

## **ESOC 4360: Methods of Teaching Social Studies in Secondary Schools (Fall 2009)**

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Time: Monday, 2:00pm-4:45pm  
Room: Aderhold, 626 (Building 1060)

Instructor: Joseph R. Nichols, Jr. (478)335-3694  
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The purpose of this course is to help you prepare to teach secondary social studies by using pedagogical techniques that afford both cognitive and affective learning. Together with the companion curriculum course, ESOC 4350, and your field experience in ESOC 4450L, your work this semester should lay foundation for effective teaching that encourages active student engagement in pursuit of worthwhile learning.

ESOC 4360 is designed to provide preservice teachers with an introduction to the process of pedagogical decision-making in social studies. In this course, we will examine how to best utilize teaching methods to promote teaching for democracy. As Ochoa-Becker (2007) notes, “democratic teaching requires teachers who are deeply committed to democratic principles and who see the development of informed, thoughtful and democratic decision makers as their most significant responsibility (p.216).” To promote democratically minded citizens, education must therefore provide tools necessary for individuals to deliberate and dialogue with one another about controversial issues in pursuit of solving common problems for the common good. According to Engle (1960/1996), this process is found in classrooms that “emphasize decision making against mere remembering (p.117).” Once social studies classrooms are oriented around issues and problems, one can begin assembling the dialogical processes necessary to create democratic citizens. This course, therefore, explores a variety of teaching methods that encourage teaching for democracy. In other words, this course takes a critical/exploratory look at the “how” of teaching social studies that encourages active, participatory citizens.

### **Focus Questions**

1. What does it mean to teach for democracy? How is social studies uniquely positioned to teach democratic citizenship?
2. What instructional methods encourage active student engagement in pursuit of worthwhile learning? How do these methods relate to teaching for democracy?
3. How do the methods identified in this course relate to my rationale for teaching social studies?

### **Course Objectives**

By the end of this course, participants should be able to...

### **Content and Curriculum**

- Demonstrate understanding of foundations, aims, and practices of social studies education and their relationship to democracy (1a).
- Use subject-specific forms of pedagogy that make content accessible to students (1c).

### Knowledge of Students and Their Learning

- Design instruction that adapts to students' development, learning styles, and areas of exceptionality (2e).

### Learning Environments

- Create an equitable and culturally responsive classroom (3a).
- Organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning (3c).
- Motivate students by providing engaging learning experiences (3e).

### Planning and Instruction

- Articulate clear and defensible rationales for curricular and instructional decision-making (5a).
- Adjust instruction appropriately according to student response (5d).
- Vary instructional roles (e.g., instructor, facilitator, audience) (5e).
- Value and engage in collaborative planning and instruction (5f).

### Professionalism

- Systematically reflect on their own practice to improve teaching and learning (6a).
- Engage in collaborative inquiry (6b).
- Learn from and contribute to professional organizations (6h).

### Required Texts

- Bigelow, B. (2008). *A people's history for the classroom*. Milwaukee: Rethinking Schools.
  - \* This text can be downloaded from <http://zinnedproject.org/pdf-download-request>. You are required to have this text by the September 28 course meeting.
- Course Text (2009). *Social studies methods*. New York: McGraw-Hill.
  - \* This text is custom to this course. As such, you can only buy it through the university bookstore. This text is designed to provide you (and your classmates) a common compilation of issues-oriented content around which to design social studies lessons. You are required to have this text by the August 31 course meeting.
- *Other course readings will be provided on WebCT. It is your responsibility to print these out and bring them to class on the day listed.*

## Course Requirements / Expectations

1. Course Participation (15 percent) **No Due Date, Weekly Assessment**

As a workshop, the success of this course is dependent upon your willingness to meaningfully participate and engage in the ideas presented in the texts and within each class meeting. Therefore, appropriate participation is required and expected. We will develop guidelines defining good participation together. Details will be provided in class.

2. Current Events Discussion (15 percent) **No Due Date, Weekly Assessment**

During the course of the semester, you are required to keep abreast of current social, political, and economic news. As such, I expect that you will hold weekly ELC discussions with one another about these issues. Although I am not assigning a minimum number of post (as quality is more important than quantity), I do recommend that you participate in the ELC discussion space as often as possible. Details will be provided in class.

3. Mini-Rationale (10 percent) **Due August 31**

The readings for Week 2 and Week 3 are designed to provide you an overview of what it means to teach for democracy in the social studies. In a brief three to five page response, this assignment ask that you evaluate the information in these readings relative to your emerging rationale for teaching secondary social studies. Details will be provided in class.

4. Lesson Plans (20 percent) **See Schedule for Weekly Due Dates**

The main focus of this course is to provide experience designing implementable lesson plans that incorporate the social studies methods discussed in class. Therefore, you are required to create a series of lesson plans throughout the semester. Details will be provided in class.

5. Reading Packets (15 percent) **See Schedule for Weekly Due Dates**

Most weeks you will be required to complete a reading packet for each set of readings. Not only is the purpose of these assignments to prepare you for the workshop-orientation of this course, but they will also allow you to experience various accountability strategies you can use in your own classroom. Details will be provided in class.

6. Final Product (25 percent) **Due May 6 (2:00pm)**

The culminating project for this course is the construction and presentation of a plan that details a unit of study in social studies. The idea here is to focus on particular content and pedagogical ideas that you can use in your classroom. Details will be provided in class.

### University of Georgia Grading Scale

A (100-95) / A- (94-90) / B+ (89-87) / B (86-84) / B- (83-80)  
C+ (79-77) / C (76-74) / C- (73-70) / D (69-60) / F (below 60)

### **Attendance and Participation**

This course assumes that regular attendance and appropriate participation/preparation reflects one's commitment to the material. Because we only meet once per week, attendance is necessary and expected. If, for a serious reason, you cannot attend a session, it is expected that you contact me as soon as possible (*preferably* in advance). If attendance becomes a problem (more than two *excused* absences), your grade will begin to reflect a 10 percent decrease for each additional absence.

### **Academic Honesty**

All academic work in this seminar, as with all other university work, must meet the standards outlined in "A Culture of Honesty." Each student is responsible for informing themselves about these standards and can find the information at <http://www.uga.edu/ovpi/honesty/acadhon.htm>. It is imperative that you acknowledge the sources of your ideas and that you do not use anyone's exact words without quotation and citation. This requirement includes any class communication such as list-serve discussions, journaling, and WebCT posts.

### **Disability and Health-Related Statement**

Students with a disability or health-related issue who need classroom accommodation should make an appointment to speak with the instructor as soon as possible.

### **Electronic Devices**

Please turn off all cell phones and other communication devices prior to the start of class. In case of emergency, please inform the instructor of your needs. Although the instructor understands the benefit of coordinating class work through use of laptop computers, use other than that explicitly relating to class materials is prohibited. Furthermore, laptop computers are prohibited during class discussion as they are unnecessary.

### **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.

### **Note**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

## Reading and Assignment Schedule

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Please note that deviation from the course schedule may be made by the instructor and will be announced in class as the situation warrants.

### **August 17**      ***Orientation***

- Introductions, Syllabus, Course Expectations

### **August 24**      ***Education for Democracy: What Aims are We to Achieve?***

- Biesta, G. (2007). Education and the democratic person: Towards a political conception of democratic education. *Teachers College Record*, 109(3), 740-769.
- Parker, W.C. (1996). "Advanced" ideas about democracy: Toward a pluralistic conception of citizen education. *Teachers College Record*, 98(1), 104-125.
- Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269.

### **August 31**      ***Education for Democracy: What Aims are We to Achieve? (Con't)***

- Mini-Rationale Due
- Longo, N.V. (2007). *Why community matters: Connecting education with civic life*. Albany, NY: State University of New York Press. (Introduction: The Ecology of Civic Learning)
- Gutmann, A. (2004). Unity and diversity in democratic multicultural education: Creative and destructive tensions. In J.A. Banks (Ed.), *Diversity and citizenship education: Global perspectives* (pp. 71-96). San Francisco: Jossey-Bass.

<i>Course Text</i>
Do Americans Need a Common Identity?

### **September 7**      ***No Class (Labor Day)***

### **September 14**      ***Methods (Discussion and Deliberation)***

- Reading Packet 1 Due
- Hess, D. (2002). Teaching controversial public issues discussions: Learning from skilled teachers. *Theory and Research in Social Education*, 30(1), 10-41.
- Parker, W.C., & Hess, D. (2001). Teaching with and for discussion. *Teaching and Teacher Education*, 17(3), 273-289.

- Rossi, J.A. (1996). Creating strategies and conditions for civil discourse about controversial issues. *Social Education*, 60(1).

**September 21**      *Methods (Discussion and Deliberation)*

- Lesson Plan 1 Due (bring to class)
- Reading Packet 2 Due

<i>Course Text</i>	<i>Course Text</i>	<i>Course Text</i>
Should There Be a “Wall of Separation” Between Church and State?	Should Same-Sex Marriage Be Allowed?	Should Handguns Be Banned?

**September 28**      *Methods (Role Play, Simulation, etc.)*

- Reading Packet 3 Due
- Bigelow, B. (2008). *A people’s history for the classroom*. Milwaukee: Rethinking Schools.  
  - \* This text can be downloaded for free from <http://www.zinnedproject.org/resources>. Please read pages 15-50 (materials on Columbus / U.S. Mexican War).
- Houser, N. (2005). Inquiry island: Social responsibility and ecological sustainability in the twenty-first century. *The Social Studies*, 96(3), 127-132.

<i>Course Text</i>
Was the Mexican War an Exercise in American Imperialism?

**October 5**      *Methods (Role Play, Simulation, etc.)*

- Lesson Plan 2 Due (in class workshop)
- Reading Packet 4 Due
- Bigelow, B. (2008). *A people’s history for the classroom*. Milwaukee: Rethinking Schools.  
  - \* Please read pages 51-80 (materials on Unsung Heroes / Lawrence, 1912: The Singing Strike).

**October 12**      *Methods (Lecture)*

- Lesson Plan 3 Due (in class workshop)
- Reading Packet 5 Due

<i>Course Text</i>	<i>Course Text</i>
Did the Election of 1828 Represent a Democratic Revolt of the People?	Was the Confederacy Defeated Because of Its “Loss of Will”?

**October 19**      ***Methods (Groupwork)***

- Lesson Plan 4 Due (bring to class)
- Reading Packet 6 Due
  
- Claunch, A. (2008). Lessons from history: Defining moments in the American presidency and foreign policy. *Social Education*, 72(1), 48-55.

<i>Course Text</i>	<i>Course Text</i>
Was President Truman Responsible for the Cold War?	Did President Reagan Win the Cold War?

**October 26**      ***Methods (Groupwork)***

- Lesson Plan 5 Due (in class workshop)
- Reading Packet 7 Due
  
- Bigelow, B. (2008). *A people's history for the classroom*. Milwaukee: Rethinking Schools.  
\* Please read pages 97-108 (materials on Terrorism).
  
- Burchard, V.C. (2007). Balancing liberty and security: From the early republic to the War on Terror. *Social Studies Research and Practice*, 2(2), 228-243.

<i>Course Text</i>
Is Democracy the Answer to Global Terrorism?

**November 2**      ***Resources For Teaching Social Studies***

- Lesson Plan 6 Due (in class workshop)
  
- Swan, K.O., & Hofer, M. (2009). Trend alert: A history teacher's guide to using podcast in the classroom. *Social Education*, 72(2), 95-102.

**November 9**      ***Resources For Teaching Social Studies***

- Lesson Plan 7 Due (bring to class)
  
- Marcus, A.S., & Monaghan, M. (2009). Tasting the fluoride: The potential of feature film to enhance the instruction of the women's movement. *Social Studies Research and Practice*, 4(1), 13-30.
  
- Metzger, S.A. (2007). Pedagogy and the historical feature film: Toward historical literacy. *Film & History*, 37(2), 67-75.

**November 16**      *Resources for Teaching Social Studies*

- Lesson Plan 8 Due (in class workshop)
- Reading Packet 8 Due
  
- Bain, R.B. (2006). Rounding up the usual suspects: Facing the author hidden in the history classroom. *Teachers College Record*, 108(10), 2080-2114.

<i>Course Text</i>
Was the French Revolution Worth Its Human Costs?

**November 23**      *No Class (Thanksgiving Break)*

**November 30**

- Reading Packet 9 Due
- Lesson Plan 9 Due (in class workshop)
- Lesson Plan 10 Due (in class workshop)

<i>Course Text</i>	<i>Course Text</i>	<i>Course Text</i>
Did the American Revolution Produce a Christian Nation?	Where the Founding Fathers Democratic Reformers?	Should the Courts Seek the “Original Meaning” of the Constitution?

**December 7**      *Final Project Workshop*