

**Brooklyn College
City University of New York
School of Education**

ED 724.02

Seminar in Pedagogy and Curriculum: Social Studies

Spring 08

Professor: Barbara Winslow

4 hours 3 credits

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Office Hours: Thursdays 4-6PM or by appointment

Class meets Thursday 6:20 – 8:50PM in room 5301 James, unless otherwise specified

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PLEASE TURN OFF YOUR CELL PHONE WHEN YOU COME TO CLASS. DO NOT ANSWER YOUR PHONE.

Mission Statement for the Program in Adolescence Education and Special Subjects

Consistent with the mission of Brooklyn College and the School of Education, the undergraduate and graduate programs in Adolescence Education and Special Subjects at Brooklyn College, which lead to New York City licensing and New York State Certification, are committed to developing teachers, who teach, guide, and inspire, who work as practitioners, researchers and agents for change, and who can respond to the complex educational needs of today's youth. Although our programs focus primarily on the urban educational experience, we are committed to developing teachers who will also understand and succeed with the youth in our suburban and rural areas

Our curriculum is interdisciplinary and grounded in the liberal arts and sciences. Our courses approach education, schooling, and teaching from several perspectives: historical, philosophical, psychological, moral, sociological, anthropological, scientific, political, and aesthetic. As an educational community, we cherish and work to develop in all, self-reflection, the spirit of inquiry, empathic understanding, rigorous scholarship, an ethical stance in the world, and a sense of the aesthetic. Our professors work closely with our colleagues in the liberal arts and sciences to offer courses that integrate pedagogy and disciplinary knowledge and that address the needs of aspiring and experienced high school and middle school teachers.

We are distinguished for our commitment to and expertise in working with diverse groups of learners, for our commitment to social justice, for our integration of interdisciplinary approaches, new approaches to pedagogy and curriculum theory, and autobiographical work into the curriculum, for our collaboration with the liberal arts and science departments, for our work on literacy development, in particular writing across the curriculum, and for the close relationships we develop among our students and faculty and our professors and the high school faculties with whom we work.

Believing as we do in the importance of collaboration at all levels of schooling, we work collaboratively with middle and high school faculty and administrators, with relevant community agencies and businesses and with Brooklyn College faculty to form learning communities where our undergraduate and graduate students can develop sustained, nurturing and intellectually stimulating relationships with

their colleagues, learn to see the connections between their disciplines, classroom practice, research and mentoring, and work to create intellectually, aesthetically and culturally vibrant school communities.

COLLABORATION – DIVERSITY – SOCIAL JUSTICE – CRITICAL SELF
REFLECTION AND REFLECTIVE PRACTICE

<http://www.brooklyn.cuny.edu/api/index.htm>

Professional Association Standards and Conceptual Framework Themes:

The course addresses all four themes in the Conceptual Framework of the Brooklyn College School of Education: Diversity, Social Justice, Critical Self Reflection and Reflective Practice. The course also addresses standards promulgated by the National Council for Social Studies (NCSS) www.ncss.org and the National Council for Accreditation of Teacher Education (NCATE) www.ncate.org.

Bulletin description:

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching social studies. Formulation, development, and realization of an original research project relevant to teaching and learning social studies.

Course Discussion: This seminar is the capstone course or culmination of all your class work, research and scholarship in the Social Sciences. You are going to develop a research project that demonstrates your understanding of how to apply your knowledge of the Social Sciences into New York State curriculum. In this course we pick an interdisciplinary topic – this semester it will be **Immigration and Diaspora: Brooklyn, the Nation the World** and you will create the equivalent of an elective 11th grade course on this topic.

Course Objectives:

At the end of this course students will demonstrate their knowledge of the social studies, the standards of the NCSS and how to apply it in their teaching and curriculum development through the creation of a portfolio on the topic of Immigration and Diaspora.

Course requirements:

- Come to class on time and be prepared to stay the entire time. If you have more than two (2) *unexcused* absences, your grade will be lowered an entire grade. If you have more than three unexcused absences, I will drop you from the course.
- Complete all reading and written assignments.

Required Readings:

American Dreaming, Global Realities, (eds) Donna Gabaccia and Vicki L. Ruiz.
You will create your own reading packet

Assignments: All reading assignments are due the day mentioned.

All written assignments, including your journal, unless specified otherwise must be typewritten, double-spaced. I will not accept a handwritten paper. All written assignments must be handed in on time. You lose three (3) points for every day your assignment is late.

Assessments and Grading Policy

50% of your grade will be based upon a) informed class participation b) weekly presentations in the seminars c) conference participation d) handing in journals and other assignments

50% Final portfolio

Included in the portfolio:

1-2 page discussion about how your teaching philosophy guided the organizing principles behind the development of this course

Annotated bibliography of the research you did to plan the course

Justification for text (if used) and other reading assignments for the students in the class.

Internet research assignment/library research assignment

15 weeks of lesson plans with different teaching strategies, such as debates, games, mock trials, role play, examples of charts, maps, political cartoons, posters, newspaper accounts, other first hand accounts that you used for your lessons

Oral history project

Museum assignment

Group work

Walking Tour

Media uses

Interdisciplinary Social Studies/Literature unit

Assessments: ungraded and graded, including homework, in class tests or other assignments, document based essay DBQ

Weekly journals or assignments

Internet resources

IMMIGRATION AND DISAPORA

Everyone is going to choose a particular ethnic racial group that immigrated to the US, and to one other place on the globe. For example, Puerto Ricans in New York City and Hawaii, Irish in the US and Australia, Indians in the US and Uganda, Chinese in the US and Vietnam. You are going to create the equivalent of an elective 11th grade social studies course. During our class periods, colleagues from the Economics, History, Political Science, Anthropology and Sociology Departments will come to discuss how their particular discipline approaches the subject of immigration and Diaspora. A feminist historian will be speaking on gender and immigration, and a geographer as well.

Professor Moustafa Bayuomi from the English Department will be making a presentation on the genre of immigrant novels. Professor Philip Napoli. You are going to create lessons based on the genre of immigrant novels, use films, oral history, museums and other places of public history, a walking tour of an immigrant community, the arts and music of the particular immigrant group, and finally one of the great contributions of immigrants to the United States – their foods!

Class format: The class will meet as a seminar together from 6:20- 8:15. We will discuss the readings, the presentations. From 8:30-9:50 we will meet in work groups and plan our course.

PLEASE MAKE TWO COPIES OF ALL WRITTEN ASSIGNMENTS.

Week 1 January 31 Introduction and welcome to the course. Creation of working groups. Discussion of the readings

Week 2 February 7. CLASS MEETS WITH PROFESSOR MIKE SCHOENFELD IN ROOM 102 Roosevelt Extension. Class will end at 8:15.

By February 7 I need to know which immigrant/ethnic group you have chosen.

Week 3 February 14

Readings in *American Dreaming*, Introduction, Chapter 1, “The Burden of Their Song,” Chapter 22 “From Ellis to JFK: Transnational Ties.” Everyone is to come in with a global map, a map of the US and a map of Brooklyn.

Week 4 February 21 Russell Sharman – Anthropology

Readings to be announced

Week 5 February 28 Gaston Alonso – Political Science

Readings tba

Week 6 March 6 Moustafa Bayuomi – Literature

Readings tba

Week 7 March 13 Herve Queneau – Economics

Readings tba

Week 8 March 20 Phil Napoli – History

Readings tba

Week 9 March 27 – Barbara Winslow – Gender and Sexuality

Readings: in *American Dreaming*, Chapters 3, 4, 5, 15

The Organization of American Historians is having its annual conference in New York City beginning Thursday May 27-Sunday March 30. There are going to be a number of extremely useful teaching sessions as well as sessions that discuss immigration and diaspora. Everyone is expected to attend a session. You can attend all the sessions for free, and this is an extraordinary chance to listen to and talk with so many of the finest historians around. Do not pass up this opportunity.

Week 10 April 3 Neil Smith - Geography

Week 11 April 10 – Immigration in film

Readings tba. We will be compiling a list of feature and documentary films which deal with the subject of immigration and diaspora and development ways of using this media in our classrooms.

Week 12 April 17 Walking Tour

HAVE A WONDERFUL HOLIDAY

Week 13 May 1 Oral History Projects

Readings tba

Week 14 May 8 Museums, Art, Music and the Social Studies Curriculum

Readings tba.

Week 15 May 17 Last day of class – Immigrant Contribution to Food and Entertainment. Everyone is going to either prepare or bring a particular holiday dish that is unique to your immigrant group. You will have done some research about the origins and meaning of the particular dish; who prepares it? who serves it? what is its particular significance – religious? political? family. We will use this time to celebrate and reflect the end of the course.