

## ESOC 4450L - Senior Field Experience and Seminar in Social Science Education

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Fall 2008, Aderhold Hall – Room 627  
Tuesdays, 2:00pm-3:50pm

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### Course Description

This seminar is designed to provide a “real world” context and experience for the *Social Studies Curriculum in Secondary Schools (ESOC 4350)* and *Methods of Teaching Social Science in Secondary Schools (ESOC 4360)* courses. During the semester, you will be required to commit a minimum of seven hours per week: five in classroom observation and two in seminar session. These sessions provide an invaluable opportunity to explore and reflect upon any questions raised during your observations and other social science education courses. Therefore, it is our goal to provide a setting enabling authentic discussion of your questions, problems, and/or concerns.

This course will be experienced through the democratic classroom model, with a general focus upon what it means to pursue a democratic education, how to create a culturally responsive classroom, and how to implement an effective and respectful classroom management style. Following an initial reading into democratic education, students, along with the instructors, will create the structure for the remaining class sessions during the first week of class. It will be the responsibility of the class to consider and answer the following questions:

- What constitutes a passing grade for ESOC 4450L? How should grades be distributed?
- How should the required and secondary texts be utilized?
- What should be the week-to-week focus of this course?
- How should the course be structured (i.e. seminar, discussion-based, collaborative work, lecture)?
- How should WebCT be utilized (i.e. general discussion, specific reading responses)?

In order to generate an appropriate classroom structure for the remainder of the semester, keep in mind the following questions as they will provide a powerful starting point for this process:

- What is my role here? What should I be observing in my field placement?
- What do I want to teach toward? How can I do that effectively?
- What do I need to know and be able to do to teach with purpose and facilitate worthwhile learning?
- How do I assure myself and my school that my classroom is an orderly and safe environment for learning?

On a more detailed level, you will undoubtedly raise questions for the social studies curriculum and appropriate pedagogies. Reflection on these issues is critically important and encouraged; therefore, the following questions are listed to start you on this journey, and may be a focus of the class this semester:

- What are the social studies for? What are their purposes?
- How are these purposes enacted in the classroom?

- What are the obstacles to achieving these purposes?
- Is there a good fit between the purposes and actual practices? Why or why not?
- How can I conceptualize what I am observing in ways that lead to better teaching?

At the end of the day, our purpose in this seminar is to bring everything together, though the purpose for all of us may change over time. Not only can we reflect upon what you are learning in your other social science education classes, but we can also reflect on any materials from content classes you find relevant to our discussions.

### Course Requirements

While this course is organized as a democratic classroom, there are several requirements set forth by the Social Studies Education program and the course instructors that are non-negotiable.

- 60 hours of field observations.
- Teaching at least one lesson during the field experience.
- Volunteering at and attending the GCSS Conference (October 23-24 @ the Classic Center).

Any further course requirements will be determined during the first week of class.

### Classroom Observations

Your primary responsibility as a student in ESOC 4450L is to spend a minimum of five hours per week in classroom observation. As soon as you receive your observation assignments, you need to contact your host teacher to determine which class periods and days are appropriate for you observe. If possible, vary the times and classes thereby observing different students in different settings. We strongly recommend that each of you set-up an initial meeting with your host teacher aimed at getting to know one another and his/her teaching philosophy and objectives. It is important to note that the purpose of this experience is to observe, question, and reflect about teaching practice. During your time in classroom observations, you will be expected, if able, to teach at least one lesson. It may be helpful and powerful for the purposes of reflection, after a couple of weeks, if you can work with individual students or small groups. However, keep in mind that you should follow the wishes of your host.

Working with your host, determine which class periods are appropriate for you to observe. To the degree possible, vary the days and times of your observations from week to week. Make every effort, within the limits of your own academic schedule, to have at least one full day in your host's classroom. If your host teacher teaches more than one level (general track, college prep, advanced placement), you need to attempt to observe him/her with each group on several occasions. Ask your host, after several weeks, to arrange for you to observe another teacher for a few hours, preferably teaching other levels, grades, or content areas than your host.

### Course Readings

The following texts are required for this course:

- Cornbleth, C. (2008). *Diversity and the new teacher*. New York: Teachers College Press.
- Parker, W. (Ed.) (2002). *Education for democracy: Contexts, curricula, assessment*. Greenwich, CT: Information Age Publishing.
- Gitlin, A. & Peck, M. (2005). *Educational poetics: Inquiry, freedom, and innovative necessity*. Chapter 4. New York: Peter Lang, pp. 83-111. [Provided in class]

The following texts will be utilized in this course [choose one]:

- Bettie, J. (2003). *Women without class: Girls, race, and identity*. Berkeley, CA: University of California Press.
- Delpit, L. (2006). *Other people's children*. (2<sup>nd</sup> ed.). New York: New Press.
- hooks, b. (2000). *Where we stand: Class matters*. New York: Taylor and Francis.
- Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.
- Kozol, J. (2006). *Shame of the nation: The restoration of apartheid schooling in America*. New York: Crown Publishing.
- Ladson-Billings, G. (1997). *The dreamkeepers*. San Francisco: Jossey-Bass.
- Sarroub, L.K. (2004). *All American Yemini: Being Muslim in public schools*. Philadelphia: University of Pennsylvania Press.
- Stephan, W. (1999). *Reducing prejudice and stereotyping in schools*. New York: Teachers College Press.

### 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 and the process of learning to teach. We also draw upon several core themes, to provide common references that inform our reflection and collaborative discussions. These themes will be referenced throughout the semester, so you are encouraged to develop a working familiarity with them early in the semester.

Accomplished pre-service social studies teachers will be able to...

- Create an equitable and culturally responsive classroom.
- Organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning.
- Articulate clear and defensible rationales for curricular and instructional decision-making.
- Systematically reflect on their own practice to improve teaching and learning.
- Engage in collaborative inquiry.

This course will also focus on the following standard and attribute, based on the GSTEP (Georgia Systemic Teacher Education Program) Framework for Accomplished Teaching:

Accomplished pre-service social studies teachers will be able to...

- manage classrooms effectively to promote student learning and safety

### Evaluation & Grading

This seminar is graded S/U. During the first week of class, students and instructors will hold a discussion to determine what constitutes a passing grade and how this grade will be distributed. Requirements that are non-negotiable are listed in the course requirements section.

### Attendance

Because this course only meets once per week, attendance is required at all class meetings. In order to make this course rich and meaningful, each participant is required to be actively involved in all forms of class activities.

If, for a serious reason, you cannot attend a class session, notify us prior to the meeting by phone or e-mail. It is YOUR responsibility to turn in any assignments that are due on the day of your absence and to find out what you missed during class.

If you miss more than one class, your absences are likely to lower your attendance grade. A lack of appropriate participation, both in class and on WebCT, will be taken into account when determining your participation grade. A description of what constitutes exemplary preparation for and participant in class will be informed by a class discussion on this topic the first week of class.

### Communication

Please be assured that we 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 either one of us. It is your responsibility to communicate with us so that we can be as helpful as possible.

### 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.

### Notification of Teacher Research

As teacher researchers, the instructors routinely collect, analyze, interpret and report on data as it concerns their courses. This allows them to improve the way they teach as well as to add to the larger body of knowledge about teacher education pedagogy. Data collection methods such as observation, recording of class member exchanges, teacher-initiated journals and field notes, sample 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 instructors, who are available and willing to answer all questions about the research.

### 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](http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm).

### 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 instructors and students and will be announced in class as the situation warrants.*

### **August 19     *Orientation and Foundations of a Democratic Classrooms***

Instructors: Brandon Butler & Joseph Nichols

Syllabus, Course Expectations, Practicum Placement Assignments/Responsibilities

Gitlin, A. & Peck, M. (2005). *Educational poetics: Inquiry, freedom, and innovative necessity*.

Chapter 4. New York: Peter Lang, pp. 83-111.

Parker, W.C. (2002). Introduction/Preface. In W.C. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. vii-xiv). Greenwich, CT: Information Age Publishing.

### **August 26     *Foundations of a Democratic Classroom***

Instructor: Joseph Nichols

Hochschild, J., & Scovronick, N. (2002). Democratic education and the American dream: One, some, and all. In W.C. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. 3-26). Greenwich, CT: Information Age Publishing. (*Chapter 1*)

### **September 2     *Democratic Education (From an Historical Perspective)***

Instructor: Brandon Butler

Pak, Y.K. (2002). The irony of exclusion: Citizenship education in Seattle during the Japanese American incarceration. In W.C. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. 43-59). Greenwich, CT: Information Age Publishing. (*Chapter 3*)

### **September 9     *Democratic Education (The Curricula's Purpose)***

Instructor: Joseph Nichols

Hahn, C.L. (2002). Education for democratic citizenship: One nation's story. In W.C. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. 63-92). Greenwich, CT: Information Age Publishing. (*Chapter 4*)

### **September 16     *Democratic Education (Creating an Active Citizenry)***

Instructor: Brandon Butler

Patrick, J.J., Vontz, T.S., & Nixon, W.A. (2002). Issue-centered education for democracy through *Project Citizen*. In W.C. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. 93-112). Greenwich, CT: Information Age Publishing. (*Chapter 5*)

### **September 23     *Democratic Education (The Importance of Diversity)***

Instructor: Joseph Nichols

Avery, P.G. (2002). Political tolerance, democracy, and adolescents. In W.C. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. 113-130). Greenwich, CT: Information Age Publishing. (*Chapter 6*)

**September 30**      ***Democratic Education (The Importance of Diversity)***

Instructor: Brandon Butler

Banks, J. (2002). Teaching diversity and unity in a democratic multicultural society. In W.C. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. 131-150). Greenwich, CT: Information Age Publishing. (Chapter 7)

**October 7**      ***Democratic Education (Toward World Citizens)***

Instructor: Joseph Nichols

Parker, W.C., Ninomiya, A., & Cogan, J.J. (2002). Educating 'world citizens': Toward a multinational curriculum development. In W.C. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. 151-182). Greenwich, CT: Information Age Publishing. (Chapter 8)

**October 14**      ***Democratic Education (An Assessment)***

Instructor: Brandon Butler

Harris, D.E. (2002). Classroom assessment of civic discourse. In W.C. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. 211-232). Greenwich, CT: Information Age Publishing. (Chapter 10)

**October 21**      ***No Regularly Scheduled Class***

Attend GCSS Sessions and Walter Parker's presentations on Thursday (@ Aderhold) and Friday (@ GCSS).

**October 28**      ***Challenges of Teaching in Diverse Settings***

Instructor: Joseph Nichols

Cornbleth, C. (2008). *Diversity and the new teacher*. New York: Teachers College Press. (Chapters 1 & 2, pp. 1-41)

Book Presentations:

- Bettie, J. (2003). *Women without class: Girls, race, and identity*. Berkeley, CA: University of California Press.
- hooks, b. (2000). *Where we stand: Class matters*. New York: Taylor & Francis.

**November 4**      ***What New Teachers Here at Diverse Schools***

Instructor: Brandon Butler

Cornbleth, C. (2008). *Diversity and the new teacher*. New York: Teachers College Press. (Chapter 3, pp. 42-67)

Book Presentations:

- Delpit, L. (2006). *Other people's children*. (2nd ed.). New York: New Press.
- Howard, G.R. (2006). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.

## **November 11 *Dealing with Student Differences***

Instructor: Joseph Nichols

Cornbleth, C. (2008). *Diversity and the new teacher*. New York: Teachers College Press.  
(*Chapters 4 & 5, pp. 69-108*)

Book Presentations:

- Kozol, J. (2006). *Shame of the nation: The restoration of apartheid schooling in America*. New York: Crown Publishing.
- Sarroub, L.K. (2004). *All American Yemini: Being Muslim in public schools*. Philadelphia: University of Pennsylvania Press.

## **November 18 *Getting Past the Difficulty***

Instructor: Brandon Butler

Cornbleth, C. (2008). *Diversity and the new teacher*. New York: Teachers College Press.  
(*Chapters 6 & 7, pp. 109-160*)

Book Presentations:

- Ladson-Billings, G. (1997). *The dreamkeepers*. San Francisco: Jossey-Bass.
- Stephan, W. (1999). *Reducing prejudice and stereotyping in schools*. New York: Teachers College Press.

**November 25            *No Class (Thanksgiving)***

**December 2            *Lesson Plan / Teaching Sharing***

Instructors: Brandon Butler & Joseph Nichols