**CTEE 7410**

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

Spring 2025

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, particularly civics education. Students will research and explore critical theories while considering how these theories can inform social studies pedagogies and practices. 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 a more equitable and just social studies curriculum.

**Course Objectives**

*Students will:*

1. Re-examine the focus of civics education within the social studies.
2. Research and analyze current trends in elementary social studies professional literature.
3. Reflect on their civic experiences and actions.
4. Explore the relationship between critical theories and social studies curriculum and pedagogy.
5. Design a social studies curriculum through the lens of a selected civics education 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.

**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 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.

Civics Autobiography (40 points)

Students will reflect on their personal and family histories of civic engagement and consider how their learning in the course impacts their views of civic engagement and education in the elementary classroom. The project product will be a digital story in two parts. In Part 1, students will reflect on their civic histories, and in Part 2, they will describe how their learning in the course impacts their thinking of civic engagement personally and civic education in the elementary classroom.

Critical Civics Thinking Map (20 points)

During the first part of the semester, students will read about critical civics concepts and theories. Students will create a thinking map as they work to define and describe critical civics education. They will add to their thinking map over the course of several weeks and then write a summarizing statement about critical civics education.

Social Studies Content Analysis Paper (75 points)

*(Alignment with ACEI 2.4, 5.2)*

Students will research how critical civics education impacts elementary social studies. 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 critical civics concepts. 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 (60 points)

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

Students will review the newly approved Alabama social studies standards. They will select a standard aligned with civics and develop a mini-unit to teach the standard informed by critical civics education.

**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://auburnpub.cfmnetwork.com/B.aspx?BookId=12589&PageId=462108) *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**

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). Students may use Generative AI tools as a place to begin learning about an idea or a place to begin brainstorming, but students are not allowed to submit work directly from a Generative AI tool without making modifications and citing the tool using APA guidelines. Further, the use of Generative AI Tool is prohibited for assignments that include student reflection, responses to readings, or as a research source. Generative AI tools should not be used in writing the Social Studies Content Analysis paper. Be forewarned that AI tools are not fully trustworthy.

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** |
| --- | --- | --- |
| Week 1: January 13-19 | **What is civics?****Readings:** NCSS Theme – Read #10 Civil Ideals & PracticesRodríguez, N.N., & Swalwell, K. (2021). *Social studies for a better world: An anti-oppressive approach for elementary education.* W. W. Norton & Company. (READ pp. 17-20)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> | Zoom Meeting: 1/14 @ 5-5:45 pm CSTImage of CitizenshipLearning Task #1 (due by 1/19) |
| Week 2: January 20-26 | **Elementary Civics Education****Readings:**Fry, 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. <https://doi.org/10.1080/00933104.2015.1065530>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.**Choose one:**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>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> | Learning Task #2 (original post by 1/23; replies by 1/26) |
| Week 3: January 27-February 2 | **Teachers’ Beliefs about Civics & Citizenship****Readings:**Knowles, R. T., & Castro, A. J. (2019). The implications of ideology on teachers’ beliefs regarding civic education. Teaching and Teacher Education, 77, 226-239. <https://doi.org/10.1016/j.tate.2018.10.009>Brown, C., West, R., & Washington, E. Y. (2023). “Have we been civically educated to seize the present moment?” Two black social educators’ sense-making of civic education. In K. E. Duncan (Eds), *Civic engagement in communities of color: Pedagogy for learning and life in a more expansive democracy* (pp. 17-30). Teachers College Press.Diliberti, M. K., & Kaufman, J. H. (2002). How are U.S. public school teachers approaching civic and citizenship education? [Link](https://www.rand.org/pubs/research_reports/RRA112-23.html#:~:text=whole%20school%20experience.-,U.S.%20Teachers%20Most%20Commonly%20Chose%20the%20Development%20of%20Students'%20Critical,of%20Civic%20and%20Citizenship%20Education) | Civic Autobiography Part 1 (due by 1/30)Learning Task #3 (original post by 1/30)Replies to Civic Autobiographies & Learning Task (by 2/2) |
| Week 4: February 3-9 | **Critical Civics Education – Cultural Identity & Belonging****Readings:**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.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. Kim, Y., & An, S. (2024). Leveraging community assets and carving out the anti-racist futures: Asian American teachers’ pedagogies and praxis in urban schools. *Urban Education*. Advance online publication. <https://doi.org/10.1177/00420859241293124> | Learning Task #4(original post by 2/6; replies by 2/9) |
| Week 5: February 10-16 | **Critical Civics Education – Collective Agency****Readings:**Swalwell, K., & Payne, K. A. (2019). Critical civic education for young children. *Multicultural Perspectives, 21*(2), 127-132. DOI: 10.1080/15210960.2019.1606641An, S. (2023). “Our folks were badass!” Learning and dreaming in basement. *Rethinking Schools*. <https://rethinkingschools.org/articles/our-folks-were-badass/>TBD | Learning Task #5 (original post by 2/13; replies by 2/16) |
| Week 6: February 17-23 | **Critical Civics Education – Beyond nation-state****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/)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.**Choose one:**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.Harshman, J. (2016). Critical global competence and the C3 in social studies education. *The Social Studies, 107*(5), 160-164. <http://dx.doi.org/10.1080/00377996.2016.1190915> | Learning Task #6 (original post by 2/20; replies by 2/23) |
| Week 7: February 24 – March 2 | **Introduction to Content Analysis Project** **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. | Critical Civics Thinking Map (due by 2/25)Zoom Meeting 2/25 @ 5 pm |
| Week 8: March 3-9 | **Content Analysis Research & Analysis** | Learning Task #7 (original post by 3/4; replies by 3/9) |
| Week 9: March 10-16 | **SPRING BREAK** |  |
| Week 10: March 17-23 | **Content Analysis Writing Week** | Individual Conferences (available as needed) |
| Week 11: March 24-30 | **Content Analysis Peer Feedback** | Peer Feedback (submit draft to assigned peer by 3/24; submit peer feedback by 3/28) |
| Week 12:March 31 – April 6 | **Local Civics & Civil Society**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.Ho, L., & Barton, K. C. (2020). Preparation for civil society: A necessary element of curriculum for social justice. *Theory & Research in Social Education, 48*(4), 471-491. <https://doi.org/10.1080/00933104.2020.1763880>Woyshner, C. (2020). Black civic organizations in the history of education. In T. Fitzgerald (Eds.), *Handbook of historical studies in education: Debates, tensions, and directions* (pp. 681-695). Springer. | Social Studies Content Analysis Paper (due by 4/3)Learning Task #8 (original post by 4/3; replies by 4/6) |
| Week 13: April 7-13 | **Critical Civics in Action****Readings - Choose at least 3 articles:**[Teaching Asian American Histories](https://visionsofed.com/2018/02/07/episode-76-teaching-asian-american-histories-with-noreen-naseem-rodriguez/) podcastTran, V. A. (2022). We are here: Civic education through Southeast Asian deportation community defense. *Social Studies and the Young Learner, 34*(3), 25-32.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.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.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.Turtle Island Social Studies Collective. (2019). Beyond Pocahontas: Learning from indigenous women changemakers. *Social Studies and the Young Learner, 31*(3), 7-13.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.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.Green, E. (2024). All labor has dignity: An inquiry into the Memphis sanitation strike. Social Studies and the Young Learner, 36(3), 17-24. Reichmuth, H. L., & Chong, K. L. (2022). Teaching Asian American contributions to the civil rights movement through children’s literature. Social Studies and the Young Learner, 35(2), 11-18.  | Civics Autobiography Part 2 (due by 4/13)Learning Task #9 (original post by 4/10; replies by 4/13) |
| Week 14: April 14-20 | **State Social Studies Standards** | Learning Task #10 (original post by 4/17) |
| Week 15: April 21-27 | **Lesson Planning & Resources****Readings:** TBD | Learning Task #11 (original post by 4/24) |
| Week 16:April 28-30 | **Critical Civics Praxis Presentation** | Critical Civics Praxis(due by 4/29) |