Course Overview

The social studies encompass a wide variety of topic areas including history, sociology, anthropology, economics, geography, and civics / government / political science. Each social science becomes relevant to young members of our democracy as they formulate their understanding and roles in our society. As elementary 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 elementary 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. **Teaching social studies:** The existing and shaping frameworks as they relate to the social studies curricula including Hahn’s Expanding Communities of Humans, the NCSS themes, the TEKS, TAKS 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 the civic role of schools, historical reasoning (the use of primary sources—photos, editorial cartoons, participant accounts and other primary documents) and the development of document based questions, pedagogical and content knowledge, historical revisionism (see Loewen and Takaki), 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 with an emphasis on critical thinking and inquiry-based methods.

3. **Commitment to diversity and culturally responsive teaching:** The unrelenting effort to become reflective on our own positionality and approaches to diverse classroom settings by integrating 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. **Integrating technology into social studies:** 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 educators there are many opportunities to broaden the democratic landscape of our classrooms through the use of Internet 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.
Required Text/Materials


Additional Readings on Canvas


COURSE GUIDELINES / POLICIES

As a class we will need to consider our norms of interaction together. As your professor, I ask one thing: BE ENGAGED

- Engage with our readings and course ideas
- Engage with each other during our discussions...and be open to new ideas and different opinions and perspectives.
- Engage with ideas and practices with your students
- Engage with the news and media
- Engage with the communities you are in and explore new ones

Class Participation
I cannot emphasize enough the need to participate actively in this class. You each bring a unique perspective and set of experiences to our community and learning. Your contributions add to the overall value of the entire course for you and your colleagues.

Coming to class prepared means completing the readings and a weekly reflection which we will create together our first week, engaging in the day’s activities, and completing any technology assigned in class.

Communication
The course 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. Please 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.

Attendance
You will sign in at every class. You are expected to attend class, be on time, and be well prepared to participate. Tardies will be deducted from your daily participation points.

Ack, I can’t make it to class...
- Please call or e-mail to notify course instructors of an absence.
- In the event of an absence, you are still responsible for any missed work or deadlines.
  - You are responsible for getting notes from a classmate.
  - PowerPoints for the week will be posted AFTER class.
  - If you miss class, you will be required to write a 5-page paper that does the following:
    1) Synthesize the week’s readings
    2) Drawing on notes from your classmate, respond to the material and activities covered in the PowerPoint
Remember that the paper substitutes for 3 hours of class time plus your reading response. Papers are due within one week of your absence. Failure to turn in the paper will result in loss of participation points for that day.

*** Missing two or more classes may result in the lowering of a letter grade, i.e. A \( \rightarrow \) A-.

**Using Technology in the Classroom**
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 social media, 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.

**Policy on Assignments**
Assignments are due by the beginning of class unless otherwise indicated. Late work will NOT receive full credit. Any assignments turned in late will result a 10% deduction of points for every subsequent day the assignment is late.
*If you have a valid need for an extension, you must discuss this with me prior to the due date.

**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.

**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.

**Policy on Children in Class:** I fully support parents and guardians attending school. As the university does not have a formal policy on children in the classroom, the policy described here is a reflection of my own beliefs and commitments (and with all due credit to Dr. Melissa Cheyney at Oregon State University who circulated her own policy through social media).

- All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime.
- For other children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child or finding childcare, which can be a burden in many ways. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
• In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
• Finally, I am open to talking about needed accommodations with deadlines as the semester progresses.

COURSE PARTICIPATION & ACTIVITIES
Participation in class is integral to your learning, as well as your peers' learning. You each bring a unique perspective to the course and we all need to be open to learning from one another.

Session Participation - You will receive 25 points in participation for every course meeting (including daily reflections/exit tickets). Points can be deducted for lateness, lack of participation in activities / discussion, failure to complete weekly reflections, etc. Technology activities and other in class work are included in your participation.

All About You (25 points) - DUE January 31, 12:59pm
Relationships are at the core of teaching and we hope to get to know you each better as the semester progresses. To start us off, we ask that you each to submit a short (1-2 page) write-up so I can learn about you.
1. 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, etc.
2. We deal with many topics / issues that can be “uncomfortable.” What topics or issues do you feel wary to discuss? Why?
3. A healthy democracy has disagreement. How do you handle having your views being challenged? How do you challenge other people's views?

I want to be able to read these in our first full week together. These are reflective so it mostly involves you taking the time to think about what might be helpful for us to know about you.

MAJOR ASSIGNMENTS

Major Assignment #1: What are they thinking? (120 points)
DUE March 14, 12:59pm

One of the first things we need to do as teachers is understand what knowledge our students bring to a topic. For this assignment, select a social-studies related term/phrase that you are interested in or that is coming up (not yet covered) in your class curriculum. You will then talk with the students in your placement in one-on-one, or small group interviews. You will record and analyze the interviews to consider what elementary students already know and think.
Specific Requirements: You will create a podcast between 5-7 minutes long or critical reflection paper (4-5 pages, double spaced, 12pt font, 1" margins). Your final product is an analysis of what the students said and how that informs your teaching of the topic and social studies. You need to include key quotes from your interviews alongside your analysis. Podcast support materials and rubrics for both the podcast and critical reflection paper will be posted on Canvas under Modules.

Major Assignment #2 - Integrated Lesson Plan & Reflection (120 points)
DUE April 18, 12:59pm

Because the social studies is often integrated with other content areas within the elementary school classroom, this assignment is meant to provide practice designing meaningful integration. You will design a lesson for elementary aged students that builds on what you learned from your What Are They Thinking assignment. You need to explicitly addresses both social studies and another subject.

Specific Requirements for Lesson: You will identify 1 to 2 social studies TEKS and 1 to 2 TEKS in another content area to develop a purposefully integrated lesson plan for a PK – 2nd grade class. Your lesson plans should include the following components:

- Grade Level
- Subjects: Social Studies AND __________
- Standards (for each subject area)
- Objectives (should align with standards AND show attention to both subject areas)
- Procedure - I should be able to read the procedure and visualize your intended lesson. All questions for discussion, turn-and-talks, etc. must be included. If you are doing a read-aloud, you MUST include the questions you will ask during the read-aloud.
- Assessment (Aligns with your objectives - how will you know if you met your objectives? What will students be able TO DO).

Specific Requirements for Reflection: You will write up an additional reflection on the lesson-planning process in response to the following questions. Your reflection should be 500-750 words. Please include it at the end of your lesson plan. Consider the follow

- 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? How was your lesson culturally relevant (thinking of the students in your placement)? How did your lesson address students’ linguistic needs?
- 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 (300 points)**

DRAFT due to class May 2

FINAL due to Canvas or SZB 428, May 13 at 5pm

A journey box (see Labbo and Field) is a collection of primary sources and DBQs that attend to a historical event, historical figure, or social issue. 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. For this section, I think it would be most helpful to construct a journey box that will support your inquiry unit. We will do this work across our time together so that you can have a finished product at the end of the short course to take with you into your placement.

**Specific Requirements:** The journey box/blendspace then must include a specific collection of primary sources that highlight photos (3), participant accounts (letters or journal entries) (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), a citation (where did you get it), provide some context / caption (give the readers some clues), and include a table of contents (usually on the box lid). You will also write an overall narrative that takes the learner through your sources (250-500 words).

**Addendum Assignment: Children’s Literature and Social Studies (60 points)**

DUE April 25, 12:59pm

We will be looking at children’s literature across the semester. As an elementary school teacher, you will use children’s literature across the day and for multiple purposes. As an addendum, i.e. add-on, to EITHER your What Are They Thinking OR your Journey Box, you will create a curated list of children’s literature that could accompany your topic.

**Specific Requirements:**

● You may either choose to include one chapter book or 4 trade books.
● I will provide a table model for you to write up a summary and give ideas for social studies connections. I will compile these so that you have access to everyone’s work and can start your growing list of books for your classroom.

**Example:**

<table>
<thead>
<tr>
<th>Book Title &amp; Author</th>
<th>Grade Level(s)</th>
<th>Summary of the Plot OR of each chapter</th>
<th>Social Studies connections</th>
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</thead>
<tbody>
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Course Grade
Your final letter grade will be determined by totaling the points earned on all graded coursework.

<table>
<thead>
<tr>
<th>ASSIGNED WORK</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Class Participation (25pts each session, 15 sessions)</td>
<td>375</td>
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<tr>
<td>Participation – All About You</td>
<td>25</td>
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<tr>
<td>Major Assignment 1: What are they thinking?</td>
<td>120</td>
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<tr>
<td>Major Assignment 2: Integrated Lesson Plan</td>
<td>120</td>
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<tr>
<td>Major Assignment 3: Journey Box</td>
<td>300</td>
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<tr>
<td>Addendum Assignment 4: Children’s Lit Connections</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
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<tr>
<th>GRADE</th>
<th>POINTS</th>
<th>GRADE</th>
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<tr>
<td>A</td>
<td>930-1000</td>
<td>C+</td>
<td>770-799</td>
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<tr>
<td>A-</td>
<td>900-929</td>
<td>C</td>
<td>730-769</td>
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<tr>
<td>B+</td>
<td>870-899</td>
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<td>B</td>
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<td>B-</td>
<td>800-829</td>
<td>F</td>
<td>0-599</td>
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GUIDING REFERENCES

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<tr>
<th>DOCUMENTS</th>
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<tr>
<td>TEKS</td>
<td><a href="http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html">http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html</a></td>
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<td>NCSS Themes</td>
<td><a href="http://www.socialstudies.org/standards/strands">http://www.socialstudies.org/standards/strands</a></td>
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<td>TExES</td>
<td><a href="http://txes.ets.org/t%D0%B5%D0%BA%D1%81/prepmaterials/t%D0%B5%D0%BA%D1%81-preparation-manuals/">http://txes.ets.org/tекс/prepmaterials/tекс-preparation-manuals/</a></td>
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<td>Date</td>
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<tr>
<td>1/24</td>
<td>Overview of syllabus/assignments, What are the Social Studies?</td>
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<tr>
<td>1/31</td>
<td>The Dilemma of Teaching the Social Studies: Myths, Heroification, Omission &amp; Learning to think critically about history</td>
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<tr>
<td>2/7</td>
<td>Social Justice + Social Studies</td>
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<td>2/14</td>
<td>Children’s Literature + Social Studies: Families</td>
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<td>Date</td>
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<tr>
<td>2/21</td>
<td>Historical Thinking I - a different/critical way of teaching history &lt;br&gt; Historical Thinking Part I</td>
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SPRING BREAK
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<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings and Resources</th>
<th>Content Focus</th>
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Read: [https://utesfifthgrade.com/2016/02/05/slavery-apologies-and-stumbling-through-the-5th-grade/](https://utesfifthgrade.com/2016/02/05/slavery-apologies-and-stumbling-through-the-5th-grade/) | Economic literacy; considerations for conducting simulations |
Tempel (2011)  
TBD | Analyzing the impact of gender and stereotypes on the classroom and as a focus of study |
| 4/11 | Addressing Social Issues: Race | Cowhey - Ch. 11  
Docuet & Adair (2013)  
Listen: This American Life, Episode 557, Act 2: If you see racism, say racism: [http://tal.fm/557/2](http://tal.fm/557/2)  
One more TBD | Race as a social construction; race as integral to teaching social studies; addressing controversial issues |
| 4/18 | Addressing Social Issues & Rethinking Representation: Indigenous Peoples | Takaki, Ch. 2, 4, 9  
Shear, Sabzalian & Buchanan (2018)  
We will jigsaw these so you will only read one:  
Fincham (2006)  
McFaden Lobb (2006)  
Warren (2006) | Understanding social issues from historical perspectives; addressing controversial issues; how representation affects the social studies |
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<th>Date</th>
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<th>Readings and Resources</th>
<th>Content Focus</th>
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Naseem-Rodriguez (2015)  
Takaki: Jigsaw reading (Ch. 6, 8, 10, 11, 14)  
Watch Vox Video: https://youtu.be/6ylgAmg55s4 | Address challenging topics and current events in the classroom |
| 5/2  | Addressing Holidays Journey Box Workshop | Cowhey Ch.12  
Read: https://www.tolerance.org/magazine/avoiding-the-holiday-balance-traps | How should we handle holidays in schools? How can we approach learning about culture beyond a tourist approach? |
| 5/9  | Presentation of Journey Boxes & Revisiting Social Studies | None 😊 | |