

**ESOC 2450: Initial Field Experience in Social Studies**  
**Fall 2008**

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Location: 627 Aderhold  
Class Time: Thursdays 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 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 skill as students consider the moral and political implications of teaching social studies in our current age. While there will be occasional lectures, this course 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...

- 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

## **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 books:

**Ladson-Billings, Gloria (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms.* San Francisco: Jossey Bass.**

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

These books are 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).

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

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

#### *Activities*

##### **Field Observations**

The sixty hour practicum experience of ESOC 2450 is intended to provide students 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. Students 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, and the subject taught. You will be turning in your logs to me via e-mail periodically (**September 25, October 30**). The complete log (all 60 hours) and the certification form signed by your CT (available on WebCT) must be printed out and will be due in class on **December 4**. 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.

##### **Mary Hepburn Lecture in Social Studies Education**

Dr. Walter Parker will be a guest of the University of Georgia Department of Social Studies Education as a speaker at the inaugural Mary Hepburn Lecture in Social Studies Education. He will be speaking on "International Education" in Public Schools: Business as Usual or New Openings for Global Citizenship? This event will be held on **Thursday, October 23 from 5:30-6:30 pm** (Location TBA). In lieu of class on that Thursday we will meet for the lecture. You are responsible for writing a reaction paper that will incorporate your thoughts on the lecture with your experiences so far in social studies education. The reaction paper must be submitted via WebCT no later than **Sunday, October 26 at 11:00 pm**. If you cannot attend the lecture, please let me know a week in advance and an alternative assignment will be given.

## **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 **August 28**.

### **Reaction Papers (45%)**

Based on the readings for that week, students are expected to have prepared a brief reaction paper (1 page, single spaced) for each class meeting. These papers are to conclude with two “burning questions” raised by the readings or the topic(s) for that week. Within this reaction paper I expect you to engage the PGSTEP framework that we will focus on as indicated in the syllabus. As soon as you receive your placement, I would like you to incorporate in your reaction your thoughts on the intersection between the readings and your field experiences and how they are both contributing to your developing rationale. The average score of your reaction papers will be used to compute your final reaction paper grade.

### **Interactive Critical Summary (10%)**

One of the texts for this course, *Crossing Over to Canaan*, will require you to write an interactive critical summary. The purpose of this summary is to both highlight key issues from the book and to make some sort of argument in relation to them. The goal is not to simply restate what the author says. You must incorporate into this summary how your assertions reflect your observation experiences. Discuss any similarities (or differences) between the classrooms you read about and the classroom(s) you observe. The point of this paper is to have a dialogue between your interpretation of the book and your experiences as an emerging social studies teacher. Your paper must be 3-4 pages double-spaced with one-inch margins all around, and will be turned into me in class on **November 14**.

### **Participation/Attendance (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 Thursday 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.

This 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. 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.

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

At the end of the semester, students will write a social studies rationale. 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 my box in 427 Aderhold before 5:00 pm on Wednesday, December 10**.

### ***Grading***

The reaction papers will be graded using a three-check system:

✓+ = 100

Your paper successfully incorporated all of the elements required of the assignment (mastery of the readings, thoughtful use of the PGSTEP standards, and a reflection of your classroom observations).

✓ = 80

Your paper lacked a substantial discussion of one or more of the three elements required.

✓- = 60

Your paper showed little to no evidence of the readings, standards and/or classroom observations.

### ***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 WebCT, the internet, or Word documents are needed.

### **Classroom Research Notification**

As a teacher researcher, the instructor routinely collects, analyzes, interprets and reports on data as it concerns his courses. This allows him to improve the way he teaches as well as to add to the body of knowledge about teacher education pedagogy. Data collection methods such as observation, recording of class member exchanges, teacher-initiated journals and field notes, samples of student work are all within the realm of access by the teacher for research purposes, since they constitute accepted practice for understanding about teaching. Any student who prefers that their work in this class not be considered for purposes of research should indicate so in writing to the instructor, who is available and willing to answer all questions about the research.

### **My Best Estimate**

As with any syllabus, this document reflects my best estimate of how the course will go. Changes may be required to adapt to unexpected circumstances.



**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!).

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Standard</b>	<b>Assignment</b>
Week 1 August 21	Course Introduction			
Week 2 August 28	What Constitutes a Good Education?	Mark Edmonson, "On the Uses of Liberal Education: As Lite Entertainment for Bored College Students"  Alfie Kohn Selections from <i>What Does It Mean to Be Well Educated?</i>	PGSTEP 1: Content and Curriculum  1a. Demonstrate Understanding of foundations, aims, and practices of social studies education and their relationship to democracy.	Reaction Paper  Mini-Pre Rationale
Week 3 September 4	What Happens in Schools?	Kathleen Cushman, <i>Fires in the Bathroom: Advice for Teachers from High School Students</i>  William Ayers, "Seeing the Student." in <i>To Teach: The Journey of a Teacher</i>	PGSTEP 6: Professionalism  6d. Examine and further their knowledge of history, ethics, social conditions, and practices of schooling.	Reaction Paper  Begin e-mailing me your CT information.

Week 4 September 11	What is the Purpose of Social Studies?	Christine Woysner, "Notes toward a historiography of social studies"  Jack Nelson, "Defining Social Studies"  NCSS, "What is Social Studies?"	PGSTEP 6: Professionalism  6d. Examine and further their knowledge of history, ethics, social conditions, and practices of schooling.	Reaction Paper  Begin e-mailing me your CT information.
Week 5 September 18	What is Good Teacher Education?	David Labaree, The Peculiar Problem of Teacher Education  James Whitson, "What Social Studies Teachers Need to Know"  Amy McAnich, Reflection in Social Studies Teacher Education	PGSTEP 6: Professionalism  6a. Systematically reflect on their own practice to improve teaching and learning.	Reaction Paper  Begin e-mailing me your CT information.
Week 6 September 25	Democracy and Education	Jennifer Hoshchild and Nathan Scovronick, "Democratic Education and the American Dream"  James Beane and Michael Apple, The Case for Democratic Schools  Diane Meier, "Central Park East Secondary School: The Hard Part is Making it Happen"	PGSTEP 1: Content and Curriculum  1a. Demonstrate an understanding of the foundations, aims, and practices of social studies education and their relationship to democracy.	Reaction Paper  September Observation Log due on WebCT
Week 7 October 2	Citizenship Education	Joseph Kahne and Joel Westheimer, "What Kind of Citizen?"  Gloria Ladson-Billings, "Once Upon A Time When Patriotism Was What You Did."  Diane Ravitch, "Celebrating America"  Robby Cohen and Pedro Noguera, "Educators and the War on Terrorism."	PGSTEP 1: Content and Curriculum  1a. Demonstrate an understanding of the foundations, aims, and practices of social studies education and their relationship to democracy.	Reaction Paper

Week 8 October 9	Teaching History	<p>Keith Barton &amp; Linda Levstik, "Why Don't More History Teachers Engage Students in Interpretation?"</p> <p>James Voss &amp; Jennifer Wiley, "A Case Study of Developing Historical Understanding via Instruction: The Importance of Integrating Text Components and Constructing Arguments"</p> <p>James Loewen, <i>Lies My Teacher Told Me</i>, Chapter 1*</p> <p>Sam Wineburg, <i>Historical Thinking and Other Unnatural Acts</i>, Chapter 1*</p>	<p>PGSTEP 3: Learning Environments</p> <p>3e. Motivate students by providing engaging learning environments.</p>	Reaction Paper
Week 9 October 16	The Impact of Globalization and Global Education	<p>Thomas Friedman, "It's a Flat World After All"</p> <p>Richard Florida, "The World is Spiky"</p> <p>Merry Merryfield, The Many Dimensions of Global Education</p> <p>J. Burack, The Student, the World, and the Global Education Ideology</p>	<p>PGSTEP 6: Professionalism</p> <p>6d. Examine and further their knowledge of history, ethics, social conditions, and practices of schooling.</p>	Reaction Paper
Week 10 October 23	<p><b>Mary Hepburn Lecture in Social Studies Education</b> <i>Dr. Walter Parker</i> 5:30-6:30 pm Location: TBA</p>	"International Education" in Public Schools: Business as Usual or New Openings for Global Citizenship?		Reaction Paper due on WebCT before 10/26
Week 11 October 30	Diversity and Democracy	Walter Parker, <i>Teaching Democracy, Unity and Diversity</i> , Chapters 1-3,5,8	<p>PGSTEP 2: Knowledge of Students and Their Learning</p> <p>2c. Respect and are responsive to students as a whole</p>	<p>Reaction Paper</p> <p>October Observation Log Due</p>

Week 12 November 6	Multicultural Education: Power and Privilege	Beverly Tatum, Why Do All the Black Kids Sit Together in the Cafeteria? Chapter 4*  Peggy McIntosh, The Invisible Knapsack*  Gary Howard, Decoding the Dominance Paradigm*  James Banks, The Canon Debate, Knowledge Construction and Multicultural Education*	PGSTEP 2: Knowledge of Students and Their Learning  2c. Respect and are responsive to students as a whole	Reaction Paper
Week 13 November 13	NO CLASS NCSS/CUFA			
Week 14 November 20	Multicultural Education in Context	Gloria Ladson-Billings, <i>Crossing Over To Canaan: The Journey of New Teachers in Diverse Classrooms</i>	PGSTEP 2: Knowledge of Students and Their Learning  2d. Demonstrate and understanding that social, linguistic, and cultural diversity play a role in student learning.	Interactive Critical Summary
Week 15 November 27	THANKSGIVING HOLIDAY			
Week 16 December 4	The Persistence of Practice/The Challenges of Teaching	Linda McNeil "The Contradictions of Control"  D. Moulthrop and D. Calegari "Teachers Have It Easy: The Big Sacrifices and Small Salaries of America's Teachers"	PGSTEP 6: Professionalism  6a. Systematically reflect on their own practice to improve teaching and learning.	Reaction Paper  All observation logs (printed) due with CT certification
Week 17 Wednesday, December 10	Social Studies Rationale	Due in my box in 427 before 5:00 pm.		Social Studies Rationale DUE

\* Course Reserve (password: cuenca)