



HIST 400.01E – Controversies in History and Social Studies

CALL #: 80935

TIME / DATE: T 5:00 – 7:40pm

LOCATION: SS 150

COURSE SYLLABUS: FALL 2012

Instructor: Jonathan C. Bergman, J.D., Ph.D.
Office Location: Ferguson Social Sciences 106
Office Hours: T 1:45 – 5:00pm,
R 1:45 – 3:00pm, by appt.
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Dept. Phone: (903) 886 - 5226
Dept. Fax: (903) 468 - 3230
Email Address: Jonathan.Bergman@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Textbooks/Materials:

John M. Barry, *The Great Influenza: The Story of the Deadliest Pandemic in History* (Penguin Books, 2005).

W. Michael Kelley, *Rookie Teaching for Dummies* (For Dummies, 2003).

William Graebner, ed., *True Stories from the American Past: Volume II: Since 1865* (McGraw-Hill, 1997).

Books are available in the College Bookstore located in the Rayburn Student Center and the East Texas Bookstore just off campus. Buying used is also an alternative ... check out http://www.amazon.com/exec/obidos/tg/browse/-/283155/ref%3Dtab_qw_b_3/002-0198031-3764822 and <http://www.addall.com/Used/>

Additional articles, readings, podcasts, weblinks, etc. will be posted on eCollege.

***A companion .doc will also be distributed including TEKS, STAAR and TExES weblinks/information.**

Course Description:

Controversies in History and Social Studies (HIST 400) explores the relationships between and intersections among the social studies content areas (history, government, economics, and geography). Student work includes analyses of historical scholarship, state assessments, lesson plans and, as the title suggests, controversies in History, Social Studies and teaching.

This course is also designed with the practical goal of aiding future History teachers in the acquisition of skills necessary to master the art of teaching. This class does not seek to model one's style and habits, but rather to unleash your inner teacher. Teaching requires mastering the unconventional and reading the peculiarities of the modern classroom. You will learn to use your personal history, life experience, and the mass of available information to achieve these goals.

Student Learning Outcomes:

Students will identify social elements at work in the Great Influenza Pandemic for use in course modules exploring American culture in the early-twentieth century.

COURSE REQUIREMENTS

Activities / Assessments / Grading

ATTENDANCE: It counts, so it is in your best interest to attend class. Of course I realize that you have lives outside of the classroom, and therefore I encourage all who have special circumstances/needs to contact me. **3 or more absences = AUTOMATIC F FOR THE CLASS. Each absence will reduce the attendance component of your grade by 2 points. Excessive tardiness, disinterest, texting, sleeping and talking will also impact the attendance component of your grade. (5% of total grade)**

BOOK REVIEW (15% of FINAL GRADE): This component of your grade will be based on the completion of a book review. Students will submit a book review on John Barry's *Influenza*. Reviews should be 4 double spaced typed pages with a font size of 12 (standard margins) and will be graded on the following:

- 1) Bibliographic information of the book in Turabian or Chicago style single-spaced at the top of the first page (1 points) (www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf);
- 2) A summary—one page—of the book that includes two paragraphs = one should discuss the book's scope (subjects, geography, eras), AND one should include an explanation of the author's thesis, bias, and conclusions (4 points)
- 3) A critical evaluation of the book (one page). Discuss the book's merits and its flaws (all books have both) in specific terms. Does the author defend his thesis, and is the evidence presented in the book thorough and credible? Is the book well written? What is the author's bias and how does he show it? (Pay particular attention to the tone of the author's language or words that are used to describe a person or topic.) When you make a general criticism, be sure that you support your assertion with concrete reference to the book itself. This will strengthen your assessment by paraphrasing the specific section of the book to which you are referring. **DO NOT USE QUOTATIONS!!!** (3 points)
- 4) A page explaining how social, political, economic and/or public policy elements of the Gilded Age/Influenza Pandemic could be integrated in a junior high or high school history/social studies lesson. (5 points)

5) Spelling, grammar, and syntax counts. (egregious errors equal one letter grade down). (1 point)

6) Students should type their names on the last line of the last page of the book review; do not include a cover sheet, title page, or bibliography. Formal essays do not contain colloquialisms, contractions, or a first-person narrative, and students who submit essays which contain these elements will be penalized accordingly. (1 point)

FAILURE TO COMPLETE THE BOOK REVIEW WILL RESULT IN AN F FOR THE COURSE. 1 POINT OFF PER DAY LATE. NO OUTSIDE SOURCES. PLAGIARISM = F AND IMMEDIATE EXPULSION FROM THE CLASS.

LESSON PLANS (20% EACH (60% of FINAL GRADE)): To prepare to teach History and Social Studies, students will develop THREE narrative lesson plans. Students will present their plans in class and will "teach" the lesson they create. Students MUST consult with me regarding their selections of lesson plan topics, and no assignment will be accepted without prior approval. The first lesson plan will be on a remarkable person in your family, life, or community. The second lesson plan will be on a non-Europe, non-U.S. topic (as some of you will be teaching Social Studies content, I expect generous amounts of geographic, economic, demographic, political, etc. information in ALL lesson plans). The third lesson plan will be from a chapter topic in Graebner's *True Stories of the American Past*. No two students may develop lesson plans on the same or even a similar topic.

A lesson plan must include the following elements to be presented AND handed in on teaching day (grading breakdown included in parentheses):

- 1) A narrative of the lesson using appropriate speech/grammar/etc., which includes topic choice and description, discussion of presentation, handout choice and description, and assessment choice and strategy (No colloquialisms, quotations, contractions, or first-person narratives) (4 points);
 - 2) a detailed list of SEVERAL DIVERSE sources in a bibliography, which should be separate from the narrative (use only accepted scholarly sources and/or vetted materials (if you don't know what it is check with me)) (2 points);
 - 3) the Powerpoint lesson and in-class presentation (10 points);
 - 4) ALL assessment materials used in class and an explanation thereof to be included in the narrative referenced in element (1) (2 points);
 - 5) ALL Handouts used in class and an explanation thereof to be included in the narrative referenced in element (1) (2 points);
- * Q&A, attitude, thoughtfulness, intelligence, tact, diplomacy, etc. for presenters AND CLASS MEMBERS (Letter Grade Up or Down).

THE USE OF PRE-PACKAGED, BOILERPLATE OR CANNED PPT's AND/OR ASSESSMENT MATERIALS IS PRIMA FACIE EVIDENCE OF PLAGIARISM AND YOU WILL RECEIVE A GRADE OF F AND BE KICKED OUT OF THE CLASS.

Students MUST present their lesson plans in-class. Students may not use the same objective, activities, and/or assessment in more than one lesson plan. **FAILURE TO COMPLETE ALL THREE LESSON PLANS AND IN-CLASS PRESENTATIONS WILL RESULT IN AN F FOR THE COURSE.**

PARTICIPATION AND CLASS ASSIGNMENTS (20% of FINAL GRADE): The last portion of your grade will come from student discussion, preparation, the completion of class assignments (including newspaper summaries!) and your ability to contribute thoughtfully to class debate. Whether or not you are scheduled to deliver a lesson, you should be ready to offer an opinion, intelligently discuss assigned materials, and engage in debate. **Excessive tardiness, disinterest, texting, sleeping and talking will also impact the participation component of your grade.**

TECHNOLOGY REQUIREMENTS

The following technology is required:

A working email address on file with the university. **Be sure that you can access the email account the university has on record for you.** (* When I send an email a presumption of delivery arises)

Internet connection (* If you don't have one at home use the school's high speed connections)

Word Processor program (* If you don't have one try Open Office – it's free!)
<http://download.openoffice.org/>

ACCESS AND NAVIGATION

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. eCollege will be used to send you announcements and reminders, and to provide access to course materials such as handouts and assignments. Combined with your university email address, eCollege will be a key means for course communication. **THE SET UP AND USE OF eCollege IS A COURSE REQUIREMENT.**

To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

If you cannot see me during regular posted office hours, please send me an email so that we can make an appointment. I am quite happy to see students at any time as long as I don't have a prior commitment.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience any technical issues, feel free to contact the support desk.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course and University Procedures:

Attendance: Basically it counts, so it is in your best interest to attend class. Of course I realize that you have lives outside of the classroom, and therefore I encourage all who have special circumstances/needs to contact me. **Since 400 only meets once a week, 3 or more absences = AUTOMATIC F for the course.**

Plagiarism and Academic Honesty: Plagiarism, the use of the ideas, words, and theories of another author without proper attribution, is unacceptable and will not be tolerated. Students are expected to produce their own work on a timely basis. The tenets of academic honesty, and university policy, demand that any such infractions be met with severe penalties. **IF you are caught, you will be immediately thrown out of the class and receive a grade of F.** If you contest the matter, I will seek a permanent mark on your record noting a violation of the school's honor code. So for the sake of your personal, professional, and academic growth, don't do it. *SEE <http://gervaseprograms.georgetown.edu/honor/system/53377.html> for details on plagiarism.*

Civility, Decorum, and Good Conduct Policy: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students are required to comport themselves in a way that is courteous and respectful to his/her fellow students and the instructor. Ad hominem attacks, disruptive conduct, and harassment will be met with the sternest possible sanctions including punishment assignments, seizure of cell phones, and/or expulsion from the class. **THIS INCLUDES TURNING OFF/MUTING ANY AND ALL MP3 PLAYERS, CELL PHONES, COMMUNICATION, AND NOISE GENERATING DEVICES, AND STOWING THEM AWAY DURING CLASS.**

Writing Center: Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing comprehensive civil rights protection for the disabled. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

COURSE OUTLINE / CALENDAR

Week 1: August 28

1. Who am I, Who are you?
2. Course Introduction
3. Syllabus
4. Expectations/Grading
5. Lesson Plans/Book Reviews
6. TExES Practice Tests

Week 2: September 4

TExES Practice Test # 1

SUMMARIZE THE ENTIRE SCHOOL NEWSPAPER & HAND IN (1 para. per article) (Failure to hand in this assignment will result in a reduction in the participation component of your grade)

**Goto <http://www.theeasttexan.com/news> if hard copies are not on the shelves yet
Summarize ALL posted AND hyperlinked stories (NO FEWER THAN 40)**

Week 3: September 11

Read & Digest

1. <http://www.yale.edu/ynhti/curriculum/units/1995/2/95.02.05.x.html>
2. <http://thoughtson Teaching-jdunlap.blogspot.com/2008/01/httpkeepvid.html>

ID a historical clip from a Hollywood movie on Youtube.com, craft a 5 minute presentation based on that clip, bring it in and present it to the class. The clip should have some higher social, cultural, political, military, economic, etc. significance that you will present to the class.

Discussion on the TExES certification exam, prep materials and how to prepare yourself for the test (DOWNLOAD & READ TExES, STAAR & TAKS MATERIALS).

Week 4: September 18

Rd. *Rookie Teaching for Dummies* pts. 1, 2 & 3

Week 5: September 25

TExES practice test # 2

SUMMARIZE THE ENTIRE SCHOOL NEWSPAPER & HAND IN. SAME INSTRUCTIONS AS PREVIOUS ASSIGNMENT. (1 para. per article) (Failure to hand

in this assignment will result in a reduction in the participation component of your grade)

Week 6: October 2

WEEK OFF ... WORK ON YOUR PRESENTATIONS

Week 7: October 9

First Lesson Plan due; Class presentations

Week 8: October 16

First Lesson Plan due; Class presentations, cont'd

Week 9: October 23

TEXES practice test # 3

Week 10: October 30

1. Rd. the rest of *Rookie Teaching for Dummies*.
2. Style
3. Conduct / Discipline
4. Bookkeeping
5. Testing
6. Colleagues
7. Race, Gender, Religion & Politics in the Classroom

Stay tuned for additional readings on such issues as the Teaching of Evolution, the Texas Schoolbook Controversy, etc.

Week 11: November 6

Second Lesson Plan due; Class presentations

Week 12: November 13

Second Lesson Plan due; Class presentations, cont'd

Week 13: November 20

THANKSGIVING WEEK OFF YIPPEEEEE !!!

Week 14: November 27

Third Lesson Plan due; Class presentations

Week 15: December 4

Third Lesson Plan due; Class presentations, cont'd. **IT'S A WRAP!!!**

COURSE CONTRACT

HIST 400 Contract: An Expression of the Rights and Responsibilities Binding Students and the Professor for the Fall of 2012

I, _____ (print name here), a student in HIST 400 taught by Dr. Jonathan C. Bergman, have hereby read, understand and agree to abide by the terms of this syllabus, a binding contract, particularly with respect to the sections pertaining to grading, attendance, and assignments. I agree to treat everyone in class with the respect that they are due, not to plagiarize others work/cheat on exams (which will result in an F for the course), participate fully in class discussion, and complete **ALL** assignments, tests and papers on time. I also fully understand that if I should fail to adhere to these conditions that I will be penalized according to the conditions herein described. Dr. Bergman agrees to promptly respond to your queries and e-mails, return your tests, assignments, etc. in a reasonable amount of time, entertain substantive and administrative questions in class, regularly attend and be available for office hours, and not create a hostile learning environment.

Sign your name here: _____

Date: _____

*** If you do not sign this and return it to me then you will NOT receive a grade.**