

# Divergent Purposes: A Case Study of a History Education Course Co-taught by a Historian and Social Studies Education Expert

Victoria B. Fantozzi  
*William Paterson University*

IN ITS 2002 *Secretary's Report on Teacher Quality*, the U.S. Department of Education asserted that "rigorous research indicates that verbal ability and content knowledge are the most important attributes of highly qualified teachers. In addition, there is little evidence that education school coursework leads to improved student achievement."<sup>1</sup> The Secretary's report reflects the view that content knowledge is more important than pedagogical knowledge for the preparation of secondary teachers. The research supporting this claim has been disputed and discredited by educational scholars such as Marilyn Cochran-Smith and Linda Darling-Hammond as misrepresentative, selective, and dismissive of empirical studies demonstrating the value of teacher education.<sup>2</sup> Nevertheless, the idea that content knowledge is essential to the preparation of teachers remains in the political definition of a highly qualified teacher.

The Secretary's report reflects a question that has been debated in teacher education for years: What is the role of content in teacher preparation?<sup>3</sup> Schools of education have been criticized for their lack of focus on content, and many policy makers advocate the position that teachers do not really need any formal educational training at all, only knowledge of their subject area.<sup>4</sup> History teacher education has been no stranger to the debate about teacher content knowledge. Beginning with the dismal

portrayal of American high school students' historical knowledge in *A Nation At Risk* and Diane Ravitch and Chester Finn's *What Do Our 17-Year-Olds Know?*, critics have called for more content requirements for future history teachers and, accordingly, for professional historians to become more involved in teacher education.<sup>5</sup> Some have even suggested that professors of education are not qualified to take the lead in preparing future history teachers at all.<sup>6</sup>

However, research in teacher education demonstrates that, although factual content knowledge is important, it may not be enough. Many history majors have mastered the factual knowledge of their discipline, but not necessarily its underlying concepts, processes, and ideas, which are deemed necessary for inquiry-based instruction.<sup>7</sup> Furthermore, even when the advanced inquiry-based methods of the discipline are mastered, teachers do not necessarily alter their instructional methods. For example, in his study of a high school teacher with a Ph.D. in history, VanSledright found that her deep knowledge of the discipline did not transform her teaching practice.<sup>8</sup>

Does this mean that content knowledge is not a prerequisite for effective teaching? Not necessarily. Deep knowledge in a content area helps teachers to convey the important concepts in their discipline, so rather than set up a false antagonism between pedagogical and content knowledge, Lee Shulman suggests merging the two into what he deems "pedagogical content knowledge" (PCK).<sup>9</sup> Shulman defines PCK as "a special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding."<sup>10</sup> This knowledge is not only grounded in a firm understanding of the content of the discipline, but also in a strong knowledge of which examples, analogies, and demonstrations are most effective in teaching this content.<sup>11</sup> Shulman's concept of PCK does not give primacy to either disciplinary content or pedagogical knowledge, but rather asserts that teachers need a liberal arts education as well as specialized training in teaching. In effect, Shulman charges the whole of the university faculty with the education of future teachers.<sup>12</sup>

Shulman's notion of PCK is reflected in current research on teaching and learning history as well as professional development for history teachers. Recently, researchers have looked to the disciplinary practice of history itself to discover what methods, concepts, and processes constitute PCK in their field.<sup>13</sup> As a result, collaboration between professional historians and social studies educators has increased. The inclusion of historians in professional development of inservice teachers has ranged from content lectures to a more pedagogical focus in which historians and teachers exchange ideas on how to best teach history.<sup>14</sup> This desire to connect historians and social studies teachers is exemplified in the establishment of

national grants and institutions such as the U.S. Department of Education's Teaching American History (TAH) program and the Gilder Lehrman Institute of American History. Both programs aim to connect history teachers with professional historians in hopes of immersing these teachers in the disciplinary methods and historiographical debates in the field. These programs are based on the assumption that "it is necessary for (teachers) to work directly with historians to gain greater understanding of what historians do and what historical thinking is in order to develop attitudes and beliefs in line with good practice in history."<sup>15</sup> Despite the enthusiasm for the TAH program, some historians involved in the project have reported difficulty in helping the history teachers transfer the knowledge they gain in the workshop to a change in their classroom practice.<sup>16</sup>

Other research suggests that the inclusion of a teacher educator along with a historian may be a missing and necessary component in the aforementioned workshops.<sup>17</sup> As a result, some institutions have begun to initiate collaboration between professional historians in their teacher education programs. These strategies include situating the social studies education program in a history department, and creating courses co-taught by instructors from the history and education departments.<sup>18</sup> These collaborations have had mixed results. Preservice teachers in these programs gained a deeper understanding of the complex nature of history, but this understanding did not necessarily translate into reformed pedagogical views.<sup>19</sup>

This combination of a historian and a professor of education would seem to represent the ideal teaching team for developing historical PCK. The research, however, has shown only small successes in terms of changing the pedagogical views of preservice and inservice teachers. Perhaps the trouble lies in the nature of the collaboration itself. One of the aspects of the combination of educator and historian that has not been thoroughly researched is the actual interaction of the instructors themselves. How do they approach this blend of content and pedagogy? How do they construct the purposes of the course? This study addresses these questions. Rather than focus on the student outcomes, this study aims to add to the research on including historians in teacher education by examining the way instructors from the history and education departments construct and enact a co-taught historiography course.

## Methodology

Maxwell describes qualitative research as appropriate for studying processes and meaning perspectives of participants within a specific context. Within qualitative research, a case study allows a researcher to

investigate phenomena holistically, allowing for multiple perspectives to be examined and complex patterns to emerge over time.<sup>20</sup> For this study, I was interested in the experiences of the instructors in a specific context (a co-taught course in history education), thus, a case study fit my purposes.

The research site was a graduate-level class cross-listed as an education and history course in a central Mid-Atlantic state university. The university is ranked as one of the top public schools in the nation and the teacher education program has been nationally recognized as an exemplary program. This class was created in 2003 as a part of the Teachers for a New Era grant initiative to involve the disciplinarians from the College of Arts and Sciences in the development of preservice teachers in the School of Education. The course I studied focused on relating the disciplinary practice of history to history pedagogy. Specifically, the course focused on historians' interactions with historiography (the evolution of historians' interpretations of history) as an area of study important to the practice of history, but not often addressed in history teacher education. Three other studies have described previous iterations of the same course, its goals, and some student outcomes.<sup>21</sup> It was an elective class for students pursuing their Master of Teaching in Social Studies Education.

The course was co-taught by Sandra (all names are pseudonyms), a graduate student from the Social Studies Education Department, and Daniel, a graduate student from the American History Department. Both instructors were asked to teach this course by their respective advisors and were paid for their services. Three faculty members were included in the study to gain perspective on the way the course was situated in the university.

Sandra is a white woman in her second year of coursework as doctoral student in the Social Studies Education program. In her role as a graduate student, she has supervised student teachers as well as taught a section of the Social Studies methods class for secondary Social Studies students. She taught Social Studies at the middle school level for five years in a variety of settings, including three years in Connecticut and one year in a rural Virginian county. Sandra cited these two experiences as having an impact on her approach to teaching Social Studies methods. During her year in the rural county, she experienced the constraints of a test-focused teaching environment in which she felt she had "no freedom to teach how I knew was best for the students" (interview, January 23, 2009). Sandra drew on this experience to keep in mind "what (the preservice teachers) are up against" (interview, January 23, 2009). When she taught Social Studies methods, however, she drew more from her positive experience teaching in Connecticut. While she was teaching in Connecticut, she worked toward and received her Master's in Social Studies Education.

This experience, combined with an open-minded teaching atmosphere, “opened [her] eyes to what students are capable of in a history class” (interview, January 23, 2009).

Daniel is a white man in his last semester of a Ph.D. program in American History. As a graduate student, Daniel had been a Teaching Assistant for several undergraduate courses and taught a seminar on the Reconstruction era. His area of research interest was the Civil War. Daniel had no prior experience with the high school history class other than his own experience as a high school student. He did not think highly of his history instruction in high school. He said, “My own history teachers in high school, I mean they are walking clichés—they were the basketball coach, I mean I’m not saying the basketball coach can’t be a good history teacher, but for the most part, they had taken the history survey and then are off in the world teaching” (interview, January 28, 2009). Although he did not know much about the Social Studies secondary education program, he was pleased to find out that the students were required to take multiple history courses and that an in-depth class focusing on the discipline of history existed.

Over the course of one semester, the data collected included observations of each class; collection of any course documents; and interviews with each instructor and with select faculty involved with the course. Data were analyzed using a process of analytic induction. As patterns emerged from the data, I wrote analytic memos forming working hypotheses and revisited the data many times to search for confirming and disconfirming evidence. A case study is meant to capture the meaning perspectives and context of a specific setting with certain actors; therefore, findings are not meant to be generalized. Thick description, however, will allow judgments about the degree of fit or applicability of the findings for other institutions or teacher candidates.<sup>22</sup>

### **The Institutional Context**

This course was created in 2003 as part of a Teachers for a New Era grant. During the initial planning, members of the College of Arts and Sciences and School of Education met to create a vision for a co-taught course in which education students would engage historiography and consider its potential role in the secondary education classroom. For financial reasons, the course was to be taught by graduate students from each school. As it turned out, the first graduate education instructor, John, co-taught the course for the next four iterations, even as he moved to an assistant professor position at a neighboring university. The history instructor was different each time. As a result, John became the *de facto*

faculty member responsible for the course and its continuation. For the current iteration of the course, however, John was not available to teach. In addition, many of the history faculty who were initially involved in the creation of course had since left the university.

Although each current faculty member I spoke to knew about the course and were in general agreement that the purpose of this course was to help future teachers become familiar with historiography because it is an important piece of the authentic disciplinary practice of historians, none of the faculty members would claim responsibility for the design and teaching of this semester's course. The following quotations are representative of their explanation of their involvement in the course. When speaking about the course, Dr. Levinson, a Social Studies Education professor and Sandra's advisor, said:

[My involvement in the course has been] minimal...they asked me for names and I said John, he taught it for years, and then when it looked like he wasn't able to anymore, they asked me for another name and I recommended Sandra...my approach has been to trust the person assigned to the task, implicitly (interview, March 9, 2009).

Dr. Levinson took responsibility for choosing the Education instructor, but not for any other part of the course. She seemed to have great confidence in the graduate students that she chose to teach the course and thus she did not feel that she needed to be involved any further. Dr. Levinson did not feel ownership for the course and did not seem to think that anyone in the History department would either. Instead, she directed me to Dr. Carlo, who was involved in writing the grant that initially funded the course. Dr. Carlo was knowledgeable about the course, but as evidenced in the following excerpt, he did not see the course in the same way as Dr. Levinson. He said:

Dr. Levinson does the main communicating with the education person... [B]ecause John was in on it from the beginning, we always imagined that he would be the one who would bring on board the history Ph.D. and this year for the first time, I rather imagined that his document would serve something of that role, but I also knew that Dr. Levinson was very enthusiastic about Sandra and I figured she'd bring her on board...but I'm neither a historian or in the education school, so my stake in it at this point is to keep the thing going insofar as Dr. Levinson tells me it should keep going (interview, March 17, 2009).

Dr. Carlo had a different understanding of Dr. Levinson's role. He imagined, in conjunction with a document John created about the course, that Dr. Levinson would be responsible for making sure the graduate instructors are "on board." In addition, Dr. Carlo was the only one who made mention of this document; Sandra and Daniel mention looking over previous

syllabi, but did not reference a document explaining the course. Beyond the mention of this document, no one seemed to take on responsibility for ensuring that the instructors had the same vision for the course. Dr. Carlo divested himself of responsibility by saying, “I’m neither a historian or in the education school”—there did not seem to be a historian or education professor who had any real stake in the course.

This was certainly the case with the History Department. Dr. Hemming, chair of the department, said:

My experience with the course I would have to say is almost zero...I’ve never taught it or had my course associated with it, my knowledge is more abstract than real...[N]ow the course kind of works by tradition, I don’t know who exactly is the person responsible for...explaining to the [history instructor] what’s involved (interview, March 30, 2009).

Dr. Hemming knew little about the course and seemed to pass the responsibility for the course on to the School of Education. Even explaining the purpose of the course did not seem to be a part of asking a graduate student to teach it, but rather something that the education instructor would do. Dr. Hemming said that the “course kind of works by tradition.” This seemed to be an apt descriptor for the course’s status in the university. Although each faculty member was knowledgeable about the course, none of them saw the course as something of which they were in charge. In addition, they each mentioned the previous instructor of the course, John, who had taught it for four semesters and written two articles about his experience. He seemed to have served the role of anchor for this course; once he left, the course was left floating adrift.

### **Forming the Purpose for the Course**

Without an instructor or faculty member taking responsibility for the course, it was lacking a clear purpose. As a result, the instructors received conflicting information about the purpose of the course. Initially, Sandra believed that she was going to have “free reign” to design a class focused on her interest in Social Studies pedagogy and historical empathy. Daniel was led to believe that the historical part of the course would focus on his area of expertise, the Civil War. While Dr. Levinson was able to meet with the two instructors and clarify that the course was to reflect a survey of U.S. history and focus on historiography, the instructors were not given any further clarity on the purpose of the course or on their roles as co-teachers. As Sandra said in her last interview:

I guess I have no confidence that we figured out what the course is. I mean, we figured out what *we* were going to do with it...[I]t doesn’t seem to me that anybody above has any additional insight—I know [Dr. Levinson] doesn’t.

When she was explaining the course, I didn't get anything more than...just what it is, here it is, it's co-taught (interview, April 30, 2009).

Sandra did not feel confident that her construction of the course matched "what the course is." This is largely because she did not perceive anyone above her as having a clear understanding of the purpose of the class. Her supervisor, as well as Daniel's, told them that the course was co-taught, and how it was funded, but beyond that, the purpose of a History and Education instructor co-teaching the course was not made clear. Given this beginning, the instructors were left to construct their own idea of the purpose of the course and their roles.

As they constructed the syllabus, they separated the history and pedagogy readings and activities into separate alternating "history nights" and "education nights," with the respective expert taking the role of lead teacher on his or her night. This split of history and education meant that the instructional plans for these nights were created independently. This separation of planning led to a situation in which there was very little discussion between the instructors outside the time spent in class—as a result, they constructed their ideas about the roles they played and the purpose of the course separately as well.

Sandra drew on her previous experiences as a Social Studies Education doctoral student and as a former Social Studies teacher to create the syllabus. Sandra's choices were based in what she saw as the purpose for teaching history:

I think what you need is an understanding of history, of how it's produced, and why it's produced...Specific content I don't think is worth a hoot, I know it's our mandate and that is what we teach, but I don't know that specific content does students any good. The only thing I'm convinced does them any good is learning how to think about the past...so I want my teachers to know how to foster that no matter what the content is (interview, April 30, 2009).

For Sandra, the most important things that the preservice teachers could take from the course were an understanding of the nature of history and an ability to foster historical thinking in their students.

Although her conviction that an understanding of the nature of history remained as part of the purpose of the course, Sandra also integrated the idea that an understanding of historiography was an important component to understanding the interpretive nature of the past. This was something that she was not sure about in the beginning. In our first interview, she said, "I have a strong rationale for teaching historical thinking, teaching students to use sources and interpret them, but I don't have a strong rationale for teaching about historiography" (interview, January 23, 2009). This view posed a problem for Sandra because she saw that Daniel's portion of the



class was strongly steeped in historiographical readings; she wanted the course to seem integrated, so she began to attempt to create model lessons using historiography in the secondary classroom.

Through her attempts to teach using historiography, she came to a new understanding about its place in teaching historical thinking:

To me, historiography really does seem like a very academic disciplinary word...important to the discipline, but how important to the secondary student? I wasn't really convinced. Now I see some element of that as being essential to historical thinking...I guess I feel like the term "historiography" doesn't even necessarily need to be said in like a 7<sup>th</sup>-grade classroom, but the idea of competing interpretations and understanding why those exist or how different ones that have developed over time is really important (interview, February 26, 2009).

In the beginning of the course, Sandra had identified the word historiography with an academic history, one unrelated to the reality of the classroom. However, she came to a new understanding of the term and its relationship to one's understanding of the interpretive nature of history. The role of historiography in the Social Studies middle and secondary classroom became embedded in Sandra's rationale and purpose for the course.

Sandra's view of her role was mediated by an experience she had in a co-taught course she took while she was getting her Master's in Education. The students in this course reacted negatively towards the history professor and positively towards the education professor because they were all familiar with the latter. This experience informed the way she thought about the course. Sandra was concerned that the students responded differently to her because she knew most of them from previous coursework. In addition, she was concerned with the collaborative nature of their teaching relationship:

I don't want to be like "We're in the Ed-school now, so we are going to do it my way" (interview, January 23, 2009).

I'm very reluctant to take charge or be seen as domineering—to me, collaborative is no one party is more controlling than the other, so I'd have a problem with that, but it's also not like, "Ok, everything is fine, let's just do our own thing" (interview, April 30, 2009).

Sandra did not want to establish any negativity between Daniel and her, as there had been between the instructors in the course she took. She felt uncomfortable setting herself as an authority on working with teacher candidates even though she was more experienced in this area:

I don't know how Daniel perceives it. I don't know if Daniel is like, "Well, this is her turf," but I'd love to hear more from him. I think having a historian in the room to critique standards...I think it would be kind of great to hear

from him, you know, what do these look like to you? Or you do you agree when someone says, oh, this represents [this school of thought]? (interview, February 26, 2009).

Sandra was very conscious of the lack of collaborative teaching. She saw having a historian in the class as a resource and wanted him to give his perspective on educational issues. At the same time, she was not sure of the way he saw the class and did not know how to engage him in the classroom. She did talk to Daniel about the class once during the semester, but since he thought that the class was fine, she did not pursue it further. Instead, Sandra took on the responsibility for connecting both sections of the class:

I realized students are thinking about these historiographical debate classes and thinking, “what’s the connection?” I need to show *very concretely* how these kinds of conversations could be carried into the secondary classroom. In the first lesson I demonstrated, the students rightly brought up, “this still seems pretty academic and pretty high-level. I can see myself doing it in AP and honors, [but] can’t see [in a lower-level class].” So, I thought it was totally valid and responded to that with the second one by using film, which I think I could be done in lower-level classes (interview, February 26, 2009).

Sandra saw it as her responsibility to demonstrate to the students that historiography has a place in the secondary classroom. She saw that, much like her initial reaction to historiography, the student teachers are not convinced of the relevance of this topic to their future students. Sandra constructed her role in the classroom as connector for the pedagogical and historiographical issues.

Daniel approached this course from another institutional culture. He had to adjust not only to the experience of co-teaching, but also to the expectations of a different department:

Honestly, I was a little disappointed with the... way the Ed-school approaches reading material, the amount of reading material... I wasn’t allowed to assign as much reading as I wanted to, and the impression that I got was that I would get a bad review if I assigned too much reading. My concern is not my review, it’s what the students get from the course. History is geared towards reading, that’s all there is to it... sometimes you read 3-, 4-, 500 pages a week... but [*voice raises a little*] being a diplomatic person, I decided to compromise and cut the reading (interview, January, 28, 2009).

Daniel conceptualized the workload of a graduate History Education course differently from his colleagues in the Social Studies Education department. While Sandra said she wanted the students to do “a small amount of reading and do it closely” (interview, January 23, 2009), Daniel saw value in giving

the students more reading and a broader exposure to the literature and, in part, saw this amount of reading as part of the discipline of history.

In addition to different expectations for the amount of reading, Daniel admitted that in the beginning of the course, he was not really sure what the purpose of the course was. After a few classes interacting with Sandra and the students, he came to an understanding of the course. His understanding reflected the interaction of the historiography he planned to present and his students' futures as teachers:

The way I understand this course, [the students] are going to be going into a situation where they are not going to be teaching what we are learning, but they are going to need to have this information... The big historiographical shifts, they are not really going to be teaching these to 7<sup>th</sup> graders, but they should understand them, so that is what I am trying to bring it back to... little tiny details, names, and dates and things—I don't think that's really what this course is about (interview, March 11, 2009).

Although he was not sure of the purpose of the course in the beginning, he came to see this course as a place where students would learn larger historiographical concepts so they could use those concepts in their teaching.

Unlike Sandra, Daniel was comfortable with the way the class was conducted. From Daniel's point of view, they were each experts in their own areas, so it followed that they would contribute separately:

I only really understand my part of it... I'm not well-versed in Ed-school stuff, I mean, I have a basic understanding of what Sandra is doing, but since it is co-taught I am... [*pause while he chooses his words*] I don't want to step on her toes or get in her field, her area, because that is what she knows about, just as she is not really venturing over into mine—so I am more focused on what I teach in the course, you know, its half and half, so I stick to my half and she kinda sticks to her half (interview, January 28, 2009).

Daniel saw Sandra and himself as in experts in their separate areas. He respected Sandra's expertise and had confidence in his own ability, so he did not see a need for either of them to venture out of their area.

### **Enacting Divergent Purposes**

Ultimately, their understandings of the course and their co-teaching relationship were enacted in the classroom. The following analytic vignette is a representation of a typical night in the course. In this vignette, Daniel happens to be the lead teacher, but similar situations occurred when Sandra was the lead teacher.

At 7:00, Daniel decides it's time to start, so he calls the class to attention with his usual—"Any questions? Concerns? Comments?"

Grace, a student, makes a joke about Daniel's cat, everyone laughs, and then Daniel says, "Ok, let's start. I want you to write down a definition of Liberalism—just write it down. Be careful to define it in terms of something else, because then I'm going to ask you to define that too." The students start writing. As the students write, Sandra and Daniel talk in low voices; they have a brief conversation.

Daniel calls the students back and begins a discussion about their definitions. Carly says, "I had a hard time defining it; it's like in opposition to conservatism." Daniel says, "You know I'm going to ask you define that." Carly says, "I know, so..."

Natalie says, "I see it in terms of classic liberalism and modern liberalism," and continues to explain how the term carries different meanings during different points in history. The discussion continues, with the students responding to each other and Daniel. Sandra follows the conversation with her eyes, turning her head to each person as they speak, watching the comments bounce back and forth, like a tennis match.

Daniel says, "The point is, you need to define your terms. I want you to problematize the words like 'liberal' and 'progressive' when people just throw them around." He uses this to segue into a discussion of the progressive era, asking them to consider what progressive means, and how can they choose when the "era" begins and ends. Sandra says jokingly, "for what it's worth, the standards make it seem like it starts the day reconstruction ends."

It's 7:33. Blake builds off Sandra's comment, saying that it is hard to define when a time period begins, but at the same time, you almost need some sort of beginning and ending point in order to define what you are studying. Daniel and the teacher candidates continue the discussion; Sandra returns to watching and listening.

Rather than a collaboration, the course was almost taught as if it was two different courses taught to the same students. As depicted in the vignette, on "history nights," Sandra did not have a clear role, and thus spent most of the night listening silently to the conversation. She did make an attempt to connect the discussion to the standards (an educational topic, her area of expertise), but no real conversation follows this comment. The set up of "history nights" and "education nights" seemed to compartmentalize history and pedagogy for the preservice teachers, so when Sandra brought up an education topic, or likewise on another night when Daniel asked them "How would you teach this kind of thing?" (field notes, February 18, 2009), the students steered the conversation back to history.

Although Sandra did make an attempt to connect the subjects on

“education nights” by modeling secondary lessons using the material that the students read for Daniel’s portion of the class, the pattern of switching “lead” teacher roles remained throughout the semester. There was no point in which both instructors were actively involved in teaching the class.

### **Achieving Their Purposes?: Instructors Evaluate the Course**

Perhaps because they were never given a clear definition or purpose of the course, both Sandra and Daniel saw this course as an experiment. Although ultimately they agreed that the course was generally successful, they both engaged in imagining how the course could be different.

Throughout the course, Sandra reflected on the course’s success. Her definition of success was tied to her understanding of the teacher candidates’ perceptions of the course and the collaborative nature of the teaching. When thinking about what she would say to future instructors, she said:

[You would] need to talk through what you anticipated doing with the class and really deliberately talking about how the other person could contribute to that even though it’s not their specialty...[For example,] if Daniel had talked through the kind of thing he envisioned doing in a class and was very open about [asking] “What would you want to contribute to that?” or “What kind of questions would you ask?”...Thinking about why you are choosing the historiographic readings [would also be important] (interview, April 30, 2009).

Sandra imagined a course in which the instructors have anticipated involving each other in the discussion of either historiography or pedagogy. In a new course, she would like the content and pedagogy to merge so that they are not only building content knowledge through historiography, but also being explicit about why readings are chosen. In Sandra’s revision, she thought about the preservice teachers’ future as educators. She knew that they were focused on developing strong pedagogical strategies and the relevance of the historical material to their future teaching in a secondary classroom, and she thought the course could be redesigned to match this focus (interview April 30, 2009). She also recognized that the connection to the classroom is not something that a historian would generally be asked to think about. Sandra’s evaluation of the course is closely tied to her purpose for the course: to connect historiography to the reality of the classroom.

In his revision of the course, Daniel focused on the type of content it should contain:

The course should focus on the historian’s field...[The pedagogical part] could be overlaid onto that, but should focus on the historian’s area of

expertise as opposed to trying to cover the whole U.S. survey—as a way of learning how historians think and how historians work... We never really got a chance to dig deep into a topic and really unpack it... [and] look through more interpretive lenses, different debates in the subfield of the broader field (interview, May 12, 2009).

Daniel revised this class in light of what practicing historians do, rather than the reality of classroom content. For him, an important part of what historians do was to “dig deep” into their area of study, considering all the scholarship of the past as they construct their own history. For Daniel, part of the purpose of the course was to understand how a historian approaches a topic. He, however, also recognized that he had to consider the students’ future as classroom teachers:

There needs to be a happy middle ground into getting into the minutia, because is that going to help if you are teaching 8<sup>th</sup> grade? Maybe not. Although it will allow them... to be able to look at any field and know that there is more going on—and if they want to dig into it deep, they will have the tools to do that, they’ll know what the debates are at least, or how people approach them at least... but too much detail would take away from what they have to do (interview, May 12, 2009).

Daniel grappled with the possible irrelevance that the minutia of a historical topic will have for his preservice teachers’ futures in the classroom, and his conviction that “digging deep” into a topic is essential to what historians do. Ultimately, he decided that giving them the tools to view history as a historian would trump any irrelevance “digging deep” might have. These comments show that when Daniel evaluated the course, he did so through the lens of his experience as a history graduate student putting more value on the teacher candidates’ understanding of historiography than their ability to teach it.

Daniel and Sandra’s evaluations of the course reveal which aspects of the course were important to them and how they saw its ultimate purpose. Sandra wanted her students to envision how they would use the content in a pedagogically sound way. In other words, she wanted to develop their pedagogical content knowledge. Although Daniel acknowledged their futures as teachers, his purpose for the course was grounded in what he saw as valuable experiences for engaging history topics like historians.

## Discussion

Sandra and Daniel came to this course with extensive training in approaching history from different perspectives. Sandra’s approach to history was grounded in her experiences as a middle school teacher and

her study of pedagogy. She was concerned with the ways history is used in the classroom. She was interested in exposing her students to the way that historians approach history, but she continually questioned how or if this approach would translate into a meaningful and practical experience for the preservice teachers. Daniel shared Sandra's desire to have all students engage the historical material in an authentic way, but it was difficult for him to imagine how the teacher candidates could encourage their students do this. This may have been because he was not able to divorce his vision of the classroom from his own practice as a historian. Even in his revision of the class, he said he would like the class to reflect more accurately the way he would approach a subject, "digging deeper" into the specifics of the historiographical debates. Daniel acknowledged that some of this may not be directly relevant to what the preservice teachers' future practice, but still saw this as valuable because they would learn to approach a historical topic like a historian.

Their distinctive approaches to history were enacted in a co-taught course in which the instructional responsibilities were sharply divided. Rather than a merging of history and pedagogy, thereby co-constructing PCK, the two were compartmentalized into separate nights. This organization seemed to serve Daniel's purpose of engaging students in thinking about broad historical concepts, but may not have served Sandra's purpose as well. On nights that she was the lead teacher, Sandra attempted to foster PCK in her students by demonstrating how to teach the historiographical debates Daniel presented on history nights. Sandra was pleased with her presentation of these lessons, but still expressed a desire for more collaboration (interviews January 23, February 26, and April 30, 2009). For her, increased collaboration between the instructors would more clearly demonstrate the connection between history and pedagogy.

Daniel and Sandra constructed distinct purposes for the course, in part, out of necessity. They entered an unfamiliar teaching situation without a clearly stated purpose for co-teaching from any of the faculty at the institution. Having little idea of what to expect from the experience, they drew on their individual backgrounds, creating the syllabus of the course together, but constructing their own understandings and purposes of the course separately. Although their purposes were not completely at odds, the differences in the way they approached the class created a separation of content and pedagogy. As the course progressed, Sandra desired a more specific connection between their fields, but without a mandate or vision from the institution, she did not have the confidence to suggest a change in the format of the course if Daniel did not find fault with their situation.

## Conclusion

This study highlights a fundamental difficulty in connecting professionals in History and Education: teacher educators and historians may have conflicting goals in approaching a topic. As Barton and Levstik point out, for many teachers, the purpose of teaching history is not to engage with the larger discipline, but to become good citizens.<sup>23</sup> Although historians's purposes vary, they are primarily engaged in interpreting and constructing the past. In contrast, teacher educators are focused on sound pedagogical practice that can be enacted in the reality of the classroom. Shulman describes PCK as a mix of content and pedagogy, indicating that the combination of the two should be more than increased knowledge in content or pedagogy, but a merging of the two domains. We must not assume that this merging will take place simply if experts in the two disciplines are put together in the same room. Instead, we must examine the way educators and disciplinarians approach a subject and construct a purpose for collaboration that will lead to improved teaching practices in the classroom.

There are examples of syllabi on the AHA website that showcase courses that focus both on in-depth historical knowledge and on pedagogical content.<sup>24</sup> Although the outcomes of these courses have not been documented, they seem to represent thoughtful approaches in which preservice history teachers could develop PCK. A common focus in these courses is teaching how history content is effectively presented, translated, or transmitted to high school students. For example, one of the syllabi suggests that the two most important questions a preservice teacher can ask are, "First, what content is most important in teaching?" and "Second, how do you help your students think critically and historically?"<sup>25</sup> These questions demonstrate both the importance of content knowledge as well as a recognition that the content is not enough; teachers must know how to teach this content. Sandra and Daniel's course was missing this unified vision for how to bring content and pedagogy together. The collaboration of History and Education faculty will and should continue, but in order for it to be successful, there must be a clear, shared purpose for the collaboration.

Sandra and Daniel's experience offers some important points to consider in developing future collaboration between historians and pedagogues. First, it is important to recognize that the two professions have different disciplinary traditions with different audiences for their work. Therefore, it cannot be assumed that they will have unified purposes and goals for the course. As such, it is vital that these goals be discussed at the outcome of the course, and that the objectives continue to be reviewed and negotiated



each time new instructors are involved. This discussion has the potential to be contentious, but it is vital to a successful merging of the two areas. Second, in all the aforementioned AHA syllabi, it is clear that these courses have institutional support. Although there may have been support at the outset, the interested parties had left and there was little support for the two instructors in this case. In addition, this course was an elective course, not a required for the completion of the Master's or for certification. For a sustained and thoughtful collaboration to continue, the institution and departments must support the endeavor; when a course is left as an outlier, it has the possibility to stray from its original good intentions.

Finally, in reports of their involvement in Teaching American History grants, some historians have found that they needed to alter their approach to history in order for teachers to change their practices.<sup>26</sup> Although in a collaboration between historians and pedagogues, both sides need to consider the reality of the classroom, those outside the field of education may need to be more conscious of adapting their usual approach to better serve teachers; each instructor must consider history within the context of the high school classroom. Experts in a content area have the potential to add significant value to teacher preparation and development. In order for this potential to be realized, however, the institutions that support the inclusion of historians in teacher education must ensure that the vision and goals of both the disciplinarian and the educator converge on a common purpose.

## Notes

1. U.S. Department of Education, *Meeting the Highly Qualified Teachers Challenge: The Secretary's Annual Report on Teacher Quality* (Washington, D.C.: U.S. Department of Education, 2002), 19.

2. Marilyn Cochran-Smith, "Reporting on Teacher Quality," *Journal of Teacher Education* 53, no. 5 (November 2002): 379-382; Linda Darling-Hammond, *Powerful Teacher Education: Lessons from Exemplary Programs* (San Francisco, CA: Jossey-Bass, 2006).

3. See Linda Darling-Hammond, *Powerful Teacher Education*; Susan Adler, "The Education of Social Studies Teachers," in *Handbook of Research in Social Studies Education*, ed. Linda Levstik and Cynthia Tyson (New York: Routledge, 2008), 329-351; Marilyn Cochran-Smith, "The Politics of Teacher Education," *Journal of Teacher Education* 56, no. 3 (May 2005): 179-180.

4. See Abell Foundation, *Teacher Certification Reconsidered: Stumbling for Quality* (Baltimore, MD: The Abell Foundation, 2001); Diane Ravitch, "Who Prepares Our History Teachers? Who Should Prepare Our History Teachers?" *The History Teacher* 31, no. 4

(August 1998): 495-503.

5. National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Educational Reform* (Washington, D.C.: U.S. Government Printing Office, 1983); Diane Ravitch and Chester Finn, *What Do Our 17-Year-Olds Know?: A Report on the First National Assessment of History and Literature* (New York: Harper and Row, 1987).

6. See Ravitch, "Who Prepares Our History Teachers?"; Gary Nash, Charlotte Crabtree, and Ross Dunn, *History on Trial: Culture Wars and the Teaching of the Past* (New York: Alfred A. Knopf, 1997); D. Antonio Cantu, "Paradoxical Paradigms: A Comparative Study of Discipline-Based and Education-Based History Teacher Education," in *History Education 101: The Past, Present, and Future of Teacher Preparation*, ed. Wilson J. Warren and D. Antonio Cantu (Charlotte, NC: Information Age Publishing Inc., 2008), 3-30; Fritz Fischer, "Scholar-Teachers and Teacher-Scholars: The History Professor's Role in Professional Development," in *History Education 101: The Past, Present, and Future of Teacher Preparation*, ed. Wilson J. Warren and D. Antonio Cantu (Charlotte, NC: Information Age Publishing Inc., 2008), 203-218.

7. Frank Murray, "The Role of Teacher Education Courses in Teaching by Second Nature," in *Handbook of Research on Teacher Education: Enduring Questions in Changing Contexts*, ed. Marilyn Cochran-Smith, Sharon Feiman-Nemser, D. John McIntyre, and Kelly Demers (New York: Routledge, Taylor & Francis Group, The Association of Teacher Educators, 2008), 1228-1246; G. Williamson McDiarmid, "The Arts and Sciences as Preparation for Teaching," *Issue Paper 92*, no. 3 (East Lansing, MI: National Center for Research on Teacher Learning, 1992); G. Williamson McDiarmid, "Understanding History for Teaching: A Study of the Historical Understanding of Prospective Teachers," in *Cognitive and Instructional Processes in History and the Social Studies*, ed. Mario Carretero and James F. Voss (Hillsdale, NJ: Lawrence Erlbaum Associates, 1994), 159-185.

8. Bruce VanSledright, "Closing the Gap between School and Disciplinary History? Historian as High School History Teacher," in *Advances in Research in Teaching (Vol. 6)*, ed. Jere Brophy (Greenwich, CT: JAI Press, 1994), 257-289.

9. See Deborah L. Ball, Mark H. Thames, and Geoffrey Phelps, "Content Knowledge for Teaching: What Makes It Special?" *Journal of Teacher Education* 59, no. 5 (November 2008): 389-407; Lee Shulman, "Knowledge and Teaching: Foundation of a New Reform," *Harvard Educational Review* 57, no. 1 (1987): 1-22.

10. Shulman, 8.

11. Lee Shulman, "Those Who Understand: Knowledge and Growth in Teaching," in *Teaching and Learning in the Secondary School*, ed. Bob Moon and Ann S. Meyes (New York: Routledge, 1994), 125-133.

12. See Steven Weiland, "Teacher Education toward Liberal Education," in *Handbook of Research on Teacher Education: Enduring Questions in Changing Contexts*, ed. Marilyn Cochran-Smith, Sharon Feiman-Nemser, D. John McIntyre, and Kelly Demers (New York: Routledge, Taylor and Francis Group, The Association of Teacher Educators, 2008), 1204-1227.

13. Peter Seixas, "The Community of Inquiry as a Basis for Knowledge and Learning: The Case of History," *American Educational Research Journal* 30, no. 2 (June 1993): 305-324; Bruce VanSledright, *In Search of America's Past: Learning to Read History in Elementary School* (New York: Teachers College Press, 2002); Sam Wineburg, *Historical Thinking and Other Unnatural Acts* (Philadelphia, PA: Temple University Press, 2001).

14. Peter Seixas, "Beyond 'Content' and 'Pedagogy': In Search of a Way to Talk about History Education," *Journal of Curriculum Studies* 31, no. 3 (Fall 1999): 371-337.

15. Rachel Ragland, "Changing Secondary School Teachers' Views of Teaching

American History," *The History Teacher* 40, no. 2 (February 2007): 229.

16. Timothy Hall and Renay Scott, "Closing the Gap between Professors and Teachers: 'Uncoverage' as a Model of Professional Development for History Teachers," *The History Teacher* 40, no. 2 (February 2007): 257-263; Stephen Mucher, "Building a Culture of Evidence through Professional Development," *The History Teacher* 40, no. 2 (February 2007): 265-273; Wilson J. Warren, "Closing the Distance Between Authentic History Pedagogy and Everyday Classroom Practice," *The History Teacher* 40, no. 2 (February 2007): 249-251. Kelly Ann Long, "Reflections on TAH and the Historian's Role: Reciprocal Exchanges and Transformative Contributions to History Education," *The History Teacher* 39, no. 4 (August 2006): 493-508.

17. See McDiarmid, "Understanding History for Teaching;" Seixas, "Beyond 'Content' and 'Pedagogy,;" VanSledright, "Closing the Gap;" Ragland, "Changing Secondary School Teachers' Views."

18. See Ashley Lucas, "In Search of a Home...Department: Where Does Social Studies Education Belong?" in *History Education 101: The Past, Present, and Future of Teacher Preparation*, ed. Wilson J. Warren and D. Antonio Cantu (Charlotte, NC: Information Age Publishing Inc., 2008), 85-97; Thomas D. Fallace, "Historiography and Teacher Education: Reflections on an Experimental Course," *The History Teacher* 42, no. 2 (February 2009): 177-189; Thomas D. Fallace, "Once More unto the Breach: Trying to Get Preservice Teachers to Link Historiographical Knowledge to Pedagogy," *Theory and Research in Social Education* 35, no. 3 (Summer 2007): 427-446.

19. See Fallace, "Historiography and Teacher Education;" McDiarmid, "Understanding History for Teaching."

20. Joseph A. Maxwell, *Qualitative Research Design: An Interactive Approach*, second ed. (Thousand Oaks, CA: Sage Publishing, 2005); Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Thousand Oaks, CA: Sage Publishing, 1985).

21. See Fallace, "Historiography and Teacher Education;" Fallace, "Once More unto the Breach;" and Thomas Fallace and Johann Neem, "Historiographical Thinking: Towards a New Approach to Preparing History Teachers," *Theory and Research in Social Education* 33, no. 3 (Summer 2005): 329-346.

22. Lincoln and Guba.

23. Keith C. Barton and Linda S. Levstik, *Teaching History for the Common Good* (Mahwah, NJ: LEA, 2004).

24. See Brian Austin, "Methods Teaching History at the Secondary Level," American Historical Association, <<http://www.historians.org/teaching/Methods/salem.htm>>; Francis Drake, "History Social Sciences Teaching II," American Historical Association, <<http://www.historians.org/teaching/Methods/illinois.htm>>; Tim Keirn and Wendy Hayes-Ebright, "Integrating Content and Pedagogy for Preservice Teachers," American Historical Association, <<http://www.historians.org/teaching/Methods/longbeach.htm>>.

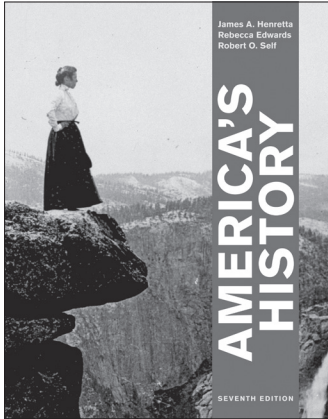
25. Drake.

26. See Hall and Scott, "Closing the Gap between Professors and Teachers;" Mucher, "Building a Culture of Evidence through Professional Development;" Long, "Reflections on TAH and the Historian's Role."

# BEDFORD/ST. MARTIN'S

you get more | [bfwpub.com/highschool/history](http://bfwpub.com/highschool/history)

## A new interpretation for a new generation



[bfwpub.com/highschool/henretta](http://bfwpub.com/highschool/henretta)

### **America's History**

Seventh Edition

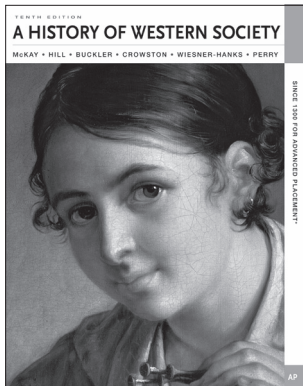
**James A. Henretta**, *University of Maryland*

**Rebecca Edwards**, *Vassar College*

**Robert O. Self**, *Brown University*

With fresh interpretations from two new authors, wholly reconceived themes, and a wealth of cutting-edge scholarship, the seventh edition of *America's History* is designed to work perfectly with the way the AP\* U.S. history course is taught today. Building on the book's hallmark strengths—balance, comprehensiveness, and explanatory power—as well as its outstanding visuals and extensive primary-source features, authors James Henretta, Rebecca Edwards, and Robert Self have shaped *America's History* into the ideal teaching tool for AP classes.

## See it again for the first time



[bfwpub.com/highschool/mckay](http://bfwpub.com/highschool/mckay)

### **A History of Western Society Since 1300 for Advanced Placement**

Tenth Edition

**John P. McKay**, *University of Illinois at Urbana-Champaign*

**Bennett D. Hill**, *Late of Georgetown University*

**John Buckler**, *University of Illinois at Urbana-Champaign*

**Clare Haru Crowston**, *University of Illinois at Urbana-Champaign*

**Merry E. Wiesner-Hanks**, *University of Wisconsin-Milwaukee*

**Joe Perry**, *Georgia State University*

*A History of Western Society* remains the most popular AP European history textbook available because it captures students' interest in the everyday life of the past and ties

social history to the broad sweep of politics and culture. The tenth edition has been thoroughly revised to strengthen the text's readability, heighten its attention to daily life, and incorporate the insights of new scholarship, including a strengthened treatment of European exploration and a thoroughly revised post-1945 section. With a dynamic new design, new special features on visual evidence, and a completely revised and robust companion reader, this significant revision will help AP students master the concepts and content of European history.