or submitted on time.

D = Papers in this category complete the assignment but fail to make a coherent argument or to cite the appropriate course material or relevant evidence. They may make some significant factual errors or are so awkwardly written that the clarity of the argument is impaired. Nevertheless, the diction should be of sufficient quality that the writing could still be readily understood. Papers in this range are often much shorter than stipulated in the assignment, improperly formatted, or overdue.

F = Papers in this category fail to complete the assignment or are irrelevant to the goals of the assignment. Normally this can involve several fundamental problems: the paper may contain fatal errors based upon misconceptions of limited reading; the diction may be so poor that one cannot discern an argument; the amount written may have been inadequate or inconsistent or self- contradictory; or the paper shows evidence of plagiarism or cheating.

History 201-1-26
European Civilization Through the Mid-Eighteenth Century

Instructor: XXX

Class schedule: Tuesdays and Thursdays, 1-3:30, Kresge 2-331, June 20th – July 27th
Office hour every Thursday, 3:40-4:40

Course Description:
This is a basic course for majors and non-majors, intended as a survey of the major events and developments in pre-industrial European history. Its goal is to present students with some knowledge of the broad lines of European development from the age of the Crusades to the eve of the French Revolution, a period of tremendous transformation which set the stage for modernity. We will look at the major themes of European history during the period—high medieval culture, the Renaissance, the Reformation, the emergence of modern science, colonies and commerce, changes in political and military structures, and the Enlightenment. We will use primary sources, and geographical emphasis will be on Western and Eastern Europe. We will examine how historical narratives are constructed to help us understand the evolution of ideas and institutions in European history, with particular attention paid to how Europeans forged a common culture, how that culture survived religious and political divisions, and how interactions with the rest of the world shaped Europe's own history. An attempt will be made to retain a balance in topical coverage, rather than focusing exclusively on any one topic such as political, social, economic, or cultural history.

Area of Concentration: Europe **Prerequisites:** None

Teaching Method:
We have two 2.5 hour-long class sessions per week for six weeks. Lectures will be organized topically rather than by serialized narrative. We will devote time each week to interactive discussion of the thorny or intriguing problems that emerge from readings and lectures, as well as analysis of primary source readings (documents written in the historical period we are studying).

Evaluation Method:
Evaluation will be based on our **midterm** [30%] and **final** [50%] exams, and your **attendance and participation** in class every week (asking questions, general engagement, and group discussions [20%]). For the weeks when we have primary sources – Machiavelli in Week 2, De Las Casas in Week 3, and Fontenelle in Week 5, you will be expected to participate in group discussions with me and with your peers. Any late assignments will be penalized by 1/3 of a letter grade for each day they are late. ***For the weeks that have primary sources, <u>as well as the week of your take-home midterm</u>, you may skim the relevant assigned chapters in the textbook (Levack, Muir, Veldman).*

Required Books, all available at Norris or wherever you can find them cheaper:

- Brian Levack, Edward Muir, and Margaret Veldman, *The West: Encounters and Transformations* (Pearson), Vol. B, 4th Edition
- Niccolò Machiavelli, *The Prince*
- Bartolomé de Las Casas, *A Short Account of the Destruction of the Indies*
- Bernard le Bovier de Fontenelle, *Conversations on the Plurality of Worlds* (**available online through NU library, unlimited access**)

Reading Assignments & Test Schedule

Week 1 (Tuesday, June 20th, and Thursday, June 22nd)
"The Medieval West // High Middle Ages // The Medieval West in Crisis, c. 1050-1450"

- Levack text: "What is the West?" pg. 1-9

Week 2 (Tuesday, June 27th, and Thursday, June 29th)
"The Italian Renaissance and Beyond: The Politics of Culture, 1350-1550"

- Levack text, Chapter 12
- Machiavelli, *The Prince*

Week 3 ****NO CLASS TUESDAY, JULY 4th**** (Thursday, July 6th)
"Global Encounters, The West and the World: 1450-1650"

- Levack text, Chapter 13
- Bartolomé de Las Casas, *A Short Account of the Destruction of the Indies*
- **Take-home midterm handed out **due in class the following week, Thursday, July 13th ****

Week 4 (Tuesday, July 11th and Thursday, July 13th)
"The Reformations of Religion, 1500-1560" // "The Age of Confessional Division, 1550-1618"

- Levack text, Chapters 14 and 15
- **MIDTERM DUE THURSDAY, JULY 13th**

Week 5 (Tuesday, July 18th, and Thursday, July 20th)
"The Scientific Revolution" // "Absolutism and State Building, 1618-1715"

- Levack text, Chapters 16 and 17
- Fontenelle, *Conversations on the Plurality of Worlds*

Week 6 (Tuesday, July 25th and Thursday, July 27th)
"Empire, 1650-1815" // "18th-Century Society and Culture" // "The Enlightenment"

- Levack text, Chapters 18 and 19

****FINAL EXAM IN CLASS ON THURSDAY, JULY 27th****

Availability:
Please email me with any questions or concerns – I will get back to you within 12 hours on weekdays and 24 hours on weekends.

Classroom Policies: The college classroom is your place to engage in meaningful conversations with your colleagues about the work we are doing. It is meant to provide you with an opportunity to confront, challenge, elaborate and explore the major themes of each week and your reading in a respectful and secure environment. Additionally, the classroom offers the chance for you to further develop your writing and reading skills. Discussions are part of a collaborative learning process that requires respect, openness, and a spirit of generosity. I am deeply committed to your success in all aspects of this class, both by helping you to develop your historical and analytical skills and by creating a collegial environment for discussion.

Your grade will include your participation: how well you listen to others, how well you can tie the discussion to the readings or lectures, and how well you ask good questions that move things forward. I'm not a fan of cold calling, as a general rule. However, if you never say a word over the course of our six weeks in class, I cannot in good conscience give you a good mark for the participation portion of your grade.

You are expected to come to each class meeting fully prepared to engage with the material, whether that is taking good notes during lecture and asking questions, or actively discussing our primary sources when we get to them in the syllabus.

Students with Disabilities: In compliance with Northwestern University policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first two weeks of the quarter, except for unusual circumstances, so arrangements can be made. Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Academic Integrity at Northwestern: Students are expected to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak with me before the assignment is due and/or examine the University web site. Academic dishonesty includes, but is not limited to cheating on an exam (e.g., copying others' answers, providing information to others, using a crib sheet) or plagiarism of a paper (e.g., taking material from readings without citation, copying another student's paper). Failure to maintain academic integrity on an assignment will result in a loss of credit for that assignment-at a minimum. Other penalties may also apply. For more information, visit: http://www.northwestern.edu/provost/policies/academic-integrity/index.html

Useful Resources:

- History Citation Style Guide –
  http://www.chicagomanualofstyle.org/tools_citationguide.html
- NU Counseling and Psychological Services

  If you ever feel that you need to talk to someone, I would be more than willing to walk with you over to CAPS

  633 Emerson Street, Evanston, IL 60208 (2nd floor of Health Services)

  Phone: 847 491 2151 // http://www.northwestern.edu/counseling/students/index.html

History 210-2: United States History
Reconstruction to the Present
Summer

COURSE DESCRIPTION: This course probes major questions and themes in American history since the end of the Civil War. In particular, we will examine the ways in which the United States sought to define itself as a democratic society despite persistent conflicts around race and gender as well conflicting visions of national identity and citizenship. By focusing on the intersection between politics and culture through primary sources and secondary readings, students will learn to critically engage the forces of historical change that continue to shape our society and collective values today.

Required Materials

Eric Foner, *Give Me Liberty! An American History*, Third Seagull Edition, Vol. 2 (Available at Norris)

All other readings will be posted on Canvas; students are **required** to bring an electronic or hard copy of assigned readings with them to class sessions.

Readings and the viewing of assigned media should be completed by the date they are listed on the calendar.

Course Format

Class sessions will be divided between two 40 minute lectures given by the instructor, accompanied by in-class discussion and other group work between lectures. Short breaks will be provided throughout the session.

For the most part lectures are intended to *supplement* readings and other assigned materials, not repeat their contents. While some portion of the lectures may be devoted to reviewing the information covered in the readings, there will always be one key argument or idea presented which is unique to lecture.

Evaluation

In order to keep with the fast pace of this course students will be evaluated on the completion of 5 short papers (1-2 pages double-spaced), two brief exams, and their attendance and participation in class discussions.

Papers: Students are required to write **three primary source analyses** (1-2 pages double-spaced) and **two secondary source analyses** (1-2 pages double spaced) during this course.

Primary sources are at the heart of the historian's craft. Thus the purpose of primary source papers is to demonstrate an understanding of the processes by which history is interpreted and recorded. For these papers, students will analyze a historical document of their choosing selected from a collection of documents posted on Canvas. Primary source papers are comprised of two parts. First, the paper should: 1) Identify the document, its purpose, and its author; 2) Identify the author's argument and address any factors that may influence the author's perspective (i.e. biases, personal background). Second, the paper should explain what, given its content and context, the document reveals about American history. We will practice analyzing primary sources as a class several times throughout the course, including prior to the due date of the first paper.

Secondary sources provide a glimpse into how historians use primary documents to draw conclusions and make arguments about the past. The purpose of these papers is to grasp the multiple points of view that frequently accompany analyses of historical events. These papers should: 1) Identify the author's argument; 2) Explain how the author makes his or her argument based on primary sources and 3) Appraise the strengths and limitations of the author's conclusions.

Exams: Exams will be a mix of multiple choice and identifications. They will primarily cover information provided in the readings; however, other pertinent material from lecture and multi-media assignments may also appear. Students will be informed about what to expect well before the date of the exam.

Participation: Student participation will be determined by regular attendance and participation in discussion and other in-class exercises. High participation scores go to students who are actively engaged in course material. This means making connections between lectures and readings, relating these materials to course themes, convey their ideas clearly and succinctly, and asking thoughtful questions that help generate further discussion.

Evaluation Breakdown:
Five Short Papers: 50% of total grade
  Three Primary Source papers: 10% each; 30% total
  Two Secondary Source papers: 10% each; 20% total
Two In-Class Exams: 15% each, 30% of total grade
Participation: 20% of total grade

Course Calendar

Week 1: Reconstruction and the Making of Modern America

How and why did the end of the Civil War result in the harsh racism and new racial order of Jim Crow in the South?

How did the U.S.'s imperial ventures at the turn-of-the-century influence new notions of national identity and citizenship?

June 20: Reconciliation and the Rise of Mass Culture
Reading: *Give Me Liberty!:An American History*, pp.584-622.

June 22: Manifest Destiny after Westward Expansion
Reading: *Give Me Liberty!:An American History*, pp. 630-717.

Week 2: Progressivism and World War I

How did various Progressive movements shape U.S. politics in the early twentieth century? What happened to those movements?

How did World War I change American society?

June 27: *First Primary Source Paper Due* Progressives and American Modernity
Reading: *Give Me Liberty!:An American History*, pp. 722-762.

June 29: *First In-Class Exam* War and the New Nationalism
Reading: *Give Me Liberty!:An American History*, pp.766-807.

Week 3: Depression and the New Deal

How did economic collapse and Roosevelt's response to it transform American politics and government?

July 4: *No Class*
Reading: *Give Me Liberty!:An American History*, 816-897.

July 6: *Second Primary Source Paper Due* Recovery and War
Reading: *Give Me Liberty!:An American History*, pp.902-944.

Also: "Depression Children and War Babies," in *"Daddy's Gone to War": The Second World War in the Live's of America's Children*, William M. Tuttle, Jr., (New York: Oxford University Press 1993), 16-30. Available on Canvas.

Week 4: The "Good War" and the Cold War

Why has the notion of World War II as America's "Good War" persisted in national memory? How did the experience of different groups during the war fundamentally alter American society?

How did the various discourses of freedom during WWII give way to the reactionary politics and consensus culture of the Cold War?

July 11: Remembering the War
Reading: *Give Me Liberty!:An American History*, pp. 948-978.

July 13: *First Secondary Source Paper Due* The World the Cold War Made
Reading: *Give Me Liberty!:An American History*, 988-1029.

Week 5: The Sixties: Revolutions and Reactions

What gave rise to the various mobilizations of the Sixties? What were the lasting effects of these movements?

July 18: The Long Sixties
Reading: *Give Me Liberty!:An American History*, 1034-1076.

July 20: *Third Primary Source Paper Due*Conservatism and Counterrevolutions
Reading: *Give Me Liberty!:An American History*, 1080-1106.
Also: "And That's the Way It Was: The Vietnam War on the Network Nightly News," Chester J. Pach, Jr. in David Farber, ed., *The Sixties: From Memory to History* (Chapel Hill: The University of North Carolina Press, 1994), 90-119.

Week 6: The Reagan Revolution and a Shifting Global Presence

Driving Question(s)???

July 25: *Second In-Class Exam* The Triumph of the Right: Reagan through Clinton
Reading: *Give Me Liberty!:An American History*, 1107-1164.

July 27: *Second Secondary Source Paper Due* America in the 21st Century
Reading: *Give Me Liberty!:An American History*, 1168-1207.

History 200-0-28
Latina/ o Migrations and Politics in the Twentieth Century
Instructor: XXX

This course explores Latinas/os' contributions to social and political movements by focusing on migration experiences of Latino immigrant groups and their struggles for equality and inclusion. The main goal of this course is to introduce students to the history of Latina/o's civic and political activism and to trace the development of immigrant rights activism in the United States. First, this course analyzes Latinas/os in historical records, as individuals and as members of the working class and unions. The histories we'll explore will range from Latino workforce participation to the experiences of guest workers, especially *braceros*. Second, this course places immigrant rights activism in the context of the U.S. social and civil rights movements, including Latinas/os' struggles for inclusion, bilingual education, fair labor practices, equal opportunities, and immigration reform. Third, this course examines the emergence of immigrant rights activism across national geographies in the United States, from the 1900s to the present, evaluating various Latino interests and civic organizations.

While focused on the migration stories, these often overlap with legal and immigration history in the United States. By exploring topics on law and migration, we will study individual and regional stories to national policies—like the 1924 Johnson-Reed Act, the 1965 Immigration and Nationality Act, and the 1986 Immigration Reform and Control Act—which have shaped the Latino population. We will analyze a variety of primary and secondary sources, such an oral histories, archival material, and periodicals. Ultimately, this course charts Latino/a fights and struggles for inclusion and equality in the United States.

Learning objectives

This course has three main objectives: to understand and analyze the history of Latina/o Migrations; to trace the development immigrant rights activism in American history; and to explore the political and social history of Latinas/os in the United States.

Methodology

Lecture, discussion and presentation of primary and secondary sources, as well as other research projects reports. Attendance is required.

Required Texts*

David G. Gutiérrez,. *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: University of California Press, 1995.

Lilia Fernández*, Brown in the Windy City: Mexicans and Puerto Ricans in Postwar* Chicago. Chicago: University of Chicago Press, 2012.

Alicia Schmidt-Camacho, Alicia. *Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands*. New York: New York University Press, 2008.

Recommended Readings

Julie M.Weise, *Corazon de Dixie: Mexicanos in the U.S. South Since 1910*. University of North Carolina Press, 2015.

George Sánchez, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles*, 1900-1945, 1993

Grading/ Assignments

Midterm Take-Home 5-6 pages (15%)
Second Take-Home Essay 5-6 pages (15%)
Research Reports No longer than 1 double-spaced page (10%)

Research Report 1: Identify the topic of your final research project with potential secondary sources, including books and journals. (*Tentative topic*)

Research Report 2: Identify and Describe Newspaper Article or other Primary sources

Final Research Project 6 to 8 pages due on August 8, 2017 at 4:30pm (35%)

Participation, which includes a short presentation of research reports (25%)

Weekly Reading Schedule

Week 1 Latino Migration Politics

6/20 Introduction 19th and 20th century
Southwest U.S. Mexico Borderlands
Territorial borders and empires: Cuba and Puerto Rico.

6/22 Latinos Migrations since 1900-15
Mexican Settlement and Revolution
Citizenship and Law in Major Problems of Mexican American History/ See Canvas Docs
Walls and Mirrors' Introduction and chapter 2

Week 2 Interwar Period -1920s

6/27 American Immigration Law
David G. Gutierrez, Walls and Mirrors chapter 3
Migrant Imaginaries chapter 1

Optional readings: George Sanchez, Becoming Mexican's Introduction-chapter 1

****First research report due on June 27 at the beginning of class.***

6/29 From the 1930s to Wartime period

Latino American Civic and Labor Rights
Wartime Employment/ Activism/ Braceros
Walls and Mirrors chapter 4
Migrant Imaginaries chapter 2

Optional Readings:
Lilia Fernandez chapter 1
Corazon de Dixie chapter 3

Midterm **Take home assignment will be available on June 30Tth at 4:00pm on the Canvas Website and must be submitted by email on July 6, 2017 at 4pm*

Week 3 Midterm Evaluations
July 4 Review Take Home
July 6 * ***Take Home Midterm will be due on July 6 at 4pm by email***
Week 4 1950-60s
July 11 Postwar Latino History
McCarran Act 1952
Lilia Fernandez 2
Walls and Mirrors 5

Optional readings: Migrant Imaginaries chapter 3

July 13 1960s Chicano Movement
Farm Workers / Migrant Labor
Chapter selections from Vargas Zargosa and Mi Raza Primero
Optional Readings: Lilia Fernandez, chapters 3-4

Week 5 1970-80s
July 18 Latino Activism
Immigration Activism- Border Reform
Bordered civil rights in Migrant Imaginaries chapter 4
Lilia Fernandez chapter 5
Second research report due

July 20 Education Rights/ Bilingual Education
Lilia Fernandez chapter 7
Optional Readings: Lilia Fernandez chapter 6

****Take home assignment will be available on Canvas at 2:00pm on July 21st and will be due in class on Tuesday, July25 at 2:00pm***

Week 6 1980-90s
July 25 Latino Ethnic Politics
Corazon de Dixie 4

Second take-home essay due on July 25 in class

July 27 Immigration Reform Acts
Migrant Imaginaries chapter 6
Walls and Mirrors chapter 6
Corazon de Dixie 5

Week 7 Immigrant Rights in the 2000s
August 1st **presentations *of research reports***

August 3rd ***presentations of research reports***
Corazon de Dixie 5

***Week 8 Final Exam Week**
August 8 Review for Final Exam
Final Research Project due Tuesday, August 10 at 4:30pm

Prompts

Latina/o Migration and Politics Final Research Paper Prompt

Write a work of historical journalism. In consultation with me, choose a current event or debate about Latino immigration, activism, anti-immigrant sentiments or nativism, border control or a related topic. Using a journalistic style appropriate for a wide audience, write a summary of the current event and, using sources from class, provide historical background for the current event.

How is what's happening today the same or different from what came before? Effective papers will construct a narrative of the past in order to compare and contrast with events happening today. Students will need to conduct outside research on current day topics in order to frame their essays; additional research on historical antecedents is permitted, but not required. (This could be an interview, but more likely it will be based on newspaper reports -- credible sources only and no editorials!).

Before you draft your final research project you will write two short research reports of no more than one double-spaced page each that will count as 10% of your grade. You will also share the findings and topic with the class in a very short presentation of 15- 20 minutes during the last two weeks of class. The purpose of these short assignments is that you start early in the summer your research work.

Research Report 1: Present the Topic of the research project and identify potential secondary sources (books/articles etc)

Research Report 2: Identify and analyze one credible primary source.(newspaper article or other primary sources)

Short Presentations August 1st and 3rd

Strong projects will:

- Be accessible to a general, intellectual audience
- Contain a clear, compelling, and non-obvious thesis that goes beyond what has already been discussed (by you or others) in class.
- Demonstrate a careful selection of evidence, analysis of the evidence, logical connections between the various sub-arguments, and a case for the significance of the argument.
- Show a of mastery of both the relevant course themes and your specific topic, including subtleties in both
- Be well organized and grammatically correct
- Offer definitions and context as needed
- Use properly formatted Chicago Manual of Style citations

- Adhere to the page limit and guidelines above

Papers should be 6-8 double-spaced pages

Summer session course proposal request form

Instructor Name:
Course Number:
Complete Course Title:
Day/Time:
Six-Week or Eight-Week Session:
Campus:

Office Address:
Office Phone:
Email Address:

COURSE DESCRIPTION:

AREA OF CONCENTRATION:

PREREQUISITES:

TEACHING METHOD:

EVALUATION METHOD:

GRADING BASIS:

READING LIST (tentative):

Teaching as professional development

Teaching statements

Teaching Statement #1

I study history for deeply personal reasons: to better understand my ancestors and the ongoing freedom struggle people of color lead. Similarly, students are most engaged with history, I have found, when they can make it personal by connecting it to their own experiences and the shape of the world they live in. As a teacher, I believe it is important to build on this interest by guiding students to make more familiar the historical experiences and ideas that differ from their own. Students in my classes develop an understanding that allows them to contextualize the lived experiences of people both past and present. Students discover that history is not a static litany of dates and names, but is instead about the problems people have tried to solve and the alternative paths not taken. Thus, they learn that historical inquiry is based on contingency, change over time, and most importantly, empathy.

In order to teach students about historical contingency and change over time, I have found it useful to model how to ask historical questions. For example, in a course on the Civil War and Reconstruction, I wrote a single broad question on the board at the start of each discussion section to guide our activities that day. The question, such as “Why did the South secede?” or “What were the competing visions for freedom?,” remained visible throughout the class, and students spent a few minutes at the end of each section summarizing their takeaway answers. Not only did these questions draw students’ attention to historical debates and alternative visions that lost, but they also made the objectives of each week more transparent, focusing our discussions as a result. In their final evaluations, students reported they felt sections helped them move productively towards a goal each week.

During discussions, I often use activities that ask undergraduates to practice historical empathy by taking on the point of view of particular historical actors. Students learn to see that people in the past felt no less moral or engaged in the world than we do today, even though they came to very different conclusions. Thus, in addition to asking my students to imagine what young Equiano endured as a slave in the Middle Passage, I ask them to think through why a poor English boy might join the crew of a slave ship. In another course, I divided students into small groups and assigned each group a role in eighteenth-century British North America—white first-born son, white second son, white woman, or free black person. I asked them to imagine what opportunities would be available to them, what obstacles they would face, and where they would want to live. In an evaluation, one student wrote, “The activities she had planned…helped us in placing ourselves in the situation of the people the readings talked about.” My interactive lesson plans help undergraduates understand how historical agents made choices in relation to their own circumstances.

Through primary sources, students learn that centering minority voices in American history alters traditional national narratives. Students in my classes learn how to read and analyze primary sources as they begin to develop original, informed interpretations of historical evidence. Sometimes, these sources depict graphic material, but in a trusting, supportive classroom, they can be crucial for challenging expectations. For example, when teaching the second half of the U.S. general survey, I brought in copies of select lynching photographs that had been taken across the country up through the mid-twentieth century. Students analyzed the photographs using a list of questions we had generated beforehand about what to ask of a document. The exercise resisted notions of American progress by underscoring that the promises of emancipation and suffrage were vulnerable, beyond just the U.S. South or the nineteenth century. It raised critical questions about the roles of violence, conquest, and resistance in the history of America. Such vital questions are the kinds that first drew me to the study of history, and they will continue to challenge me in the future, both as an instructor and a scholar.