

ESOC 2450: Initial Field Experience in Social Studies Education  
Fall, 2006

Tuesdays, 11:00am – 1:00pm, Aderhold Rm 418

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### **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. 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 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 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**

Evans, Ronald (2004). *The Social Studies Wars: What Should We Teach the Children?* New York: Teachers College Press. pp. 212

Parker, Walter (2003). *Teaching Democracy: Unity and Diversity in Public Life.* New York: Teachers College Press. pp. 190

Students will be given additional readings weekly. These readings will most often be distributed as an attached document via e-mail messages. Please note that the reading requirements for this class are relatively significant and students will have to commit a good deal of time reading each week. In order to be able to discuss them intelligently in seminar, I strongly recommend reading all of them at least twice

## 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.

- ü 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.
- ü 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.
- ü 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.
- ü 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.
- ü 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 e-portfolio 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

## **UGA Academic Honesty Policy**

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 (and procedural guidelines for adjudication of alleged violations of academic honesty) has been developed to serve these goals. Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to the source of assistance or information).

Academic honesty is vital to the very fabric and integrity of the University of Georgia. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest University and all must work together to ensure the success of the policy and code of behavior.

### *UGA Student Honor Code*

*I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.*

All students agree to abide by the honor code when signing the application for admission to the University. A Culture of Honesty--UGA's Academic Honesty System's full version may be found at <http://www.uga.edu/ovpi>.

Students and faculty who suspect that an act of academic dishonesty has taken place should contact the Office of the Vice President for Instruction, Old College, (706) 542-0432.

## **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. Students must complete all 60 field observation hours to receive credit for the course.

### **Reaction Papers**

Reading and writing assignments, known as Reaction Papers, will be made throughout the semester. There are 14 planned Reaction Papers, though the number of Reaction Papers may change as the semester progresses. Each week, either in seminar or via e-mail, students will be given prompts in order facilitate their writing process. See Week 2 & 3 of the *Course Schedule* section of this syllabus for an example of a typical Reaction Paper prompt. Reaction papers account for 45% of the final grade.

### **Social Studies Rationale**

At the end of the semester, students 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 Attendance and Participation**

This is not a correspondence course. It is a discussion-based course and requires the thoughtful and respectful contributions of every class member. Thus, your punctual attendance is required at each class meeting, as is responsible class participation. Please notify the instructor personally or via e-mail if there are any occasions in which you will not be able to meet these expectations. 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 30% of the final grade.

## **UGA Grade Policy**

100-95% = A    94-90% = A-    89-87% = B+    86-84% = B    83-80% = B-    79-70% = C  
69-60% = D    59-0 = F

## **Course Schedule**

**Week 1 Course Introduction** Dr. Dinkelman--program overview and application process, field placements, syllabus, etc.

### **Week 2 What constitutes a good education? What is the purpose of school?**

**Readings:** Mark Edmundson "On the Uses of a Liberal Education: As Lite Entertainment for Bored College Students" <http://www.student.virginia.edu/~decweb/lite/>; Richard Levine "On Liberal Education: The Purpose of a College Education"

**Assignment:** Write a 5 page Reaction Paper to Edmundson's critique. Some of the questions you *may* want to consider: Where is Edmundson correct and where does he get things wrong? Is his description of students apt? What do you see as the purpose of college and education in general? To what extent have you ever thought about the purpose of schooling/education (college or high school)? Have your views or perspectives on the purpose of education and schooling changed by reading these articles? Why or why not? What is a "liberal" education, anyway? Do you see a big difference in the purpose of education for college students and k-12 students? Why or why not? How and to what extent does thinking about one's own experiences with education and schooling impact your approach as a teacher?

### **Week 3 What happens in schools?**

**Readings:** John Goodlad p. 93-129, 210-213

**Assignment:** Write a 5 page Reaction Paper based on the readings. Questions you may, but don't have to, consider: How does Goodlad's description of schools and social studies fit with your memories of school and with your own observations? To what extent did Goodlad observe active student engagement in worthwhile learning? To what extent did you experience active engagement in worthwhile learning when you were in high school or college? To what extent do you observe active student engagement in worthwhile knowledge in your current practicum?

### **Week 4 What is Social Studies?**

**Readings:** Barr, Barth, and Shermis "The Nature of Social Studies" p. 1-31; NCSS *Expectations of Excellence* p. 3-16, Stephen Thornton "The Social Studies Near Century's End: Reconsidering Patterns of Curriculum and Instruction" p.223-254

**Assignment:** Write a 5 page Reaction Paper articulating your thoughts on the nature and purpose of social studies. Demonstrate an understanding of the three traditions by indicating which tradition you think is best suited to achieve excellence as laid out by the NCSS.

### **Week 5 The History of Social Studies**

**Readings:** Ronald Evans *The Social Studies Wars* pp. 1 – 94

**Assignment:** TBA

**Week 6 The History of Social Studies (cont.)**

**Readings:** Ronald Evans *The Social Studies Wars* pp. 96 – 178

**Assignment:** TBA

**Week 7 Democracy and Education**

**Readings:** Banks & Apple “The Case for Democratic Schools” pp. 1-23; Robert Westbrook “Public Schooling and American Democracy” pp. 125-150; Walter Parker “Schools as Laboratories of Democracy” pp. 1-20; William Stanley “Social Studies and the Social Order: Transmission or Transformation?” pp. 282-286

**Assignment:** TBA

**Week 8 Teaching History**

**Readings:** Ronald Evans “A Critical Approach to Teaching history” pp. 132-141; Rethinking Schools: Agenda for Change “Why Students Should Study History: An Interview with Howard Zinn” pp. 89-99

**Assignment:** TBA

**Week 9 Lies My Teacher Told Me: A Critical Look at History Textbooks**

**Readings:** James Loewen p. 12-74, 271-318; Bill Bigelow “Discovering Columbus : Rereading the Past” 61-68

**Assignment:** TBA

**Week 10 Realizing a Vision of PASS**

**Readings:** NCSS Expectations of Excellence pp. 155-177; Fred Newmann "Linking Restructuring to Authentic Student Achievement" pp. 458-463 and “Five Standards of Authentic Instruction” pp. 8-12

**Assignment:** TBA

**Week 11 Realizing a Vision of PASS (cont.)**

**Readings:** Fred Newmann "Can Depth Replace Coverage in the High School Curriculum?" pp. 345-348 , "What Constrains Authentic Social Studies Instruction?" pp.186-189; Totten & Riley "Authentic Pedagogy and the Holocaust: A Critical Review of State Sponsored Curricula" pp.120-139

**Assignments:** TBA

**Week 12 Multicultural Education: Power and Privilege**

**Readings:** Rethinking Schools: An Agenda for Change p. 7-22; Sonia Nieto “Moving Beyond Tolerance in Multicultural Education” p.63-69; Gary Howard “White Educators and the River of Change” pp. 65-82

**Assignment:** TBA

**Week 13 Multicultural Education: Power and Privilege (cont.)**

**Readings:** Peggy McIntosh “White Privilege: Unpacking the Invisible Knapsack” p.81-84; Paul Kivel “Uprooting Racism” pp. 1-46 and 53-58

**Assignment:** TBA

**Week 14 Diversity and Democracy**

**Readings:** Walter Parker “Teaching Democracy: Unity and Diversity in Public Life” Ch. 1-3, 5, 8

**Assignment:** TBA

**Week 15 Defensive Teaching and a Case Against Schooling**

**Readings:** Linda McNeil "Contradictions of Control" Part One pp. 333-339 and Part Two pp. 432-438; John Taylor Gatto “The Psychopathic School” p. 20-34

**Assignment:** TBA







