**CTEE 7900: Directed Studies**

Auburn University

Spring 2024

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**Course Description**

Social studies is a complex field encompassing multiple disciplines. Although listed as a core content area in K-12 education, social studies is increasingly marginalized in elementary schools. Through this directed studies course, students will analyze existing literature on the history of social studies education, current challenges within the field, and ways in which to teach authentic, anti-oppressive social studies in the elementary classroom.

**Student Learning Outcomes**

1. Students will demonstrate an understanding of seminal and pertinent research in the field of social studies education.
2. Students will synthesize challenges and opportunities within the field of social studies education.
3. Students will develop a presentation proposal highlighting meaningful elementary social studies instruction.
4. Students will contextualize their research interests within the existing literature in elementary social studies education.

**Required Texts**

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

Additional required readings will be available on Canvas.

**Assessments of Learning**

Excel Annotated Bibliography (2.5 points per article)

Students will create an annotated bibliography in Excel for each assigned reading of the course and five additional peer reviewed journal articles. Students will include APA citation, summary, prominent quotes, connections/questions, and relation to research interest.

Discussion Facilitator (10 points each)

Students will prepare to facilitate an academic discussion on the assigned course readings. The students will prepare at least five discussion questions in advance. Following the class meeting, the students will write a two-page summary of the discussion and an explanation of how the readings are informing their understanding of elementary social studies.

Social Studies Resource Repository Analysis (50 points)

Students will review and analyze at least three resource repositories for elementary social studies content.

National Presentation Proposal (30 points)

Students will develop a presentation proposal for a national conference in the 2024-2025 academic year. Students will submit the proposal.

Article Search Process (10 points)

Students will provide a detailed description of their academic journal article search process using template provided by Dr. Demoiny.

Research Interest Essay (60 points)

Students will write an essay describing their revised research interests including possible research questions, an abbreviated literature review, and a possible methodological approach.

**Grading Scale:** The following percentage scale will apply for your end-of-course grade:

90 – 100% = A 89.9 – 80% = B 79.9 – 70% = C

69.9 – 60% = D 0 – 59.9% = E

**Academic Integrity**

Scholastic honesty is expected and required. All work submitted for this course must be your own. Copying or representing the work of anyone else (in print or from another student) is plagiarism and cheating. This includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with university policies, will be reported to the Office of the Provost. See the [Student Policy eHandbook](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf).

**Attendance**

We will follow Auburn’s attendance policy outlined in the [*Student Policy Handbook*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf)*.*

**Technology**

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. Although this is different from a traditional face-to-face classroom arrangement, it is important that we all work to be present and engaged during Zoom class sessions. You may choose to mute your microphone when you are not speaking, and you may want to use a pre-made background as we are all meeting in spaces that were not intended to be learning areas. As we meet synchronously, you should interact with us as if we were together in class; therefore, you should avoid using your phone/computer to text, check social media, etc. If there is a situation in which you need to attend (e.g. A child or parent who begins talking to you), you may need to step away for a brief moment and then return. You will be accessing technology routinely. If you experience trouble using the Zoom platform or accessing university websites or online platforms, please contact the [OIT Support Services](http://bulletin.auburn.edu/generalinformation/informationtechnology/).

**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: [Title IX](http://www.auburn.edu/titleix)

**Course Contingency**

If class sessions 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.

**Course Calendar**

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| **Week/Date** | **Required Readings** | **Assignments Due** |
| Week 1: January 15-19Topic: History of Social StudiesClass Meeting: January 16 | Thornton, S. J. (2017). A concise historiography of the social studies. In M. M. Manfra, & C. M. Bolick (Eds.), *The Wiley Handbook of Social Studies Research* (pp. 9-41). John Wiley & Sons, Inc.Evans, R. W. (2006). The social studies wars, now and then. *Social Education, 70*(5), 317-321.Ladson-Billings, G. (2003). Lies my teacher still tells: Developing a critical race perspective toward the social studies. In G. Ladson-Billings (Ed.), *Critical race theory perspectives on the social studies* (pp. 1-11). Information Age Publishing.Jay, L. (2022). The disciplinary and critical divide in social studies teacher education research: A review of the literature from 2009-2019. *Theory & Research in Social Education, 50*(3), 339-374. <https://doi.org/10.1080/00933104.2022.2077156> | Article Excel Bibliography (begin the assignment) |
| Week 2: January 22-26Topic: Elementary Social Studies Class Meeting: January 23 | SSFBW Ch. 1-2Halvorsen, A. (2017). Children’s learning and understanding in their social world. In M. M. Manfra, & C. M. Bolick (Eds.), *The Wiley Handbook of Social Studies Research* (pp. 384-413). John Wiley & Sons, Inc.National Council for the Social Studies. (2017). Powerful, purposeful, pedagogy in elementary school social studies. *NCSS*. <https://www.socialstudies.org/position-statements/powerful-purposeful-pedagogy-elementary-school-social-studies> | Article Excel Bibliography (add readings) |
| Week 3: January 29 – February 2Topic: Marginalization of Elementary Social StudiesNo Class Meeting | Fitchett, P. G., Heafner, T. L., & Lambert, R. G. (2014). Assessment, autonomy, and social studies instructional time. *Teachers College Record, 116*(10), 1-34. Retrieved from http://www.tcrecord.org/Content.asp?ContentId¼17605Heafner, T. L., & Fitchett, P. G. (2012). National trends in elementary instruction: Exploring the role of social studies curricula. *The Social Studies, 103*, 67-72.Holloway, J. E., & Chiodo, J. J. (2009). Social studies is being taught in the elementary school: A contrarian view. *Journal of Social Studies Research, 33*(2),235-261. | Article Excel Bibliography (add readings) |
| Week 4: February 5-9Topic: Elementary Teachers Doing Social StudiesClass Meeting: February 6 | Bauml, M. (2023). “Fitting it in”: Elementary teachers talk about social studies instruction in public school classrooms. *Journal of Social Studies Research, 47*(3/4), 147-160. DOI: 10.1177/23522798231206188Heafner, T. L., & Norwood, J. (2019). An elementary social studies teacher’s quest to develop democratic citizens: The boundaries of ambitious teaching. *Journal of Social Studies Research, 43*(3), 187-198. <https://doi.org/10.1016/j.jssr.2018.07.001>Keenan, H. B. (2019). Visiting Chutchui: The making of a colonial counterstory on an elementary school field trip. *Theory & Research in Social Education, 47*(1), 52-75. <https://doi.org/10.1080/00933104.2018.1542361>SSFBW – Select one chapter from Ch. 3-6 | Article Excel Bibliography (add readings)Discussion Facilitator #1 (submit questions and discussion summary by 2/11) |
| Week 5: February 12-16Topic: Elementary Social Studies Practitioner ArticlesClass Meeting: February 13 | NCSS Call for Proposals - <https://www.socialstudies.org/conference/proposals>Turtle Island Social Studies Collective. (2019). Beyond Pocahontas: learning from Indigenous women changemakers. *Social Studies and the Young Learner, 31*(3), 7-13. Select 4 *SSYL* articles of your choice. | Discussion Facilitator #2 (submit questions and discussion summary by 2/18)Article Excel Bibliography (add readings) |
| Week 6: February 19-23Topic: NCSS Proposal PlanningNo Class Meeting |  | NCSS Conference Proposal Outline (by 2/23) |
| Week 7: February 26 – March 1Topic: Social Studies Professional DevelopmentClass Meeting: February 27 | Crocco, M. S., & Livingston, E. (2017). Becoming an “expert” social studies teacher: What we know about teacher education and professional development. In M. M. Manfra, & C. M. Bolick (Eds.), *The Wiley Handbook of Social Studies Research* (pp. 360-384). John Wiley & Sons, Inc.TBD | NCSS Conference Proposal Submission (by 2/29)Article Excel Bibliography (add readings) |
| Week 8: March 4-8 | SPRING BREAK |  |
| Week 9: March 11-15Topic: Critically Analyzing Online SS ResourcesClass Meeting: March 12 | SSFBW Ch. 7Gallagher, 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. Rodriguez, N. N., Brown, M. G., Vickery, A. E., & Updegraff, A. (2023). Faceless clip art and exceptionalist narratives: Developing elementary preservice teachers’ critical race media literacy through analysis of online platforms. *Teaching and Teacher Education, 124*. <https://doi.org/10.1016/j.tate.2022.104009> | Discussion Facilitator #3 (submit questions & discussion summary by 3/17)Article Excel Bibliography (add readings) |
| Week 10: March 18-22No Class Meeting |  | Social Studies Resource Repository Analysis (due 3/22) |
| Week 11: March 25-29Topic: Check-in Class Meeting: March 26 | Check-in to determine narrowed focus of research interest and to decide which readings would be most helpful for the remainder of the course. |  |
| Week 12: April 1-5 |  | Article Search Process (due 4/2) |
| Week 13: April 8-12 |  |  |
| Week 14: April 15-19 |  |  |
| Week 15: April 22-26Topic: Research Design PresentationClass Meeting: April 23 | Presentation of updated research design | Research Design Paper (by 2/26) |