SHAFR NEEDS YOUR HELP

In the previous two issues of *Passport*, Mark Gilderhus and Mark Stoler have provided fair warning about a pending survey of SHAFR members. You need wait no longer, for that day has arrived. The time has come for all good men and women of SHAFR to come to the aid of their association and their colleagues by participating in the survey on teaching.

The Teaching Committee's questionnaire, available both in web and paper versions, is relatively lengthy, but no more so than is necessary to obtain good information about what courses we teach and how we teach them. So if you have not already done so via the web, please read Mark Gilderhus's letter on the next page and respond affirmatively by sharing with your colleagues the benefit of your experience.

<div align="center">With appreciation,</div>

David L. Anderson, President   Michael J. Hogan, Past President
Robert L. Beisner, Past President   Mark A. Stoler, Past President
Peter L. Hahn, Executive Director Randall B. Woods, President-elect

Conducted by the SHAFR Teaching Committee

Thank you for taking the time to participate in this survey. An easy-to-use web version is available at www.shafr.org. The paper version is provided here for those who would prefer to use this format; instructions for mailing it in may be found at the end of the questionnaire.

I. Faculty and Institution Information

A. Please provide the year that you began teaching at the college level: _____

B. Highest degree, and in what discipline:

☐ Ph.D.   ☐ Master's   In History? ☐ Yes ☐ No

☐ Other doctorate ☐ Other (please specify)   If "No", in which discipline?
                                              _____

C. Does your institution consider you to be employed full-time or part-time during the current academic term?   ☐ Full-time   ☐ Part-time

D. Your sex: ☐ Male   ☐ Female

E. Type of college or university where you teach:

☐ Associate's (2-yr) ☐ Master's   ☐ Other (please specify):
☐ Baccalaureate   ☐ Doctoral/Research

F. Length of your school's term: ☐ Semester   ☐ Quarter   ☐ Other (please specify):

G. Comments/Clarifications?

II. Courses and Course Composition

What **undergraduate** courses do you currently teach at least once every 2-3 years, whose focus is to a significant degree (approximately half or more) the **history of U.S. foreign relations**? For each, please give a descriptive title, including an indication of **years covered** (e.g., "U.S. Foreign Relations, 1895 to Present"; "The Foreign Policy of the Truman Administration"; "The U.S. Since 1945"; etc.), and also answer the six questions about the course in the boxes below its title.

If you would like to provide information about more than three courses, please use the last page

of this survey as well.

Requested numbers and proportions are, of course, intended to be approximate.

	For Course #1		For Course #2		For Course #3
1. Please provide your descriptive title for each course.					
2. Number of credits?	☐fewer than 3 ☐3 or 4 ☐more than 4		☐fewer than 3 ☐3 or 4 ☐more than 4		☐fewer than 3 ☐3 or 4 ☐more than 4
3. "Distance Education" course?	☐Yes ☐No		☐Yes ☐No		☐Yes ☐No
4. Typical class size?	☐fewer than 18 students ☐18-30 ☐31-50 ☐51-80 ☐more than 80		☐fewer than 18 students ☐18-30 ☐31-50 ☐51-80 ☐more than 80		☐fewer than 18 students ☐18-30 ☐31-50 ☐51-80 ☐more than 80
5. With teaching assistant(s)?	☐Yes ☐No		☐Yes ☐No		☐Yes ☐No
6. Typical enrollment by major?	☐History majors only ☐History majors and others ☐No History majors		☐History majors only ☐History majors and others ☐No History majors		☐History majors only ☐History majors and others ☐No History majors
7. Typical enrollment by level of students?	☐chiefly freshmen or sophomores ☐chiefly sophs or juniors ☐chiefly juniors or seniors ☐other (please specify):		☐chiefly freshmen or sophomores ☐chiefly sophs or juniors ☐chiefly juniors or seniors ☐other (please specify):		☐chiefly freshmen or sophomores ☐chiefly sophs or juniors ☐chiefly juniors or seniors ☐other (please specify):

6. Comments/Clarifications?

III. How Courses Are Taught. In sections A-C below**,** please describe each course as you have

most recently taught it.

A. **Required Materials**

1. Which principal **"textbook"**, if any, do you use covering all or most of the pertinent timeframe? (e.g., Paterson, Clifford, & Hagan, *American Foreign Relations: A History*; Lafeber, *America, Russia, and the Cold War*)

For Course #1 – as above	For Course #2 – as above	For Course #3 – as above

2. What **other principal readings** do you require that you consider especially important or interesting, both secondary and primary sources – books, document collections, etc.? (e.g., Michael Hunt, *Crises in U.S. Foreign Policy*; Nick Cullather, *Secret History: The CIA's Classified Account of its Operations in Guatemala, 1952-54).* Please identify at least one, with a maximum of five, for each course.

For Course #1 – as above	For Course #2 – as above	For Course #3 – as above

3. What principal **viewing/listening** materials, if any, do you use in class or outside of class?

(e.g., PBS's *Crucible of Empire*, audio excerpts from Kennedy-Nixon debates, LBJ tapes)

For Course #1 – as above	For Course #2 – as above	For Course #3 – as above

4. In addition to any you may have identified above in A2, if there are **primary sources** that you have found especially effective in any of your courses – either individual documents or document collections – please identify them here:

B. **Types of Assignments Given.**   These might vary significantly by size and composition of the course, e.g. a senior research seminar with a dozen students vs. a class of 100 with separate discussion sections led by a T.A. or yourself. Hence, for each assignment category please connect the appropriate choice to the particular course you have identified above.

	For Course #1—as above	For Course #2—as above	For Course #3—as above
1. **Research** papers? (i.e., students **going beyond specified readings**; if none please skip to #2.) Choose as many types as you require for this course in a term.	☐10 or more pages, including primary sources ☐10 or more pages, secondary sources only ☐fewer than 10 pages, including primary sources ☐fewer than 10 pages, secondary sources only	☐10 or more pages, including primary sources ☐10 or more pages, secondary sources only ☐fewer than 10 pages, including primary sources ☐fewer than 10 pages, secondary sources only	☐10 or more pages, including primary sources ☐10 or more pages, secondary sources only ☐fewer than 10 pages, including primary sources ☐fewer than 10 pages, secondary sources only
2. Book reviews?	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No

3. Article reviews?	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
4. Other writing assignments, from **specified** readings? (if none, please go to #5, below)	☐ more than 10 pages ☐ 5-10 pages ☐ fewer than 5 pages	☐ more than 10 pages ☐ 5-10 pages ☐ fewer than 5 pages	☐ more than 10 pages ☐ 5-10 pages ☐ fewer than 5 pages
5. Required to use electronic re-sources, e.g. JSTOR articles?	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
6. Required to examine/critique specialized web sites?	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
7. In-class student presentations?	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
8. Group projects?	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No

9. Do you use "how-to" books such as Marius, or Gilderhus, or Strunk & White for any classes?

☐ Yes, required   ☐ Yes, recommended   ☐ No

If yes, which one(s)?

10. Do you use course-management software or "courseware" (e.g., Blackboard or WebCT) for any classes?

☐ Yes   ☐ No   If "Yes", for what purposes? -- Please indicate all that apply:

☐ To post syllabi   ☐ To send students email
☐ To post assignments   ☐ To use as electronic discussion venue
☐ To receive student assignments   ☐ Other (please specify):

11. Comments/Clarifications?

C. Use of In-Class Time

On average, over the course of the whole term, what percentage of class time is spent on the following? Please supply the percentages in the spaces provided:

	For Course #1	For Course #2	For Course #3

1. Professor's lecture	_____%	_____%	_____%
2. Class discussion, led by you or a teaching assistant	_____%	_____%	_____%
3. Small group activities	_____%	_____%	_____%
4. Student presentations	_____%	_____%	_____%
5. Viewing or listening to audiovisuals	_____%	_____%	_____%
6. Testing or other evaluation	_____%	_____%	_____%
7. Other (please specify):	_____% _____% _____%	_____% _____% _____%	_____% _____% _____%

8. Comments/Clarifications?

D. Other/General

1. What **topics, themes,** or **interpretive frameworks** most interest your students currently**?** (e.g., World War II, gender, NGOs, personalities of leaders, military, economics, etc.?)

2. Are there **new topics, themes, or interpretive frameworks** that you **expect** to introduce into one or more of your courses in the next year or two?

3. Are there **new** required reading or viewing **materials** that you **expect** to introduce into one or more of your courses in the next year or two?

4. Are there **new assignments**?

5. Are there **new in-class teaching methods**?

 6. If applicable to your situation, in a few words please describe how the **advent of electronic resources** (e.g., full-text journal articles, primary sources, other websites, etc.) has affected your teaching or how your students learn.

 7. If you require your students to use these electronic resources, which ones do you consider **most important**?

 8. Are there **other** materials you would like to see available online, or more easily accessible online than at present? (e.g. all of the *FRUS* series, certain collections of photographs, etc.)

9. Do you have **explicit learning objectives** for your students?   ☐ Yes   ☐ No
        If yes, do you share them with your students?   ☐ Yes   ☐ No

 10. In what ways is your teaching **evaluated** other than the traditional end-of-semester student evaluations? (e.g., mid-term student evaluations, "one-minute papers", peer visits to classes, etc.)

11. With enough time and resources, what would you **like to do differently**, if anything, in terms of topics/themes/frameworks, materials, assignments, in-class activities, evaluation, or other?

IV. SHAFR and Teaching

   The SHAFR Teaching Committee is considering recommending to the SHAFR Council a number of initiatives to promote and support teaching, such as a regular column in *Passport*, workshops or programs at annual meetings, and other similar steps. A "Syllabus Initiative" has begun and is accepting contributions; you are encouraged to contribute at http://www.shafr.org/syllabusinitiative.htm .

What topics would you most like to see addressed by these activities (e.g., use of particular documents or types of documents, especially worthwhile audiovisual products, bibliographic instruction combining the traditional with the modern electronic library, innovative assignments or in-class activities, etc.), and in what venues?

If we may contact you about any of your answers, please provide your name and email address; otherwise your answers will remain anonymous. In all cases, confidentiality will be protected.

Name: _____   Email address: _____

Thank you very much for participating in this survey. If you choose to use this paper version instead of the web version, please return it no later than May 31, 2005 in the envelope provided, or in another envelope addressed to Teaching Survey, SHAFR, _____, Ohio _____.

II. CONTINUED from p. 2: **Courses and Course Composition, Additional Courses.** Please use if you would like to provide information about more courses than the three permitted on page 2.

	For Course #4		For Course #5		For Course #6
1. Please					

provide descriptive title.			
2. Number of credits	☐fewer than 3 ☐3 or 4 ☐more than 4 ☐other: _____	☐fewer than 3 ☐3 or 4 ☐more than 4 ☐other: _____	☐fewer than 3 ☐3 or 4 ☐more than 4 ☐other: _____
3. "Distance Ed." course?	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
4. Typical class size	☐fewer than 18 ☐18-30 ☐31-50 ☐51-80 ☐more than 80	☐fewer than 18 ☐18-30 ☐31-50 ☐51-80 ☐more than 80	☐fewer than 18 ☐18-30 ☐31-50 ☐51-80 ☐more than 80
5. With teaching assistant(s)?	☐Yes ☐No	☐Yes ☐No	☐Yes ☐No
6. Typical enrollment by major	☐History majors only ☐History majors and others ☐No History majors	☐History majors only ☐History majors and others ☐No History majors	☐History majors only ☐History majors and others ☐No History majors
7. Typical enrollment by level of students	☐chiefly freshmen or sophomores ☐chiefly sophs or juniors ☐chiefly juniors or seniors ☐other (please specify):	☐chiefly freshmen or sophomores ☐chiefly sophs or juniors ☐chiefly juniors or seniors ☐other (please specify):	☐chiefly freshmen or sophomores ☐chiefly sophs or juniors ☐chiefly juniors or seniors ☐other (please specify):

If you would like to provide the same information about these additional courses that you provided on pages 3-6, please photocopy the relevant portions of those pages and include these extra pages with your returned survey.