Introduction to Social Studies

HIS 390  
Spring 2005  
Dr. Mark Tebeau  
Cleveland State University  
Class Meetings: MC 329 T/TH 4:00-5:50 PM  
Office Hours: RT 1906 T/W/TH 1:00-3:00 PM, or by appointment  
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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 seven components, 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.

If 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 close 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.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);

Jacob Riis, David Leviatin, editor, How the Other Half Lives: Studies Among the Tenement Dwellers of New York (New York: Saint Martin’s, 1997);

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


Recommended Supplementary Reading
Carol Poh Miller and Robert A. Wheeler, Cleveland: A Concise History, 1796-1996 (Bloomington: Indiana University Press, 1997);


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**

- “Standards” Essay 10%
- “Historical Thinking” Essay 10%
- Bibliography 10%
- Comparative Essay 10%
- Prep Assignments 10%
- Final Project 25%
- “Reading” Journal 25%

**Standards Essay**
In 4-6 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?

**Essay on Culture War & 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.

**Annotated Bibliography**
Create an annotated bibliography that contains two books, three essays, and five primary sources related to the topic that you will develop during the course of the semester. The source materials should cross social science disciplines and your annotation should note that boundary crossing.

**Immigration and Migration: A Comparative Essay**
In 4-6 pages, answer the question: Would you describe European immigration and the Great Migration as having more similarities or differences? Defend your answer with reference to course readings.

**Prep Assignments**
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.

**Final Project**
The final project consists of a one-week unit on your given topic. That unit should contain the following elements: a) essay of topic introduction; b) bibliography; c) 5-7 primary sources with discussion questions and plans for using them in the classroom; d) a statement of assessment: how would you determine whether the students learned anything?

**Reading Journal**
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 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, research materials, and ECR articles. Each section should be clearly delineated. (This may require, by the way, a second binder.) This assignment is in lieu of exams, and so you should take it very seriously as I will ask you to submit it at midterm (for 10% of your final grade) and on the final day of class (for the remaining 15%).

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 close 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**

* Denotes readings available on Electronic Course Reserve (ECR)

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

**Week 1**
- **Tues., Jan. 18**  
  Course Introduction
- **Thurs., Jan. 20**  
  Ohio Social Studies Standards  
  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**
- **Tues., Jan. 25**  
  Ohio Social Studies Standards—guest speaker/discussion  
  Wineburg, Introduction & Part I, vii-xiv & 3-60  
  Dunn, “Constructing World History” *KTLH*  
  Weintraub, “What’s This New Crap?” *KTLH*
- **Thurs., Jan. 27**  
  Historical Thinking & Standards  
  Seixas, “Does Postmodern History Have a Place?” *KTLH*  
  Lowenthal, “Dilemmas and Delights” *KTLH*  
  Shemilt, “The Caliph’s Coin” *KTLH*

**DUE: Standards Essay**

**Week 3**
- **Tues., Feb. 1**  
  Historical Thinking—What is it?  
  Wineburg, Part II, 63-136
- **Thurs., Feb. 3**  
  Historical Thinking—Teaching it  
  Wineburg, Part III, 139-214

**Week 4**
- **Tues., Feb. 8**  
  Embedded Pedagogies  
  Friere, “Pedagogy of the Oppressed,” & “Learning to Question” *
- **Thurs., Feb. 10**  
  Pedagogies & Politics  
  Bain, “Research & Theory,” *KTLH*  
  Gutierrez, “Making Connections” *KTLH*  
  Boix-Mansilla, “Historical Understanding” *KTLH*  
  Britt, et. al. “The Source’s Apprentice” *KTLH*  
  Nash, et al., 1-74

**Week 5**
- **Tues., Feb. 15**  
  What is at Stake? Politics and Pedagogy.  
  Nash, et. al., 75-148
- **Thurs., Feb. 17**  
  Culture Wars, Standards Setting, & Teaching  
  Nash, et. al., 149-277

**Due: Essay on Culture War & Historical Thinking**

**Week 6**
- **Tues., Feb. 22**  
  Migrations in History & the Internet
Mini-Lecture on Migrations

- Mark Tebeau, "Pursuing E-Opportunities in the History Classroom," *The Journal of American History* Volume 89, No. 4 (March 2003); available via *Academic Search Premiere* or the *History Cooperative*.
- Patricia Kelly Hall and Steven Ruggles, “Restless in the Midst of their Prosperity”: New Evidence on the Internal Migration of Americans, 1850-200,” *Journal of American History* Volume 91, No. 3 (December 2004): 829-846; available via *Academic Search Premiere* or the *History Cooperative*.
- Bodnar, *The Transplanted*, Part I

Thurs., Feb. 24

**Immigration**
Bodnar, *The Transplanted*, Part II

**Week 7**

Tues., Mar. 1

**Sources—Photographs**
Riis, *How the Other Half Lives*
Prep Worksheet

**Due: Bibliography**

Thurs., Mar. 3

**The Great Migration**
G & M: Hine, “Black Migration to the Urban Midwest” *
Grossman, Part I

**Week 8**

Tues., Mar. 8

**The Great Migration**
Grossman, Part II
Jacob Lawrence, tbd

Thurs., Mar. 10

**Sources—U.S. Census**
Prep Worksheet

**Week 9**

Mar. 13-20

**Spring Break—No Classes**

**Week 10**

Tues., Mar. 22

**Community Life**
Cohen, “Ethnicity in a New Era,” & “Encountering Mass Culture” *

Thurs., Mar. 24

**Discussion: Creating Curriculum, Part I**
Guest: Western Reserve Historical Society: Immigration Program

**Due: Immigration and Migration: A Comparative Essay**
**Due: Midterm assessment of “Reading Journal”**

**Week 11**

Tues., Mar. 29

**Project Work—Archival Visits/Handouts**

**Sources: Oral History**
Peter Bartis, (Library of Congress, American Folklife Center), *Folklife and Fieldwork: a Layman's Introduction to Field Techniques* *
Prep Worksheet

**Week 12**

Tues., Apr. 5

**Suburbs—Pre-World War II**
Fogelson, “The Central Business District” *
Stilgoe, “Forest Hills Gardens” and “Shaker Heights” *
Jackson, “CH11: Federal Subsidy …,” “CH12: The Cost of Good Intentions” *

Thurs., Apr. 7  
**Suburbs—Post World War II**  
Jackson, “CH13, “The Baby-Boom …,” and “CH14, “The Drive-In Culture …” *  
Malcolm Gladwell, “The Terrazzo Jungle,” from *The New Yorker*  
[http://www.newyorker.com/printable/?fact/040315fa_fact1](http://www.newyorker.com/printable/?fact/040315fa_fact1)

**Week 13**  
**Tues., Apr. 12**  
**Sources—Landscapes**  
Guest: League of Women Voters, Suburbanization  
Sharon Zukin, *Landscapes of Power*, “Disney World,” & “Mill & Mall” *his304*  
Prep Worksheet

**Thurs., Apr. 14**  
**Suburbs—Consequences**  
Cohen, “CH5: Residence …,” “CH6: Commerce…” *  
Margaret Crawford, “The World in a Shopping Mall” *

**Week 14**  
**Tues., Apr. 19**  
**Making it Local: Lecture in Cleveland History**  
Lecture: Deindustrialization  
Scavenger Hunts  
Prep Worksheet

**Thurs., Apr. 21**  
**Instructor Meetings**

**Week 15**  
**Tues., Apr. 26**  
**Instructor Meetings**

**Thurs., Apr. 28**  
**Presentations**

**Week 16**  
**Tues., May 3**  
**Presentations**

**Thurs., May 5**  
**Presentations**

**Thurs., May 12**  
**DUE: Final Course Project**
### Acceptable Project Topics: all w/reference to “migration”

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