

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

ESOC 2450
Initial Field Experience in Social Studies Education
Spring 2007
Tuesday, 11:00 am-1:00 pm
Room 627 Aderhold Hall

Professor Hilary Conklin
624 F Aderhold Hall
Office phone: (706) 542-7855
Email: hconklin@uga.edu
Available by appointment

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 an introductory course on the foundations of theory and practice of curriculum and instruction in secondary social studies education. This is *not* a "how to teach" social studies course.

A primary requirement of the course is a sixty hour field experience practicum in a secondary school. You will document observations of the school context, administration, teachers, students, and resources available for instruction. In addition, you will explore questions about the nature, purpose, and practices of social studies in the modern school curriculum. You will develop an initial rationale for teaching social studies. 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 science educator.

Goals

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 the 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 purposes and practices in social studies education.
4. Develop an initial rationale for teaching and learning in social studies education.

Required Texts and Resources

You will need to purchase the following book (to be read by Week 10, March 20th):

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

This book is available online through websites such as amazon.com, BarnesandNoble.com, and TeachersCollegePress.com.

All other readings for this course can be downloaded from our course WebCT (<https://webct.uga.edu>). A packet of the required readings will also be reserved in the Curriculum Materials Center (CMC, 207 Aderhold) for you to check out and make copies on your own. CMC hours are: 8am-8pm Mon-Thurs; 8am-5pm Fri; 1pm-5pm Sun.

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 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--** Rationale-based practice means that decisions about what and how to teach, and about how you carry out your role as a social studies teacher, ought to be grounded 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." We will work to not only develop our understanding of these two concepts, but also our ability to "see" their presence or absence in real classroom settings.

****Collaborative Inquiry--** Collaborative means together. Inquiry means examination. Together, we will use this class to carefully examine problems of teaching and learning in social studies education. Collaborative inquiry is not always easy. Schools rarely encourage this type of interaction-- either among students or their teachers. This course gives us an opportunity to develop our appreciation of the value of working together to make sense of challenging questions. We all have responsibility for the learning of ourselves and others. The hope is that we go forward from this semester convinced that our continuing professional development involves responsible, meaningful collaboration with others.

****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 substandards, are comprehensive and ambitious; for this reason alone they serve as an important framework for thinking about teaching and learning.

One	Content and Curriculum
Two	Knowledge of Students and Their Learning
Three	Learning Environments
Four	Assessment
Five	Planning and Instruction
Six	Professionalism

Course Requirements

The requirements for ESOC 2450 are:

1) Attendance and Participation: 30%

Because this course only meets once per week, punctual attendance is required at all class meetings. If, for a serious reason, you cannot attend a session, notify me prior to the meeting by a phone call or email. In order to make this course rich and meaningful, each participant is required to be actively and thoughtfully involved in all forms of class activities.

A description of what constitutes exemplary preparation for and participation in class will be informed by a class discussion on this topic and distributed to you by the third week.

2) Letter of Introduction (ungraded)

For the second week of the semester, you will write a 1-2 page letter of introduction to the students in your field placement. In this letter, please provide both a personal introduction and a professional introduction. What do you think your students might like to know about you? What do you think your students might find interesting about you? What kind of a student are you? Why are you interested in being a social studies teacher? Why do you think students should study social studies?

This letter provides an opportunity for your classmates and me to get to know you. You are also encouraged, but not required, to share this letter with your cooperating teacher and (with the permission of your cooperating teacher) the students in your field placement.

3) Classroom Observation: 5%

For the third week of the semester, you will write a detailed observation of the classroom in which you have been placed. I will distribute more specific guidelines for this assignment in class.

4) Journals: 40%

Beginning in the fourth week of the semester, you will write weekly journals that bring together your observations of your field experience, your reflections/reactions to our weekly readings, and your thinking about how the field experience and readings are contributing to your developing rationale. I will distribute more specific guidelines for this assignment in class.

5) Social Studies Rationale: 25%

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. I will distribute more specific guidelines for this assignment in class.

Evaluation & Grading

I will make every effort to set clear standards for you to meet, and I will also try to help you reach those standards by providing feedback on your 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. When you are referencing the work of other authors, please cite them formally, using the conventions of APA or another established style.

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.

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 a case, please inform me prior to the beginning of class. Laptop computers may be used to take notes in class, but not for email, internet use, or other personal purposes during class time.

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

PART I	Students and Schooling: A Context for Teaching Social Studies
Week 1 Tuesday, January 9	Introductions and Overview
Week 2 Tuesday, January 16	<p>Read Syllabus—write down questions you have</p> <p>Ayers, W. (1993). <i>Seeing the student</i>. In <i>To Teach: The Journey of a Teacher</i>, New York: Teachers College Press, 25-49.</p> <p>*Prepare a 5-minute lesson to teach us your name</p> <p>*Letter of Introduction—bring 2 copies to class</p>
Week 3 Tuesday, January 23	<p>Goodlad, J. (2004). <i>A Place Called School</i>. New York: McGraw-Hill, 93-129, 210-213.</p> <p>*Classroom observation</p>
Week 4 Tuesday, January 30	<p>Dillon, S. (2006). Schools cut back subjects to push reading and math. <i>New York Times</i>, March 26, 2006, 1-3.</p> <p>Good, H. (2005). Not with a bang. <i>American School Board Journal</i>, 56-57.</p> <p>Kozol, J. (2005). <i>The shame of the nation: The restoration of apartheid schooling in America</i>. New York: Three Rivers Press, Chapter 4, 89-108.</p> <p>Risinger, C. F. (2002). Two different worlds: The dilemma facing social studies teachers. <i>Social Education</i>, 66(4), 231-233.</p> <p>*Journal</p>
PART II	Visions of Social Studies Teaching: Purposes and Possibilities
Week 5 Tuesday, February 6	<p>Barr, R. Barth, J. & Shermis, S. (1978). <i>The Nature of Social Studies</i>. Palm Springs, ETC Publications, 1-32.</p> <p>Lybarger, M.B. (1983). Origins of the modern social studies: 1900-1916. <i>History of Education Quarterly</i>, 23, 455-468.</p> <p>NCSS Expectations of Excellence: Curriculum Standards for Social Studies (1994). Introduction. 3-16.</p> <p>*Journal</p>
Week 6 Tuesday,	Wiggins, G. <i>Enabling Students to be (Thoughtful) Workers</i> . 1-12.

February 13	<p>Metzger, M. <i>Playing school or telling the truth?</i> 14-16.</p> <p>Newmann, F. & Wehlage, G. (1993). Five standards of authentic instruction. <i>Educational Leadership</i>, 8-12.</p> <p>Michie, G. (1999). <i>Holler if you hear me: The education of a teacher and his students</i>. New York: Teachers College Press, Chapter 1, 1-12.</p> <p>*Journal</p>
Week 7 Tuesday, February 20	<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>Brodhagen, B.L. (1995). The Situation Made us Special. In Apple, M.W., & Beane, J.A. (Eds.). <i>Democratic Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 83-100.</p> <p>*Journal</p>
Week 8 Tuesday, February 27	<p>Kohn, A. (2004). September 11. <i>What does it mean to be well educated? And more essays on standards, grading, and other follies</i>. Boston: Beacon Press, 128-130.</p> <p>Ravitch, D. (2002). September 11: Seven lessons. <i>Educational Leadership</i> 60(2), 6-9.</p> <p>Westheimer, J. & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. <i>American Educational Research Journal</i>. 41(2), 237-269.</p> <p>*Journal</p>
Week 9 Tuesday, March 6	<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><i>Why students should study history: An interview with Howard Zinn</i>. 89-99.</p> <p>Loewen, J. (1995). Handicapped by history. <i>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>*Journal</p>
Tuesday, March 13	NO CLASS: UNIVERSITY SPRING BREAK
Week 10 Tuesday, March 20	<p>Parker, W. (2003). <i>Teaching Democracy: Unity and Diversity in Public Life</i>. New York: Teachers College Press, Ch. 1-3, 5.</p> <p>*Journal</p>

PART III	To be a social studies teacher
<p>Week 11 Tuesday, March 27</p>	<p>Moulthrop, D., Calegari, N.C. & Eggers, D. (2005). <i>Teachers have it easy: The big sacrifices and small salaries of America's teachers</i>. New York: The New Press. 93-141.</p> <p>Lortie, D. (1975). <i>Schoolteacher</i>. Chicago: The University of Chicago Press, 61-67. *Journal</p>
<p>Week 12 Tuesday, April 3</p>	<p>Zeichner, K. & Liston, D. (1996). <i>Reflective Teaching: An Introduction</i>. Mahwah, NJ: Lawrence Erlbaum Associates, Chapter 1, pp. 1-7.</p> <p>McIntosh, P. (1990). White Privilege: Unpacking the invisible knapsack. <i>Independent School</i>, 31-36.</p> <p>Howard, G. (1999). <i>We can't teach what we don't know: White teachers, multiracial schools</i>. New York: Teachers College Press, Chapter 4, 65-82.</p> <p>Tatum, B.D. (1999). Color blind or color conscious? <i>The School Administrator</i>. *Journal</p>
<p>Week 13 Tuesday, April 10</p>	<p>American Educational Research Association Meeting NO CLASS</p>
<p>Week 14 Tuesday, April 17</p>	<p>Delpit, L. (1995). Skills and other dilemmas of a progressive Black educator. From <i>Other people's children: Cultural conflict in the classroom</i>. New York: The New Press, 11-20.</p> <p>Fisher, D., Frey, N., & Williams, D. (2002). Seven Literacy Strategies That Work. <i>Educational Leadership</i>, 60(3).</p> <p>Fitzgerald, J. & Graves, M.F. (2005). Reading Supports for All. <i>Educational Leadership</i>, 62(4).</p> <p>Vacca, R. T. (2002). From Efficient Decoders to Strategic Readers. <i>Educational Leadership</i>, 60(3).</p> <p>*Journal</p>
<p>Week 15 Tuesday, April 24</p>	<p>*Social Studies Rationale</p>