

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

ESOC 2450
Initial Field Experience in Social Studies Education
Fall 2008
Tuesday, 11:00 am-1:00 pm
Room 625 Aderhold Hall

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Available immediately after class
and 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.

However, this is not a "how to teach" social studies course. In particular, this course emphasizes critical and analytical thinking skills while considering the moral and political implications of teaching social studies in a pluralistic society. While there will be occasional lectures, this course is deliberation based and requires that you consider and engage a wide variety of different ideas and perspectives.

Many materials in the course will be learned experientially and as such the class as a group will develop, maintain and adhere to norms of behavior, conduct and communication that are confirming, supportive, and respectful. To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants will share a responsibility in building a civil forum. In this atmosphere, each individual will have freedom of thought and expression. Finally, the course will promote the acceptance, respect, worth, and value of all individuals and cultures.

Course 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 this 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, while also remaining tentative about 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 a 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:

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.

All other readings for this course can 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 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...

- 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

More information about courses and the social studies program can be found in the recently created Social Studies Handbook at <http://www.coe.uga.edu/esse/sse/programs/undergrad.html>

Course Requirements

The requirements for ESOC 2450 are:

- 1) Attendance and Participation: 35%

Participation includes thoughtful questions and appropriate contributions to class **and one post per week for WebCT** discussions. It is expected that students will complete all reading assignments. Plan to attend all classes and to arrive on time; attendance will be taken at the

beginning of class. Important information regarding assignments will be covered at the beginning of class. If you are late or absent, it is *your* responsibility to find out what you missed. An excused absence or tardy can be granted with evidence of a doctor's note, family emergency, religious holiday, academic trip, or note from the Office of Student Affairs. Students should contact the professor **ahead of time** in order to excuse an absence or tardy.

Students who arrive significantly late will not be counted in the daily roll. Two unexcused absences will result in the decrease of the student's final letter grade by one whole letter (10 points). Each subsequent two unexcused absences will again reflect an additional decrease in the student's final letter grade for the course.

2) Reaction papers: 40%

Writing assignments known as reaction papers will be assigned throughout the semester. These reaction papers are intended to 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. Criteria for assessment of these papers will be offered on the actual assignments, given in class or on WebCT.

3) 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.

Evaluation & Grading

I will make every effort to set clear standards for you to meet, and I will also try to help you reach those standards by providing feedback on your work. Both the content and the quality of your writing are important. All written work should be typed, double-spaced, carefully proofread, and free of grammatical and other technical errors. When you are referencing the work of other authors, please cite them formally, using the conventions of APA or another established style.

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.

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. 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. Information about academic honesty can be found online at: <http://www.uga.edu/~ovpi/honesty/ah.pdf>

ADA Statement

In accordance with the *Americans with Disabilities Act* (1990), the University of Georgia School of Social Work seeks to provide equal access to individuals with disabilities. Students who have a disability and need specific accommodations and support to facilitate full inclusion of all aspects of the course should make an appointment with the instructor during the first week of class. To register for services, students may go to Disability Services located in Clark Howell Hall (706.542.8719, TTY 706.542.8778, <http://www.dissvcs.uga.edu>).

Course Schedule

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. For more information, see: <http://www.curriculumsystems.uga.edu/Policies/CourseSyllabusPolicy.pdf>

Week 1 Tues. August 19 Course Introduction Dr. Todd Dinkelman, -program overview and application process, field placements, syllabus, etc.

Week 2 Tues. August 26 What are the purposes of social studies?

Readings: The National Council for Social Studies, "What is Social Studies?"

Assignment: Write a brief (1 page) description of your own schooling experience that will help the rest of us understand what you see as the point, or the value, of a social studies education. Be prepared to share with the whole class. Give examples of what you consider to be good teaching as well as bad teaching that you experienced as a high school student in these classes. (no WebCT post)

Week 3 Tues. September 2 What happens in schools?

Readings: John Goodlad p. 93-129, 210-213

Assignment: Write a 2 page Reaction Paper based on the readings. Questions you may, but don't have to, consider: How does Goodlad's description of schools and social studies fit with your memories of

school and with your own observations? To what extent did Goodlad observe active student engagement in worthwhile learning? To what extent did you experience active engagement in worthwhile learning when you were in high school or college? To what extent do you observe active student engagement in worthwhile knowledge in your current practicum?

Be sure to make a post on WebCT

Week 4 Tues. September 9 What is Social Studies?

Readings: Barr, Barth, and Shermis "The Nature of Social Studies" p. 1-31; NCSS Expectations of Excellence p. 3-16, Stephen Thornton "The Social Studies Near Century's End: Reconsidering Patterns of Curriculum and Instruction" p. 223-254

Assignment: Write a 2 page Reaction Paper articulating your thoughts on the nature and purpose of social studies. Demonstrate an understanding of the three traditions by indicating which tradition you think is best suited to achieve excellence as laid out by the NCSS.

Be sure to make a post on WebCT

Week 5 Tues. September 16 Democracy and Education

Readings: Beane & Apple "The Case for Democratic Schools" pp. 1-23; Kahne & Westheimer "Teaching Democracy: What Schools Need to Do" p. 297-316, William Stanley "Social Studies and the Social Order: Transmission or Transformation?" pp. 282-286

Assignment: TBA

Week 6 Tues. September 23 Teaching History

Readings: Ronald Evans "A Critical Approach to Teaching history" pp. 132-141; "Why Students Should Study History: An Interview with Howard Zinn" pp. 89-99

Assignment: TBA

Week 7 Tues. September 30 Powerful and Authentic Social Studies (PASS)

Readings: NCSS Expectations of Excellence pp. 155-177; Fred Newmann "Linking Restructuring to Authentic Student Achievement" pp. 458-463 and "Five Standards of Authentic Instruction" pp. 8-12

Assignment: TBA

Week 8 Tues. October 7 Realizing a Vision of PASS (cont.)

Readings: Fred Newmann "Can Depth Replace Coverage in the High School Curriculum?" pp. 345-348 , "What Constrains Authentic Social Studies Instruction?" pp. 186-189

Assignment: TBA

Week 9 Tues. October 14 Drafts of Rationale

Week 10 Tues. October 21 Multicultural Education: Power and Privilege

Readings: Rethinking Schools: An Agenda for Change p. 7-22; Sonia Nieto "Moving Beyond Tolerance in Multicultural Education" p.63-69

Assignments: TBA

Week 11 Tues. October 28 Multicultural Education: Power and Privilege (cont.)

Readings: Peggy McIntosh "White Privilege: Unpacking the Invisible Knapsack" p.81-84; Jennings "Out in the Classroom" p. 255-264

Assignment: TBA

Week 12 Tues. November 4 Diversity and Democracy

Readings: Walter Parker "Teaching Democracy: Unity and Diversity in Public Life" Ch. 1-3, 5, 8

Assignment: TBA

Week 13 Tues. November 11 NO CLASS NCSS**Week 14 Tues. November 18 Diversity and Democracy**

Readings: Walter Parker "Teaching Democracy: Unity and Diversity in Public Life" Ch. 4,6,7

Assignment: TBA

Week 15 Tues. November 25 NO CLASS: THANKSGIVING**Week 16 Tues. December 2 Defensive Teaching and a Case Against Schooling**

Readings: Linda McNeil "Contradictions of Control" Part One pp. 333-339 and Part Two pp. 432-438; John Taylor Gatto "The Psychopathic School" p. 20-34

Assignment: TBA

Week 17 Tues. December 9 Social Studies Rationale Due