

**ESOC 2450: Initial Field Experience in Social Studies**  
**Fall 2009**

Brandon Butler  
425B Aderhold  
770.363.1003 (cell)  
bmbutler@uga.edu

Location: Aderhold, Room 625  
Class Time: Tuesdays 11:00 am-1:00 pm

**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 that 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, you will refine the rationale throughout the program, which 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 is designated a high demand major, limited spaces are 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.

However, this is not a “how to teach” social studies course. In particular, this course emphasizes critical and analytical thinking skill as you consider the moral and political implications of teaching social studies in our current age. While the course may consist of occasional lectures, this class is more like a seminar – even a graduate level seminar – in that you must complete a lot of work on your own to get anything from it. I am here to facilitate your intellectual journey but this is not a course that asks you to regurgitate correct answers on examinations. Rather, this course demands that you consider and engage different ideas and perspectives with which you were previously only vaguely acquainted. Students will document observations of the school context, administration, teachers, students, and resources available for instruction. In addition, students will explore questions about the nature, purpose, and practices of social studies in the modern school curriculum.

**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.

**Student Outcomes**

As a student in this course you will be able to:

1. Analyze the historical and current state of public schooling within a socio-political context and explore the question, “What does this have to do with teaching social studies?”

2. Document and reflect on observations of school contexts, culture, administration, teachers, students, and resources available for instruction.
3. Articulate and reason about aims, purposes, and practices in social studies education.
4. Develop an initial rationale for teaching and learning in social studies education.

### **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 function as intellectual connectors useful for bringing together the varied issues likely to appear in the content of this course. 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...

- use knowledge of social, linguistic, and cultural diversity to 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...

- demonstrate understanding of foundations, aims, and practices of social studies education and their relationship to democracy
- demonstrate that all children can learn at high levels by providing supportive and challenging learning experiences for all students
- respect and are responsive to students as whole people
- examine and further their knowledge of the history, ethics, social conditions, and practices of social studies and schooling more broadly
- adhere to appropriate professional expectations, codes of conduct, and laws related to the rights and responsibilities of students, educators, and families in support of student learning

### **UGA Academic Honesty Policy**

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 (and procedural guidelines for adjudication of alleged violations of academic honesty) has been developed to serve these goals. Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to the source of assistance or information). Academic honesty is vital to the very fabric and integrity of the University of Georgia. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest University and all must work together to ensure the success of the policy and code of behavior. *UGA Student Honor Code I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.* All students agree to abide by the honor code when signing the application for admission to the University. A Culture of Honesty--UGA's Academic Honesty System's full version may be found at <http://www.uga.edu/ovpi>. Students and faculty who suspect that an act of academic dishonesty has taken place should contact the Office of the Vice President for Instruction, Old College, (706) 542-0432.

### **Required Readings**

You will need to purchase the following book:

**Parker, W. (2003). Teaching democracy: Unity and diversity in public life. New York: Teachers College Press.**

The book is available online through websites such as amazon.com and barnesandnoble.com.

All other readings for this course are included in a course packet 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 cost of this packet is \$43.38 (with tax).

**YOU MUST BRING THE READINGS TO CLASS WITH YOU EACH WEEK.**

### **Activities, Assignments, and Grading**

#### *Activities*

##### **Field Observations (10%)**

The sixty hour practicum experience of ESOC 2450 is intended to provide you with opportunities to reflect on school contexts, culture, instructional practices, and curriculum. Assignments throughout the term will direct attention to various issues related to life in schools, with special attention to the role of social studies education. This experience will feature a good deal of observation, but the intent is to go beyond passive watching. You are encouraged to work with cooperating teachers to negotiate active involvement in teaching activities. Such involvement might include working with an individual student on an assignment, assisting with a cooperative learning activity, and teaching a lesson. As part of this course, you are required to keep an observation log documenting your experiences on the field. **You are required to complete 60 field observation hours to receive credit for this course.** Once you have been placed in a school you are to e-mail me: the name of your school, the name of the cooperating teacher, their e-mail address, the subject taught, and your observation schedule. You will be turning in your completed log and the certification form signed by your CT (or principal CT) in class on **December 1**. If any part of the observation log is misrepresented or fabricated by the student, this will be treated as a violation of the UGA Academic Honesty Policy and will be dealt with accordingly.

#### *Assignments*

##### **Mini Pre-rationale (5%)**

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 **January 20**.

##### **Burning Questions & Brief Summary (10%)**

Based on the readings for that week, you are expected to prepare two burning questions and a brief one-to-two paragraph summary of the readings. You should base questions on concerns/issues raised by your readings, uncertainties about the readings, connecting the readings to problems of practice noted in your observations, etc. In your brief summary you are expected to synthesize the major points across the readings, attempting to find a common theme. **You must submit your burning questions and brief summary to ELC, no later than 9:00 am on the day of class, no exceptions.** Not submitting questions and summary, or submitting questions and summary that do not meet a certain standard, will result in a loss of one point off the final burning questions grade for each occurrence.

##### **Working Papers (15%)**

To help you think about the questions you ultimately have to answer in the rationale assignment, I've asked you to write three "working papers" where your assignment is to answer in 2-3 pages (double spaced, 1" margins, 12 point font, Times New Roman), the rationale question we've spent a few weeks focusing on in class. You should situate yourself in the literature and make a first attempt at answering the rationale question. **You have until 11:55 pm, the day of class to turn in the assignment on ELC.**

##### **Participation (10%)**

Students' participation grade will reflect every facet of their manner of *being* throughout the entire course. In other words, participation in this course is not limited to what is said, or not said, during Tuesday class sessions.

This class is largely discussion-based. Accordingly, every class member is expected to contribute to the conversation we will continue throughout the semester. Your participation in this course should reflect the same professional manner you should exhibit in the schools. That is, your manner should be responsible, open-minded, thoughtful, and earnest. These dispositions suggest far more than “just talking” in class or on-line, but speak instead to a type of engagement that includes speaking, listening, critiquing and demonstrating concern for the learning of others in the class. Thus your responsibilities as a member of this class extend to more than simply making sure you meet the individual course requirements. You also have responsibilities to your colleagues in this class, so that we might come together as a community of educators working to better understand teaching and learning in social studies through mutual, supportive, and critical inquiry.

### **Personal Teaching Text Assignment (10%)**

One of the core ideas of our social studies program is to develop teachers who are able to openly and honestly reflect on their own practice in order to improve teaching and learning (PGSTEP 6a). In order to begin you on this journey, you are responsible for writing a 2-3 page paper (double spaced, 12 point font, 1” margins) on the following prompt:

**Reread the contents of your course assignments to date. Based upon this reading, assess your development as a social studies teacher. Are you pleased with what you have accomplished this semester? Any disappointments? Has your resolve to become a social studies teacher strengthened or weakened? Why? Has your view of yourself as a social studies teacher changed during the course of the semester? If so, what has prompted the change? If not, why not? Are you on track for becoming the kind of social studies teacher you imagine yourself capable of becoming? Be specific and give examples.**

(adopted from Bullough & Gitlin, 2001, *Becoming a student of teaching*)

This assignment is due prior to the start of class on November 17<sup>th</sup>. You will turn in your assignment using the Assignment Dropbox function on ELC.

### **Social Studies Rationale (30%)**

At the end of the semester, students will write a rationale for teaching social studies. A rationale explains what one believes 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. The rationale counts for 30% of the final grade and is **due in the ELC Assignment Dropbox before 5:00 pm on Friday, December 4<sup>th</sup>**

### **Attendance (10%)**

This is not a correspondence course, it is a discussion-based course and requires the thoughtful and respectful contributions of every class member. Thus, your *punctual attendance is required at each class meeting*, as is responsible class participation. Students with perfect attendance will be awarded five bonus points to their overall Participation grade. Repeated absences, for whatever reason, will hurt your participation grade. Please notify the instructor personally or via e-mail if there are any occasions in which you will not be able to meet these expectations.

### **UGA Grade Policy**

All other assignment and your final grade will follow the UGA Grade Policy:

A =	100-95%	C+ =	79-77%
A- =	94-90%	C =	76-74%
B+ =	89-87%	C- =	73-70%
B =	86-84%	D =	69-60%
B- =	83-80%	F =	59-0

### **Electronic Devices**

Please keep all cell phones on silent during the class session. Laptop computers may only be used in class during the break or instances where ELC, the internet, or Word documents are needed.

### Program Admission

To be able to apply to the social studies major at the end of the semester, you must meet ALL of the following requirements:

- A minimum 2.5 overall GPA.
- Areas **A-F** for the social studies education major must be complete or in progress to be completed during the semester you apply.
- You must have **passed or exempted** the GACE basic skills assessment **when** you apply. For more info visit: <http://www.gace.nesinc.com>
- The spring semester deadline is November 30<sup>th</sup> and applications can be found at: <http://www.coe.uga.edu/esse/sse/programs/undergrad.html>.



### Course Schedule

Please note that the reading requirements for this class are relatively significant and students will have to commit a good deal of time reading each week, in order to be able to discuss them intelligently in class. It is also recommended that students begin readings in advance of the week they are assigned (Don't wait until the last minute to read!).

#### **August 18: Course Introduction**

- Dr. Todd Dinkelman, program coordinator ([tdink@uga.edu](mailto:tdink@uga.edu))
- Social Studies Program Admission
- Field Placements

#### **PART I:**

**What are the most important goals of social studies education in terms of what students should know, be able to do, and value as a result of taking social studies?**

#### **August 25: What Constitutes a Good Education?**

- Mini-Pre Rationale

- Bring a copy of the ESOC 2450 Handbook (ELC)

Kohn, A. (2004). *What does it mean to be well educated? And more essays on standards, grading, and other follies*. Boston: Beacon Press, Chapters 1 and 3.

### **September 1: What is Social Studies?**

Watras, J. (2004). Historians and social studies, 1893-1998. In C. Woysner, J. Watras, & M. Smith Crocco (Eds.), *Social education in the twentieth century: Curriculum and contexts for citizenship*. New York: Peter Lang.

Stanley, W. (2005). Social studies and the social order: Transmission or transformation? *Social Education*, 69(5), 282-286.

### **September 8: The Case of Teaching History**

Postman, N., & Weingartner, C. (1969). *Teaching as a subversive activity*. New York: Delta, Chapter 1, 2

Evans, R. W. (2004). *The social studies wars: What should we teach the children?* New York: Teachers College Press, Chapter 7

### **September 15: INTERLUDE-What is Good Social Studies Education?**

- Working Paper 1
- Begin e-mailing me your CT information

Labaree, D. (2004). Teacher Ed in the Present: The Particular Problems of Preparing Teachers. In *The Trouble With Ed Schools*. New Haven: Yale University Press.

## **PART II:**

### **Why are your goals for social studies education valuable to democratic society?**

### **September 22: Democracy and Education**

Dewey, J. (2007). The democratic conception in education. In *Democracy and Education*. Teddington: Echo Library.

Parker, W. (2003). *Teaching democracy: Unity and diversity in public life*. New York: Teachers College Press. Introduction, Chapter 1, 2

### **September 29: Teaching Democracy**

Parker, W. (2003). *Teaching democracy: Unity and diversity in public life*. New York: Teachers College Press. Introduction, Chapters 3, 5, 8

hooks, b. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge. Chapter 4.

### **October 6: The Case of Citizenship Education**

Westheimer, J. & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*. 41(2), 237-269.

Ladson-Billings, G. (2006). Once upon a time when patriotism was what you did. In *Pledging Allegiance: The Politics of Patriotism in America's Schools*. New York: Teacher College Press.

### **October 13: INTERLUDE-What Happens in Schools?**

- Working Paper 2 Due

Cushman, K. (2003). *Fires in the Bathroom: Advice for Teachers from High School Students*. New York: The New Press.

### **PART III:**

**How do issues of cultural diversity, power and privilege and multiculturalism inform your thinking about both the content and methods of social studies?**

### **October 20: Multicultural Education: Power and Privilege**

Tatum, B. (2004) *Why do all the black kids sit together in the cafeteria?* New York: Basic Books. Chapter 4

McIntosh, P. (1990). The invisible knapsack. *Independent School*, 49(2)

### **October 27: Multicultural Education in Context**

Lopez, I.F.H. (2008). Colorblind to the reality of race in America. . In *Multicultural Education*, 14<sup>th</sup> edition. New York: McGraw-Hill.

Villegas, A.M. & Lucas, T. (2008). The culturally responsive teacher. In *Multicultural Education*, 14<sup>th</sup> edition. New York: McGraw-Hill.

### **November 3: The Case of Global Education**

Friedman, T. (2007). It's a flat world after all. In *Global Issues*, 06/07. New York: McGraw-Hill.

Merryfield, M. (2001). The many dimensions of global education. Washington,D.C.: National Council for the Social Studies.

Burack, J. (2005). The student, the world, and the global education ideology. In *Where did the social studies go wrong?* Fordham Foundation.

### **November 10: The Persistence of Practice/The Challenges of Teaching**

- Working Paper 3 Due

Ayers, W. (2006). The hope and practice of teaching. *Journal of Teacher Education*, 57(3), 269-277.

### **November 17: Bringing It All Together**

- Personal Teaching Text Assignment Due
- Rationale Work Session

**November 24: NO CLASS - THANKSGIVING**

**December 1: Bringing It All Together**

- Field Observation Log Due
- Rationale Work Session

**December 4: Rationale Due by 5pm in ELC Assignment Dropbox**