

## Social Science Concepts & Methods CTSE 4210: Summer 2014

**Credit Hours:** 3 hours

**Prerequisites:** 15 hrs. in social sciences (2000 level or above) and pending internship

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### Instructor:

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### Class Sessions:

Haley Center 1414;  
M-F. 8:00-9:30 a.m.; 5/16-6/27

### Office Hours:

Tues; Wed: 9:45-11:15  
and by appointment

### Course Description

CTS 4210 is designed to assist pre-service teachers in organizing social science disciplinary knowledge into an integrated framework that is meaningful, useful, and relevant to high school students. Such a framework will encourage the development of citizens who can make reasoned decisions about the public good that are grounded in a commitment to democratic ideals.

### Course Objectives

Upon completion of this course, students will be able to:

1. Examine the general structure, key concepts, major generalizations, and methods of inquiry of the various social science disciplines.
2. Analyze the commonalities across social science disciplines.
3. Identify the major issues and challenges within and across social science disciplines today.
4. Apply substantive and analytic social science concepts to investigations of persisting public problems in the world, the nation, and the state.
5. Connect historical themes and persisting global and national problems to developments in Alabama and local communities.
6. Analyze interrelationships of economic, political, psychological, and technological forces in shaping societies and cultures
7. Develop proficiency in using an analytic framework both orally and in writing to address questions about the nature of democratic citizenship. Demonstrate knowledge of citizen rights and responsibilities and how to facilitate discussion and participation consistent with the ideals of citizenship in a democratic republic.

### Course Requirements & Evaluation

Task	Due Date	% of Course Grade
<b>I. Leading &amp; Assessing Disciplined Discussion</b>		
1. Discussion leader: Disciplinary Seminar	On-going	part of PPI (II below)
2. Disciplined discussion of case study / overview	On-going	15
<b>II. Professional Development</b>		
Professional performance in all course activities (PPI)	On-going	15*
<b>III. Social Science Analysis of a Selected Public Issue</b>		
1. Public Issue topic outline	06/02/14	10
2. Public Issue Analysis paper	06/20/14	30**
<b>III. Final Examination</b>	06/27/14	30

\* Core Proficiency--See # 1 in General Policies and Professional Performance Index

\*\* Core Proficiency--See # 2 in General Policies

**Texts:** 1. Social Science Education Consortium (2014). *Teaching the Social Sciences and History in Secondary Schools*. Athens, GA: Digitaltextbooks.biz.

2. Glade, M. E. & Giese, J. R. (1988) *The American Revolution: Crisis of Law and Change*. Boulder, CO: Social Science Education Consortium.

3. 4210 Course Packet (Available in Auburn Bookstores)
4. Assigned readings on current public issues and their application to the social science disciplines

### **Class Policy Statements:**

1. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior 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

Professionalism in Social Science Education courses is a **Core Proficiency**. Specific professional expectations include:

- a. Students are expected to participate in all class discussions and in all exercises as described in the Professional Performance Index. Students must receive at least a "Functional (C)" assessment of proficiency on the Professional Performance Index to exit the course.
  - b. Assignments are due on announced dates. Unexcused late assignments are unacceptable.
  - c. Attendance is required. Punctuality is essential. Those with more than one unexcused absence can receive no more than a "D" for the course. Three unexcused tardies are the equivalent of an absence. E-mail or phone and leave a message at my office number above if you are going to miss class.
    - i. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook: [http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/). for more information on excused absences.
    - ii. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
  - d. Cell phones and other mobile media devices should not be used during class or in field experiences. Devices should be turned off and put away during all professional meetings at AU or in the field. Laptops or iPads should not be left open throughout class but used only to access material directly related to class activities.
2. The Public Issues Analysis Paper task reflects a **Core Proficiency**. Students must receive at least an "Approaching Competence (C)" assessment of proficiency on this task to exit the course. Those who fail to meet this standard on the first attempt may submit one revision. If functional performance is not demonstrated on the second draft, the course must be repeated.
  3. Texts will be heavily used in class. BRING TEXT EACH DAY.
  4. Monitor your Auburn University e-mail account EACH DAY for class messages. Join the advising list at: <http://www.auburn.edu/pctl/community/SocialSciences/>

5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in University Policies (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Social Science Education majors are expected to follow the Auburn University Oath of Honor: "In accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation."
6. Disability Accommodations: Students who need accommodations are asked 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 PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
7. Course contingency : If normal class and/or lab activities are disrupted due to 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 your syllabus and/or course assignments will replace the original materials.

**Class Session Topics: A tentative list and sequence:**

Week 1	Course introduction. Social Science vs. Social Studies: Adapting Social Science knowledge and methods for teaching middle and secondary social studies. Rationale for an analysis of public issues perspective. PIH videocases.
Week 2	Substantive and analytic concepts: Definitional and Value Claims. Foundational Principles of American Government & a democratic society. Factual Claims: Adequacy & Reliability Issues
Week 3	Standards for Assessing Discussion of Public Issues. Evaluating Arguments. Social Science Content Area Overview: History.
Week 4	Social Science Content Area Overview: History Application Exercise Substantive Problem Area Case Study: Equality. PIH videocases. Substantive Problem Area Case Study: Property.
Week 5	Social Science Content Area Overview: Geography Substantive Problem Area Case Study: Consent. Social Science Content Area Overview: Political Science. PIH videocases.
Week 6	Substantive Problem Area Case Study: Political Campaigns & Voter Behavior:. Substantive Problem Area Case Study: Welfare-Security
Week 7	Substantive Problem Area Case Study: Morality-Responsibility Social Science Content Area Application Problem; Economics.

**Professional Performance Index (PPI): Descriptive Evaluation Criteria**  
*For Use in Assessing Contributions to Class Activities & Professionalism*

**Exemplary**

93–100	A	Exceptional organization and performance in all facets of the course.
90–92	A–	Defines own standards beyond those established. Work reflects serious consideration of readings and shows substantial variety and significant creativity. Demonstrates ability to ask pertinent questions as well as answer them. Demonstrates holistic view of the subject and of high school students in instructional decisions. Significant leadership in contributing to content of class sessions.

**Competent**

87–89	B+	Formulates useful questions. Shows creativity.
83–86	B	Physically and mentally alert to standards. Places subject in context of social studies content courses. Answers questions independently.
80–82	B–	Draws some parallels to other experiences and readings.

**Functional**

76–79	C+	Participates with cueing.
70–75	C	Physically and mentally present. Passive acceptance of subject.

**Minimal**

60–69	D	Inability to understand or accept basic standards. Physically and/or mentally absent too often.
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**Unsatisfactory**

59	F	Massive indifference to standards of professional behavior and scholarship or professional negligence in a laboratory experience.
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<b>Date Due</b>	<b>CTSE 4210 READINGS/ ASSIGNMENTS</b>
5/16	
5/19	Oliver & Shaver: Chap. 1: The Selection of Content in the Social Studies
5/20	Shaver & Strong: Values What are They?
5/21	Oliver & Shaver: Chap. 6, 73-80: Selected Analytical Concepts for the Clarification of Public Issues Glade & Giese: 13-25: A Closer Look at the Stamp Act
5/22	Oliver & Shaver: Chap. 4: The Ethical Commitment of a Democratic Society Glade & Giese: 26-33: The Case of George Watkins
5/23	Glade & Giese: 43-52: The War Begins
5/26	<b>Memorial Day Holiday</b>
5/27	Oliver & Shaver: Chap. 6, pp. 80-95: Selected Analytical Concepts for the Clarification of Public Issues
5/28	Newmann & Oliver: Equality Case Studies <b>Paper Topic Approved</b>
5/29	Harris: Assessing Discussion of Public Issues: A Scoring Guide.
5/30	# SSEC: Chap. 4. # Loewen: Lies My Teacher Told Me.
6/2	Ball's Bluff intro. (Course packet). <b>Outline Due</b>
6/3	
6/4	
6/5	** Newmann & Oliver: Property Case Studies
6/6	# Barr. Beyond the "Atlantic World": Early American history as viewed from the West. # Thornton. Borderlands of the Southwest: An exercise in geographical history. # SSEC: Chap.5. Geography
6/9	
6/10	** Newmann & Oliver: Consent Case Studies
6/11	Glade & Giese: 53-59: Incident at Pettus Bridge
6/12	# SSEC: Chap.6: Political Science # Banks: The Nature of Political Science (PDF file) # Shaver & Knight: Civics & Gov. in Civic Ed
6/13	
6/16	
6/17	
6/18	** Newmann & Oliver: Welfare-Security Case Studies
6/19	<b>NO CLASS. Reading Day</b>
6/20	<b>NO CLASS. Paper Due by 9:30 a.m.</b>
6/23	
6/24	# Lopus. A challenging assignment in troubled times: What every first year high school economics teacher needs to know. # SSEC: Chap.7. Economics
6/25	
6/26	**Newmann & Oliver: Morality. Case Studies.
6/27	<b>Final Exam</b>

# Student-led disciplinary seminar.

\*\* Problem Area case study: Each student will be assigned one accompanying reading for a substantive problem area and will participate in a small group discussion of the related case.