

ESOC 3420
Teaching Social Studies in the Elementary School
Cluster B
FALL 2007

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Office Hours: By appointment

Class Meetings: Tues 10:10-12:05 601 Aderhold
Thurs. 1:00-3:00 601 Aderhold

Field Dates: 10/1/07-10/24/07

Course Description: This course provides an introduction to social studies instruction with elementary children within a framework of critical inquiry. Topics include: content selection, lesson planning, and development of teaching objectives related to instructional and philosophical goals for student learning. ESOC 3420 includes both classroom and field experiences.

College of Education

Framework: The college of education aspires to prepare exemplary, reflective professionals to serve a diverse global community; it seeks to achieve that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.

Course Standards: Course content based on curriculum standards of the National Council for the Social Studies (NCSS) (www.ncss.org) and Georgia Professional Standards (www.georgiastandards.org).

Course Goals:

- * To develop pre-service teachers' knowledge of the social sciences and humanities curriculum standards and learning goals from the National Council for the Social Studies and the Georgia Performance Standards

- * To develop pre-service teachers' skills in using instructional methods and technologies suited to Early Childhood Social Studies.

* To provide an intellectually stimulating and safe space for preservice teachers to explore their personal teacher identity formation.

Required Text:

On the second day of class, students will be given a bibliography with additional readings for projects. Other readings listed in the syllabus will be available on Webct or as class handouts.

Classroom Climate: The goal of this class is to prepare preservice teachers to effectively plan and teach concepts in social studies to young learners. In order to develop methods that support the students' active engagement in the learning process, we will discuss developmental issues that impact the cognitive, social, and emotional development of young learners. At the same time, we will examine the overarching purpose for public school in America and examine how to create and nurture young learners in an environment that models community building. We will seek to create democratic classrooms where participation is shared by all. We will discuss (and debate) what constitutes "active citizenry" in the United States, and we will model many strategies and methods useful with field placement activities and with the goal of developing thoughtful, engaged learners.

Course Requirements:

Attendance:

In democratic classrooms, every voice is essential in building a community of learners. Therefore, missing class is detrimental to the overall success of everyone's learning. However, we understand that illness, family emergencies, or other unavoidable circumstances may arise during the course of the semester. The attendance policy for ESOC 3420 is as follows: One absence will be allowed; in the event of a second absence, the student will need to complete an assignment that relates to the topic of the day missed and share their assignment with the class. In the event of a third absence, the student's grade will be lowered one letter grade. **If a significant medical condition exists that might require a modification of this policy, please inform the instructors as soon as possible so accommodations may be made.

Participation in all class activities (this includes class and small group discussion, journals/webct discussions, and group presentations). As with attendance, class engagement depends on participation from all. We encourage discussion and debate that represents diverse perspectives and the class will be most interesting and informative when everyone participates.

On-time completion of readings and written assignments. Due dates will be flexible; as participants in a democratic classroom, student input is essential to learning. We will talk as a group to shift due dates when necessary. In addition, if individual conflicts arise, I encourage individuals to speak with me to work out alternative arrangements.

Grading will be as follows:

Class Presentation	100 points
Journal/book review	100 points
In class participation	100 points
Field experience	100 points
Total possible	400 points

All academic work must meet the standards contained in “A Culture of Honesty”. Students are responsible for informing themselves about the standards before performing any academic work.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

ESOC 3420 Bibliography Fall, 2007

Clark, N. (1976). *Deliver us from evil: An interpretation of American Prohibition.* NY: Norton.

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America.* NY: Holt.

Gerstle, G. (2001). *American crucible: Race and power in the Pacific War.* NY: Princeton.

Hoganson, K. (1998). *Fighting for American manhood: How gender politics provoked the Spanish-American and Philippine-American Wars.* New Haven: Yale Press.

Loewen, J.W. (1995). *Lies my teacher told me: Everything your American history textbook got wrong.* NY: Simon & Schuster.

May, E. (1999). *Homeward bound: American families in the Cold War*

Ngai, M.M. (2004). *Impossible subjects: Illegal aliens and the making of modern America.* NJ: Princeton.

Nielson, K. (2003). *The radical lives of Helen Keller.* NY: NYU Press.

Takaki, R. (1993). *A different mirror: A history of multicultural America.* NY: Time Warner.

Tate, C. (1999). *Cigarette wars: The triumph of “The little white slaver”.* NY: Oxford Press.

Young, A. (1999). *The shoemaker and the tea party.* Boston: Beacon Press.

Zinn, H. (2003). *A people’s history of the United States: 1492-present.* NY: HarperCollins.

Zinn, H. (2004). *Voices of a people’s history of the United States.* NY: Seven Stories.

Date	Topic	Readings
8/16/07	Intro—Why teach social studies? What’s your position?	
8/21/07	Ten strands of social studies/ Social studies memories	NCSS pink handout
8/23/07	Group presentation work	
8/28/07	Schedule presentations/discuss GPS	Georgiastandards.org
8/30/07	What to teach (or not teach)	Loewen Intro and ch. 1 Journal Due

9/4/07	Individual Development and Identity *Group Presentation	Rethinking Schools <i>The Truth About Helen Keller</i> Journal Due
9/6/07	Culture *Group Presentation	Nieto <i>Affirmation, Solidarity, and Critique: Moving Beyond Tolerance in Multicultural Education</i> Journal Due
9/11/07	Field Discussion/prep for MYTD	Websites (American Memory, Avalon, Library of Congress) Excerpts from <i>Common Sense</i> and Wamsutta James
9/13/07	Individuals, Groups, and Identity *Group Presentation	TBA
9/18/07	Power, Authority, and Governance Democratic Classrooms *Group Presentation	Sections of : <i>United States Constitution</i> , Cato's Letters, John Locke, and Aristotle. Hoge Ch. 9 Journal Due
9/20/07	Production, Distribution, and Consumption—	Excerpts from Ehrenreich's <i>Nicked and Dimed: On not getting by in America</i> Journal Due
9/25/07	People, Places, and the Environment Population Connection Workshop *Group Presentation	www.populationconnection.org TBA
10/1/07-10/24/07 Field!!		
10/25&10/26	UGA Fall BREAK	
10/30/07	Field Experience Debrief	
11/01/07	Civic Ideals and	TBA

	Principles Group Presentation **Mentor interview and Scavenger Hunt Sheet Due	
11/6/07	Global Connections *Group Presentation	Rethinking Schools <i>Whose Terrorism is it?</i> TBA
11/08/07	Science, Technology, and Society *Group Presentation	TBA
11/13/07	Time, continuity, and change presentation	TBA
11/15/07	Literature Circles/book talks	TBA
11/20/07	Current Events Teaching/hands-on workshop	TBA
11/21-11/23	Thanksgiving holidays	
11/27&11/29	Wiggins & McTighe	TBA

