Larry Lovell-Troy and Paul Eickmann. *Course Design for College Teachers*. Englewood Cliffs, NJ: Educational Technology Publications, 1992. Pp. x, 169. Paper, $21.95.

Concern about the quality of undergraduate education at American colleges and universities has been mirrored by the publication of handbooks on teaching and instructional design, such as *Course Design for College Teachers*. According to Larry Lovell-Troy, Associate Professor of Sociology at Millikin University and principal author, this guide and workbook originated from ideas advanced first by Paul Eickmann at the Syracuse University Center for Instructional Development and then refined over more than a decade in a Workshop on Course Design and Teaching sponsored by the Great Lakes Colleges Association. These years of gestation have been fruitful, for *Course Design for College Teachers* is notable for its conciseness as well as for its clarity of organization, not to mention its prose uncluttered by pedagogical jargon.

College and university teachers, Lovell-Troy and Eickmann contend, give little attention to course structure, often teaching "a course designed by others," whether that other is a former undergraduate or graduate professor or the author of the assigned textbook. Prescribed as a remedy is a generic process model for course development and a sequence of exercises that, when worked through in collaboration with a colleague from another discipline and over at least a summer or a semester, should produce an individualized and creative course. *Course Design for College Teachers* has four core chapters, each corresponding to a stage in Lovell-Troy's and Eickmann's model, "Gathering," "Planning," "Implementing," and "Teaching and Evaluating." Chapters are subdivided, as "Implementing" is, with five sections on topics ranging from identifying learning styles to formulating instructional objectives to writing the syllabus. Cognizant that these stages are common to most course design models, the authors identify as their unique contribution an emphasis on faculty collecting and analyzing information about their course, students, and sources before beginning to plan. In addition, because they favor courses that avoid conformity to disciplinary conventions, Lovell-Troy and Eickmann challenge faculty members not just to speculate about the nature and content of their ideal course but to incorporate its features into their actual course. The book concludes with a glossary of terms common in the course design field, a brief bibliography of recent literature, and a barely adequate index.

How useful history teachers will find the lengthy course design process Lovell-Troy and Eickmann outline is difficult to assess. It appears better suited to thematically-organized or problem-centered courses than to chronological surveys of American history or Western civilization. More troubling is the admission that research has yet to demonstrate a strong correlation between one of its key components, the writing of instructional objectives in behavioral terms, and student learning. Indeed, little evidence is cited that relates course development to student mastery of content or skills. Further, this book's focus on course design notwithstanding, the mere passing attention given the selection and use of multiple instructional strategies is a serious omission. Finally, the suggestion that a faculty member work with a colleague in another field not only reveals the book's origins in non-discipline-based workshops, it also appears to elevate the design process above course content. Such collaboration, while perhaps useful for introductory or survey courses, seems inappropriate for specialized or upper-division courses. As an alternative, a senior faculty member might guide a junior colleague through a course design process that emphasizes models, content, and themes specific to the discipline.

These reservations aside, college and university teachers, however resistant to process models of course design, however unwilling to invest the considerable time and energy required to complete the exercises in *Course Design for College Teachers*, will find worth consideration the questions raised about the importance of planning, about course goals, content, and

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structure, about teaching strategies and the nature of students, and about providing students with options or choices. In the brave new world of assessment now dawning, this book, as well as others of a similar character, should prod professors of history to take a self-conscious and critical look not only at what they teach, how they teach, and why they teach, but also at the students whom they teach.

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James B. M. Schick. *Teaching History with a Computer: A Complete Guide for College Professors.* Chicago: Lyceum Books, Inc., 1990. Pp. xxii, 251. Paper, $29.95.

James Schick is the founder and editor of the *History Microcomputer Review*. While this book is certainly not the first to deal with computers and history and is not really "A Complete Guide," it does go beyond the "number crunching" applications of quantitative history and provides excellent explanations of a wide range of uses from writing, to study aids, to programming.

Schick begins with a discussion of the basic issues facing the historian contemplating using a computer: Why (or why not) use the machine and what kind of machine should one use? The next four chapters deal with specific applications, beginning with "tools" or software (programs) such as gradebooks, testmakers, and study guides, progressing to word processing and its support software (grammar and spelling checkers) and software that assists in the development of research skills, and then on to databases, spreadsheets, and simulations. This material will be of most use to those who are new to the technology, although Schick's specific examples of classroom applications will be valuable to even the seasoned "hacker." Also of note is that the user can sit at the computer and easily go through each of the applications presented.

Schick then turns his attention to an explanation of how to integrate the computer into the classroom. This is by far the most valuable material in the book and serves to point out one of Schick's strengths: He is not a fanatic. The philosophical tone throughout is that the computer is a tool that can facilitate the teaching and doing of history; computers are not historians, and they are not universally applicable in the classroom. As Schick states, "Historians contemplating the use of computers in their teaching should use them sparingly unless special circumstances indicate otherwise."

The book concludes with discussions of programming in BASIC, and speculation on the future of the computer and the history teacher. Programming is not for everyone, but as with the rest of the book, Schick gives some very good, user-friendly examples.

The only real drawback to the book is that much of the information on commercial hardware and software is outdated; two years is virtually an eternity with computers. However, one should not purchase this book as a buyer's guide for computers or printers or packaged simulations. James Schick has written a handy guide that will explain how to select and use both machinery and programs. Computers are here to stay and every history teacher should have a copy of *Teaching History with a Computer*.

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