

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

ED 763.02

Seminar in Pedagogy and Curriculum: Social Studies

Fall 2007

Professor: Barbara Winslow

30 hours 4 credits

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Office Hours: Mondays: 3-5PM, in room 1207 Ingersoll Thursday 3:00-4:30PM

Thursdays or by appointment

Class meets Thursday 4:55-8:15PM in room 3410 James, unless otherwise specified.

<p>PLEASE TURN OFF YOUR CELL PHONE WHEN YOU COME TO CLASS. DO NOT ANSWER YOUR PHONE.</p>

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/apiindex.htm>

Bulletin description:

Goals and objectives for teaching in secondary education; planning for instruction; classroom dialogue and questioning evaluation and assessment; innovative teaching techniques; teaching of students with special needs; subject area curricula.

This seminar brings together student teachers to discuss and analyze common themes, strategies, perspectives, problems and methodologies in social studies.

Course discussion: This two semester sequential seminar brings together teacher candidates to discuss and analyze common themes, strategies, perspectives, problems and methodologies in teaching Social Studies in the high schools. There will be group work, modeling of lessons, museum experiences and other class excursions.

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.

Course Objectives:

At the end of this course students will be able to

- Demonstrate their understanding of the importance of the Social Studies curriculum through their preparation of lesson plans, self-reflective journals and teaching in the schools, which address standards promulgated by both NCSS and the New York State Educational Standards.
- Students will demonstrate their ability to plan and organize curriculum through the creation of teaching units and lesson plans.
- Students will be knowledgeable of a wide range of assessment and evaluation techniques, as well as innovative teaching techniques;
- Students will be knowledgeable about teaching students with special needs

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.

- Get an e-mail account if you don't already have one. Please e-mail me at my e-mail address as soon as you can.
- You must keep a portfolio in which you place any work done in the seminar on in your practice teaching that you think accurately reflects your practice and who you are as a teacher.

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site:

<http://www.brooklyn.cuny.edu/bc/policies>. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST report the violation.**

Required Readings:

Push, by Sapphire

Social Studies for the Twenty-first Century, Jack Zevin, Fourth Edition, Lawrence Erlbaum Associates, Mahwah, New Jersey, 2007. Available at the Bookstore or online.

Assignments:

- Keep a reflective journal of your readings and student teaching. Journals are collected each week, hard copy or on line. Your journal is to be well written, typed double-spaced at least one page a week. 30% Journal entries can be sent via e-mail, but they still must be well written and proofread. You do not get graded on the journals but you will be penalized if they are late, or not handed in at all.
- Read the *New York Times*, especially the Wednesday education page. You can include information in your journal and we will be discussing education issues in class.
- Join the H-Net Social Studies Teacher list at h-high-s@H-NET.MSU.EDU
- First in class assignment 10%
- Newspaper assignment 10%
- Web assignment 10%
- Mid term 20%
- Final Project. 20%

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. **PLEASE MAKE TWO COPIES OF ALL WRITTEN ASSIGNMENTS.**

Incompletes are only given in a case of family or personal emergency. Falling behind in your work does not constitute such an emergency.

Points Grade
100-98 = A+
97-94 = A
93-90 = A-

Points Grade
89-87 = B+
86-84 = B
83-80 = B-

Points Grade
79-77 = C+
C and below is not a passing grade

Week 1 August 30

Introduction to the course. Get your book, get your e-mail account, if you don't have one, see if you can find the course on line; see if you can subscribe to H-Net Social Studies Teacher, h-high-s@H-NET.MSU.EDU, start reading *Push*.

Week 2 September 6

**Teaching the Levees
Lessons from Katrina
What Kind of Country Are We?
What Kind of Country Do We Want to Be?**

**4-6PM Teachers College, Columbia University
525 West 120th Street, New York City
Corwin Center Auditorium
Room 147 Horace Mann
Reception to follow**

Week 3 No class September 13

Readings: Finish PUSH

Your first assignment is due. September 10. Please leave the papers with the secretary in room 2309

Late papers will be penalized 3 points for every day they are late. **This is a graded assignment.**

Please write **no more than four pages**, 1) Describe the school in which you teach: the students, the teachers, the administrators, the offices, class and other rooms, and custodial staff, other people you have met such as parent representatives, union representatives, the neighborhood and the community in which your school is situated. Please remember to think in terms of abilities, class, ethnicity, gender, and race when you write about the school. 2) list cultural resources and points of interest in the neighborhood, including the location and hours of the local library 3) an overview of the social studies and history curriculum from 9-12 grades, and the books that are taught in the classes. 4) a week's worth of lesson plans 5) a copy of a Global or US Regents examination.

Week 4 September 20

Hand in a journal article on *Push*. No more than 2 pages. Write a brief review of *Push*. Why do you think this book was selected as an introduction to student teaching? Would you be able to 'save' Clarice? Is this an appropriate book for middle school students? If so why? If not why not?

Week 5 September 27

Reading: In your packet, “Dividing the Digital; Divide: Instructional Use of Computers in Social Studies.”

Class meets in the Computer teaching Lab in the Library. 3rd floor.

For your journal entry. This is an ungraded assignment. You are to be an anthropologist at your school. Where are their computers? For the teachers? The students? Computer labs? The library? How are the computers used by students? In class? The library? In their spare time? How many of your students have their own computers?

Week 6 October 4

Hopefully the class will be meeting in a smart classroom.

Graded web assignment: Choose ten social studies websites that you would have your students use for research and that you would use for classroom teaching and projects. Explain *why* they are useful. Find one social studies website that you would not recommend for your students, and explain why.

Week 6 October 11th

Readings: Zevin, Part One, Philosophy and History of the Social Studies: What Are the Social Studies; Be familiar with the website of the National Council on the Social Studies NCSS, <http://www.socialstudies.org/>

In your journal critically comment on the relationship between the discipline of history (or political science) and that of the social studies.

Week 7 October 18

Readings: In Zevin, “Teachers and Students: A Context for Social Studies Instruction.” In your journal comment on how this section of the book relates to your actual experience starting out as a teacher in the classroom.

Week 8 October 25 Students with special needs

MID TERM PROJECT DUE/TBA

Week 9 November 1

Readings: in Zevin, “Strategies for Social Studies Instruction Documents Documents Documents

We will be learning how to analyze original documents, and artifacts

Be familiar with the National Archives website: www.archives.gov

Week 10 November 8

Everyone is to bring in one of the following: an original document, a newspaper article, a photograph, a graph or chart, and we are going to analyze them and learn how to enable students to understand these documents.

Week 11 November 15

Using newspapers and controversy in a lesson plan. Everyone is to take a news story, and an editorial, whether the war in Iraq, the US presidential election, the Arab Israeli-Palestinian conflict, the rise of Hugo Chavez, the new president of Turkey, China’s pollution, the immigration debate in the US, even sports, styles, BUT NO

CELEBRITIES. You must take an article from the *New York Times* (the so-called paper of record) about your story, plus an article from a local US newspaper, i.e. the *Sacramento Bee*, the *Berkshire Eagle*, just to name a few, plus two international papers. You are to prepare a lesson plan for your students using these news stories and editorials. How would you have the students understand the difference between the editorial page and news stories? Do you see differences in how the stories are reported? What could be the basis for the differences? Given these differences (if they exist) how can students under what to make of these differences.

Week 12 November 20 Class Meets on the Tuesday. It's a Conversion Day. No class on the 22

Testing testing testing

Reading: "The Myth of a Multicultural Curriculum: An Analysis of New York State U.S. History Regents."

Journal topic on the subject of assessments: Comment on the readings and how it relates to your experience in the classroom.

HAPPY THANKSGIVING

Week 13 November 29

Readings: in Zevin, "Teaching the Social Studies Curriculum."

By now you have experienced a teacher parent conference. Your journal article should reflect on the conference, as well as what your school does to promote parent involvement. You should meet with the parent representative and ask her/him about the school's policy, and attend one school community parent event.

Week 14 December 6

Readings: textbooks and media in the Social Studies

Films in the class room. We will be looking at the movie *Half Nelson*.

Week 15 December 13

Readings: Beyond the Social Studies Classroom: Professional Issues and Trends"

Final Projects due/TBA