

Cohort Y

SZB 416,W 1-4

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The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.

--Chimamanda Ngozi Adichie, TED Talk October 2009

COURSE OVERVIEW

The social studies encompass a wide variety of topic areas including history, sociology, anthropology, economics, geography, and civics or government or political science. Each social science becomes relevant to young members of our democracy as they formulate their understanding and roles in our society. As educators we are responsible for creating classroom environments that provide our students with opportunities to explore complex and dynamic issues concerning the social studies including *culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices* (NCSS Themes, see <http://www.socialstudies.org/standards/2.0.html>). The goal for this semester is to create such a classroom by embracing new ways of knowing and understanding the teaching of the social studies, our pluralistic society, and our roles as educators.

GOALS

This course draws from the National Council of Social Studies: "Social Studies is a basic subject of the K-12 curriculum that: (1) derives its goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world: (2) draws its content primarily from history, the social sciences, and, in some respects, the humanities and science: and (3) is taught in ways that reflect an awareness of the personal, social, and cultural experiences and developmental levels of the learners." (1984)

OBJECTIVES

Four major foci guide the semester discussions, readings, and assignments including:

1. *Becoming a social studies teacher*: The existing and shaping **frameworks** as they relate to the social studies curricula including Hanna's Expanding Communities of Humans, the NCSS themes, the TEKS, STAAR objectives, and your district/campus scope and sequence documents should guide the unique curricular and pedagogical issues that concern social studies educators. We place an emphasis on **historical reasoning** (the

use of **primary sources**--photos, editorial cartoons, participant accounts and other primary documents) and the development of document based questions (see VanSledright), **pedagogical and content knowledge** (see L. Shulman), historical revisionism/Critical Race Theory (see Loewen, Takaki, Zinn AND see Epstein, Delgado, Yosso), and engaging **instructional strategies**.

2. *Constructivist instructional design*: The continued development of students as effective classroom teachers through the use of instructional approaches that acknowledge unique **social-cultural contexts** and student's understandings as well as **student centered instruction** (see) with an emphasis on higher order thinking (i.e. Bloom's taxonomy (see [http:// www.coun.uvic.ca/learn/program/hndouts/bloom.html](http://www.coun.uvic.ca/learn/program/hndouts/bloom.html))).
3. *Commitment to linguistically and culturally responsive teaching*: The unrelenting effort to become reflective of our own positionality and approaches to diverse classroom settings by integrating **linguistically and culturally relevant curricula and pedagogy** into our understanding of effective teaching. For social studies educators a multicultural paradigm is rooted in understanding a historical narrative from the scholarship established by **contemporary historians** like Takaki, Loewen, and Zinn and the use of multicultural literature.
4. *Teaching social studies through and with technology*: The continued development of your use of technology in varying settings (whole class, small group, individualized instruction) for the purpose of enhanced communication and classroom management, professional development, instruction, and learning. As social studies educators there are many opportunities to broaden the democratic landscape of our classrooms through the use of web-based curricular resources and instructional strategies. Though these opportunities are not without concern, for our purposes we will focus our attention on developing a **critical disposition** towards the teaching of the social studies through and with technologies. Our goal should be to wisely examine the use of these resources/ teaching strategies as they apply to our abilities to manage and communicate efficiently, teach and design curricula effectively, and assess appropriately. At all times we should be conscious of the decisions we make within the classroom setting (whole class, small group, or individual instruction) and how they enhance our students' learning and performance.

REQUIRED TEXTS

Takaki, R. (2012). *A Different Mirror for Young People: A History of Multicultural America*. New York: Seven Stories Press.



Cowhey, M. (2006). *Black Ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse Publishers.



Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation



Course participation and assignments

Your course grade is based on attendance/participation in class, six technology assignments, and three major assignments. Participation in class is integral to your learning, as well as your peer's learning. You each bring a unique perspective to the course and we all need to be open to learning from one another.

1. **Weekly Participation** - You will receive 20 points in participation for every course meeting. Points can be deducted for lateness, lack of participation in activities/discussion, failure to complete weekly reflections, etc. At each class session, 20 points can be earned: 5 points for showing up, 6 for actively participating in class discussions, 4 points for in-class activity work, and 5 points for your weekly reflection (Daily Wrap Up) posted on Canvas.

Weekly reflections are due on Canvas by Sunday at midnight.

2. **All About You** – Relationships are at the core of my teaching and I hope to get to know you each better as the semester progresses. To start us off, I am asking for you each to submit a short (1-2 page) write-up so I can gather some information about you.
 - A. Reflect on and write up a "Top 10 Things You Should Know About Me" list. This can be anything – from what you value, to what activities you enjoy (or dislike!), to how you like to participate in class, why you wanted to become a teacher, etc.
 - B. We deal with many topics / issues that can be "uncomfortable." What topics or issues do you feel wary to discuss? Why?
 - C. A healthy democracy has disagreement. How do you handle having your views being challenged? How do you challenge other people's views?

DUE: Sunday, January 21st by midnight – I want to be able to read these before our first full week together ☺

TECHNOLOGY ASSIGNMENTS

I want you to take every opportunity to merge technology into your teaching. Each technology activity will be assessed by looking at the content, relevance, and clarity and is worth 10 points. **These will be started in class, you have until Sunday at midnight to turn in. It is your responsibility to ensure that all posted links work.**

- **Creativity:** to what extent were you thoughtful and insightful in your use of technology and content
- **Clarity:** to what extent did you reveal a mastery of the content/pedagogical focus
- **Relevance:** to what extent did you use your readings and our discussion in completing the assignment in ways that furthered your understandings

1. **Canva:** What is the social studies all about? We will begin to articulate how we see the social studies and what our major focus ought to be. Use the poster to describe what social studies is about (we will do this twice - once at the first session and again at the final session; each cover is a separate grade).
2. **Prezi:** We often want students to present projects or thoughts digitally. A Prezi presentation will take everyone on a journey. You will create an interactive presentation that reviews the way families are portrayed in a piece of children's literature (Available as an app)
3. **Trading Cards** –Using trading cards as a tool to help convey a message, we will present an alternative to heroification.
4. **Animoto:** Using Animoto as a tool to help convey a message, we will create 30-second “ads” to present an alternative to heroification. (Available as an iPhone app) or “**Explain Everything**” App
5. **Blendspace:** Select at least four websites that present information about modern representations of indigenous people and include questions/prompts grounded in historical thinking.

COURSE ASSIGNMENTS



Major Assignment #1: What are They Thinking?

Select a term/phrase that you want elementary students to define and describe in one-on-one, or small group interviews. You will record and analyze the interviews to consider what elementary students already know and think. The term/phrase may be connected to your integrated lesson plan topic, may be something that pertains to your practicum site, or is of general

social studies interest. **Due on March 7th.**

Requirements: You will create a podcast between 5-7 minutes long or a written critical reflection paper between 1,500-1,750 words in Spanish that **includes key quotes from your interviews interwoven with your own observations and analysis.** Make sure to describe

how this assignment informs your thinking about teaching that particular idea to young students. Podcast support materials and grading rubric are posted on Canvas.

Major Assignment #2: Integrated Lesson Plan

Because the social studies is often integrated with language arts (or other content areas) within the elementary school classroom, this assignment is meant to provide practice designing meaningful integration. **Lesson plans and reflections due by March 28th.**

Specific Requirements: Using a selected piece of children's literature, you will identify 1 to 2 social studies TEKS and 1 to 2 language arts TEKS to develop a purposefully integrated lesson plan for a PK – 2nd grade class. A sample lesson plan will be distributed. Lessons should be approximately 30 minutes. *This assignment should be written in academic Spanish.*

You will teach your lesson plan in your practicum site during the semester. You will write up a critical self-reflection (500-750 words) to accompany your lesson plan. When you reflect on the teaching of your lesson consider the following questions:

- Your Teaching: What went well in the enactment of your lesson? Why do you think that went well? What did you do in your planning or enactment that supported student learning? Did any critical incidents occur during your teaching? If so, how did you handle them? What did you struggle with / would you change about your teaching of the lesson?
- Student Learning: Did you meet the objective of your lesson? How do you know you met it? In other words, what evidence of student learning was present? If you did not meet your objective (which happens!), why do you think that happened?
- Social Studies Content: How were you able to equally focus on social studies and another subject area? If you taught content that stretched the TEKS or felt controversial, then how did you and your students handle that?

Major Assignment #3: Journey Box

A journey box (see Labbo and Field) is a collection of primary sources and DBQs that attend to a historical event or historical figure. The collection must address a content focus **NOT** typically found in the curriculum and related to notions of marginalization –e.g. race, class, gender, religion and so forth that is appropriate for your grade placement. **Final journey box due on May 9th**; other deadlines listed below.

Requirements: The journey box must include a specific collection of primary sources that highlight:

- photos (3),
- participant accounts (letters or journal entries) or text based primary source (3)
- and any other artifacts of your choosing that depict the historical figure or event (3).

Each primary source should be accompanied by DBQs (minimum of 3) and a citation (where did you get it), provide some context (give the readers some clues). You must include a table of contents or index of included sources as well as an incorporated narrative that you have written at

an elementary reading level. If you choose to include challenging or sophisticated vocabulary or concepts, consider ways to maximize student understanding of these terms. Journey boxes may be done as an actual box/object or via technology (Prezi, Blendspace, Tumblr, etc.). Journey boxes will be presented in abbreviated form at our final class session to your peers and instructor. Rubrics, timelines and other support materials will be provided on Canvas.

-Journey box topics due on **February 28th**

-Four primary sources with DBQs due **April 11th**

-Narrative drafts due **April 25th**

-Journey Box Presentations due **May 2,**

-Final journey box, including table of contents, all primary sources with captions/citations, bilingual DBQs, and narrative in English and Spanish, due on Wednesday, May 9th.

COURSE GRADE

Your final grade will be determined by totaling points earned on all coursework.

ASSIGNED WORK	Point Total
Attendance, Class Participation, Daily Wrap-Up, In-Class Quizzes (20 points per session, 15 sessions)	300 points
Participation – All About You	40 points
Technology Activities (10 points per activity)	60 points
Major Assignment 1: What Are They Thinking?	150 points
Major Assignment 2: Integrated Lesson Plan	150 points
Major Assignment 3: Journey Box	300 points
Total Points	1000 points

GRADES Your final course grade will be based on the following grading scale:

GRADE	POINTS	GRADE	POINTS
A	930-1000	C+	770-799
A-	900-929	C	730-769
B+	870-899	C-	700-729
B	830-869	D	600-699
B-	800-829	F	0-599

ACTIVE PARTICIPATION

I cannot emphasize the need to participate as active citizens in this class. Your voice is an important intellectual exercise and a significant contribution to the overall value of the entire course for you and your colleagues. In order to comply with my request, **I expect that you come to class prepared, complete and reflect upon the weekly readings, and enthusiastically engage in the day's activities. Show professionalism by using technology for course-related purposes only during class and silencing cell phones.**

COMMUNICATION

The semester is a fast paced and complex experience that involves a large support network including your faculty, university facilitator, the Education Career Service and Field Experience Office director and staff, your cooperating teacher, and district administrators. Each educator is committed to excellence and improving your performance. As a result, you are required to communicate in a prompt, positive, and reflective manner via email or in person. Your diligent response to the many demands that will be presented this semester is part of your professional growth and role.

USING TECHNOLOGY IN THE CLASSROOM

Utilizing technology is an important component in this course. While using laptops/tablets is embraced, it is assumed the use is solely for academic purposes. Individuals who begin to use technology in inappropriate ways (checking Facebook status, emails, etc.) will be spoken to privately. Please be aware that continued inappropriate use may result in lowering your participation grade and contacting your cohort coordinator.

COURSE PRACTICES

1. Assignments are due by the beginning of class unless otherwise indicated. Late work will NOT receive full credit. Any major assignments turned in late will result a 20% deduction of points for every subsequent day the assignment is late. In-class/technology assignments turned in late will result in a 50% deduction of points for every subsequent day the assignment is late. In the event of an absence, you are still responsible for any missed work or deadlines.
2. All assignments should be spell checked and typed or word-processed. Points will be deducted if spelling and/or grammatical errors hinder the flow of your work and make it difficult to read.
3. Punctuality is expected. ***Three tardies will be considered an absence.***

ATTENDANCE

The course instructor will take attendance at every class. You are expected to attend class, be on time, and be well prepared to participate. To do this, I expect that you come to class prepared, complete and reflect upon the readings, and enthusiastically engage in the day's activities. **Make-up work will be assigned for any missed class**

session. Make-up work (which includes the technology focus) must be submitted prior to the next class session and is subject to losing 50% of the daily point allocation. Please call or e-mail to notify the course instructor of an absence. ***Missing two or more classes will result in the automatic loss of a letter grade.***

POLICY ON SCHOLASTIC HONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://www.utexas.edu/dept/dos/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

UNIVERSITY OF TEXAS HONOR CODE

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

ACCOMMODATIONS FOR STUDENTS

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Please see me the first week of classes if accommodations need to be made. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/> or <http://ddce.utexas.edu/disability/documentation-guidelines/>

ACCOMMODATIONS FOR RELIGIOUS HOLIDAYS

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

BEHAVIOR CONCERNS ADVICE LINE (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior.

This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>><http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GUIDING REFERENCES (also found on Canvas)

DOCUMENTS	URL
TEKS	http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html
NCSS Themes	http://www.socialstudies.org/standards/strands
TEXES	http://texes.ets.org/texes/prepmaterials/texes-preparation-manuals/

ADDITIONAL READINGS ON CANVAS

- Barton, K. (2001). A picture's worth: Analyzing historical photographs in the elementary grades. *Social Education*, 65(5), 278-283.
- Bollow-Tempel, M. (2011). It's OK to be neither: Teaching that supports gender-variant children. *Rethinking Elementary Education*. Milwaukee, WI: Rethinking Schools.
- Boyle-Baise, M., Bernes-Kinhead, D., Coake, W., Loudermilk, L., Lukasik, D., & Podany, W. (2011). Citizenship as a verb: Teaching students to become informed, think it through, and take action. *Social Studies and the Young Learner*, 24(1), 5-9.
- Christie, E.M. & Montgomery, S.E. (2010). Beyond Pilgrim hats and turkey hands: Using Thanksgiving to promote citizenship and activism. *Social Studies and the Young Learner*, 23(1), 27-30.
- Cipparone, P., & Cohen, A. K. (2015). Action Civics in Fourth Grade. *Social Studies and the Young Learner*, 27(4), 11-15.
- Cooley, R. (2012). Beyond pink and blue: 4th graders get fired up about Pottery Barn's gender stereotypes. In L. Christensen, M. Hansen, B. Peterson, E. Schlessman, D. Watson (Eds.), *Rethinking elementary education*, pp. 167-170.
- Dorfman, S. & Rosenberg, R. (2013). Empowering our students to make a more just world. *Social Studies and the Young Learner*, 26(2), 13-15.
- Doucet, F. & Adair, J.K. (2013). Addressing race and inequality in the classroom. *Young Children*, 88-97.
- Fertig, G. & R. Silverman. Walking and talking geography: A small-world approach. *Social Studies and the Young Learner*, (20), 2, 15-18.

- Finchum, M. (2006). "I" is for Indian? Dealing with stereotypes in the classroom. *Social Studies and the Young Learner*, 18(4), 4-6.
- Jetton & Savage-Davis (2005), Preservice teachers develop an understanding of diversity issues through multicultural literature. *Multicultural Perspectives*, 7 (1), p. 30-38.
- Kent, S. (1999). Saints or sinners? The case for an honest portrayal of historical figures. *Social Education*, 63 (1), 8-12.
- Kohl, H. (1994). The politics of children's literature: What's wrong with the Rosa Parks myth? In *Rethinking our classrooms: Teaching for equity and justice*, (pp. 137-140).
- Labbo, L. & Field, S. (1999). Journey Boxes: Telling the story of place, time, and culture with photographs, literature, and artifacts. *The Social Studies* (July-Aug), p. 177-182.
- Loewen, J. (1995). *Lies My Teacher Told Me: Everything your American History Textbook Got Wrong*. New York: New Press.
- Lyman, K. (2002/2003). Exploring child labor with young students. *Rethinking Schools*, 17(2). Retrieved from www.rethinkingschools.org/archive/17_02/Labo172.shtml
- McFaden Lobb, P. (2006). Teaching about American Indians. *Social Studies and the Young Learner*, 18(4), 6-8.
- Naseem Rodríguez, N. (2015). Teaching about Angel Island through Historical Empathy and Poetry. *Social Studies and the Young Learner*, 27(3), 22-25.
- Ngai, M. (2006, 16 May). How grandma got legal: Today's immigrants aren't like our ancestors, some say. U.S. history says otherwise. Los Angeles Times. Retrieved from <http://articles.latimes.com/2006/may/16/opinion/oe-ngai16>
- Parker, W. (2006). Talk isn't cheap: Everyday democracy in schools. *Social Studies and the Young Learner*, 19 (1), 12-15.
- Payne, K. A. (2015). Who Can Fix This? The Concept of "Audience" and First Graders' Civic Agency. *Social Studies and the Young Learner*, 27(4), 19-22.
- Picower, B. (2012) Using their words: Six elements of social justice curriculum design for the elementary classroom. *International Journal of Multicultural Education*, 14(1), 1-17.
- Rogovin, P. (1998). *Classroom interviews: A world of learning*. Portsmouth, NH: Heinemann.
- Salas, K.D. (2004). How to teach controversial content and not get fired. In Dawson, Salas, Tenorio, Walters, & Weiss (Eds.) *The New Teacher* (pg. 127 – 132). Retrieved from <http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml>.
- Salinas, C., Fránquiz, M. & Guberman, S. (2006). Introducing historical thinking to second language learners: Exploring what students know and what they want to know. *The Social Studies*, 203-207.
- Seixas, P., & Peck, C. (2004). Teaching historical thinking. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (pp. 109-117). Vancouver: Pacific Educational Press.
- Warren, C. (2006). Viewing American history through Native eyes: Ideas for sharing a different perspective. *Social Studies and the Young Learner*, 18(4), 15-18.
- Weiss, D. (2003). Unwrapping the holidays. *Rethinking Schools*. Retrieved from

http://www.rethinkingschools.org/archive/18_01/unwr181.shtml

Winkler, E. (2009). Children are not colorblind: How young children learn race. *Practical Approaches for Continuing Education*, 3(3), 1-8.

CALENDAR OF ACTIVITIES

Date	Topic(s)	Readings/Assignments	Assignment(s) Due
Session 1 January 17	What is Social Studies? <i>The Dominant Narrative</i>	Please read prior to class: -Cowhey, Ch. 1 -Takaki, Ch. 1 -Wheatley	Technology: Canva
Session 2 January 24	The Dilemma of Teaching Social Studies: Myths, Heroification, Omission	-Kent (1999) -Kohl (1994) -Loewen, Ch. 1	Technology: Animoto http://animoto.com/ or Explain Everything App Description of What are They Thinking? Assignment

Session 3 January 31	Historical Thinking, Part I & Journey Boxes <i>Current Events</i>	-Labbo & Field (1999) -Salinas, Fránquiz & Guberman (2006) -Seixas & Peck Flip the classroom: WATCH: -http://teachinghistory.org/historical-thinking-intro Bonus Watch: http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en	Technology: Read Write Think Trading Card
Session 4 February 7	Historical Thinking, Part II: <i>Untold Histories</i>	-Barton (2001) -Cowhey, Ch. 7, 8 Flip the classroom: WATCH: - <i>Braceros</i>	
Session 5 February 14	Social Justice+ Social Studies	-Cowhey, Ch. 2 -Cupchoy (2016) -Picower (2012)	Description of Journey Box Assignment
Session 6 February 21	Holidays	-Christie & Montgomery (2010) -Cowhey, Ch. 9	-*Podcast Tutorial

Session 7 February 28	Using Children's Literature to Explore Social Issues: <i>A Look at Families</i>	-Salas (2004) -Tschida, Ryan & Ticknor (2014)	Technology: <i>Prezi Book Review</i> https://prezi.com -Modeling of Integrated Lesson Plan Journey Box topics due
Session 8 March 7	Rethinking Gender in the Elementary Classroom	-Cooley (2012) -Bollow Tempel (2011) -Lara & Leija (2014) Flip the classroom: WATCH Flip the classroom: - <i>Emma Tenayuca</i> - https://www.youtube.com/watch?time_continue=2&v=dCIMaFDz5lY - https://www.youtube.com/watch?v=TMvolndi63E	-“What Are They Thinking” Due
Date	Topic(s)	Readings/Assignments	Assignment(s) Due

Session 9 March 21	Deliberation in the Classroom <i>Race</i>	<p>-Cowhey - Ch. 11</p> <p>-Parker (2006) -Molina (2014)</p> <p>-Last Name A-G</p> <p>Docuet & Adair (2013)</p> <p>Last Name J-Z</p> <p>-Winkler (2009)</p> <p>Flip the classroom: WATCH: - <i>Dolores Huerta</i></p> <p>-Listen: This American Life, Episode 557, Act 2: If you see racism, say racism: http:// tal.fm/557/2</p> <p><u>Further Reading:</u> When Educators Understand Race and Racism (http:// www.tolerance.org/blog/when- educators-understand-race-and- racism)</p> <p>Holladay (2012/2013)</p>	
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Session 10 March 28	Rethinking Civics	Class Field Trip: George Washing Carver Museum & Cultural Center: <i>Juntos/ Together Black & Brown Activism in Austin, Texas from 1970-1983</i> Exhibit -Boyle-Baise, <i>et al</i> (2011) -Cornell Gonzales (2016) -Hess (2004) -Payne (2015)	Integrated Lesson plans and reflections due
Session 11 April 4	Rethinking Indigenous Peoples	-Takaki, Ch. 9 -Fincham (2006) -McFaden Lobb (2006) -Warren (2006)	
Session 12 April 11	Addressing Controversial Issues <i>Immigration</i>	-Takaki, Ch. 16 + -Takaki (chapters assigned at previous session) -Ngai (2006) -Naseem Rodríguez (2015)	Journey Box Primary Sources & DBQs due (ONLY FOUR) Technology Focus: <i>Blendspace</i>
Session 13 April 18	Economics	-Lyman (2002) -Meszaros & Evans (2010) WATCH: Flip The Classroom: Hector P. Garcia https://www.youtube.com/watch?v=QKXhX73tFaM	
Session 14 April 25	Geography	-Cipparone & Cohen (2015) Gandy (2007) -Fertig & Silverman (2007)	Journey Box Narrative Drafts due
Session 15 May 2	Journey Box Presentations		<i>Technology: Big Huge Labs Cover</i>

May 9	Journey Box due electronically on Canvas by midnight or to Melissa's office in SZB 428J by 4 pm
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