

ESOC 2450: Initial Field Experience in Social Studies Education  
Spring, 2008

Thursdays, 11:00am – 1:45pm, Aderhold Rm 418

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### **Catalog Description**

In-school observation of middle and secondary grades in social studies. Non-traditional format. 3 credit hours. Seminar Hours: 2 hours per week. Field Experience: 4 hours per week for 15 weeks (60 hours).

### **Course Description**

The Initial Field Experience is an introductory course on the foundations of theory and practice of curriculum and instruction in secondary social studies education. 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.

A primary requirement of the course is a sixty hour field experience practicum in a secondary school. 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. Students will develop an initial rationale for teaching social studies. If students 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 students’ knowledge, skills, and dispositions to enter the teaching profession as a social science educator.

### **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.

### **Required Texts and Resources**

Hartmann, Thom (2004). *We the people: A call to take back America*. Portland, OR: CoreWay Media, Inc.

Hedges, Chris (2002). *War is a force that gives us meaning*. New York, NY: Random House.

Spring, Joel (1997, 2<sup>nd</sup> edition). *Deculturalization and the struggle for equality: A brief history of Education of dominated cultures in the United States*. New York, NY: McGraw Hill.

In addition, reading assignments will come via a packet from Bel Jean Copying and Printing located downtown. Occasionally, supplemental readings will be provided on Web CT. It is the student's responsibility to keep up with what to read and where to find it each week. 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, I strongly recommend reading all of them at least twice. 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!*).

## 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.

- ii Four Part Framework -- The four parts of this framework can be thought of as a checklist of what a teacher education should help you develop.
  - Part One An articulated and working mission/rationale/vision for social studies rooted in a sophisticated understanding of education for democratic citizenship.
  - Part Two An understanding of what you would do in schools to make the mission of Part One happen.
  - Part Three A critical awareness of the obstacles you are likely to encounter as you attempt to carry out the stuff of Part Two to make the mission of Part One happen.
  - Part Four Ideas about how you will persist, given the obstacles of Part Three, as you attempt to carry out the stuff of Part Two to make the mission of Part One happen.
- ii Rationale-Based Practice -- The idea of rationale-based practice is pretty straight forward. Decisions about what and how to teach, and about how you carry out your role as a social studies teacher, ought to be based in an understanding of what you hope to accomplish as a social studies teacher (your rationale). Rationales not only address what you do in your school, but also how your work relates to the broader social conditions of schooling, and the contributions your work makes to the larger society. The idea is easier said than done.
- ii Reflective Teaching -- Reflective teaching is a stance, or approach, to teaching as much as it is something you do. Reflective teaching means you are mindful and aware of the complexity of teaching. Reflective teaching is the disposition to ask important questions of your practice. Not all questions are created equal. More than finding some answers to the problems of teaching and learning in social studies, this course aims for you to leave this program asking the right questions.
- ii Good Teaching Definition -- Good teaching is defined in this course as teaching that leads to active student engagement in worthwhile learning. Obviously the two important concepts here are "active student engagement" and "worthwhile learning". It is crucial to your success in this course that you develop your understanding of the meaning of these two concepts.
- ii GSTEP Framework Standards -- The Georgia Systemic Teacher Education Program has produced a Framework of six standards that account for the essential competencies of *exemplary* teachers. The six standards, and each of their sub-standards, are comprehensive and

ambitious. They form the basis of the evaluation form used by your Cooperating Teacher and Field Instructor. They also structure the body of the e-portfolio assignment for this course.

One	Content and Curriculum
Two	Knowledge of Students and Their Learning
Three	Learning Environments
Four	Assessment
Five	Planning and Instruction
Six	Professionalism

### **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.

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

#### **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. Students must complete all 60 field observation hours to receive credit for the course.

#### **Inquiry Projects**

Students will be required to complete an inquiry project. Students will pose their own research questions based on the topics and issues covered throughout the course and carry out original research in their practicum placements. Students will report their findings to the class on the week that topic is covered.

Prior to conducting the inquiry project, students will be expected to schedule conferences with the instructor. More detailed information about this assignment is forthcoming. Inquiry projects account for 30% of the final grade.

### **Social Studies Rationale**

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 25% of the final grade.

### **Participation**

I take a holistic approach to participation. Accordingly, 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.

With all that in mind, each week students' participation grade will be determined based on an assessment of the frequency, nature, and quality of contributions to the course primarily in two areas: 1) In-class discussions and contributions, 2) Web CT reading responses and on-line participation.<sup>1</sup> Details regarding Web CT reading responses will be forthcoming. Weekly participation grades will be given via WebCT within 24 hours of our Thursday class session. Participation accounts for 45% of the final grade.

### **Attendance**

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**

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

### **Course Schedule**

**Week 1 Course Introduction** Dr. Dinkelman--program overview and application process, field placements, introductions, syllabus, etc.

**Week 2 What is the purpose of school? What is the purpose of education? What kind of student am I?**

**Readings:** Mark Edmundson "On the Uses of a Liberal Education: As Lite Entertainment for Bored College Students" <http://www.student.virginia.edu/~decweb/lite/> , *Rethinking Schools* "The Homework

Myth" Fall 2006 Vol 21, No 1 ([http://www.rethinkingschools.org/archive/21\\_01/toug211.shtml](http://www.rethinkingschools.org/archive/21_01/toug211.shtml))

**Supplemental Readings:** David Gabbard "Education IS Enforcement"

### **Week 3 What is the purpose of social studies?**

**Readings** Barr, Barth, & Shermis "When Teachers Talk About Social Studies" and "The Nature of Social Studies"; Hursh & Ross "Democratic Social Education"; Wayne Ross "Redrawing the Lines"

**Supplemental Readings** Bill Stanley

### **Week 4 What good is teacher education? What are the peculiar problems of teacher ed?**

**Readings** Landon Beyer "The Meanings of Critical Teacher Preparation", Liston & Zeichner "The Aims of Teacher Education" and "Teacher's Knowledge"

### **Week 5 Concept Formation: What is fascism?**

**Readings** Eatwell "The Birth of Fascist Ideology" and "Fascism"

**Supplemental Readings** Rich Gibson "What is Fascism?" (<http://www.richgibson.com/fascism.html>)

### **Week 6 What is fascism? (cont.)**

**Readings** Gibson <http://clogic.eserver.org/4-1/gibson.html>, Gibson <http://www-rohan.sdsu.edu/~rgibson/SchindlerListCrit2001.htm>, Naomi Wolf pp. 1-34; show movie "Children of Men"

### **Week 7 Militarism and the force that gives us meaning**

**Readings** Chris Hedges, *War is a Force That Gives Us Meaning*

### **Week 8 Corporatism: New feudalism in America**

**Readings** Thom Hartmann, *We the People: A Call to Take Back America*

### **Week 9 The "shock doctrine" of disaster capitalism**

**Readings** Naomi Klein, *Rethinking Schools Online* "Why the Right Hates Public Education" ([http://www.rethinkingschools.org/special\\_reports/bushplan/righPRO.shtml](http://www.rethinkingschools.org/special_reports/bushplan/righPRO.shtml)) *Rethinking Schools* Fall 2006 vol 21, no 1 "Keeping Public Schools Public: Exploding the Privatization Myth" ([http://www.rethinkingschools.org/archive/21\\_01/exp1211.shtml](http://www.rethinkingschools.org/archive/21_01/exp1211.shtml)), *Rethinking Schools* Summer 2007 vol 21, no 4 "'Narrow and Unlovely': How a Market-based Educational Experiment is Failing New Orleans Children" ([http://www.rethinkingschools.org/archive/21\\_04/narr214.shtml](http://www.rethinkingschools.org/archive/21_04/narr214.shtml))

### **Week 10 American education, yesterday and today: A critical look**

**Readings** *The Underground History of American Education* chapters 2, 7, 9, 15, 16; On Tracking: *Rethinking Schools* Spring 2005 vol 19 no 3 "Is This Just Regular English?: An English Teacher Examines How Tracking Affects Her Students" ([http://www.rethinkingschools.org/archive/19\\_03/regu193.shtml](http://www.rethinkingschools.org/archive/19_03/regu193.shtml)), *RS* Summer 2005 "Tackling Tracking" ([http://www.rethinkingschools.org/archive/19\\_04/tack194.shtml](http://www.rethinkingschools.org/archive/19_04/tack194.shtml)), *RS* Spring 2006 vol 20, no 3 "Band-Aids or Bulldozers: What's Next for NLCB?" ([http://www.rethinkingschools.org/archive/20\\_03/20\\_03.shtml](http://www.rethinkingschools.org/archive/20_03/20_03.shtml)) [use Westbrook piece to write a lecture(?) Do Bill Bigelow "sorting students" simulation] **Supplemental Readings:** "The NCLB Hoax" ([http://www.rethinkingschools.org/special\\_reports/bushplan/hoax.shtml](http://www.rethinkingschools.org/special_reports/bushplan/hoax.shtml)), Gatto "How Public Are Our Public Schools?" pp. 83-102

### **Week 11 Standardization, not standards: The fetish of testing (the Shock Doctrine)**

**Readings** Peter Sacks ch 1, 4, 6, 9 [lecture from Alfie Kohn and Sacks ch 10], *Rethinking Schools* Fall 2004 p. 4-5 & 26-29, Winter 04/05 pp. 5-7, "The Fascist Origins of the SAT Test" <http://www-rohan.sdsu.edu/%7Ergibson/SATFascistOrigins.htm>

**Week 12 Official Knowledge**

**Readings** Apple, M. (2000). Official Knowledge ch 1 (pp. 1-14), ch 3-5 (pp. 42-112, *Rethinking Schools* Fall 200? p. 4-5 & 26-29, *RS* "Fear of History" Fall 2006 vol 21, no 1, Chomsky "The Function of Schools" (pp. 25-35)

**Week 13 Education as enforcement: Militarization of schools and the war curriculum**

**Readings** Saltman & Gabbard ch 5, 6, 8, 12, , *Rethinking Schools* articles,  
**Supplemental Readings:** Sacks ch 5

**Week 14 Teachers as workers: The deprofessionalization of educators**

**Readings** Gatto "A Different Kind of Teacher" pp. 158-167 , Apple ch 6 of *Official Knowledge*, Liston & Zeichner ch 4, *Rethinking Schools* articles fall 2004 p. 11-13,

**Week 15 Multicultural education: A history of dominated people in America**

**Readings** Joel Spring

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<sup>i</sup> Students will be required to write a weekly response to the readings. In the past these responses have taken the form of 3-5 page reaction papers. For this class, instead of submitting weekly reaction papers, students will be asked to respond to the readings on the WebCT discussion board at least 48 hours before the next class meeting. First and foremost, posts must indicate a careful and thoughtful consideration of the author's main point/idea. Second, posts should be built around a question – an inquiry question – that is connected to schooling and/or social studies education. Quality posts reflect an open-mind and intellectually honest disposition. High quality posts not only respond to the reading by posing and discussing interesting and important questions, but they also are connected to other readings, personal experience, class discussions, and practicum observations. Finally, the best posts also build on previous posts and are written in such a way that encourage further discussion. High quality substantive posts that achieve the aforementioned standards will typically be at least 1,000 words. [Note: students must post within 48 hours of the next class so that I have enough time to read and process them. Their thoughts, what they write about, will help me plan class. The students' posts, the questions they raise, will drive the discussion of the upcoming class meeting. Students may post late, but will be docked a full grade each day it is late.] Posts will account for account for 60% of the weekly participation grade. 50% can be earned with a decent 1,000 word response to the reading. The other 10% can be earned by pushing a discussion by responding to classmates' posts. The remaining 40% of the weekly participation grade will come from non-WebCT interactions (mostly in-class). Students will basically get 35% of that for merely coming to class on time and "going through the motions". In sum, students can easily earn an 85% on weekly participation by simply posting a decent 1,000 response to the week's readings and by coming to class and saying something smart. All posts must be titled and start with what week it is (Ex. Week 13 Unpacking my own knapsack: Reflections on my white privledge)