

ESOC 4/6350- Social Studies Curriculum in Secondary Schools
Wednesdays 5- 7:45pm ✨ Aderhold Hall, Room 627 ✨ Fall 2009

Instructor:

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Course Overview:

ESOC 4/6350 is designed to provide pre-service teachers with the opportunity to investigate the challenges and dilemmas of social studies curriculum. These complex curricula will be examined in a variety of contexts through a combination of the latest in theory and practice.

Together with the companion methods course, ESOC 4/6360, and related field experiences, this course will develop students' awareness of current trends in social studies curriculum, as well as how to adapt the curriculum to meet the needs of a variety of learners.

Course Objectives:

This course will require each student to...

- **Content and Curriculum**
 - demonstrate knowledge of content and modes of inquiry that are central to the subjects they teach
 - interpret and create curriculum that reflects state, local, and national content standards
- **Learning Environments**
 - use knowledge of social, linguistic, and cultural diversity to create an equitable and culturally responsive classroom
 - organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning
 - manage classrooms effectively to promote student learning and safety
- **Assessment**
 - employ different types of assessments based on knowledge of their characteristics, uses, and limitations to promote student growth
 - use pre-assessment data to develop and support appropriate student learning goals
 - implement assessments that match instructional goals
 - involve students in self-assessment to help them develop awareness of their strengths and needs as learners
 - develop and use valid, equitable grading procedures

- **Planning and Instruction**
 - articulate clear and defensible rationales for curricular and instructional decision-making

-develop and implement short and long term instructional plans that progress coherently towards learning goals

- **Professionalism**

-systematically reflect on their own practice to improve teaching and learning
-engage in collaborative inquiry

Essential Questions:

- What does it mean for a student to “understand” history/social studies and how can student learning be documented?
- How can subject matter be simultaneously relevant and rigorous even as we account for differences in student backgrounds, needs and interests?
- How can social studies be integrated into a curriculum that includes science, math, language arts, fine arts and other subject areas?
- What are the current problems and dilemmas faced by professional social studies educators?

Course Materials:

The following resources are required for this course.

- Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press.
- Primis ESOC 6350 Reading Packet Coursebook. **Available only at UGA Bookstore.**
- Other course readings will be posted on eLearning Commons (eLC) or distributed in class. If you need assistance using eLC, please see www.elc.uga.edu

Course Requirements:

Participation.....	25%
Critical summaries (weekly).....	20%
Discussion Groups/Talking Points.....	20%
Mini-Rationale (3-5 page draft).....	10%
Rationale.....	25%

Participation

Students’ participation grade will reflect every facet of their manner of being throughout the entire course. **This class is largely discussion-based. Every 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 would exhibit in schools. That is, your manner should be responsible, open-minded, thoughtful and earnest.

Critical summaries

Based on the readings for the week, you are expected to prepare a critical summary (between 350-400 words) for most class meetings. These summaries should highlight key issues from the readings and you should make some sort of argument in relation to them. The goal is not to simply restate what the authors’ say. **At the end of the summary you are to include two**

“burning questions” for discussion. These will be the questions we use in class to guide our large group discussion, so please devise questions that are provocative and discussion worthy.

Discussion Groups/Talking Points

Part 1. You will lead a small-group discussion of an assigned reading from the course packet, but you will not know in advance when you are the discussion leader. You will be graded on your ability to generate a healthy discussion, moderate debate amongst your classmates, and guide participants to connect the reading to other experiences. To prepare for the discussion, please:

- Reading the course pack related to the designated issue.
- Write a response paragraph (< 250 words) summarizing and commenting upon the topic.
- Develop a plan (questions) that could be used to generate a small group discussion.

Part 2. On the occasion when you are tapped to lead the discussion, you are to write a reflective essay (1 page) in which you evaluate your performance as the discussion leader and reflect upon how this activity would need to be modified for a secondary classroom. This is due at the subsequent class meeting.

- Provide an overview of the topics of conversation and the relative involvement of your peers.
- Identify strategies you used to encourage equitable opportunities for participation.
- Describe realizations about teaching that arose from this experience.

Mini-Rationale

The purpose of a teaching rationale is to have an ever-evolving document that grounds your purposes for teaching in an easily accessible format. Rationales serve as a window into what we do in the classroom and why we make particular pedagogical and curricular decisions.

For your “first pass” at this task, I would like you to write a short formal paper (about 3-5 pages) answering the question, “Why should we teach history/social studies?” This narrative paper will serve as the jumping off point for the full rationale assignment, which requires that these basic ideas be developed in connection with educational theory and contemporary curriculum debates. Please keep the goal of this paper in mind while writing your “mini-rationale.”

Rationale

It is the intent of this course to both challenge and affirm many concepts, ideas, and notions about social studies education. For this end of term assignment, I would like you to revisit your rationale in tandem with the contents of this course.

For this assignment, I would like you to develop a personal rationale for teaching social studies that addresses the following points.

- 1) What is your overarching goal or theme for social studies education (i.e. social justice, democratic education, cultural transmission, etc.)? In other words, *what are you teaching (social studies) for?* Please connect this goal to literature presented in this, or other, courses. A minimum of three texts must be considered.

- 2) What methods/pedagogies/curricula exist that support your overarching goal? For example, if you determine that your goal is to teach for social justice, you would likely support this goal by making an effort to include “the other”, promoting student experience, and/or creating student-centered learning opportunities. Please connect these ideas with relevant literature.
- 3) How will this rationale look in practice? In other words, what are some examples of specific lessons that will carry out your goals and ideas in your classroom. You may address this portion by attaching lesson plans or a narrative description of a lesson, however, either presentation must include a narrative description of how these lessons (minimum of TWO examples) are indicative of your rationale.

This assignment should be between 7-10 pages in length (not including APA references).

Course Expectations:

It is imperative for each person to be intellectually engaged and actively involved in our class sessions; being reserved will interfere with your learning potential as well as compromising the experiences for everyone else. You must be prepared for class and ready to participate. Grades at the end of the course will be calculated as follows:

A= 93-100%	B+= 87-89%	C+= 77-79%	D= 65-69%
A-=90-92%	B =83-86%	C =73-76%	
	B- =80-82%	C- =70-72%	

Any grade below a B- should be addressed with the instructor immediately.

If you have any concerns about your progress in this course, difficulty with the course work, or any other questions, please do not hesitate to contact me and schedule a meeting. I am encouraging all students to communicate with me as much as possible.

Course Attendance:

Students are expected to attend all classes. Attending class and being on time are critical to success in this course. Missing class and/or repeated tardiness to class will place you in danger of failing the course. In the unfortunate event that you are unable to attend part or all of a particular class, you are **REQUIRED** to email and/or call me immediately. You are also responsible to follow-up after your absence by scheduling an appointment with me for a make-up session.

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 cases, 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 responsibly 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](http://www.uga.edu/ovpi/academic_honesty/academic/honesty.htm)

Equity and Accessibility:

Please let me know if you have any special circumstances that you believe may affect your performance in class, so that we might develop appropriate accommodations. I will try to maintain complete confidentiality of any information that you choose to share with me.


Course Calendar:

NOTE: The course syllabus is a general plan for the course; deviations may be necessary and will be announced in class.

Date:	Topics:	Due:
8/19 **CLASS BEGINS AT 5:45pm- THIS WEEK ONLY!**	Problems and Dilemmas in Social Studies <ul style="list-style-type: none"> • What dilemmas will I face as a teacher of social studies? • How might I manage these dilemmas? 	<i>Readings:</i> <ul style="list-style-type: none"> • Cuban (2001), <i>Problems and Dilemmas</i> • Van Sledright (1997), <i>Can More Be Less?</i>
8/26	Teacher Identity/Perspective <ul style="list-style-type: none"> • How does my teacher identity influence my curricular decision-making? • What am I teaching for? What am I teaching against? 	<i>Readings:</i> <ul style="list-style-type: none"> • Ayers, W. (2004). <i>Teaching Toward Freedom</i>, Chapter 1 • Ross, E.W. (2006). <i>The struggle for the social studies curriculum</i> • Thornton, S. J. (2008). <i>Continuity and change in the social studies curriculum</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Critical Summary 1
9/2	The Social Studies Wars/Traditional Perspectives <ul style="list-style-type: none"> • What is the status of contemporary debates over social studies curricula? • How does social studies curricula support, inspire or challenge nationalism and/or patriotism? <p>***BRING LAPTOPS!***</p>	<i>Readings:</i> <ul style="list-style-type: none"> • Evans, R. (2006). <i>The Social Studies Wars, Now and Then</i> • Hirsch, E.D. (1993). <i>The core knowledge curriculum.</i> • TBD <i>Assignments:</i> <ul style="list-style-type: none"> • Critical Summary 2

9/9	Democratic Perspectives <ul style="list-style-type: none"> • What is the relationship between social studies and democracy? 	<i>Readings:</i> <ul style="list-style-type: none"> • Parker, W.C. (1996). <i>“Advanced” ideas about democracy...</i> • Westheimer, J. & Kahne, j. (2004). <i>What kind of citizen?...</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Critical Summary 3 • Talking Points #1: Should Americans believe in a unique “mission”?
9/16	Democratic Perspectives <ul style="list-style-type: none"> • What is the relationship between social studies and democracy? 	<i>Readings:</i> <ul style="list-style-type: none"> • Longo, N.V. (2007). <i>Why community matters: Connecting education with civic life...</i> • Gutmann, A. (2004). <i>Unity and diversity in democratic multicultural education...</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Critical Summary 4 • Talking Points #2: Should the courts seek the “original meaning” of the constitution?
9/23	Historical Understanding <ul style="list-style-type: none"> • What is historical understanding? • How do we develop HU in students? 	<i>Readings:</i> <ul style="list-style-type: none"> • Wineburg (2001), <i>Introduction, Chapters 1+3</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Mini-rationale due
9/30	Historical Understanding <ul style="list-style-type: none"> • What is historical understanding? • How do we develop HU in students? 	<i>Readings:</i> <ul style="list-style-type: none"> • Wineburg (2001), <i>Chapters 4, 5, 6, 7, 10</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Critical Summary 5 • Talking Points #3: Should the government provide national health insurance?
10/7	“Other” perspectives	<i>Readings:</i>

	<ul style="list-style-type: none"> • Which perspectives are included in my classroom? Which perspectives are left out? • How can I create a class that values a variety of racial and cultural perspectives? 	<ul style="list-style-type: none"> • TBD <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Critical Summary 6 • Talking Points #4: Stopping illegal immigration
10/14	<p>“Other” perspectives</p> <ul style="list-style-type: none"> • How can I include gender-related issues and perspectives in my social studies classes? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Woyshner, C. (2002). <i>Political history as women’s history</i> • Crocco, M.S. & Libresco, A. (2007). <i>Citizenship education for the 21st century- A gender inclusive approach to social studies</i> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Critical Summary 7
10/21	<p>“Other perspectives</p> <ul style="list-style-type: none"> • How can I best serve my students who speak English as a Second Language? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • TBD <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Critical Summary 8 • Talking Points #5: Is the use of torture against terrorist suspects ever justified?
10/28	<p>Reading and Writing in the Content Areas</p> <ul style="list-style-type: none"> • What is the role of social studies in developing reading and writing skills? • What pedagogical strategies best support reading and writing in social studies? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • TBD <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Critical Summary 9 • Talking Points #6: Is China a military threat to the US?
11/4	<p>Assessment</p> <ul style="list-style-type: none"> • What are the current debates in social studies regarding standardized, high-stakes tests? • What is assessment? How do I effectively assess students? • How can data inform pedagogical decision-making? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • TBD <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Critical Summary 10
11/11	<p>NO CLASS: CUFA/NCSS Annual Conference Atlanta, Georgia</p>	
11/18	<p>Assessment</p>	<p><i>Readings:</i></p>

	<ul style="list-style-type: none"> • What are the current debates in social studies regarding standardized, high-stakes tests? • What is assessment? How do I effectively assess students? • How can data inform pedagogical decision-making? 	<ul style="list-style-type: none"> • TBD <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Final Rationale due
11/25	NO CLASS: Thanksgiving Break	
12/2	<p>Catch-Up and Catch-All!</p> <p style="text-align: center;">  NOTE: Course wrap-up will occur on 12/7 as part of ESOC 6360 </p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • TBD <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Complete unit plan for ESOC 6360

**Note: I will provide you with a complete bibliography for the course at the conclusion of the semester. This will account for readings that are TBD.

Schoolsville

by Billy Collins

Glancing over my shoulder at the past,

I realize the number of students I have taught
is enough to populate a small town.
I can see it nestled in a paper landscape,
chalk dust flurrying down in winter,
nights dark as a blackboard.

The population ages but never graduates.
On hot afternoons they sweat the final in the park
and when it's cold they shiver around stoves
reading disorganized essays out loud.
A bell rings on the hour and everybody zigzags
into the streets with their books.

I forgot all their last names first and their
first names last in alphabetical order.
But the boy who always had his hand up
is an alderman and owns the haberdashery.
The girl who signed her papers in lipstick
leans against the drugstore, smoking,
brushing her hair like a machine.

Their grades are sewn into their clothes
like references to Hawthorne.
The A's stroll along with other A's.
The D's honk whenever they pass another D.

All the creative-writing students recline
on the courthouse lawn and play the lute.
Wherever they go, they form a big circle.

Needless to say, I am the mayor.
I live in the white colonial at Maple and Main.
I rarely leave the house. The car deflates
in the driveway. Vines twirl around the porch swing.

Once in a while a student knocks on the door
with a term paper fifteen years late
or a question about Yeats or double-spacing.
And sometimes one will appear in a windowpane
to watch me lecturing the wallpaper,
quizzing the chandelier, reprimanding the air.