

# Introduction to Social Studies

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**HIS 390**

**Fall 2007**

**Dr. Mark Tebeau**

**Cleveland State University**

Class Meetings: BU 102 M/W/F 8:30-9:35

Office Hours: RT 1908 M/W 9:35-10:45, 12:30-1:30, by appointment

Phone: (216) 687-3937

Email: [m.tebeau@csuohio.edu](mailto:m.tebeau@csuohio.edu)

Web: <http://academic.csuohio.edu/tebeaum/courses/social/>

Blog: <http://tristero.typepad.com/cities/>

## 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. In order to facilitate the development of the project—and introduce students to the research and critical-thinking process, the course is designed to lead students through those steps in a simple and methodical fashion. Also, student work is cumulative over the course of the semester, so that at the end of the semester. As a result, students will not only have compiled (and received instructor review of) a body of research and writing for their project that will become part of the final interpretive curriculum package and research binder.

Given the nature of the project, it is critical that students complete each step/assignment along the way in a complete and timely fashion. The most significant barrier to successful completion of the course project (and student achievement in terms of grading) is procrastination and/or falling behind the course schedule.

The project is divided into a series of discrete parts, each with a corresponding due date. While this may seem overwhelming at first, you will find that, if you give proper attention to each assignment, your final project will virtually “write itself.”

### **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. I also recommend that students keep a “reading journal.” In the journal, you should keep notes on course readings, your thoughts, research notes, and other course materials.

### **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://webster.comnet.edu/mla/plagiarism.shtml>

### **Required Texts**

John Ellis, Eye-Deep in Hell: Trench Warfare in World War I (Baltimore: Johns Hopkins University Press, 1989)

Judy Barrett Litoff and David C. Smith, eds., Since You Went Away: World War II Letters from American Women on the Home Front (Lawrence: University Press of Kansas, 1995)

James M. McPherson, For Cause and Comrades: Why Men Fought in the Civil War (New York: Oxford University Press, 1997)

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)—on ECR.

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

### **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](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**

“Standards” Essay	10%
“Historical Thinking” Essay	10%
Bibliography	05%
Multimedia (images)	05%
Multimedia (propaganda)	05%
Multimedia (sound)	05%
Multimedia (Lesson Plans)	05%
Background Essay (draft)	05%
Preps (2)	10%
Participation & Attendance	10%
Final Project	30%
PowerPoint—Multimedia	
Background Essay	
Lesson Plans	
Bibliography	
Source Materials	
Additional Materials	

### **Standards Essay**

In 4-6 pages, answer the following three questions (with 1-2 pages devoted to each): If you were teaching about War in US History, 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?

### **Essay on Historical Thinking**

In 3-5 pages answer the question: What is historical thinking? How is it taught? How do historian’s choices about what constitutes the object of history instruction shape their pedagogical choices? And, finally, what are the social and political consequences of your viewpoint? Explain/Defend your answer, with reference to course readings.

### **Annotated Bibliography**

Create an annotated bibliography that contains five books, three essays, and five primary sources related to the major theme that you will trace, as it regards war in American history, during the course of the semester. The source materials should cross social science disciplines and your annotation should note that boundary crossing. You will use a new scholarly research tool, Zotero, free on the web, to create your bibliography. This will allow us to share our work.

### **Multimedia Annotations: Images, Propaganda, and Audio**

Students will identify at least 5 images, 5 items of propaganda, and 5 audio items for use in their course projects. These items will be properly cited and annotated for the professor.

### **Lesson Plan Ideas**

Students will develop three teaching ideas around documents. These need not be complex ideas, but will contain a list of teaching and learning objectives, a description of activities, and a discussion of how those activities operate to meet the learning objectives, as well as any additional documents and/or handouts necessary for the lesson.

### **Background Essay**

In 4-6 pages, trace one of the following thematic approaches to War in American History and what it reveals about American life, with examination of at least three conflicts and two centuries: international politics and American political life, conflict, technology, homefront, etc. This essay is what historians call a synthetic essay, drawing materials from the bibliography that you have created, as well as other sources, including class readings and course discussion.

### **Prep Assignments & Reading Binder**

In addition to daily course readings, several times during the semester, the instructor will hand out “preparation assignments” that ask you to study primary source materials as a way to prepare for an upcoming class. These are due the morning of the class before class. You should make a photocopy of the prep assignment for yourself to help you engage in the course discussion.

For nearly all the course reading assignment I will 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 retain these handouts.

As a research practice, I recommend that you keep a “reading binder” 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, research materials, and ECR articles. Each section should be clearly delineated. The journal may be submitted at the end of the semester as evidence of student engagement.

Occasionally, the instructor will request that you submit your answers to the reading questions prior to class as a way to monitor daily attendance; these will be marked and returned within one class period.

### **Attendance**

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.

### **Final Project**

The final project consists of a one-week unit on your given topic. That unit should contain the following elements: a) PowerPoint with 7 slides to present the topic in a multimedia fashion; b) essay of topic introduction; c) Lesson Plan; d) bibliography; e) 5-7 primary sources with discussion questions and plans for using them in the classroom; f) any additional materials in an appendix.

### **PowerPoint**

Assemble the images and audio into a multimedia PowerPoint that could be used to teach War in American History. This PowerPoint will be presented during the last week of class, when students will explain their project and their approach to teaching war.

**Schedule**

\* Denotes readings available on Electronic Course Reserve (ECR)

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

**Week 1**

Mon., Aug. 27 **Course Introduction**

Wed., Aug. 29 **Ohio Social Studies Standards**

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=335&ContentID=852&Content=32668>

Fri., Aug. 31 Ravitch, "The Education Backgrounds of History Teachers," \* KTLH  
McDiarmid & Vinten-Johansen, "A Catwalk across the Great Divide," \* KTLH  
Rosenzweig, "How Americans Use and Think about the Past" \* KTLH

**Week 2**

Mon., Sept. 3 **Knowing, Teaching, & Learning History**

Wineburg, Introduction & Part I, vii-xiv & 3-60

Dunn, "Constructing World History" \* KTLH

Wed., Sept. 5 Weintraub, "What's This New Crap?" \* KTLH

Seixas, "Does Postmodern History Have a Place?" \* KTLH

Fri., Sept. 7 Lowenthal, "Dilemmas and Delights" \* KTLH

Shemilt, "The Caliph's Coin" \* KTLH

**DUE: Standards Essay****Week 3 Historical Thinking**

Mon., Sept. 10 Wineburg, Part II, 63-136

Wed., Sept. 12 Wineburg, Part III, 139-214

Fri., Sept. 14 Discussion

**Week 4 Pedagogies**

Mon., Sept. 17 Friere, "Pedagogy of the Oppressed," & "Learning to Question" \*

Bain, "Research & Theory," \* KTLH

Wed., Sept. 19 Gutierrez, "Making Connections" \* KTLH

Boix-Mansilla, "Historical Understanding" \* KTLH

Fri., Sept. 21 Britt, et. al. "The Sourcer's Apprentice" \* KTLH

Nash, et al., 1-74

**DUE: Historical Thinking: What is it and the Challenges of Teaching It****Week 5 Culture Wars: The Politics of Teaching**

Mon., Sept. 24 Nash, et. al., 75-148

Wed., Sept. 26 Nash, et. al., 149-277

Fri., Sept. 28 Discussion Session

**Assignment: Take Sides****Week 6 War & American History**

Mon., Oct. 1 Lecture/Overview

Wed., Oct. 3 Ayers, 1-188

Fri., Oct. 5 Ayers, 189-455

**Week 7 The Civil War**

Mon., Oct. 8 **Columbus Day, No Class**

Wed., Oct. 10, Discussion of Civil War: Webquest  
 Fri., Oct. 12; Valley of the Shadow & Brady Photographs  
<http://www.archives.gov/education/lessons/brady-photos/>

**Due: WWII Bibliography**

**Week 8 Civil War & World War I**

Mon., Oct 15 Valley of the Shadow as a Teaching Tool  
<http://valley.vcdh.virginia.edu/>

Wed., Oct. 17 Guest Lecture: Propaganda

Fri., Oct. 19 Discussion: Using Propaganda

**Due: WWII Images**

**Week 9 Teaching World War I**

Mon., Oct. 22 Ellis, 3-123

Wed., Oct. 24 Ellis, 124-206

Fri., Oct. 26 Discussion about teaching WWI

**Due: WWII Propaganda: Advertising & Comics**

**Week 10 World War II**

Mon., Oct. 29 Lecture & Veteran's Oral History Project

Wed., Oct. 31 Burns & Litoff, tbd

Fri., Nov. 2; Burns & Lifoff, tbd

**Week 11 Teaching World War II**

Mon., Nov. 5, Burns & Litoff, tbd

Wed., Nov. 7, WRHS exhibit discussion

Fri., Nov 9 Clipping Oral History: Interclipper & Audacity

**Due: WWII Sound**

**Week 12 Listening to Vietnam & the Iraq War**

Mon., Nov. 12 Presidential Sound & Lecture

Wed., Nov. 14 Veteran's Oral History Project

<http://www.loc.gov/vets/>

Fri., Nov 16 What Was Asked of Us: An Oral History of the Iraq War, excerpt

[http://www.c-](http://www.c-span.org/Search/advanced.asp?AdvancedQueryText=oral%20history%20iraq%20war&StartDateMonth=&StartDateYear=&EndDateMonth=&EndDateYear=&Series=&ProgramIssue=&Query/Type=&QueryTextOptions=&ResultCount=10&SortBy=bestmatch)

[span.org/Search/advanced.asp?AdvancedQueryText=oral%20history%20iraq%20war&StartDateMonth=&StartDateYear=&EndDateMonth=&EndDateYear=&Series=&ProgramIssue=&Query/Type=&QueryTextOptions=&ResultCount=10&SortBy=bestmatch](http://www.c-span.org/Search/advanced.asp?AdvancedQueryText=oral%20history%20iraq%20war&StartDateMonth=&StartDateYear=&EndDateMonth=&EndDateYear=&Series=&ProgramIssue=&Query/Type=&QueryTextOptions=&ResultCount=10&SortBy=bestmatch)

**Due: WWII Lesson Ideas & Activities**

**Week 13 Technology, Indexing Sound, Creating PowerPoints**

Mon., Nov. 19 Technology Lab

Tues., Nov. 20 Technology Lab

Wed., Nov. 21 Technology Lab

**Due: WWII Background Essay**

Fri., Nov 23 **Thanksgiving, NO Class**

**Week 14 Putting it All Together**

Mon., Nov. 26 History & Social Studies

Wed., Nov. 28 Teaching

Fri., Nov. 30 Learning

**Week 15 Presentations**

Dec. 3, 5, 7

Wed., Dec. 12 **DUE: Final Course Project**