**CTEE 7410/7416**

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

Spring 2021

Distance Learning, (3 semester hours)

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Office Hours: Monday 2-4 pm (on campus or requested Zoom); Wednesday 3-5 pm ([Zoom](https://auburn.zoom.us/j/95416014364))

**Course Description**

This course provides opportunity for graduate students to re-examine the purposes of social studies. Students will research and explore social and critical theories while considering how these theories can inform social studies pedagogies and practices. Particularly, students will analyze and develop social studies curricula using a selected theor(ies) as a guide. Within this course, there is a commitment to highlight voices and histories often marginalized in social studies instruction in order to move towards an equitable and socially just social studies curriculum.

**Course Objectives**

*Students will:*

1. Re-examine the focus of citizenship education within 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. Explore the relationship between social and critical theories and social studies curriculum and pedagogy. [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 counter-narratives. [290-3.3.04(1)(c)1.i]
5. Design a social studies inquiry through the lens of a selected social/critical theory. [290-3-3.04(2)(c)2.iii; 290-3-3.04(2)(c)4.x; 290-3-3.04(3)(c)2.i]

**Association of Childhood Education International (ACEI) Standards Alignment**

*This course aligns with the following ACEI standards:*

* 2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas —to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
* 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
* 3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.
* 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
* 5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

**Required Texts**

All required readings will be available on Canvas.

**Recommended 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*. Information Age Publishing.

Swan, K., Lee, J., & Grant, S. G. (2018). *Inquiry design model: Building inquiries in social studies.* National Council for the Social Studies.

**(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* [*7th edition of the APA Publication Manual*](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)*.*

Weekly Reading Responses (10 points each)

Students will actively reflect on the readings through weekly reading responses. Dialogue is an essential part of understanding; therefore most reading responses will involve opportunities to read and respond to peers’ reflections. 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; therefore, the reading responses will take on various forms to provide for multiple ways in which to interact. Dr. Demoiny will provide directions for each reading response, but the following are expectations for all responses:

* Thoughtful attention to each prompt of the reading response.
* Evidence of conceptual/theoretical understanding.
* Ability to identify concepts and theory in practice.
* Thoughtful extension and questions in responding to peers’ reflections.

Although the format of the reading responses will vary, each original response will be due Thursday (by midnight) and responses to peers should be completed by Sunday (midnight).

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

Citizenship & Patriotism Conceptual Framework Table (15 points)

During the first part of the semester, students will learn about different conceptualizations of citizenship education and patriotism. Students will keep a running table defining each conceptualization and explaining each conceptual component. Dr. Demoiny will provide a template for the table.

Social Studies Curriculum Analysis Paper (75 points)

*(Alignment with ACEI 2.4, 5.2)*

Students will choose one of the citizenship or patriotism theories or concepts discussed in the course readings. They will research to learn more about the theory and its influence in social studies education. Then, they will choose one curricular source (e.g. published unit plan, field trip site, textbook chapter, children’s literature) and analyze the curriculum source using the selected theory. Dr. Demoiny will provide examples of content analysis as a guide for analyzing the chosen curriculum item.

Social Studies Mini-Inquiry (75 points)

*(Alignment with ACEI 2.4, 3.2, 3.3, 3.4)*

Students will develop a C3 inquiry design informed by a selected theory (from assignment listed above). Students will use the C3 Framework and Inquiry Design Model as a guide for the inquiry. The inquiry must include: compelling question, supporting questions, sources (primary and secondary), formative tasks, summative assessment, and taking informed action.

Social Studies Purpose Essay (15 points)

Students will write a two-page essay reflecting on how their understanding of “developing informed citizens” has evolved, changed, and/or been reinforced throughout the semester. Students will use evidence from the course readings to support their perspective.

**Doctoral Assignment**

*\*All PhD students will complete the following additional assignment.*

Conference Proposal (20 points)

Doctoral students will write a conference proposal for either presenting their social studies content analysis and/or inquiry project at a social studies conference. Dr. Demoiny will provide the conference proposal format and meet with the doctoral student to determine a possible conference for proposal submission.

**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

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.*

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 end of course whole group meeting (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 and Canvas often for any course updates or individual communication from 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). In addition, excused absences include illness from COVID or caring for a family member with COVID. Keep consistent communication with Dr. Demoiny if you will be absent during a week of class.

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* [COVID Resource Center](http://auburn.edu/covid-resource-center/)
* [Student Counseling and Psychological Services](http://wp.auburn.edu/scs/)
* [AU Medical Clinic](https://cws.auburn.edu/aumc/)
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the [Auburn Cares Office](http://aucares.auburn.edu/)

**Academic Integrity**

The [University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/default.aspx) will pertain to this course. 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, please visit [Auburn’s Title IX website](http://www.auburn.edu/administration/aaeeo/title-ix/).

**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 the class schedule is 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 seek support through [Auburn’s OIT Help Desk](http://www.auburn.edu/oit/sg/students.php).

**Course Calendar**

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

| **Week** | **Topic** | **Readings** | **Assignments Due** |
| --- | --- | --- | --- |
| #1:  Jan.  11-17 | Introductions | [Zoom Meeting](https://auburn.zoom.us/j/95416014364)  January 12th @ 5 pm – Elizabeth, Aislin, Sarah, Caroline  January 13th @ 6:30 pm – Miranda, Rae, Maggie, Alyssa  After Zoom meeting:  [NCSS Social Studies Themes](https://www.socialstudies.org/national-curriculum-standards-social-studies-chapter-2-themes-social-studies)  [Alabama State Social Studies Standards](https://alex.state.al.us/browseSS.php) | Social Studies Image (to share during Zoom)  Reading Reflection (due 1/17) |
| #2: Jan. 18-24 | Focus on Citizenship Education | National Council for the Social Studies. (n.d.). *National curriculum standards for social studies: Executive summary*. Retrieved from <https://www.socialstudies.org/standards/execsummary>  Weber, C. A., & Montgomery, S. E. (2019). The emergence of elementary citizenship education: Insights from Iowa’s rural schools, 1910-1935. *Theory & Research in Social Education, 47*(2), 261-293. <https://doi.org/10.1080/00933104.2018.1501449>  Lin, A. (2015). Citizenship education in American schools and its role in developing civic engagement: A review of the research. *Educational Review, 67*(1), 35-63. <https://doi.org/10.1080/00131911.2013.813440> | Reading Response |
| #3: Jan. 25-31 | Conceptualizations of “Good” Citizens  Introduction of Contently Analysis Paper | Stanlick, S. E. (2018). Citizenship. In D. G. Krutka, A. M. Whitlock, & M. Helmsing (Eds.), *Keywords in the social studies: Concepts & conversations* (pp. 351-364). Peter Lang Publishing, Inc.  Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal, 41*(2), 237-269.  Banks, J. A. (2017). Failed citizenship and transformative civic education*. Educational Researcher, 46*(7), 366-377. DOI: 10.3102/0013189X17726741 | Reading Response  Begin Conceptual Framework Chart |
| #4: Feb. 1-7 | Critical Conceptualizations of Citizenship | Vickery, A. E. (2016). “I worry about my community”: African American women utilizing communal notions of citizenship in the social studies classroom. *International Journal of Multicultural Education, 18*(1), 28-444.  Rodríguez, N. N. (2018). From margins to center: Developing cultural citizenship education through the teaching of Asian American history. *Theory & Research in Social Education, 46*(4), 528-573.  Sabzalian, L. (2019). The tensions between Indigenous sovereignty and multicultural citizenship education: Toward an anticolonial approach to civic education. Theory & Research in Social Education, 47(3), 311-346. <https://doi.org/10.1080/00933104.2019.1639572> | Reading Response  Add to Conceptual Framework Chart |
| #5: Feb. 8-14 | Problems with Heroification | Loewen, J. W. (2007). Lies my teacher told me: Everything your American history textbook got wrong. Touchstone. [Read Ch. 1]  **Choose one:**  Aldridge, D. P. (2006). The limits of master narratives in history textbooks: An analysis of representations of Martin Luther King, Jr. *Teachers College Record, 108*(4), 662-686.  Woodson, A. N. (2016). We’re just ordinary people: Messianic master narratives and black youths’ civic agency. *Theory & Research in Social Education, 44*(2), 184-211. | Reading Response  Add to Conceptual Framework Chart |
| #6: Feb. 15-21 | Conceptualizations of Patriotism | Westheimer, J. (2009). *Should social studies be patriotic? Social Education, 73*(7), 316-320.  Busey, C. L., & Walker, I. (2017). A dream and a bus: Black critical patriotism in elementary social studies standards. *Theory and Research in Social Education, 45*(4), 456-488. | Reading Response  Submit completed Conceptual Framework Chart (due 2/21)  Submit the conceptual framework and data source selection (content analysis paper) – by 2/21 |
| #7: Feb. 22-28 | Critical Civics in Elementary Classrooms | Ferreras-Stone, J., & Demoiny, S. B. (2019). Why are people marching? Discussing justice-oriented citizenship using picture books. *Social Studies and the Young Learner, 32*(1), 3-9.  Shear, S. B., Sabzalian, L., & Buchanan, L. B. (2018). Affirming Indigenous sovereignty: A civics inquiry. *Social Studies and the Young Learner, 31*(1), 12-18.  Hawkman, A. M., & Van Horn, S. E. (2019). What does it mean to be patriotic? Policing patriotism in sports and social studies education. *The Social Studies, 110*(3), 105-121. | Reading Response  *(The response will also include an annotated bibliography paragraph for at least two articles related to selected content analysis concept)* |
| #8: March 1-7 | Introduction to Content Analysis | Goldstein, D. (2020, January 12). Two states. Eight textbooks. Two American stories. *New York Times*. <https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html>  Journell, W. (2010). Standardizing citizenship: The potential influence of state curriculum standards on the civic development of adolescents. *Political Science and Politics, 43*(2), 352-358.  Demoiny, S. B. (2020). Where is race? A critical whiteness studies analysis of NCSS position statements. In A. M. Hawkman & S. B. Shear (Eds.), *Marking the invisible: Whiteness in social studies education and research*. Charlotte, NC: Information Age Publishing. | Small Group Zoom Meetings (Time TBD)  Reading Response |
| #9: March 8-14 | WELLNESS BREAK |  |  |
| #10: March 15-21 | Content Analysis (cont.) | Peer Feedback of Draft  No additional assigned readings. | Content Analysis Paper Draft with Codebook (by 3/16)  Feedback to Peer (by 3/21) |
| #10: March 22-28 | Inquiry in Social Studies | Krutka, D. G., & Milton, M. K. (2018, June 29). Inquiry in Elementary Education (No. 84) [Audio Podcast]. In *Visions of Education*. <https://visionsofed.com/2018/06/29/episode-84-inquiry-in-elementary-education/>  [Overview of C3 Framework](https://www.smithsonianmag.com/videos/02-overview-c3-frameworkmp4/) (Smithsonian Magazine)  [Inquiry Design Model Introduction](https://www.youtube.com/watch?v=kWbJWxYfods) (Krutka)  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. 31-34)  [Digital Copy](https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf) | Reading Response  Content Analysis Paper (due 3/28) |
| #11: March 29 – April 4 |  | Swan, K., Lee, J., & Grant, S. R. (2018). *Inquiry design model: Building inquiries in social studies*. NCSS & C3 Teachers. – Ch. 2 & 4  C3 Teachers [Kindergarten “Rules”](https://c3teachers.org/inquiries/rules/) inquiry | Reading Response |
| #12: April 5-11 | Resources for Elementary Social Studies | Readings TBD | One Supporting Question with Sources & Formative Task  (due 4/11) |
| #13: April 12-18 | IDM Work Week | No assigned readings | \*Individual Conference upon request |
| #14: April 19-22 | Inquiry Presentations | No assigned readings  [Zoom](https://auburn.zoom.us/j/95416014364) Whole Group > Tuesday @ 4:30 pm | Zoom Presentation  Social Studies Inquiry (due 4/22) |