**CTEE 7410/7416**

**Curriculum & Teaching in Social Sciences (K-6)**

Spring 2018

Distance Learning, (3 semester hours)

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Office Hours: Wednesdays 8-12, additional meeting times by appointment (in-person, phone, or ZOOM)

**Course Description**

This course provides opportunity for graduate students to re-examine the purposes of social studies. Students will research and explore current pedagogies and practices within the social studies, including strategies for discipline integration. Within this course, there is a commitment to make space for voices and histories often marginalized in social studies instruction in order to move towards a more equitable social studies curriculum.

**Course Objectives**

*Students will:*

1. Re-examine the purpose of social studies education and articulate one’s personal philosophy of teaching the social studies. [290-3-3.04(1)(c)1.i; 290-3-.04(5)(c)2.iv]
2. Research and analyze current trends in elementary social studies professional literature. [290-3-3.04(1)(c)1.ii; 290-3-3.04(5)(c)2.v]
3. Reflect and discuss multicultural and social justice approaches to teaching elementary social studies. [290-3-3-.04(1)(c)1.v; 290-3-3-.04(2)(c)2.i]
4. Deepen personal content knowledge through reading and researching historical counter-narratives. [290-3.3.04(1)(c)1.i]
5. Design an integrated social studies unit using inquiry-based and critical literacy frameworks. [290-3-3.04(2)(c)2.iii; 290-3-3.04(2)(c)4.x; 290-3-3.04(3)(c)2.i]

**Required Texts**

Agarwal-Rangnath, R., Dover, A. G., & Henning, N. (2016). *Preparing to teach social studies for social justice: Becoming a renegade*. New York, NY: Teachers College Press.

Additional required readings will be available on Canvas.

**Recommended Texts: (One of the following)**

Loewen, J. W. (2007). *Lies my teacher told me: Everything your American history textbook got wrong.* New York, NY: The New Press.

Takaki, R. (2012). *A different mirror for young people. A history of multicultural America.* New York, NY: Seven Stories Press.

Zinn, H. (2003). *A people’s history of the United States*. New York, NY: HarperCollins Publishers. (\*There is also a version for young people, similar to the Takaki book listed above).

**Assessments of Learning**

*Detailed directions and rubrics will be posted on Canvas for each assignment. Assignments must follow the 6th edition of the APA Publication Manual.*

Discussion Board Posts (5 points each)

Students will participate regularly in online discussions with peers throughout the course. Dialogue is an essential part of learning. Freire (2000) stated that, “The important things . . . is for the people to come to feel like masters of their thinking by discussing the thinking and views of the world explicitly or implicitly manifest in their own suggestions and those of their comrades” (p. 124). In an asynchronous learning environment, discussions can be challenging, as everyone is not present to respond at the same time. Below are the minimum criteria for the discussion posts. These have been listed as a baseline of participation. As in any discussion, you are encouraged to carry on dialogue by asking questions and responding to one another. The discussions should be an opportunity for further growth as we challenge and clarify our thinking together.

* Thoughtful response to each part of the discussion prompt.
* Make at least two connections to the assigned readings.
* Make connections to current and/or future teaching practice.
* Thoughtfully respond to at least two peers’ posts by Saturday of each week with an assigned discussion board post.

Freire, P. (2000). *Pedagogy of the oppressed*. New York, NY: Bloomsbury.

Philosophy of Social Studies Reflection Paper (15 points)

Students will respond to prompts reflecting on their experience as social studies students and teachers, along with their current beliefs on teaching social studies in the elementary classroom. The paper should be 3-4 pages, written in narrative format. (Course Goal Alignment: 1)

Integrated Social Studies Unit Plan (100 points)

Students will develop a 3-5 day integrated social studies unit plan of a marginalized historical event or person. The project will include: research of the topic, compelling inquiry question and supporting questions, primary and secondary sources, formative and summative assessments, taking action opportunity, and a reflection.

Conference Proposal Application (10 points)

Students will complete a conference proposal for the Social Studies Council of Alabama based upon the integrated social studies unit plan. (\*\*Although students are not required to actually submit the proposal application, Dr. Demoiny will work with any individual or small group that would like to officially submit an application for a conference presentation).

**Grading**

A: 90-100% of total points

B: 80-89% of total points

C: 70-79% of total points

D: 60-69% of total points

F: 0-59% of total points

If students have a concern with a specific grade received, Dr. Demoiny is willing to meet with them in order to discuss their learning, understanding, and effort further.

**Attendance/Participation**

Students are expected to participate in all class discussions, including occasional planned synchronous small group meetings and an individual conference with Dr. Demoiny (see course calendar). You are expected to be “present” online each week through assigned discussion board posts. Be sure to check your Auburn e-mail often for any course updates or individual communication with Dr. Demoiny.

There is a standard university policy for absences. Although this looks different in a distance course, you should contact Dr. Demoiny if you have an excused absence that may interfere with you meeting a due date. Excused absences are defined in the *Student Policy E-handbook* <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

All assignments and discussion posts should be submitted by the due date. Unexcused late assignments will be accepted at the discretion of Dr. Demoiny. If accepted, there will be a 10% deduction of points per day late.

**Academic Integrity**

The University Student Academic Honesty Code on the University Policies site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) pertaining to academic honesty will apply to this class. Make sure to give credit for any words and ideas that are not originally your own!

**Accommodations**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Title IX Statement**

Auburn University is committed to providing an environment that is free from discrimination and harassment based upon protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

**Professionalism**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework.

These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality
  + Diversity of learners

**Course Contingency**

If normal class and/or lab activities are disrupted due to faculty illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to this syllabus and/or course assignments will replace the original materials.

**Technology within a Distance Course**

Canvas is the online platform for Auburn University courses. All course materials can be located on Canvas, and each assignment will be submitted on Canvas. For synchronous meetings, we will use Zoom. Information for using Zoom will be provide on Canvas. If help is needed with technology, students are encouraged to schedule an appointment with Auburn University technology personnel.

**Course Calendar**

*\*This is a tentative calendar that may be modified by the instructor.*

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| --- | --- | --- | --- |
| **Week of:** | **Topic** | **Readings** | **Assignments Due** |
| Jan. 10-21 | What is social studies?  How do you view social studies? | National Council for the Social Studies. (n.d.). *National curriculum standards for social studies: Executive summary*. Retrieved from <https://www.socialstudies.org/standards/execsummary>  National Council for the Social Studies (2013). *The college, career, and civil life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history*. Silver Spring, MD: NCSS. (\*This is a long document. I do not expect you to read it all this week, but you should skim to understand its purpose. I would focus on the third section where each dimension is described).  National Council for the Social Studies. (2009). Powerful and purposeful teaching and learning in the elementary school social studies. *Social Studies and the Young Learner, 22*(1), 31-33. | Discussion board post |
| Jan. 22 | Types of citizenship  Teaching for social justice | Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal, 41*(2), 237-269.  Frye, S. W., & O’Brien, J. (2015). Cultivating a justice orientation toward citizenship in preservice elementary teachers. *Theory & Research in Social Education, 43*(3), 405-434.  Textbook – Ch. 1  Optional – Textbook Ch. 4 | Discussion board post |
| Jan. 29 | Re-examined philosophy of social studies | No assigned readings | Philosophy of Social Studies Reflection |
| Feb. 5 | Counter-narratives  Content knowledge | Takaki, R. (2012). *A different mirror for young people. A history of multicultural America.* New York, NY: Seven Stories Press. (Chapter 1)  Loewen, J. W. (2007). *Lies my teacher told me: Everything your American history textbook got wrong.* New York, NY: The New Press. (Chapter 1)  Sanchez, R. M. (2010). The six remaining facts: Social studies content knowledge and elementary preservice teachers. *Action in Teacher Education, 32*(3), 66-78. | Discussion board post |
| Feb. 12 | Inquiry-based instruction | Revisit C3 Framework (particularly pp. 12-20 and skim the four dimensions)  Swan, K., Grant, S. G., & Lee, J. (2017). The inquiry design model. In P. T. Chandler & T. S. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies* (pp. 33-44). Charlotte, NC: Information Age Publishing.  Shear, S. B. (2017). Settler schooling: A TribalCrit approach to teaching boarding school histories in elementary social studies. In P.T. Chandler & T. S. Hawley (Eds*.*), *Race lessons: Using inquiry to teach about race in social studies* (pp. 113-132). Charlotte, NC: Information Age Publishing. | Discussion board post  Submit inquiry unit topic for approval. |
| Feb. 19 | Primary sources | Watch the following Library of Congress video: [Video](https://www.youtube.com/watch?v=UslT_0WcLsM&t=88s&list=PLpAGnumt6iV6Ks29MZ0nvjmBv6NImGpG1&index=45)  Choose one:  Complete a webinar of your choice of the Library of Congress [Professional Development Videos](http://www.loc.gov/teachers/professionaldevelopment/videos/)  **OR**  Review one of the following sites for teaching with primary sources:  [National Archives](https://www.archives.gov/education/lessons)  [Smithsonian National Museum of American History](https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf)  [MTSU Teaching with Primary Sources](http://library.mtsu.edu/tps/index.php) | Discussion board post  \*Between Feb. 19 – March 11 set up an individual conference time with Dr. Demoiny\* |
| Feb. 26 | Primary sources | Barton, K. C. (2001). A picture’s worth: Analyzing historical photographs in elementary grades. *Social Education, 65*(5), 278-283.  Savage, A. & Wesson, S. (2016). “What makes you think that?” Kindergarten students analyze primary sources from the Library of Congress. *Social Studies and the Young Learner, 29*(1), 24-26.  Craps, R. & Thacker, E. S. (2016). Where does it say we didn’t have the right to vote? Fifth graders use primary sources in an inquiry lesson. *Social Studies and the Young Learner, 29*(1), 20-23. | Discussion board post |
| March 5 | Inquiry project research | No assigned readings | Zoom meeting with small group  Submit Step 1 of inquiry project |
| March 12 | SPRING BREAK |  |  |
| March 19 | Social Studies integration | Fitchett, P. G., Heafner, T. L., & VanFossen, P. (2014). An analysis of time prioritization for social studies in elementary school classrooms. *Journal of Curriculum & Instruction, 8*(2), 7-35.  Textbook – Ch. 2  Choose one:  Kinniburgh, L. H., & Byrd, K. (2008). Ten black dots and September 11: Integrating social studies and mathematics through children’s literature. *The Social Studies, 99*(1), 33-36.  Ranshaw Sell, C., & Griffin, K. (2017). Powerful social studies teaching with poetry and primary sources. *The Social Studies, 108*(1), 1-9. | Discussion board post  Submit inquiry project compelling question for feedback |
| March 26 | Critical Literacy | Textbook Ch. 3  McDaniel, C. (2004). Critical literacy: A questioning stance and the possiblity for change. *The Reading Teacher, 57*(5), 472-481.  Soares, L. B., & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. *The Reading Teacher, 63*(6), 486-494. | Discussion board post |
| April 2 | Critical Literacy | TBD | Zoom meeting with small group  Submit Day 1 sources and supporting questions |
| April 9 | Taking action in social studies | Revisit C3 Framework – pp. 59-63  Vaughn, E., & Obenchain, K. (2015). Fourth graders confront and injustice: The anti-bullying campaign – A social action inquiry project. *The Social Studies, 106*(1), 13-23.  Burke, J. (2017). Examining the power structures that impact friendships. In P. T. Chandler & T. S. Hawley (Eds.), *Race lessons: Using inquiry to teach about race in social studies* (pp. 361-376). Charlotte, NC: Information Age Publishing. | Discussion board post |
| April 16 | More than maps  More than needs and wants | Lucey, T. A., & Laney, J. D. (2009). This land was made for you and me: Teaching for economic justice in upper elementary and middle school grades. *Social Studies, 100*(6), 260-272.  Johnson, K. (2012). “Why is this the only place in Portland I see Black people?” Rethinking Schools, 27(1). Retrieved from <https://www.rethinkingschools.org/articles/why-is-this-the-only-place-in-portland-i-see-black-people-teaching-young-children-about-redlining> | Discussion board post |
| April 23 | Work Time |  | Inquiry-based Integration Project Due |