

University of Georgia  
Department of Elementary and Social Studies Education  
Social Studies Education Program

**ESOC 2450**  
**Initial Field Experience in Social Studies Education**  
**Fall 2007**  
**Tuesday, 11:00 am-1:00 pm**  
**Room 627 Aderhold Hall**

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Available by appointment

### Course Description

The "Initial Field Experience in Social Studies Education" is the introductory course for the secondary social studies education program at The University of Georgia. You will complete a 60 hour field experience in a middle or high school and attend a 2-hour seminar once per week across the 15-week semester. Through the field experience and coursework, you will examine the nature, purpose, and practices of social studies in schools.

As part of this course, you will develop and write an initial rationale for teaching social studies which serves as both the culminating assignment for the course and a component of your admission to the social studies education program. If you decide to continue in the program, and are admitted by the faculty, this rationale will be refined throughout the program and will ultimately become a document included in a professional teaching e-portfolio completed during the student teaching semester of the secondary social studies program.

ESOC 2450 is a prerequisite for admission to the undergraduate secondary social studies teacher education program leading to a recommendation for initial certification. Since the social studies program has been designated a high demand major, there are limited spaces available. This course serves as the first benchmark for the faculty to assess your knowledge, skills, and dispositions to enter the teaching profession as a social studies educator. In addition, this introductory course lays the groundwork for the subsequent courses and experiences in our secondary social studies education program.

### Goals

The social studies rationale assignment asks you to address the following questions:

- 1) What are the most important goals of social studies in terms of what students should know, be able to do, and value as a result of taking social studies?*
- 2) Why are these goals valuable for democratic society?*
- 3) How do issues of cultural diversity, power and privilege, and multiculturalism inform your thinking about both the content and methods of social studies?*
- 4) Give and explain an example of what you might teach under your vision of social studies, and how you might teach this. Make it clear how this example relates to your answers to the previous three questions.*

Thus, the central goal of this course is to help you develop informed, thoughtful answers to these questions. In order to accomplish this, students in the course will:

- Examine how social studies has been taught traditionally and develop an understanding of why the status quo persists.
- Develop an understanding of the social injustices that persist in U.S. schooling.
- Develop a critical inquiry stance toward observing social studies teaching and learning in classrooms. Students should learn how to ask critical questions about social studies classrooms, but also be tentative in their judgments.
- Examine powerful possibilities for teaching and learning social studies and the purposes associated with those possibilities.
- *Experience* powerful possibilities for teaching and learning social studies as students in our university classroom.
- Develop the ability to articulate the experience of being students engaged in these methods.
- Develop an appreciation for the complexity and challenges of implementing powerful social studies teaching and learning.
- Develop the ability to articulate the pedagogical decisions that these methods involve for teachers.

### Required Texts and Resources

You will need to purchase the following book (to be read by Week 11, October 30th):

Parker, Walter (2003). *Teaching Democracy: Unity and Diversity in Public Life*. New York: Teachers College Press.

This book is available online through websites such as amazon.com, BarnesandNoble.com, and TeachersCollegePress.com.

This book is also on reserve at MAIN LIBRARY—you may check it out there for 2 hours at a time.

All other readings for this course are included in a course packet which you may purchase for \$85.80 at Bel-Jean, 163 East Broad Street; Athens, Georgia 30601. They are open Monday - Friday 8 am - 7 pm; Saturday 10 am - 5 pm; Sunday 1 pm - 5 pm. **Please call ahead** to make sure they have a packet ready for you (706-548-3648).

The course readings can also be downloaded from our course WebCT (<https://webct.uga.edu>).

### Core Themes

In the secondary social studies education program, the exploration of teaching and learning in social studies draws heavily on your experiences in secondary classroom field experiences. We also draw on several core themes, or sets of ideas, to provide common references that inform our reflection and collaborative discussions. These themes will be referenced in assignments and discussion, so you are encouraged to develop a working familiarity with them early in the semester.

Accomplished pre-service social studies teachers...

- create an equitable and culturally responsive classroom

- organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning
- articulate clear and defensible rationales for curricular and instructional decision-making
- systematically reflect on their own practice to improve teaching and learning
- engage in collaborative inquiry

This course will also focus on the following standards and attributes, based on the *GSTEP* (Georgia Systemic Teacher Education Program) Framework for Accomplished Teaching:

Accomplished pre-service social studies teachers...

- 1a) demonstrate understanding of foundations, aims, and practices of social studies education and their relationship to democracy
- 2a) demonstrate that all children can learn at high levels by providing supportive and challenging learning experiences for all students
- 2c) respect and are responsive to students as whole people
- 2d) demonstrate an understanding that social, linguistic, and cultural diversity play a role in student learning
- 6d) examine and further their knowledge of the history, ethics, social conditions, and practices of schooling
- 6e) follow norms, expectations, and codes of professional conduct in support of student learning

<b>Course Requirements</b>
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Teaching is a demanding profession. In that spirit, and in preparation for the rigors ahead of you, this is a demanding course. The requirements for ESOC 2450 are:

1) Attendance and Participation: 25%

Because this course only meets once per week, attendance is required at all class meetings. In order to make this course rich and meaningful, each participant is required to be actively involved in all forms of class activities. A description of what constitutes exemplary preparation for and participation in class will be informed by a class discussion on this topic and distributed to you by the third week.

If, for a serious reason, you cannot attend a session, notify me *prior* to the meeting by a phone call and email. It is YOUR responsibility to turn in any assignments that are due on the day of your absence and to find out what you missed during class. If you miss more than one class, your absences are likely to lower your attendance and participation grade.

2) Journals and Short Papers: 50%

a) Mini Pre-rationale (ungraded)

For Week 2, you will write a brief "pre" rationale. Please write one paragraph in response to each of the four core questions of the rationale assignment (listed on page 1 of this syllabus, under "Goals"). Bring your typed responses to class on August 28<sup>th</sup>.

b) Two-part paper: Your experiences as student/Student voices (5%)

For Week 4, you will write a short paper that examines your own learning experiences as a student in comparison with the experiences of other students whom you read about. I will distribute further guidelines for this paper in class.

c) Classroom Observation (5%)

For Week 5, you will write a detailed observation of the classroom in which you have been placed. I will distribute more specific guidelines for this assignment in class.

d) Journals: (40%)

Beginning in the sixth week of the semester, you will write weekly journals that bring together your observations of your field experience, your reflections/reactions to our weekly readings, and your thinking about how the field experience and readings are contributing to your developing rationale. I will distribute more specific guidelines for this assignment in class.

5) Social Studies Rationale: 25%

At the end of the semester, you will write a social studies rationale. A rationale explains what you believe should be the purpose, content, and method of teaching social studies. Rationales are always a work in progress for reflective teachers. For those who continue in the program, the rationale will undergo revision and refinement. The rationale you produce in 2450 is an initial statement of your beliefs about teaching and learning in social studies. The rationale is also part of the application materials required for admission to the secondary social studies professional sequence. I will distribute more specific guidelines for this assignment in class.

<b>Evaluation &amp; Grading</b>
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I will make every effort to set clear standards for you to meet via the evaluation rubrics I provide (and if they are unclear, please let me know). I will also try to help you reach those standards by providing feedback on your work.

Attendance & Participation	25 %
Journals & Short Papers	50 %
Rationale	<u>25 %</u>
	100 %

Letter grades are determined according to the following grading scale (in percentage terms):

A: 93-100%	B-: 80-82%
A-: 90-92%	C+: 77-79%
B+: 87-89%	C: 73-76%
B: 83-86%	C-: 70-72%

Any grade below a C- should be addressed with the instructor immediately.

**Written Work**

Both the content and the quality of your writing are important. I suggest reading aloud every assignment before handing it in and making sure that all your work is proofread carefully.

All written work should be typed, double-spaced, carefully proofread, and free of grammatical and other technical errors. I take your usage of grammar and spelling into consideration when evaluating your work. When you are referencing the work of other authors, please cite them formally, using the conventions of APA or another established style.

**Communication**

Please be assured that I want you to learn in this course, produce high quality work, and earn the grades that correspond with such high quality work. If you have any concerns about your progress in the course, difficulty with the course work, or any other questions, PLEASE make an appointment with me. It is your responsibility to communicate with me so that I can be as helpful as possible.

**Electronic Devices**

Please turn off all cell phones and all other communication devices prior to the start of class, except in the case of emergency. In such a case, please inform me prior to the beginning of class. Laptop computers may be used to take notes in class, but not for email, internet use, or other personal purposes during class time.

**Academic Honesty**

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Please visit the website of the Office of the President for Instruction and familiarize yourself with these policies.

[http://www.uga.edu/ovpi/academic\\_honesty/academic\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm)

**Equity and Accessibility**

It is my goal to fully include everyone in our classroom. If you have any special circumstances that you believe may affect your performance in class or on the course requirements, please meet with me to make the necessary accommodations. I will try to maintain complete confidentiality of any information that you choose to share with me.

<b>Course Schedule</b>
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The following schedule details the planned topics, assignments, and readings for each week. All readings and assignments listed in the right-hand column should be completed *prior to* the class meeting listed in the left-hand column. This schedule is subject to change.

<b>PART I</b>	<b>Students and Schooling: A Context for Teaching Social Studies</b>
Week 1 August 21	Introductions and Overview
Week 2 August 28	<p>Goodlad, J. (2004). <i>A Place Called School</i>. New York: McGraw-Hill, 93-129, 210-213.</p> <p>Perrone, V. (1991). Toward Large Purposes. (pp.1-11). In <i>A Letter To Teachers: Reflections on Schooling and the Art of Teaching</i>. San Francisco: Jossey-Bass.</p> <p><b>*Prepare a 5-minute lesson to teach us your name</b>  <b>*Mini Pre-rationale due</b>  <b>*Read Syllabus—write down 2 questions you have about the syllabus/course expectations</b></p>
Week 3 September 4	<p>Cushman, K. (2003). <i>Fires in the Bathroom: Advice for Teachers from High School Students</i>. New York: The New Press, pp.ix-xiii; 100-109; 123-132; 140-143.</p> <p>Garrod, A., Smulyan, L., Powers, S. &amp; Kilkenny, R. (1992). <i>Adolescent Portraits: Identity, Relationships, and Challenges</i>. Boston: Allyn and Bacon, pp.79-93.</p> <p>Michie, G. (1999). <i>Holler if you hear me: The education of a teacher and his students</i>. New York: Teachers College Press, Chapter 4;5: pp. 55-89.</p>
Week 4 September 11	<p>Ayers, W. (1993). Seeing the student. In <i>To Teach: The Journey of a Teacher</i>, New York: Teachers College Press, 25-49.</p> <p><b>*Two-part paper due: Your experiences as student/Student voices</b></p>
<b>PART II</b>	<b>Visions of Social Studies Teaching: Purposes and Possibilities</b>
Week 5 September 18	<p>Barr, R. Barth, J. &amp; Shermis, S. (1978). The Nature of Social Studies. Palm Springs, ETC Publications, 1-32.</p> <p>Dillon, S. (2006). Schools cut back subjects to push reading and math. <i>New York Times</i>, March 26, 2006, 1-3.</p> <p>Lybarger, M.B. (1983). Origins of the modern social studies: 1900-1916. <i>History of Education Quarterly</i>, 23, 455-468.</p> <p>NCSS Expectations of Excellence: Curriculum Standards for Social Studies (1994).</p>

	<p>Introduction. 3-16.</p> <p><b>*Classroom observation due</b></p>
<p>Week 6 September 25</p>	<p>Kohn, A. (2004). September 11. <i>What does it mean to be well educated? And more essays on standards, grading, and other follies.</i> Boston: Beacon Press, 128-130.</p> <p>Ravitch, D. (2002). September 11: Seven lessons. <i>Educational Leadership</i> 60(2), 6-9.</p> <p>Westheimer, J. &amp; Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. <i>American Educational Research Journal.</i> 41(2), 237-269.</p> <p><b>*Journal</b></p>
<p>Week 7 October 2</p>	<p>Ladson-Billings, G. (2007). Once upon a time when patriotism was what you did. Pp. 13-19. In J. Westheimer (ed.) <i>Pledging Allegiance: The Politics of Patriotism in America's Schools.</i> New York: Teachers College Press.</p> <p>Graff, G. (2007). Another way to teach politically without p.c.: Teaching the debate about patriotism. pp.65-69. In J. Westheimer (ed.) <i>Pledging Allegiance: The Politics of Patriotism in America's Schools.</i> New York: Teachers College Press.</p> <p>Ravitch, D. (2007). Celebrating America. pp.91-94. In J. Westheimer (ed.) <i>Pledging Allegiance: The Politics of Patriotism in America's Schools.</i> New York: Teachers College Press.</p> <p>Hess, D. &amp; Ganzler, L. (2007). Patriotism and ideological diversity in the classroom. pp. 131-138. In J. Westheimer (ed.) <i>Pledging Allegiance: The Politics of Patriotism in America's Schools.</i> New York: Teachers College Press.</p> <p>Parker, W.C. (2005). Teaching Against Idiocy. <i>Phi Delta Kappan</i>, 86(5), 344-51.</p> <p>Parker, W.C. (2005). The Education of Citizens. <i>Phi Delta Kappan</i>, 86(9), 655-7.</p> <p>Rochester, M.J. (2005). Unaddressed Issues: Discussion of Walter Parker's Teaching Against Idiocy. <i>Phi Delta Kappan</i>, 86(9), 654, 657.</p> <p><b>*Journal</b></p>
<p>Week 8 October 9</p>	<p>Wiggins, G. <i>Enabling Students to be (Thoughtful) Workers.</i> 1-12.</p> <p>Metzger, M. <i>Playing school or telling the truth?</i> 14-16.</p> <p>Newmann, F. &amp; Wehlage, G. (1993). Five standards of authentic instruction. <i>Educational Leadership</i>, 8-12.</p> <p>Newmann, F. (1991). Linking restructuring to authentic student achievement. <i>Phi Delta Kappan</i>, 458-463.</p> <p>Michie, G. (1999). <i>Holler if you hear me: The education of a teacher and his</i></p>

	<p><i>students</i>. New York: Teachers College Press, Chapter 1, 1-12.</p> <p><b>*Journal</b></p>
<p>Week 9 October 16</p>	<p>Beane, J.A. &amp; Apple, M.W. (1995). The case for democratic schools. In Apple, M.W., &amp; Beane, J.A. (Eds.). <i>Democratic Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 1-25.</p> <p>Meier, D. &amp; Schwarz, P. (1995). Central Park East Secondary School: The Hard Part Is Making it Happen. In Apple, M.W., &amp; Beane, J.A. (Eds.). <i>Democratic Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 26-40.</p> <p>Brodhagen, B.L. (1995). The Situation Made us Special. In Apple, M.W., &amp; Beane, J.A. (Eds.). <i>Democratic Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 83-100.</p> <p><b>*Journal</b></p>
<p>Week 10 October 23</p>	<p>Evans, R. W. (1996). A Critical Approach to Teaching United States History. In R.W. Evans and D.W. Saxe (Eds.), <i>Handbook on teaching social issues</i>. Washington, D.C.: National Council for the Social Studies, 152-160.</p> <p><i>Why students should study history: An interview with Howard Zinn</i>. 89-99.</p> <p>Loewen, J. (1995). Handicapped by history. <i>Lies my teacher told me</i>. New York: Simon &amp; Schuster, 18-36.</p> <p>Bigelow, B. (1998). Discovering Columbus: Rereading the Past. In B. Bigelow &amp; B. Peterson (Eds.) <i>Rethinking Columbus: The Next 500 Years</i>. Milwaukee: Rethinking Schools.</p> <p><b>*Journal</b></p>
<b>PART III</b>	<b>Democracy and Diversity</b>
<p>Week 11 October 30</p>	<p>Howard, G. (1999). <i>We can't teach what we don't know: White teachers, multiracial schools</i>. New York: Teachers College Press, Chapter 4, 65-82.</p> <p>Nieto, S. (1999). What does it mean to affirm diversity? <i>The School Administrator</i>. 1-4.</p> <p>Tatum, B.D. (1999). Color blind or color conscious? <i>The School Administrator</i>.</p> <p>Parker, W. (2003). <i>Teaching Democracy: Unity and Diversity in Public Life</i>. New York: Teachers College Press, Chapters TBA.</p> <p><b>*Journal</b></p>
<p>Week 12 November 6</p>	<p>Parker, W. (2003). <i>Teaching Democracy: Unity and Diversity in Public Life</i>. New York: Teachers College Press, Chapters TBA.</p> <p><b>*Journal</b></p>

<p>Week 13 November 13</p>	<p>Kivel, P. (1995). <i>Uprooting racism: How white people can work for racial justice</i>. Philadelphia: New Society Publishers. pp. 1-46.</p> <p>McIntosh, P. (1990). White Privilege: Unpacking the invisible knapsack. <i>Independent School</i>, 31-36.</p> <p><b>*Journal</b></p> <p><b>*Turn in rough draft of rationale (optional)</b></p>
<p><b>PART IV</b></p>	<p><b>The Persistence of Practice/The Challenges of Teaching</b></p>
<p>Week 14 November 20</p>	<p>Lortie, D. (1975). <i>Schoolteacher</i>. Chicago: The University of Chicago Press, 61-67.</p> <p>McNeil, L. (1988). Contradictions of Control, Part I and II. <i>Phi Delta Kappan</i>, pp. 333-339; 432-438.</p> <p>Moulthrop, D., Calegari, N.C. &amp; Eggers, D. (2005). <i>Teachers have it easy: The big sacrifices and small salaries of America's teachers</i>. New York: The New Press. 93-141.</p> <p><b>*Journal</b></p>
<p>Week 15 November 27</p>	<p><b>*Social Studies Rationale Due</b></p>