**CTEE 7410**

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

Spring 2024

Distance Learning, (3 semester hours)

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Office Hours: Available to meet by appointment

**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 center voices and histories often marginalized in social studies instruction in order to move towards an equitable and just social studies curriculum.

**Course Objectives**

*Students will:*

1. Re-examine the focus of citizenship education within the social studies.
2. Research and analyze current trends in elementary social studies professional literature.
3. Explore the relationship between social and critical theories and social studies curriculum and pedagogy
4. Deepen personal content knowledge through reading and researching counter-narratives.
5. Design a social studies mini-unit through the lens of a selected social/critical theory.

**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:**

Rodriguez, N. N., & Swalwell, K. (2021). *Social studies for a better world: An anti-oppressive approach for elementary educators*. W. W. Norton & Company.

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)*.*

Learning Tasks (10 points each)

Students will actively reflect on the readings through learning tasks. Learning tasks encourage students to reflect, analyze, apply, and/or synthesize the readings independently, and most learning tasks include opportunities to thoughtfully engage with peers about the readings and new concepts.

Dialogue is an essential part of understanding. 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 learning tasks will take on various forms to provide for multiple ways in which to interact. Dr. Demoiny will provide directions for each learning task, but the following are expectations for all responses:

* Thoughtful attention to each prompt/step of the learning task.
* 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 learning tasks will vary, each original response will be due Thursday (by midnight) and responses to peers (when required) should be completed by Sunday (midnight).

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

Research Article Reverse Outline (20 points)

Throughout the semester, we will engage with many research articles, which can be intimidating. Just as we teach different genres to elementary students, we must learn how to read the genre of academic writing. To help with this process, students will create a reverse outline of an article during Week 2 of the course. Dr. Demoiny will provide the basic outline template, and students will break the article down into an outline format. This process will help students identify the main components of a qualitative social science research article, which will be a skill necessary during the semester and throughout your graduate studies.

Theory & Practice Chart (30 points)

During the first part of the semester, students will learn about different conceptualizations and theories of citizenship education. Students will keep a running table defining each theory, explaining each theory’s tenets, and identifying instructional strategies for applying the theory into classroom practice. 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 theories or frameworks 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, set of 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. The content analysis paper will include an introduction, literature review, theoretical framework, methodology, findings, and discussion sections.

Citizenship Education Praxis – Social Studies Mini-unit (80 points)

*(Alignment with ACEI 2.4, 3.3, 3.4, 5.2)*

Students will develop a 2-3 lesson integrated social studies mini-unit informed by a selected citizenship theory or concept. The mini-unit lessons will include an interactive read aloud and primary source analysis.

**Ed.S & Ph.D. Assignment**

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

Conference Proposal (20 points)

Students will write a conference proposal for either presenting their social studies content analysis and/or mini-unit project at a social studies conference. Dr. Demoiny will provide the conference proposal format and meet with the students 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 should be submitted by the due date. If circumstances arise where you are concerned about completing an assignment by the due date, please contact Dr. Demoiny to discuss the possibility of an extension. *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 Zoom meetings (see course calendar). You are expected to be “present” online each week through assigned learning tasks. 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). *Keep consistent communication with Dr. Demoiny if you will be absent during a week of class.*

**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. During Zoom sessions, please be fully present with the class by leaving your camera on and participating in discussion. 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).

**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:

* [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://www.auburn.edu/academic/provost/academic-honesty/_assets/pdf/academic-honesty-code-20201028.pdf) will pertain to this course. *Make sure to give credit for any words and ideas that are not originally your own!* You are required to follow 7th edition APA guidelines for citing sources (paraphrased and quoted).

Plagiarism is a serious break of professional trust. A first incident of plagiarism will result in a student meeting with Dr. Demoiny and redoing an assignment for 50% credit. Upon a second incident of plagiarism, a student will receive a “0” on the assignment, and Dr. Demoiny will report the incident to the University Academic Honesty Committee.

**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.

**Course Calendar**

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

| **Week/Dates** | **Topic/Readings** | **Assignments/Tasks** |
| --- | --- | --- |
| Week 1:  January 10-14 | **Introduction/Meeting**  **Readings:**  Rodriguez, N.N., & Swalwell, K. (2021). *Social studies for a better world: An anti-oppressive approach for elementary education.* W. W. Norton & Company. (READ Ch. 1) | [Zoom Meeting](https://auburn.zoom.us/j/95416014364): 1/11 @ 5-6:30 pm CST |
| Week 2: January 15 - 21 | **Overview of Citizenship Education**  **Required Readings:**  [NCSS Themes](https://www.socialstudies.org/national-curriculum-standards-social-studies-chapter-2-themes-social-studies) – Read #10 Civil Ideals & Practices  Levy, B. L. M., Busey, C. L., Cuenca, A., Evans, R. W., Halvorsen, A., Ho, L., Kahne, J., Kissling, M. T., Lo, J. C., McAvoy, P., & McGrew, S. (2023). Social studies education research for sustainable democratic societies: Addressing persistent civic challenges. Theory & Research in Social Education, 51(1), 1-46. <https://doi.org/10.1080/00933104.2022.2158149>  Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal, 41*(2), 237-269. | Learning Task #1  (original post by 1/18; replies by 1/21)  Begin Theory & Practice Chart (add to weekly until due date) - See my example |
| Week 3: January 22 - 28 | **Cultural Citizenship**  **Required Readings:**  Flores, W. V., & Benmayor, R. (1988). Constructing cultural citizenship. In W. V. Flores & R. Benmayor (Eds.), *Latino cultural citizenship: Claiming identity, space, and rights* (pp.1-17). Beacon Press.  Falkner, A., & Payne, K. A. (2021). “Course to take on the bull”: Cultural citizenship in fifth-grade social studies. *Theory & Research in Social Education, 49*(1), 78-106. <https://doi.org/10.1080/00933104.2020.1831675>  **Choose one:**  [Teaching Asian American Histories](https://visionsofed.com/2018/02/07/episode-76-teaching-asian-american-histories-with-noreen-naseem-rodriguez/) podcast  Tran, V. A. (2022). We are here: Civic education through Southeast Asian deportation community defense. *Social Studies and the Young Learner, 34*(3), 25-32.  **Children’s Literature Example:**  [Baseball Saved Us (Mochizuki, 1993)](https://bookshop.org/p/books/baseball-saved-us-ken-mochizuki/498690?ean=9781880000199)  [Undocumented: A Worker’s Fight (Tonatiuh, 2018)](https://bookshop.org/p/books/undocumented-a-worker-s-fight-duncan-tonatiuh/10782083?ean=9781419728549) | Reverse Outline (due 1/25)  Learning Task #2 (original due 1/25; peer response 1/28)  Add “Cultural Citizenship” to Theory & Practice Chart |
| Week 4: January 29 – February 4 | **Feminist & Black Feminist Citizenship**  **Required Readings:**  Crocco, M. S. (2001). Women, citizenship, and the social studies. *The Educational Form, 65*(1), 52-59. <https://doi.org/10.1080/00131720008984462>  Vickery, A. (2015). It was never meant for us: Towards a black feminist construct of citizenship in social studies. *Journal of Social Studies, 39,* 163-172.  Ferreras-Stone, J. (2020). Women’s suffrage: Teaching voting rights using multiple perspectives and timelines. *Social Studies and the Young Learner, 33*(2), 25-32.  **Children’s Literature Example:**  [Voices of Freedom: Fannie Lou Hamer (Weatherford, 2016)](https://bookshop.org/p/books/voice-of-freedom-fannie-lou-hamer-the-spirit-of-the-civil-rights-movement-carole-boston-weatherford/7676277)  [Brave Girl: Clara and the Shirtwaist Makers’ Strike 1909 (Markel, 2013)](https://bookshop.org/p/books/brave-girl-clara-and-the-shirtwaist-makers-strike-of-1909-michelle-markel/8312086?ean=9780061804427) | Learning Task #3  (original post 2/1; replies by 2/4)  Add “Feminist Citizenship” and “Black Feminist Citizenship” to Theory & Practice Chart |
| Week 5: February 5 - 11 | **Anticolonial Civics Framework**  **Required Readings:**  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> OR listen to [podcast version](https://visionsofed.com/2019/11/04/episode-128-an-anticolonial-approach-to-civic-education-with-leilani-sabzalian/)  Choose one:  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.  Schmitke, A., Sabzalian, L., & Edmundson, J. (2020). *Teaching critical about Lewis and Clark: Challenging dominant narratives in K-12 curriculum*. Teachers College Press. (READ pp. 39-48)  **Children’s Literature Example**:  [Fry Bread: A Native American Family Story (Maillard, 2019)](https://bookshop.org/p/books/fry-bread-a-native-american-family-story-kevin-noble-maillard/12484600?ean=9781626727465)  [We Are Still Here! Native American Truths Everyone Should Know (Sorell, 2021)](https://bookshop.org/p/books/we-are-still-here-native-american-truths-everyone-should-know-traci-sorell/15014386?ean=9781623541927) | Learning Task #4  (original due 2/11)  Add “Anticolonial Civic Framework” to Theory & Practice Chart |
| Week 6: February 12 - 18 | **Global Citizenship**  **Required Readings:**  Andreotti, V. O. (2014). Soft versus critical global citizenship education. In S. McCloskey (Ed.), *Development education in policy and practice* (pp. 21-31). Palgrave Macmillan.  Kenyon, E., & Christoff, A. Global citizenship education through global children’s literature: An analysis of the NCSS notable trade books. *Journal of Social Studies Research, 44*(4), 397-408.  Hartman, S., & Kahn, S. (2017). Start local, go global: Community partnerships empower children as scientists and citizens. *Social Studies and the Young Learner, 29*(4), 3-7.  **Children’s Literature Example:** See Kenyon’s article | Learning Task #5: (original post by 2/15; replies by 2/18)  Theory & Practice Chart (due 2/18) |
| Week 7: February 19 - 25 | **Introduction to Content Analysis**  **Required Readings (Complete readings BEFORE Zoom meeting):**  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>  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. | Zoom Meeting (TBD)  Learning Task #6 (due by Zoom meeting) |
| Week 8: February 26 – March 3 | **Content Analysis Research & Analysis Plan**   * No required readings | Learning Task #7 (due by individual conference time)  Individual Conference (scheduled during Week 8 or 10) |
| Week 9:  SPRING BREAK |  |  |
| Week 10: March 11 - 17 | **Content Analysis Writing Week**   * No required readings | Individual Conference (scheduled during Week 8 or 10) |
| Week 11: March 18 - 24 | **Content Analysis Peer Feedback** | Send Content Analysis Draft to Dr. Demoiny and assigned peer (due 3/19)  Peer Feedback (due 3/24) |
| Week 12: March 25 – 31 | **Reason for Critical Civics Education**  **Required Readings:**  Muff, A., & Cohen, A. (2023). “I understand both of them. But nobody understands me!”: Civic dissonances among Arab-Palestinian students in Israel. In K. E. Duncan (Ed.), *Civic engagement in communities of color: Pedagogy for learning and life in a more expansive democracy* (pp. 41-53). Teachers College Press.  Wilson, A., James-Gallaway, A. D., & Groves, S. (2023). It’s been here all along: Integrating local stories of struggle into civic discourses. In K. E. Duncan (Ed.), *Civic engagement in communities of color: Pedagogy for learning and life in a more expansive democracy* (pp. 57-69). Teachers College Press. | Learning Task #7 (original post by 3/28; replies by 3/31)  Content Analysis Paper (due 3/31) |
| Week 13: April 1 - 7 | **Social Studies Professionalism: Analyzing and Critiquing Curricular Resources**  **Required Readings:**  TBD  Gallagher, J. L., Swalwell, K. M., & Bellows, M. E. (2019). “Pinning” with pause: Supporting teachers’ critical consumption on sites of curriculum sharing. *Social Education, 83*(4), 217-224. | Learning Task #8 (original post by 4/4; replies by 4/7) |
| Week 14: April 8 - 14 | **Critical Literacy & Picture Books**  **Required Readings:**  Demoiny, S. B., & Ferreras-Stone, J. (2018). Critical literacy in elementary social studies: Juxtaposing historical master and counter narratives in picture books. *The Social Studies, 109*(2), 64-73. <https://doi.org/10.1080/00377996.2018.1451981>  **Choose at least 2 practitioner articles:**  An, S. (2022). Teaching about the Vietnam War: Centering Southeast Asia refugee voices through children’s literature. Social Studies and the Young Learner, 34(4), 13-18.  Vlach, S. K. (2023). Pedagogical possibilities with culturally conscious picturebooks centering South Asian American youth. *Social Studies and the Young Learner, 36*(1), 9-14.  Pitts, B., & James, D. (2023). Committed to teaching Black history; Children’s books that champion Black historical consciousness. *Social Studies and the Young Learner, 35*(3), 3-19.  Brant, C. A. R., & Hill, J. (2022). Young learners can explore gender identity in elementary social studies!. *Social Studies and the Young Learner, 34*(4), 19-25.  Gunn, A. A., Bennett, S. V., & van Beynen, K. (2020). Teaching about religion with conversations and multicultural literature in K-6 classrooms. *Social Studies and the Young Learner, 33*(1), 10-16.  Turtle Island Social Studies Collective. (2019). Beyond Pocahontas: Learning from indigenous women changemakers. *Social Studies and the Young Learner, 31*(3), 7-13. | Learning Task #9: (original post by 4/11; replies by 4/14) |
| Week 15: April 15 - 21 | **Modifying & Analyzing Primary Sources**  **Required Readings:**  Primary Source narrated PPT  Van Hover, S., Hicks, D., Fitzpatrick, C., & Lisanti, m. (2021). Scaffolding historical source work using the inquiry design model (IDM). *Social Education, 85*(5), 301-305.  Wineburg, S., & Martin, D. (2009). Tampering with history: Adapting primary sources for struggling readers. *Social Education, 73*(5), 212-216.  Varga, B. A., Berson, I. R., Berson, M. J., & Snow, B. (2019). Behind the lens: Sourcing historical photos with KidCitizen. *Social Studies and the Young Learner, 31*(4), 28-32. | Learning Task #10: (original post by 4/18; replies by 4/21) |
| Week 16: April 22 - 26 | **Citizenship Education Praxis Social Studies Mini-unit** | Citizenship Education Praxis SS Mini-unit Zoom Presentation TBD  Citizenship Education Praxis SS Mini-unit  (due 4/26) |