

Early Childhood Social Studies
ESOC 3420

Class Day-Monday and Wednesday

Location-Aderhold

Time-8-9:55

Room-430

Office 124 C
email-gitlin@uga.edu

Office hours–by email

UGA Conceptual Framework-The college “prepares exemplary reflective professionals to serve a diverse global community; it achieves that end through teaching scholarship outreach and partnerships at the local, national and international levels”. This course supports the work of the college.

This course adheres to the honesty policy which states, “I will be academically honest in all of my academic work and will not tolerate academic dishonesty by others”. (UGA honor code)

Course Description: This course has three foci. The first involves having you begin to develop a personal teaching text that articulates your views about some fundamental questions associated with schooling. Some of these questions include: Teachers under suspicion: Is it true that teachers aren’t as good as they used to be, Students under suspicion: Do students misbehave more than they used to, Education and democracy : Should the fact that we live in a democratic society make a difference in what are schools are like, Educational visions: What are schools for and what should we be doing in the name of education, etc. At the same time, we will be reading an intriguing text by Parker. We will look back and forth between the Parker and Klinheloe books to consider our beliefs about students, teachers, democracy, and educational purposes.

Once we have spent some time thinking about our beliefs on schooling, you will move into the field. During the field placement I will be asking you to keep a journal to record the successes and problems you run into

From the field we move into the second foci: how we might learn about schooling and social studies from the bottom up–i.e., from practice to belief. In particular, we are going to produce some school histories. These histories will look at the construction of social studies education in your school. In addition, you will be doing a shadow study of a social studies student, and a textbook/curriculum analysis of a social studies text.

Once these projects are finished you will head into the third foci: producing an action research project that takes all your work—beliefs on the topics covered (purposes, students, teachers, and democracy), your texts: school history, shadow study, textbook analysis and your journal notes from your field placement—and any additional data you may need to weave the parts (data you collected) into a coherent whole.

Note: The school histories and action research projects can be done as a group if you so desire.

ESOC 3420 Required Textbooks

Bullough, R. V. And Gitlin, A. (1995). *Becoming a student of teaching: Methodologies for exploring self and school context*. New York, NY: Peter Lang Publishing, Inc.

Parker, W. (2005). *Social studies in elementary education*. Upper Saddle River, NJ: Pearson Education, Inc.

Klinchloe, J. & Steinberg, S. (1995). *Thirteen questions: Reframing education's conversation*. (Second Edition) New York: Peter Lang Publishers.

Course Requirements

1) For each question we cover from the book *Thirteen Questions* [I plan to cover 4 questions] , you will write a one page single spaced reflection paper on the question at hand. This reflection paper should show that you have done the reading from the Parker and Klinchloe books, that you have analyzed the question and integrated readings from outside the class required readings. 33% of grade.

2) School history, text analysis, and shadow study are mini-research projects 4 double spaced pages for each with data analysis and outside readings and analysis . (Group projects will be considered) 33% of grade

3) Action Research project—which will include (1) your field notes from the field/school period, school histories, textbook analysis, shadow study and 4 questions (questions from requirement #1) All of this data will be put into a research paper along with further data and readings to produce at minimum a 10 page research paper that is double spaced (group projects will be considered.) 33% of grade

Tentative Schedule

Week 1

January 8th –Introduction/Case situations from Walker and Soltis

January 10th - Case Situations from Walker and Solitis

Week 2

January 15th—off MLK day

January 17th

Reading: Klincheloe: Chapter 4-- pages 77-96.

Thinking through our beliefs about students

Week 3

January 22

Reading: Parker: Chapter 2 –pages 28-61

Knowing the children I teach.

Reflection (1) paper due– 1/24

January 24th

Reading : Parker: Chapter 9 pages 310-341

Three great teaching strategies

Week 4

January 29th

Reading : Klincheloe: chapter 3 pages 59-76

teachers under suspicion

Reflection (2) paper due 1/31

January 31

Reading– Parker: Chapter 1 pages: 2-26 and Klincheloe: Chapter 13 pages 293-314

educational purposes: what and why

Reflection paper (3) due 2/7.

Week 5

February 5th

February 7th Field work

Week 6

February 12th

February 14th Fieldwork

Week 7

February 19th

February 21st Fieldwork

Week 8

February 26

February 28 Fieldwork

Field notes/journal account due 3/5

Week 9

March 5th–Reading: Parker Chapter 3 pages 66-104

citizen democracy

March 7th—reading: Klincheloe Chapter 6 pages 121-138.

Education and democracy

Reflection # 4 due 3/12

Week 10

March 12

Spring break

March 14th

Week 11

March 19th—Reading: Bullough and Gitlin Chapter 4 pages 75-102

March 21st—field work collecting data on School histories

School history assignment due 2/26

Week 12

March 26th —Reading Bullough and Gitlin chapter 7 pages 155-179

March 28th —field work collecting data on textbook

Textbook analysis due 4/2

Week 13

April 2 —Reading: Bullough and Gitlin chapter 5 page 103-127

April 4 —collect data on shadow study

Shadow study due 4/9

Week 14

April 9th Reading: Bullough and Gitlin chapter 8 pages 179–202

April 11th Collect/analyze data on action research

Week 15

April 16th collect/analyze data for action research

April 18th collect/analyze data for action research

Action research project due 4/23

Week 16

April 23rd–action research presentations

April 25th–action research presentations