

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

ESOC 2450
Initial Field Experience in Social Studies Ed
Fall 2009
Thursday 11:00-1:00pm
Room 625, Aderhold Hall

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Office Hours: Thursday 1-3pm
or 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.

Goals

The central goal of this course is not only to introduce you to Social Studies Education, but to help you develop informed, thoughtful answers to the questions which comprise the social studies rationale assignment:

- 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.

In order to respond to these questions in a thoughtful and informed way, students in the course will:

- Examine schools and their contexts, from students, teacher, and community perspectives
- Develop an understanding of the social injustices that persist in U.S. schooling.
- Examine how social studies has been taught traditionally and develop an understanding of why the status quo persists.
- Examine powerful possibilities for teaching and learning social studies and the purposes associated with those possibilities.
- 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

The majority of the readings for this course are included in a course packet at:

Bel-Jean
163 East Broad Street
Athens, Georgia 30601
706-548-3648.

Bel-Jean is 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 purchase of this packet is not mandatory: all course readings can also be downloaded from our course E-Learning Commons (elc.uga.edu).

Any readings not included in the packet will be made available via ELC or will be handed out in class.

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

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 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

4) Lesson Plan Portfolio : Social Studies in action: 15%

Lesson Plan Portfolio due dates:

September 3rd

October 15th

November 12th

These assignments are designed to help you incorporate what you are learning in class into a vision of how you might use this knowledge as a teacher. The portfolio will also enable you to build your response to Rationale question #4: Give and explain an example of what you might teach under your vision of social studies, and how you might teach this.

Please see the Lesson Plan Portfolio Guidelines in this syllabus for details about these assignments.

5) Observation Journal/Assignments: 10%

Throughout the semester, you will be required to submit a notebook in which you have recorded periodic reflections and analysis on your community and classroom observations. Some entries will be assigned specifically and others will be more open-ended. At the end of the semester, you will submit this notebook as a component of your final project.

Mini-ethnography reflection:

Open ended due dates: TBA

5) Social Studies Rationale: 5% (mini-rationale assignments), 20% Final Rationale

Mini-rationale due dates: October 1st: Question #3

October 29th: Questions #1 & #2

Final Rationale: Due Date TBA

At the end of the semester, you will write a social studies rationale as a part of the application materials required for admission to the secondary social studies professional sequence.

A rationale explains what you believe should be the purpose, content, and method of teaching social studies. The rationale you produce in 2450 is an initial statement of your beliefs about teaching and learning in social studies. For those who continue in the program, the rationale will undergo revision and refinement.

Rationales are always a work in progress for reflective teachers, and you will complete several mini-rationale assignments throughout the semester to demonstrate your emerging understanding of the topics addressed in class and to assist you in constructing your final rationale project.

Evaluation & Grading

I will make every effort to set clear standards for you to meet via the evaluation rubrics I provide (and if they are unclear, please let me know). I will also try to help you reach those standards by providing feedback on your work.

Attendance & Participation 20%

2 Part Paper – 10%

Reaction Papers – 20%

Lesson Plan Portfolio – 15%

Observation Journal/Assignments: 10%

Rationale – 25%

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.

Written Work

Both the content and the quality of your writing are important. I suggest reading aloud every assignment before handing it in and making sure that all your work is proofread carefully. All written work should be typed, double-spaced, carefully proofread, and free of grammatical and other technical errors. I take your usage of grammar and spelling into consideration when evaluating your work. When you are referencing the work of other authors, please cite them formally, using the conventions of APA or another established style.

Communication

Please be assured that I want you to learn in this course, produce high quality work, and earn the grades that correspond with such high quality work. If you have any concerns about your progress in the course, difficulty with the course work, or any other questions, PLEASE make an appointment with me. It is your responsibility to communicate with me so that I can be as helpful as possible.

Electronic Devices

Please turn off all cell phones, laptops, and all other communication and electronic 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.

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. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. 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. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Please visit the website of the Office of the President for Instruction and familiarize yourself with these policies.
http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm

Equity and Accessibility

It is my goal to fully include everyone in our classroom. If you have any special circumstances that you believe may affect your performance in class or on the course requirements, please meet with me to make the necessary accommodations. I will try to maintain complete confidentiality of any information that you choose to share with me.

Course Schedule

The following schedule details the planned topics, assignments, and readings for each week. This schedule is subject to change.

Week 1 August 20 th	Overview of Social Studies Education: Dr. Todd Dinkelman Syllabus
Week 2 August 27 th What is teaching for?	Ayers, W. (2004). Between heaven and earth: What is teaching for? <i>Teaching toward freedom: Moral commitment and ethical action in the classroom.</i> (pp. 1-29). Boston, MA: Beacon Press. hooks, b. (2003). Democratic education. <i>Teaching community: A pedagogy of hope.</i> New York: Routledge. 41-49.
Week 3 September 3 rd Teacher as student	Hammerness, K., Darling-Hammond, L., & Bransford, J. (2005). How teachers learn and develop. In L. Darling-Hammond, & J. Bransford (Eds.), <i>Preparing teachers for a changing world: What teachers should learn and be able to do.</i> (pp. 358-373, 378-385). San Francisco: Jossey-Bass. Lortie, D. (1975). <i>Schoolteacher.</i> (pp. 61-67). Chicago: University of Chicago Press. Due in class: Part 1 of 2 Part Paper Due in class: Lesson Plan Portfolio
Week 4 September 10 th The student	Ayers, W. (1993). Seeing the student. <i>To teach: The journey of a teacher.</i> New York: Teachers College Press. 25-49. Garrod, A., Smulyan, L., Powers, S. & Kilkenny, R. (1992). <i>Adolescent Portraits: Identity, Relationships, and Challenges.</i> Boston: Allyn and Bacon. 79-93. Michie, G. (1999). <i>Holler if you hear me: The education of a teacher and his students.</i> New York: Teachers College Press. 55-89. Due in class: Part 2 of 2 Part Paper
The Social Context of Schools	
Week 5 Sept. 17 th	Sadker, M. & Sadker, D. (2002). The miseducation of boys. In <i>Gender and Education</i> (pp. 182-203). San Francisco: Jossey Bass. Brown, L.M. (2002). The madgirl in the classroom. In <i>Gender and Education</i> (pp. 204-241). Due: Reaction Paper emailed by Noon on Wednesday, September 16th
Week 6 September 24 th	Jones, S. (2006). Girls, social class, & literacy. 22-33. Sapp, J. (2009). How school taught me I was poor. <i>Teaching Tolerance</i> , 35. Retrieved from http://www.tolerance.org/teach/magazine/features.jsp?p=0&is=44&ar=1013 . Anyon, J. (1980). Social class and the hidden curriculum of work. <i>Journal of Education</i> , 162(1). Retrieved from http://cuip.uchicago.edu/~cac/nlu/fnd504/anyon.htm . Singleton, G. & Hays, C. (2008). Beginning courageous conversations about race. In <i>Everyday Antiracism</i> , (M. Pollock, Ed.). (pp. 18-23). New York: The New Press. Due: Reaction paper emailed by Noon on Wednesday, September 23rd
Week 7 October 1 st	Pollock, M. (2008). <i>Everyday Antiracism</i> , p. 3-17, 24-31. Tatum, B.D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. <i>Harvard Educational Review</i> , 62(1), 1-24. Obama, B. (2008). Our challenges as a people. Hill Collins, P. (2009). Social Blackness, Honorary Whiteness, and all points in between: Color-blind racism as a system of power. In <i>Another kind of public education.</i> (pp. 40-81). Boston: Beacon Press. Due: Reaction paper emailed by Noon on Wednesday, September 30th Due in class: Observation Journal – Mini-ethnography project

<p>Week 8 October 8th</p> <p>What is Social Studies?</p>	<p>Evans, R. (2006). The social studies wars, now and then. <i>Social Education</i>, 70(5), pp. 317-321.</p> <p>Thornton, S. (2004). Why gatekeeping matters more than curriculum change. <i>Teaching Social Studies that matter</i>. 10-26.</p> <p>Segall, A. (2006). What's the purpose of teaching a discipline anyway? The case of history. In (A. Segall, E. Heilman, C. Cherryholmes, Eds.). <i>Social Studies – The next generation</i>, pp. 124-139. New York: Peter Lang.</p> <p>Parker, W. (2007). From idiocy to citizenship. In <i>Teaching Democracy: Unity and diversity in public life</i>, pp. 1-13.</p> <p>Due: Reaction paper emailed by Noon on Wednesday, October 7th</p>
<p>Social Studies: Purposes and Possibilities</p>	
<p>Week 9 October 15th</p> <p>Democratic Ed</p>	<p>Beane, J.A. & Apple, M.W. (1995). The case for democratic schools. In Apple, M.W., & Beane, J.A. (Eds.). <i>Democratic Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 1-25.</p> <p>Meier, D. & Schwarz, P. (1995). Central Park East Secondary School: The Hard Part is Making it Happen. In Apple, M.W., & Beane, J.A. (Eds.). <i>Democratic Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 26-40.</p> <p>Westheimer, J. & Kahne, J. (2004). What kind of citizen? The politics of education for democracy. <i>American Educational Research Journal</i> 41(2), pp. 237-269.</p> <p>Due in class: Lesson Plan Portfolio Entry</p> <p>Due in class: Observation Journal/Teacher interview project</p>
<p>Week 10 October 22nd</p> <p>Patriotism & Citizenship</p>	<p>Waltzer, K. & Heilman, E. (2005). When going right is going wrong: Education for critical democratic patriotism. <i>The Social Studies</i>, 96(4), pp. 156-162.</p> <p>Ravitch, D. (2002). September 11: Seven lessons. <i>Educational Leadership</i> 60(2), 6-</p> <p>Ladson-Billings, G. (2007). Once upon a time when patriotism was what you did. In J. Westheimer (Ed.). <i>Pledging allegiance: The politics of patriotism in America's schools</i>, pp. 13-19. New York: Teachers College Press.</p> <p>Graff, G. (2007). Another way to teach politically without p.c.: Teaching the debate about patriotism. pp.65-69. In J. Westheimer (ed.) <i>Pledging Allegiance: The Politics of Patriotism in America's Schools</i>. New York: Teachers College Press.</p> <p>Ravitch, D. (2007). Celebrating America. pp.91-94. In J. Westheimer (ed.) <i>Pledging Allegiance: The Politics of Patriotism in America's Schools</i>. New York: Teachers College Press.</p> <p>Hess, D. & Ganzler, L. (2007). Patriotism and ideological diversity in the classroom. pp. 131-138. In J. Westheimer (ed.) <i>Pledging Allegiance: The Politics of Patriotism in America's Schools</i>. New York: Teachers College Press.</p> <p>Due: Reaction paper emailed by Noon on Wednesday, October 21st</p>
<p>Week 11 October 29th</p> <p>Rethinking History</p>	<p>Evans, R. W. (1996). A Critical Approach to Teaching United States History. In R.W. Evans and D.W. Saxe (Eds.), <i>Handbook on teaching social issues</i>. Washington, D.C.: National Council for the Social Studies, 152-160.</p> <p>Zinn, H. (2008). Why students should study history: An interview with Howard Zinn. <i>A people's history for the classroom</i>. 1-7.</p> <p>Loewen, J. (1995). <i>Handcapped by history. Lies my teacher told me</i>. New York: Simon & Schuster, 18-36.</p> <p>Bigelow, B. (1998). Discovering Columbus: Rereading the Past. In B. Bigelow & B. Peterson (Eds.) <i>Rethinking Columbus: The Next 500 Years</i>. Milwaukee: Rethinking Schools.</p> <p>Due: Mini-Rationale responses to Questions #1 & #2</p>

<p>Week 12 November 5th</p> <p>'Good' Social Studies Teaching</p>	<p>UGA Social Studies Education – SURGE framework for accomplished teaching: http://www.coe.uga.edu/esse/sse/s3ite/programinfo/sse_core_theme.html Wiggins, G. Enabling Students to be (Thoughtful) Workers. 1-12. Metzger, M. Playing school or telling the truth? 14-16. Newmann, F. & Wehlage, G. (1993). Five standards of authentic instruction. Educational Leadership, 8-12. Michie, G. (1999). Holler if you hear me: The education of a teacher and his students. New York: Teachers College Press, Chapter 1, 1-12. Due: Response Paper emailed by Noon on November 4th</p>
<p>Week 13 November 12th</p>	<p>National Council for the Social Studies Conference in Atlanta No Class</p>
<p>Week 14 November 19th</p> <p>'Good' Social Studies Continued</p>	<p>Kohn, A. (2004). What does it mean to be well educated? And more essays on standards, grading, and other follies. Boston: Beacon Press, 1-10. Due in class: Lesson Plan Portfolio Entry Due in class: Bloom Tool/Observation Journal</p>
<p>Week 15 November 26th</p>	<p>No Class – Thanksgiving</p>
<p>Week 16 December 3rd</p>	<p>TBA</p>