

**ESOC 2450/2450LE: Initial Field Experience in Social Science
Education
Spring, 2005**

Instructors

Tuesdays, 9:30-11:30am, Room 624F	Thursdays, 9:30-11:30, Room 624F
Todd Hawley thawley@uga.edu	Steven Havick Havick74@yahoo.com

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 designed as an introduction to curriculum and instruction in secondary social studies. A primary requirement 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 eportfolio 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. Explore ideas about powerful social studies teaching and learning, such as those proposed by the National Council for 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 and initial rationale for teaching and learning in social studies

education.

Required Texts and Resources

Loewen, James L. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. (1995). New York: Simon & Schuster.

Parker, Walter C. *Teaching Democracy: Unity and Diversity in Public Life*. (2003). New York: Teachers College Press.

National Council for Social Studies (1994). *Curriculum standards for social studies: Expectations of excellence*. NCSS: Washington, D.C.

LiveText. Available at UGA Bookstore.

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.

- ✓ **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.

- ✓ **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.

- ✓ **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.
- ✓ **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.
- ✓ **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 eportfolio 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

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.

Reaction Papers

Reading and writing assignments, known as Reaction Papers, will be made throughout the semester. There are 13 planned Reaction Papers, though the number of Reaction Papers may change as the semester progresses. Reaction papers account for 50% of the final grade.

Social Studies Rationale

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. The rationale counts for 25% of the final grade.

Class Participation Attendance and Participation

This course is based on the contributions of every class member. Thus, your punctual attendance is required at each class meeting, as is responsible class participation. Please notify the instructor, via phone or email, if there are any occasions in which you will not be able to meet these expectations. Participation is expected in seminar meetings, and via a minimum of four postings to class LiveText discussions. The attendance and participation grade will be determined at the end of the semester based on an assessment of the frequency, nature, and quality of your contributions to the course. This requirement accounts for 25% of the final grade.

UGA Grade Policy

100-90% = A 89-80 = B 79-70 = C 69-60 = D 59-0 = F

Course Schedule

Week 1 Course Introduction, Dr. Dinkleman and Betsy Burtner--
program overview and application process, field placements,
LiveText, syllabus.

Week 2 What is the Purpose of School?

Readings: Adams Introduction, Goodlad p. 93-129

Assignment: Write a 3-5 page paper on observation expectations (i.e. What do you expect classrooms to look like? What do you expect the students/teachers to be doing?). How do your subjectivities and experiences in school shape your expectations?

Week 3 What is Social Studies?

Readings: Goodlad p. 210-213; Barr, Barth, Shermis p. 1-31; NCSS *Expectations of Excellence*

Assignment: Write a Reaction Paper based on the readings. Which tradition do you think is best suited to achieve excellence as laid out by the NCSS?

Week 4 What is Social Studies? (cont.)

Readings: Thornton's *The Social Studies Near Century's End*:

Reconsidering Patterns of Curriculum and Instruction

Assignment: (something specific having to do directly with observations, maybe out of Adams, maybe have them interview teachers about their views on citizenship and the purpose of social studies.)

Week 5 The Role of Democracy in Education

Readings: Westbrook, R. B. (1996). *Public schooling and American democracy*. In R. Soder (Ed.), *Democracy, Education, and the Schools* (pp. 125-150). San Francisco: Jossey Bass.

Assignment: Reaction Paper TBA

Week 6 Realizing a Vision for Powerful and Authentic Social Studies.

Readings: NCSS *Expectations of Excellence* p. 155-177, Adams p. 47- 49, Rochester from Fordham Foundation

Assignments: Adams p. 57 or (Do you see active student engagement and worthwhile learning in your observations?)

Week 7 Realizing a Vision for Powerful and Authentic Social Studies

II

Readings: Evans, R. (1996). A critical approach to teaching United States history. In R. Evans & D. Saxe (Eds.). *Handbook on Teaching Social Issues* (pp. 132-141). Washington , D.C.: National Council for the Social Studies.

Assignments: Adams p. 65, 75

Week 8 What's Worth Knowing? The Politics of Content

Readings: John Gatto "The Psychopathic School"

Assignments: Reaction Paper TBA

Week 9 What's Worth Knowing? The Politics of Content (cont.)

Readings: Postman, N. & Weingartner, C. (1969). *Teaching as a subversive activity*. New York: Delacorte Press. p. 1-15

Levine, D., Lowe, R., Peterson, R., & Tenorio (Eds.) (1995). *Rethinking Schools: An Agenda for Change* p. (pp. 89 – 99). New York: The New Press.

Assignments: Reaction Paper TBA

Week 10 What's Worth Knowing? A Critical Look at the Georgia Performance Standards for Social Studies.

Readings:

<http://www.georgiastandards.org/socialstudies.asp>

Ravich, D. (2004). *A Consumer's Guide to High School History Textbooks*. Washington, D.C.: Fordham Foundation. Retrieved from <http://www.edexcellence.net/foundation/publication/publication.cfm?id=329>.

Loewen, J. (1995). *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (pp. 271-297). New York: Touchstone.

Assignment: TBA

Week 11 A Continued Look at the GPS for Social Studies

Readings: More Loewen
Assignment: TBA

Week 12 Multicultural Education and Social Studies, Power and Privilege

Readings: Ellington, L., & Eaton, J. (2003). Multiculturalism and Social Studies. In Leming, J., Ellington, L., & Porter-Magee, K., *Where Did Social Studies Go Wrong?* (Chapter 4). Washington, D.C.: Fordham Foundation. Retrieved from <http://www.edexcellence.net/foundation/publication/publication.cfm?id=317#908>.
Assignment: Reaction Paper TBA

Week 13 Multicultural Education, Social Studies, Power and Privilege

Readings: Rethinking Schools (p. 7-22), Barbara Vacarr article
Assignment: Reaction Paper TBA

Week 14 Democracy and Multicultural Education

Readings: Walter Parker
Assignment: TBA

Week 15 Where did High Schools come from, anyway?

Readings: Joel Spring or Edward Krug (The Shaping of the American high school)
Assignment: TBA