

Introduction to Social Studies

HIS 390

Summer 2006

Dr. Mark Tebeau

Cleveland State University

Class Meetings: RW 336; M, T, W, TH, Fri 4:00-5:40 PM

Office Hours: RT 1906 T/W/TH 3:00-4:00 PM, or by appointment

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Web: <http://academic.csuohio.edu/tebeaum/courses/social/> (for syllabus, guidelines)

Blog: <http://tristero.typepad.com/cities/> (for updates, assignments)

Description

“Social studies” is an elusive, if not illusory, social construction. Regardless of its uncertain origins, social studies has become a tidy way for state legislatures, schools, and educators to package learning about human societies. In Ohio, the social studies curriculum includes a diverse range of approaches and materials related to both the social sciences and the humanities. At its base, the Ohio Social Studies Standards are based fundamentally in the study of history, but are nonetheless shaped by a diversity of areas of academic study. However, the lack of a clear disciplinary base for social studies has made it difficult for students studying to be teachers to connect the dots between their disciplinary courses and their future profession. Complicating this has been the tendency of colleges of education to emphasize pedagogy as THE critical element of teacher education, which has shaped the process of certifying and licensing teachers. Indeed, sometimes, education professors go so far as to teach about content without themselves being experts in that area of study.

In this context, this course serves as either end of the education bookshelf of those students seeking licensure through CSU. This course introduces students to their social science and humanities curriculum as a critical component of becoming effective teachers, or alternately it allows students to reflect on their coursework at Cleveland State. This course focuses on content—but does not teach any particular topic in great depth. Rather, by examining and partaking in the process of seeking knowledge about a particular subject, this course allows us to integrate the various disciplines that make up social studies into a semi-coherent whole. We will learn about the sources used by scholars, their methods, and broadly about the types of questions they address, Intro to Social Studies, helps to make you self-consciously aware of creating content. Further, by demanding that you create packages of curriculum materials, complete with a scholarly essay, about the study of labor in American history, this course provides a practical, hands-on activity that mirrors what you will do EVERY DAY as teachers—especially in those first fateful years.

Our goal, then, is to reemphasize content knowledge as *a*, if not *the* key component of your teacher education.

Toward this end, this course seeks to conjoin insights about content, pedagogy, and debates about the teaching setting through a **course project**. Completing the project in this course is a very challenging task. It demands that students complete a variety of straightforward tasks and assignments in a timely and systematic fashion.

Community

Courses comprise communities of learners with responsibilities to one another. Our particular community is governed by the code of conduct at Cleveland State University, and rules of simple courtesy. We expect to listen and engage our peers respectfully, which includes turning cell phones off, arriving on time, and not interrupting, or carrying on side conversations.

We will strive to create a learning community that fosters critical inquiry. Everyone is responsible for developing and engaging this community. This means that students should prepare for class by doing course readings prior to class and by coming prepared to discuss the materials. It also means taking the course project seriously and doing research/writing about it from the outset of the semester.

Each student is expected to make a commitment of twelve hours of work per week to this course—beyond attending class sessions. This time commitment will show in student preparation for class, excellent and thoughtful written assignments, and work handed in on time.

It is also expected that students create PRINT COPIES of all Electronic Course Reserve readings and to actively keep a “reading journal,” for which students receive course credit. In the journal, you will keep notes on course readings, your thoughts, research notes, and other course materials. (There is more discussion of this reading journal below.)

Assignments—General

All paper-writing assignments **MUST** be word processed. There are **NO** exceptions.

All assignments must be typewritten (for more see below); you must use a 12 point font of reasonable size, such as Times New Roman or Times, with 1" or 1.25" margins. Moreover, your paper should contain no grammatical or spelling errors; practically this means that your paper should possess less than one error per two pages of text. If these requirements are **NOT** meant, the instructor may return it to you and/or refuse to grade your assignment; further, you will receive a deduction of one-letter grade. All citations must follow the Chicago Manual of Style format; they may appear as either footnotes or endnotes. Failure to meet any of these guidelines may result in the paper being **NOT** being accepted. This is at the instructor’s discretion.

Attendance of course meetings is mandatory. The instructor will collect attendance data for each class and will record student attendance in a data book. This information will be used in calculating the final grade; points may be added (for perfect attendance) or subtracted, sometimes significantly (for poor attendance relative to the class average), from the final grade.

Electronic Submission

- The instructor will accept papers submitted electronically. ***However, they must be formatted according to the following conditions OR THEY WILL NOT BE ACCEPTED AND WILL BE TREATED AS LATE.***
- **Formatted** in Microsoft Word or Rich Text Format;
- **Title Page** with student name, paper title, assignment information, course, date, and appropriate paper number;
- **Header on the page** must possess the student’s last name, assignment information, date, and page number;
- The instructor will try to acknowledge successful receipt of the paper within 24 hours. However, if no such electronic notice is received, it is the student’s responsibility to confirm delivery;
- Responsibility for electronically submitted papers rests solely with the student; thus, I recommend that students supplement all electronic submissions with hard copy submissions, *as soon as possible.*

Late Work

Late papers will **NOT** be accepted, except in unusual circumstance (as laid out in the CSU Code of Conduct.) If late papers are accepted, there may be a penalty, usually of one letter-grade per day.

These strict rules apply, in part, because the course project is cumulative, and students will be expected to include the requisite work in their final projects. If you get behind, you will have difficulty catching up.

Moreover, I am giving you every assignment for the semester on the first day of class. No excuses for lateness with that much advance warning. If there is a crisis in your life, please communicate with me about it in a timely fashion. If you extend me this courtesy, you will find me very amenable to meeting your needs.

Academic Integrity

Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material ranging from whole papers and paragraphs to sentences and phrases. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; and a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

Source: Capitol Community College's guide to plagiarism (MLA style): <http://www.ccc.commnet.edu/mla/plagiarism.shtml>

Required Texts

Gary Nash, Charlotte Crabtree, and Ross E. Dunn, History on Trial: Culture Wars and the Teaching of the Past (New York: Vintage, 2000);

Peter Stearns, Peter Seixas, and Sam Wineburg, editors, Knowing, Teaching, & Learning history: National and International Perspectives (New York: New York University Press, 2000);

Sam Wineburg, Historical Thinking and Other Unnatural Acts (Philadelphia: Temple University Press, 2001).

Texts Required for Final Project (two of three)

John Bodnar, The Transplanted (Bloomington, Ind.: University of Indiana Press, 1990).

James Grossman, Land of Hope: Chicago, Black Southerners, and the Great Migration (Chicago, Ill., University of Chicago Press, 1991);

George Sanchez, Becoming Mexican American (New York: Oxford University Press, 1995);

Recommended Supplementary Reading

Lichtenstein, et. al., Who Built America? Working People and the Nation's Economy, Politics, Culture, and Society (Worth, 2000).

Electronic Course Reserve

Additional articles and book chapters are available on electronically, mostly on **ECR**, <http://scholar.csuohio.edu/screens/m_course.html> ; when materials are available in other places on the Internet, the links will be specified and the course website will contain links to those materials. **You should always bring a copy of any required reading to class on the day for which it is assigned.**

Assignments

"Where are We—Standards" Essay (3-5)	8 %
"Reflecting on Instruction" Essay (3-5)	8 %
"Historical Thinking" Essay (3-5)	8 %
"History Wars" Essay (3-5)	8 %
Participation	16 %
Book Presentations	16 %
"prep" Assignments	16 %
Final Project	20 %

Final Grade: Total Points (above) * Attendance Multiplier*

* The attendance multiplier (total points earned * percent of class sessions present/on-time) is the percent of class sessions in which a student is present/on-time is expected to be determined by the number of class sessions attended divided by 26. There are 28 sessions scheduled this term.)

Standards Essay

In 3-5 pages, answer the following three questions (with 1-2 pages devoted to each): If you were teaching about immigration to the United States, what standards in the Ohio Model Social Studies Standards would you be addressing? What are the strengths and/or weaknesses of the Ohio standards as they are currently outlined? Defend your answer? How do the Ohio standards relate to your undergraduate training at Cleveland State University—i.e. the blue “checklist”—and what are the strengths and/or gaps in your training?

Reflection on Instruction

In 3-5 pages, consider the essays in Stearns, Seixas, & Wineburg. Drawing upon at least four of the essays, explain the major problems facing “knowing, teaching, and learning” history. How do the various authors propose overcoming these challenges? Do you agree or disagree with their views? Why or Why not (in other words, explain)? The best essays will include research and study from outside of class.

Historical Thinking

In 3-5 pages answer the question: What is it, precisely, that history teachers are teaching in their courses? How do historian’s choices about what constitutes the object of history instruction shape their pedagogical choices? Explain your answer, with reference to course readings.

Essay on Culture War

In 3-5 pages answer the question: What are the culture wars? What are the points of disagreement? Extend yourself and do some research by finding two essays/articles with views contrary to Nash as a way to develop this argument. What do you feel about the culture wars and history? Support your view with a well-developed sense of what is involved in teaching history, the goals of education, and the arguments presented by Nash.

Prep Assignments

In the first four weeks of the semester, we will spend one day looking at different types of source materials that historians use in the classroom. You will complete a “prep” assignment for each of these class periods, handing it in prior to the course session. Each of these “preps” will count for 4 % toward your final grade. The preps will be for the following: images, census materials, movies & media, and printed primary source documents. With the exception of the first week, these will be handed out on Monday and they will be due before class has started on Thursday. Under no circumstances will these be accepted after the class period has started.

Book Presentations

Students will be required to present the arguments of **two** books to their peers during the semester, contained in books by Bodnar, Grossman, & Sanchez. They will prepare a comprehensive page of notes and arguments, meet with fellow students prior to class, and present those ideas during class (in effect leading class discussion.) **Each of two** written outlines and presentations will count as 8 % of the students’ grades.

Final Project: Immigration and Migration

You will complete a final project in which you teach a comparative unit on the history of immigration and/or migration to the United States, in the period from 1880-1920.

Completing this unit will demand the following:

- a) Read two of the three scholarly books listed on the course syllabus (Bodnar, Grossman, Sanchez).
- b) Create a bibliography of 5-7 secondary sources and 5-7 separate primary source materials beyond those mentioned in the course. These will be judged in the following manner: scholarly excellence and rigor, quality of materials, and appropriateness to your project.

- c) Write an 8-page essay in which you outline the key historical arguments and ideas underlying immigration and migration; answer the question how were the two population movements that you were comparing similar or different? This should be written authoritatively and for an informed audience of teachers.
- d) Create a unit plan of activities that is built around the concepts introduced in your essay, primary and secondary materials referenced in your bibliography, that I appropriate to the Ohio Social Studies Standards, and makes use of course concepts and themes. It should also include a statement of assessment: how would you determine whether the students learned anything?

Participation (and reading journal)

For many of the course reading assignment I may provide, in advance, on the course website a question or questions for your consideration as you read. You should print these questions out and record your answers (legibly) directly onto the handouts. Over the course of the semester, you should compile these handouts in a three-ring binder. I strongly encourage you to write down anything else that strikes you as important as you read. Writing as you read and after you read encourages good analytical skills and careful reading, as well as promotes a higher level of engagement in class. The “reading” journal is also where you should compile your completed papers, your project notes, and research materials.

Attendance of course meetings is mandatory. The instructor will collect attendance data for each class and will record student attendance in a data book. This information will be used in calculating the final grade; points may be added (for perfect attendance) or subtracted, sometimes significantly (for poor attendance relative to the class average), from the final grade.

Schedule

Readings should be completed before the date under which they are listed.

Week 1

Mon., May 22

Course Introduction—Social Studies, History, & Concepts

Introduction & History of Social Studies

Whelan, Michael . "James Harvey Robinson, the New History, and the 1916 Social Studies Report," *The History Teacher*, Vol. 24, No. 2. (Feb., 1991), pp. 191-202. JSTOR

Lybarger, Michael . "Origins of the Modern Social Studies: 1900-1916," *History of Education Quarterly*, Vol. 23, No. 4. (Winter, 1983), pp. 455-468. JSTOR

Ravitch Overview: <http://www.edexcellence.net/doc/ContrariansChap1.pdf>

Ravitch, Who Prepares Teachers? <http://www.nche.net/RavitchSpeech.html>

Tues., May 23

Ohio Social Studies Standards

NCSS Web Page: <http://www.ncss.org/>

National Center for History in the Schools: <http://nchs.ucla.edu/guide.html>

National Council for History Education: <http://www.nche.net/>

Wed., May 24

Citizenship and Civics, Stearns 206-235

Western Civilization in the Curriculum, Stearns 60-110, 110-206

Paolo Friere, <http://www.infed.org/thinkers/et-freir.htm>

Where did Social Studies Go Wrong?

<http://academic.csuohio.edu/dramos/ramos/classes/HIS390%20Social%20Studies/mainpage.htm>

Thurs., May 25

Reading Printed Documents – Why People Move?

Fri., May 26

Instructor Overview: Migrations in History

DUE: Where are we at now?

Week 2

Mon., May 29

What does the Historian do?

Tues., May 30

No Class

Wed., May 31

Wineburg, Historical Thinking

Thurs., June 1

Wineburg, Historical Thinking

Fri., June 2

Reading Images – Comparing Jacob Riis & Jacob Lawrence

Bodnar, The Transplanted (student presentations)

DUE: “Historical Thinking”

Week 3

Mon., June 5

Teaching History

Tues., June 6

Stearns, Seixas, Wineburg, Knowing, Teaching ...

Wed., June 7

Stearns, Seixas, Wineburg, Knowing, Teaching ...

Thurs., June 8

Stearns, Seixas, Wineburg, Knowing, Teaching ...

Fri., June 9

Reading Numbers – Migration by the Numbers

Grossman, Land of Hope (student presentations)

DUE: Reflections on Teaching

Week 4

Mon., June 12

Fighting about History

Tues., June 13

Nash, History Wars

Wed., June 14

Nash, History Wars

Nash, History Wars

Lemming, et. al, Where did Social Studies Go Wrong? (especially, Chapters 4 & 7)

<http://www.edexcellence.net/doc/ContrariansFull.pdf>

Thurs., June 15

Reading Multimedia – Dealing with Identity in Film (View: To Sleep With Anger)

Fri., June 16 Sanchez, Becoming Mexican American (student presentations)
DUE: History Wars

Week 5

Mon., June 19
 Tues., June 20
 Wed., June 21
 Thurs., June 22
 Fri., June 23

Developing Units

No Class

Teaching Local History: Rivers, Roads, Rails (all day/evening)

Instructor Meeting—mandatory

Instructor Meeting—mandatory

Instructor Meeting—mandatory

Due: Draft of Project Essay & Bibliography

Week 6

Mon., June 26
 Tues., June 27
 Wed., June 28
 Thurs., June 29
 Fri., June 30

A Professional Dialogue

Instructor Meetings—mandatory

Project Discussions/Presentations

Project Discussions/Presentation

Final Project Due @ 5 PM

No Class