**CTEE 7410/7416**

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

Spring 2019

Distance Learning, (3 semester hours)

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Office Hours: Meeting times by appointment (via phone, Zoom, or in-person)

**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 inquiry-based instruction. 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. [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, 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. Conduct a research study examining elementary students’ understandings of a “controversial” social studies topic. [290-3-3.04(4)(c)1; 290-3-3.04(1)(c)2]
6. 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**

Shear, S. B., Tschida, C. M., Bellows, E., Buchanan, L. B., & Saylor, E. E. (2018). *(Re)imagining elementary social studies: A controversial issues reader*. Charlotte, NC: Information Age Publishing.

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 & Perusall Annotations (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 by Thursday of each week.
* 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.

Perusall is an online tool for collaborative annotation of a text. During the semester, we will use this tool to intentionally interact with one another as we read texts together. Dr. Demoiny will provide further instructions on how to use Perusall.

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

Social Studies Through a Child’s Eyes Research Project (100 points)

Teachers often underestimate the ability and understanding of elementary school students to learn about and discuss certain social studies topics. In this project, students will conduct a photograph elicitation study with 4-5 elementary-aged children about a particular social studies topic that seems difficult (i.e. a “controversial” or “hard history” social studies topic). After conducting the study, students will write an abbreviated research article, including the introduction, review of literature, methods, findings, and implications.

Inquiry Design Project (100 points)

Students will develop an inquiry unit outline using the Inquiry Design Model. The IDM will focus on a “controversial” social studies topic and/or a counter-narrative in U.S. history. 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.

**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. Additionally, Dr. Demoiny may make changes to the course readings and/or assignments based upon students’ needs.

**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.*

| **Week** | **Topic** | **Readings** | **Assignments Due** |
| --- | --- | --- | --- |
| #1: Jan. 9-13 | Introductions | No Readings  Zoom Conference (synchronous – Jan. 9th at 5 pm |  |
| #2: Jan. 14-20 | Purpose of 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. (2017). Powerful, purposeful, pedagogy in elementary school social studies. *Social Education, 81*(3), 186-189.  Textbook – pp. XV-XXVI | Discussion Board Post |
| #3: Jan. 21-27 | What does citizenship education really mean? | Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal, 41*(2), 237-269.  Textbook – Ch. 12 | Perusall Annotations |
| #4: Jan. 28 – Feb. 3 | Can elementary kids really talk about this? | Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse Publishers. (Ch. 7)  \*Read assigned chapter\*  Textbook – Ch. 14, 15, 18 | Small Group Discussion Board Post |
| #5: Feb. 4-10 | Introduction to SS Through Children’s Eyes Assignment | Read the SS Through Children’s Eyes project directions.  Barton, K. C. (2015). Elicitation techniques: Getting people to talk about ideas they don’t usually talk about. *Theory & Research in Social Education, 43*(2), 179-205. | Send Dr. Demoiny your project topic. (by 2/10) |
| #6: Feb. 11-17 | Reviewing Literature | No assigned readings | Discussion (Literature) Post |
| #7: Feb. 18-24 | Photograph Elicitation in Social Studies | Barton, K. C. (1996). “They still use some of their past”: Historical salience in elementary children’s chronological thinking. *Journal of Curriculum Studies, 28*(5), 531-576.  Swalwell, K., Pellegrino, A. M., & View, J. L. (2015). Teachers’ curricular choices when teaching histories of oppressed people: Capturing the U.S. Civil Rights Movement. *The Journal of Social Studies Research, 39*(), 79-94. | Discussion Post with Elicitation Technique |
| #8: Feb. 25 – Mar. 3 | Writing Research | Mentor texts – several research article examples will be provided  Peer feedback (partners will be assigned) | Zoom conference with Dr. Demoiny (between Feb. 25-March 10)  Provide peer feedback by March 3rd) |
| #9: Mar. 4-10 | What does inquiry-based teaching look like in social studies?  (Introduction to IDM Project) | National Council for the Social Studies (2013). *The college, career, and civic 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 (Read pp. 12-21)  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. | Perusall Annotations  SS Through Children’s Eyes Project (due by 3/10) |
| #10: Mar. 11-17 | SPRING BREAK |  |  |
| #10: Mar. 18-24 | Primary Source Analysis | Swan, K., Lee, J., & Grant, S. R. (2018). *Inquiry design model: Building inquiries in social studies*. Washington, D.C.: NCSS & C3 Teachers. – Ch. 2 & 4 | Submit inquiry unit topic for approval |
| #11: Mar. 25-31 | Teaching Primary Sources to Elementary Students | Document-based Questions PPT (Demoiny)  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.  **Choose One:**  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. | Discussion Board Post  Submit Teacher Background Knowledge and Compelling Question (IDM) |
| #12: Apr. 1-7 | IDM Work Week | Watch the following Library of Congress video: [Video](https://www.youtube.com/watch?v=UslT_0WcLsM&t=88s&list=PLpAGnumt6iV6Ks29MZ0nvjmBv6NImGpG1&index=45)  Explore the [National Archives](https://www.archives.gov/education/lessons) website, particularly DocsTeach | Set up a Zoom meeting with Dr. Demoiny to discuss “Day 1” of the IDM. |
| #13: Apr. 8-14 | SS & Ela Integration; Critical Literacy | Sell, C. R., & Griffin, K. (2017). Powerful social studies teaching with poetry and primary sources. *The Social Studies, 108*(1), 1-9.  Rodgers, Y. V., & Hawthorne, S., & Wheeler, R. C. (2007). Teaching economics through children’s literature in the primary grades. *The Reading Teacher, 61*(1), 46-55.  Demoiny, S. B., & Ferraras-Stone, J. (2018). Critical literacy in elementary social studies: Juxtaposing historical master and counter narratives in picture books. *The Social Studies, 109*(2), 63-74. | Discussion Post |
| #14: Apr. 15-21 | Taking Informed Action | 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 Post |
| #15: Apr. 22-26 | Work Week |  | C3 IDM Project (due by 4/26) |