

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
Wednesday, 11:15 am-1:15 pm
Room 627 Aderhold Hall

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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 13, Wed. April 4):

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>).

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 will 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: 35%

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.

Such participation is expected in seminar meetings and via a minimum of one post per week from each of you in our WebCT discussion area. 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 and its aims.

2) Reaction papers: 40%

Reading and writing assignments known as reaction papers will be assigned throughout the semester. These reaction papers are intended to 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. Criteria for assessment of these papers will be offered on the actual assignments, given in class or on WebCT.

3) 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.

Week 1 Wed. January 10 Course Introduction Dr. Dinkelman--program overview and application process, field placements, syllabus, etc.

Week 2 Wed. January 17 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 3 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 Wed. January 24 What happens in schools?

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

Assignment: Write a 3 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 Wed. January 31 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 3 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 Wed. February 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 6 Wed. February 14 Teaching History

Readings: Ronald Evans "A Critical Approach to Teaching history" pp. 132-141; "Why Students Should Study History: An Interview with Howard Zinn" pp. 89-99

Assignment: TBA

Week 7 Wed. February 21 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" pp. 61-68

Assignment: TBA

Week 8 Wed. February 28 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 9 Wed. March 7 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 10 Wed. March 14 NO CLASS: UNIVERSITY SPRING BREAK

Week 11 Wed. March 21 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 12 Wed. March 28 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 13 Wed. April 4 Diversity and Democracy

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

Assignment: TBA

Week 14 Wed. April 11 NO CLASS: AERA MEETING**Week 15 Wed. April 18 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

Week 16 Wed. April 25 Social Studies Rationale