

**EDUX 757**  
**Fall 2008**

<p>Program Course Information:</p>	<p><b>PROGRAM:</b> MEDX <b>EDUX 757 SECTION</b> 956 <b>COURSE TITLE:</b> Informing Social Studies Pedagogy and Learning A <b>INSTRUCTOR NAME and CONTACT INFORMATION:</b> Scott Morrison <a href="mailto:scmo@email.unc.edu">scmo@email.unc.edu</a> 919-475-5895 <b>DATE SYLLABUS REVISED:</b> August 2008 <b>COURSE DESCRIPTION:</b> Course readings, writing assignments, and class discussions will address both philosophical and practical issues facing social studies educators in the 21<sup>st</sup> century. Based upon the work of scholars in educational philosophy, critical pedagogy, curriculum theory, and environmental studies, the following questions will be considered: What makes a good social studies teacher, or what does an effective social studies teacher do? What are the strengths and weaknesses of the current social studies curriculum? In what ways does the social studies curriculum contribute to the overall purposes of public education? What are your aims as a social studies teacher, and from where did these goals and objectives emerge? What does your classroom pedagogy and teaching philosophy reveal about your social class, social status, and social experiences? How does educating for eco-justice enhance or complicate curriculum and pedagogy? What are the moral dimensions of curricular objectives? What ethical questions coincide with the selection of resources and with the teaching strategies used? What role does educating for citizenship play in your classroom? How can social studies teachers effectively connect course objectives to the lives of students? Should the social studies be dominated by the teaching of history, and what are the benefits and consequences either way? How should social studies teachers prepare students for the social, political, and economic world outside of the classroom and school? Where and how do the issues of social, economic, and political equity; production, distribution and consumption of goods; ecology; population; development, sustainability, preservation, and conservation exist in your classroom or curriculum? In addition, this course will also focus on the writing process, from grammar and mechanics to academic pieces written for professional educators.</p>
<p>UNC-CH School of Education Conceptual Framework:</p>	<p><b>Preparing Leaders in Education</b></p> <p>The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.</p> <p>The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.</p> <p><b>For Equity and Excellence</b></p> <p>Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.</p> <p>Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the</p>

	<p>closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.</p> <p>Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.</p> <p><b>In a Democratic Society</b></p> <p>The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.</p> <p><b>School of Education Conceptual Framework Principles</b></p> <p>The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.</p> <p>The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.</p> <ol style="list-style-type: none"> <li>1. Candidates possess the necessary content knowledge to support and enhance student development and learning.</li> <li>2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.</li> <li>3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.</li> <li>4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.</li> </ol> <p><b>SOE Conceptual Framework Dispositions</b></p> <p>Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.</p> <ol style="list-style-type: none"> <li>1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</li> <li>2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</li> </ol>
<p>Course Standards (Addressed):</p>	<p>SOE Principle 1  SOE Disposition 2  Master’s Degree Standard 1  Master’s Degree Standard 3  Master’s Degree Standard 4</p>
<p>Course Standards</p>	<p>SOE Principle 2</p>

(Evaluated):	SOE Principle 4 SOE Disposition 1 Master's Degree Standard 5
Activities & Assignments:	<p><u>Attendance, Participation, and Professionalism</u> (20 points)          Class attendance and participation are required. Exceptions will be made for family or medical emergencies.</p> <p><u>Short Written Responses</u> (15 points)          Three short written responses are required. These are reflective declarations intended to help you (1) frame and refine your thoughts on specific topics, and (2) write in a clear and succinct manner. Responses will be posted on Blackboard and discussed in class.</p> <p><u>Summaries and Questions for Discussion</u> (25 points)          For every chapter and article, one student will (1) compile a brief but detailed list of the main ideas, including quotes, and (2) generate at least two substantive questions to guide class discussion. The summary and questions may be integrated. Questions may be broad or specific, philosophical or practical; each should reflect critical interaction with the text and address core themes. <i>Please email a copy of the summary and questions to everyone at least 24 hours before class begins.</i></p> <p><u>Conference Proposal</u> (10 points)          Writing a presentation proposal to a state or national social studies conference is required. Submission is optional but encouraged. More information is forthcoming.</p> <p><u>Writing for Other Educators</u> (20 points)          This culminating assignment is designed to provide students an opportunity to write a short article intended for a larger audience outside our classroom. Writing about curriculum, classroom practices, or educational theory and research is one way to take a leadership role within the profession. Articles written for publications like <i>Rethinking Schools</i> or <i>Social Education</i> should serve as exemplars. Students determine the topic, style, and length with approval from the instructor. See the rubric for more specifics on Blackboard.</p> <p><u>SES Principle 2</u> (5 points)          Please see the rubric on Blackboard.</p> <p><u>SES Disposition 2</u> (5 points)          Please see the rubric on Blackboard.</p>
Evaluation:	H      90-100 points P      80-89 points L      70-79 points F      0-69 points
Required Texts:	<p>Bowers, C. (2001). <i>Educating for eco-justice and community</i>. Athens, Georgia: University of Georgia Press.</p> <p>Harris, J. (2006). <i>Rewriting: How to do things with texts</i>. Logan Utah: Utah State University Press.</p> <p>Noddings, N. (2006). <i>Critical lessons: What our schools should teach</i>. New York: Cambridge University Press.</p> <p>Noddings, N. (Ed). (2005). <i>Educating citizens for global awareness</i>. New York: Teachers College Press.</p>
Recommended Texts:	<p>Bigelow, B. &amp; Peterson, B. (2002). <i>Rethinking globalization: Teaching for justice in an unjust world</i>. Milwaukee, WI: Rethinking Schools Press.</p> <p>Blaug, R. &amp; Schwarzmantel, J. (2001). <i>Democracy: A reader</i>. New York: Columbia University Press.</p> <p>Brent, L. (2008). <i>Incidents in the life of a slave girl</i>. Radford, VA: Wilder Publications.</p> <p>Douglass, F. (2008). <i>Selected addresses of Frederick Douglass</i>. Radford, VA: Wilder Publications.</p> <p>Kennedy, C. (2005). <i>A patriot's handbook: Songs, poems, stories, and speeches celebrating the land we love</i>. New York: Hyperion.</p>

	<p>Liu, E. &amp; Hanauer, N. (2008). <i>The true patriot</i>. Seattle, WA: Sasquatch Books.</p> <p>Loewen, J. (2007). <i>Lies across America: What American historic sites get wrong</i>. New York: New Press.</p> <p>Loewen, J. (2008). <i>Lies my teacher told me: Everything your American history textbook got wrong</i>. New York: Simon &amp; Schuster.</p> <p>Ravitch, D. &amp; Thernstrom, A. (Eds). (1993). <i>The democracy reader: Classic and modern speeches, essays, poems, declarations, and documents on freedom and human rights worldwide</i>. New York: HarperCollins.</p> <p>Zinn, H. (2005). <i>People's history of the United States: 1492 to present</i>. New York: HarperCollins.</p> <p>Zinn, H. &amp; Arnove, A. (2004). <i>Voices of a people's history of the United States</i>. New York: Seven Stories Press.</p> <p>Zinn, H., Konopacki, M. &amp; Buhle. (2008). <i>A people's history of American empire</i>. New York: Metropolitan Books.</p> <p>Zinn, H. &amp; Stefoff, R. (2007). <i>A young people's history of the United States: Columbus to the robber barons (Volume 1)</i>. New York: Seven Stories Press.</p> <p>Zinn, H. &amp; Stefoff, R. (2007). <i>A young people's history of the United States: Class struggle to the war on terror (Volume 2)</i>. New York: Seven Stories Press.</p>
Articles and Chapters:	<p>Furman, G. &amp; Gruenewald, D. (2004). Expanding the landscape of social justice: A critical ecological analysis. <i>Educational Administration Quarterly</i>, 40(1), 47-76.</p> <p>Kahne, J. &amp; Westheimer, J. (2006). Teaching democracy: What schools need to do. In E.W. Ross (Ed), <i>The social studies curriculum: Purposes, problems, and possibilities</i> (pp. 297-318). Albany: State University of New York Press.</p> <p>Noddings, N. (2004). The aims of education. In D. Flinders &amp; S. Thornton (Eds.), <i>The curriculum studies reader</i> (pp. 331-344). New York: RoutledgeFalmer.</p> <p>Nord, W. (2001). Moral disagreement, moral education, common ground. In D. Ravitch &amp; J. Viteritti (Eds.), <i>Making good citizens: Education and civil society</i> (pp. 142-167). New Haven: Yale University Press.</p> <p>Orr, W. (1991). What is education for? Retrieved July 20, 2008, from In Context Website: <a href="http://www.context.org/ICLIB/IC27/Orr.htm">http://www.context.org/ICLIB/IC27/Orr.htm</a>.</p> <p>Ravitch, D. (2001). Education and democracy. In D. Ravitch &amp; J. Viteritti (Eds.), <i>Making good citizens: Education and civil society</i> (pp. 15-29). New Haven: Yale University Press.</p> <p>Ross, E.W. (2006). Remaking the social studies curriculum. In E.W. Ross (Ed), <i>The social studies curriculum: Purposes, problems, and possibilities</i> (pp. 319-332). Albany: State University of New York Press.</p> <p>Schlesinger, A. (1992). History the weapon. In A. Schlesinger, <i>The disuniting of America: Reflections on a multicultural society</i> (pp. 45-72). New York: W.W. Norton &amp; Company, Inc.</p> <p>Schlesinger, A. (1992). The battle of the schools. In A. Schlesinger, <i>The disuniting of America: Reflections on a multicultural society</i> (pp. 73-100). New York: W.W. Norton &amp; Company, Inc.</p> <p>Thornton, S.J. (2005). Enactment of curriculum that matters. In S.J. Thornton, <i>Teaching social studies that matters: Curriculum for active learning</i> (pp. 104-108). New York: Teachers College Press.</p>

Course Schedule:

DATE	READING	ASSIGNMENT
August 25	Chapter 16 (Ross) Chapter 17 (Ross) Chapter 7 (Thornton) Noddings (Bb) Orr (Bb)	S&Q: S&Q: S&Q: S&Q: Bb: What are your goals for this school year?
September 1	No class	
September 8	Introduction (Critical Lessons) Chapter 1 (Critical Lessons) Ravitch (Bb) Nord (Bb)	S&Q: S&Q: S&Q: S&Q:
September 15	Chapter 2 (Critical Lessons) Chapter 3 (Critical Lessons) Schlesinger 2 (Bb) Schlesinger 3 (Bb)	S&Q: S&Q: S&Q: S&Q:
September 22	No class	
September 27	PHE	Bb: Write a short reflection about what you learned on Saturday.
September 29	Chapter 4 (Critical Lessons) Chapter 5 (Critical Lessons) Introduction (Harris) Chapter 1 (Harris)	S&Q: S&Q: S&Q:
October 6	Chapter 6 (Critical Lessons) Chapter 7 (Critical Lessons) Chapter 2 (Harris) Introduction (Educating Citizens)	S&Q: S&Q: S&Q: S&Q:
October 13	Chapter 8 (Critical Lessons) Chapter 9 (Critical Lessons) Chapter 3 (Harris) Chapter 1 (Educating Citizens)	S&Q: S&Q: S&Q: S&Q:
October 20	Chapter 10 (Critical Lessons) Chapter 11 (Critical Lessons) Chapter 4 (Harris) Chapter 2 (Educating Citizens)	S&Q: S&Q: S&Q: S&Q: Due: Conference Proposal
October 27	Chapter 5 (Harris) Chapter 3 (Educating Citizens) McLaren Giroux	S&Q: S&Q: Find, read, and summarize an article by McLaren or Giroux that interests you.

November 3	Introduction (Bowers) Gruenewald (Bb) Chapter 4 (Educating Citizens)	S&Q: S&Q: S&Q: Bb: Where does ecology, eco-justice, or sustainable living surface in your classroom or curriculum?
November 10	Chapter 1 (Bowers) Chapter 2 (Bowers) Chapter 5 (Educating Citizens)	S&Q: S&Q: S&Q: Due: SES Principle 2
November 17	Chapter 3 (Bowers) Chapter 4 (Bowers) Chapter 6 (Educating Citizens)	S&Q: S&Q: S&Q: Due: SES Disposition 2
November 24	Chapter 5 (Bowers) Chapter 7 (Educating Citizens)	S&Q: S&Q:
December 1	TBD	Due: Writing for Professional Educators
December 8	TBD	TBD