

EDUCATION 257-560: 01
Introduction to Social Studies
Fall, 2011

Thursday, 4:50-7:30 PM
SC 115

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Please Note: I rarely check my phone messages. The best way to reach me is via email.
Office Hours: Wednesday and Thursday afternoon, by appointment.

I. Required Texts

- Course readings available online on the course sakai website.
- Ronald Evans, *The Social Studies Wars* (Teachers College, 2004). This book will not be available at the bookstore. Please purchase it some other way.

~~This is a draft of the syllabus. There will be changes between now (April 5) and when the course begins (Sept 1). I will post a final draft during the summer on the course sakai, giving you ample time to purchase books and begin advance reading. We will use the Evans book for certain.~~

II. The Purposes of the Course are to:

- Understand the functions of school in society
- Differentiate among various key arguments about that role.
- Explain the historical origins of Social Studies and its development relative to professional, political, and social forces in the United States.
- Understand different perspectives on the field of social studies today.
- Gain and strengthen skills of historical inquiry and analysis.
- Analyze the civic functions of social studies education.
- Consider the strengths and weaknesses of a global studies
- Consider how context, positionality and experiences shape students' social studies learning
- Analyze the significance of the social and political context of the State of New Jersey on Social Studies education.

III. Course Content

- A. This course considers three key questions: What is school for? What is social studies? What does it mean to teach Social Studies in New Jersey?
- B. Each week's readings will offer multiple ways of seeing the topic at hand.

IV. Instructional Format

A. The weekly whole-class meetings will include lectures, whole-group and small-group discussions of the readings, group activities, student presentations, and panels of guest speakers.

B. All students will play an active role in shaping weekly instruction through individual and group presentations, and discussion. If you are interested, I invite you to help plan and co-teach one of the classes. Planning this may involve selecting an additional reading to provide another point of view or added information about the topic. This is voluntary. Contact me *in the first few weeks of the course* if you are interested.

V. Evaluation

My philosophy of grading is that letter grades are marks that record your personal accomplishments. I do not use letter grades to rank or sort students. What this means is that I will set clear standards for you to meet (and when they are unclear, please tell me) and I will help you reach those standards. When I evaluate your work and find that you have not met those standards, I will tell you clearly what is missing and what has to be done. I offer you my help and another chance to meet those standards until you are satisfied, or until the course ends.

Late assignments will be accepted only if you have made prior arrangements. You may rewrite any paper that was handed in on time, in which case you must make arrangements with me prior to the revision. An exception is the final integrative essay where a late paper cannot be accepted at all since grades are to be turned in to the University a few days after the assignment is due. Due dates refer to the last day I will accept an assignment without prior arrangements. You are welcome to hand in assignments before their final due date!

A. This course will be taken for a letter grade only. The letter grade will be calculated as follows:

- Participation during class (see B).....20%
- Weekly Reading Responses25%
- New Jersey Project35%
- Personal Philosophy20%

B. Active participation in discussion is an essential part of learning in this class and hence of evaluating your work. Participation means listening as well as talking, monitoring your own contributions to a discussion, helping others develop their ideas, and, of course, expressing your own thoughts in small and large group discussions. I also ask that you do not keep a laptop open during class, as research has shown that laptop use decreases engagement in class discussion. It is essential to complete the required readings before class discussion. Weekly attendance is mandatory. Students should contact the instructor in advance of any missed classes. Missing class, or excessive tardiness, may result in a grade reduction beyond the 20% value of the participation grade.

Students will work in groups during class and for the major project in this course. This will require students to work together in a responsible, respectful manner.

Effective group work involves patience and flexibility as well as meeting deadlines and fulfilling personal commitments. For all group projects, students will be expected to divide work evenly. At the end of each project, each student will turn in a single-page evaluation of their group that explains who did which part and evaluates whether the group worked well together. In the event that students have concerns, they are welcome to email the instructor directly. The Instructor reserves the right to assign different individual grades for group projects in the event that one or more individuals do not complete their share of the assignment appropriately. The instructor may ask students whose work is exceptional for permission to use their work as an example to future classes. In this case, instructors will seek permission either orally or in writing, and will assume that the students' names will remain on their work when it is viewed by others.

C. The written work for the course will be as follows:

1. 2-3 page typed daily reflections on the reading, **due at the start of every class**. These brief essays offer you an opportunity to respond to aspects of the weeks readings that puzzle, intrigue, or irk you. Think of it as a conversation with yourself, or with me, as I will be reading them each week. You may use different approaches for different sets of readings, and creativity is always welcome. You should refer to all of the week's readings in your musings. These will be graded excellent (100), good (80), or not acceptable (0). An excellent essay demonstrates clear understanding of the readings and expresses an interesting opinion of them, such as a critical analysis, a comparison, the identification of a particular theme, the development of a new idea, etc. A good essay demonstrates an adequate understanding of the readings. Submit these essays before class in the "Assignments" folder of our class sakai.
2. Contemporary issues in New Jersey education: research paper and class presentation. For this assignment, students will form groups and tackle specific issues, problems, or questions related to teaching social studies in the State of New Jersey. Described below. **Due dates vary**.
3. A short, final essay (no more than 6 pages) that reflects your personal philosophy for teaching social studies. Consider class discussions, presentations and lectures, readings, and written assignments. This assignment is due on the online teaching portfolio website **by noon, Monday, December 20**.

CRITERIA FOR JUDGING WRITTEN WORK

1. *Completeness*

Are all parts of the assignment included?

2. *Accuracy*

Is what you say supported by evidence? Do you summarize main points clearly? Are you precise in use of statistics and quotes?

3. *Analysis*

Is your argument coherent, comprehensive, and convincing?

4. *Quality of writing*

Is your writing clear and succinct? Do you help the reader move easily from the beginning to the end of paper?

If you do not yet have a copy of Strunk and White's Elements of Style, I urge you to get it.

CRITERIA FOR JUDGING PRESENTATIONS

1. *Clarity*

Is the point of the presentation clear? Are the various parts of the presentation clear in their relation to the main point? Are visuals easy to read? Is the speaker easy to follow?

2. *Interest*

Is the speaker interesting to listen to? Confident? Happy to be there? Is the subject matter interesting and relevant? Are examples vivid and engaging?

3. *Timing*

Does the presentation move along at the appropriate pace? Is it an appropriate length?

4. *Content*

Are the facts accurate? Are they appropriate? Are they sufficient?

5. *Logic*

Does the presentation make sense? Is the evidence appropriate and does it sufficiently support the speaker's argument? Is the argument coherent, comprehensive, and convincing?

VI. Contemporary Issues in New Jersey Education: Research paper and presentation.

For this assignment, students will form groups of four and tackle specific issues, problems, or questions related to teaching Social Studies in the State of New Jersey. Each group should choose one of the following, or may negotiate a substitute with their instructor:

a. **A Tale of Two Cities.** Pick two near or adjacent school districts in New Jersey that highlight the social and economic stratification of education in the state. Draw on demographic, economic, and educational data as well as some site visits and possible interviews. How is schooling different (i.e. what opportunities are available to students, what are the conditions of teachers' work, etc...) in these two contexts? Why? What can be done?

b. **Abbott vs. Burke.** Provide an overview of the origins, development, and current status of this landmark decision in New Jersey. What impact has this decision had on teaching and learning in New Jersey schools? I strongly suggest that (1) you do not get too bogged down in presenting every ruling, but rather focus on the major trends and issues, with a few specific examples and (2) read Debora Yaffe's book, *Other People's Children*.

c. Immigration and New Jersey Education. How does immigration relate to public education in New Jersey? Where do immigrants to NJ come from? Where do they live? What are their specific needs and how do schools meet them, if at all? You may choose to look at a specific school district, classroom or even student, in addition to the big picture.

d. New Jersey State Standards for Social Studies. What do they look like and *Why*? Who wrote them? What were the politics behind them? How did they seek to improve over previous standards? Which points were the most and least contentious? Where are the standards headed in the near future? What impact have they had on how social studies is taught in New Jersey? You may choose to look at a specific district or districts, in addition to the big picture.

e. No Child Left Behind. What is the No Child Left Behind [NCLB] Act? What demands does NCLB place upon schools? How have states responded to these demands? How has New Jersey responded? What data have been generated by NCLB measures in New Jersey? What do these data reveal about New Jersey schools, both in relation to each other and in relation to schools in other states? What are the implications of NCLB for social studies education, both in general and in New Jersey?

f. Urban Education. Identify 3-4 large cities in New Jersey and examine their educational systems. Look at demographics, finance, educational resources, test scores, and other data. Visit sample schools in these districts and, if possible, interview staff and teachers. Using the data, personal impressions, and interviews, how can you characterize urban education in the State of New Jersey? What are its strengths? Its weaknesses? What do you see as the greatest challenges? In terms of being a social studies teacher, what do you see as the pros and cons of working in an urban environment?

g. Educational alternatives. You are learning to educate in schools, but much of a person's "education" comes from outside of school... the media, the home, the neighborhood, as well as more formal institutions such as religious groups, after-school programs, clubs, sports, museums, etc. Identify two very different communities in New Jersey. Visit and research those communities to identify all of the sources of "education" that are available to adolescents *outside of school and the home*. Consider these questions: (1) How does education happen outside of school? (2) How do adolescents learn about and experience these forms of education? (3) Are these alternatives more or less effective than school? (Consider the different ways of seeing the role of schools and education in society.) (4) The big question: How much does one's community affect the educational opportunities that are available?

h. Unions. As public school teachers, you will find that teachers unions play a large role in educational policy and practice in New Jersey. What are the major teachers unions in New Jersey? Are there patterns of membership? What do unions do? What are the chief arguments in favor and against teachers unions in the New Jersey press?

Interview teacher union representatives. How do they see their work affecting the lives of children? Finally, what does your group think about unions?

All groups should organize a 30-40 minute presentation to their classmates that includes handouts, powerpoints, or any other necessary instructional aids and hand in a group-written paper of approximately 20 pages, with an appendix including any handouts and a bibliography. Each student should also hand in a one or two paragraph description of who did what for the project, including any concerns that they have about participation. Groups should note that each presentation has a different due date.

VII. Academic Integrity

The university requires me to explicitly state what you already know, or certainly should know: Passing other people's writing off as your own, or even passing other people's ideas off as your own, on any assignment large or small, is stealing. If you plagiarize or cheat you will fail this class. You will face stern consequences from the GSE, and worst of all, you will cheapen the good work that we all strive to do at Rutgers. If you have questions about this ask me. Or go to the following website:

<http://academicintegrity.rutgers.edu/integrity.shtml#I> Most cheating happens when people are in over their heads. If you are in such a situation, ask for help.

OVERVIEW OF COURSE

Please Note: In the event of an emergency cancellation, the schedule will be pushed back by one week.

What is school for?

September 1: *Introduction to Course. Instructor will assign readings for Sept 15.*

Sept 8: NO CLASS (Monday classes meet today. Don't ask why. They just do.)

September 15: *Functions of Schooling in Society.*

What are schools for? What do they actually do?

Read three of the following, to be assigned in class on Sept. 1:

- Paulo Freire, *The Pedagogy of the Oppressed*, (chapter 2)
- Neil Postman, *The End of Education* (chapters 1-2)
- Philip Jackson, *Life in Classrooms*, (Ch 1 & 2) 78 pp
- Bowles and Gintis, *Schooling in Capitalist America*, (Ch 1 & 2) 46 pp
- John Dewey, *The School and Society*. (There are two Dewey readings online. Make sure you read the right one).
- Anyon – “Social class and the hidden curriculum of work,” p. 253-276, Anyon, J. In J. Kretovics & E. Nussel (Eds.).

What is Social Studies?

September 22: *History of Social Studies I: Progressive Origins*

Where did Social Studies come from? What problems did the reforms seek to ameliorate? What problems did it cause? How do Evans and Ravitch differ in their analysis? (In class) What was the Committee of Ten? The Committee of Seven? The Social Studies Report of 1916?

- Evans, *The Social Studies Wars*, chapters 1-3
- Diane Ravitch, “A Brief History of Social Studies,” in James Lerner, Lucien Ellington, and Kathleen Porter-Magee (eds.) *Where Did Social Studies Go Wrong?* (Thomas B. Fordham Institute, 2003) Available online at <http://www.edexcellence.net/institute/publication/publication.cfm?id=317>
- Michael Whelan, “James Harvey Robinson, the New History, and the 1916 Social Studies Report,” *The History Teacher*, 24:2 (Feb, 1991), 191-202. (avail on JSTOR through RU library website...just log on).
- In class: we will examine reports of the Committee of Ten and the Social Studies Report of 1916.

September 29: *History of Social Studies II: From WWII to the Culture Wars*

How was military education during the Second World War like Social Studies? How was it different? How did Social Studies change as society changed in the twentieth century? What did it mean to be a progressive teacher during a time of war? (In class) What was wrong with Harold Rugg's textbooks? What was the "New Social Studies?"

- Justice, Draft of "When the Army Got Progressive"
- Evans, Social Studies Wars, Chapters 4-6
- (in class) Analysis of Rugg textbooks.

[We will discuss research projects in depth today, and you will have a chance to sign up and meet with your group]

October 6: *Contemporary Debates*

What's wrong with Social Studies? What's wrong with History? How do we know? Whom do we believe?

- J.M. Rochester, "The Training of Idiots" in James Leming, Lucien Ellington, and Kathleen Porter-Magee (eds.) *Where Did Social Studies Go Wrong?* (Thomas B. Fordham Institute, 2003) Available online at <http://www.edexcellence.net/institute/publication/publication.cfm?id=317>
- C. Frederick Risinger, "History Teaching and the National Council for the Social Studies," *The History Teacher*, 31:3 (May, 1998): 341-344. (also on JSTOR)
- Engle & Ochoa "A Curriculum for Democratic Citizenship" (our apologies for copy quality)
- In class: citizenship test.
- You will have time to meet in your research groups tonight.

October 13: No Scheduled class. Students will use this time to begin their research presentations. Please meet with your research group and send Ben a group email reporting your accomplishments and plan of action.

October 20: *Civic Purposes of Social Studies*

What role do schools play in citizenship preparation? What role do the social studies play? What is meant by citizenship education?

- Walter Parker "Schools as Laboratories of Democracy" (1996) Introduction in *Educating the Democratic Mind*
- John Dewey "The Democratic Conception in Education" (1916) Ch. 1 in *Educating the Democratic Mind*
- Amy Gutman "Why Should Schools Care about Civic Education" (2000) Ch. 4 in *Rediscovering the Democratic Purposes of Education*
- Benjamin Rush, "Thoughts Upon the Mode of Education Proper in a Republic" (1786). http://chronicles.dickinson.edu/resources/Rush/mode_of_education.html
And Benjamin Rush, "Thoughts Upon Female Education"
<http://www.swarthmore.edu/SocSci/rbannis1/AIH19th/female.html> (Note that the speech was given at a Young Ladies Academy in Philadelphia, and not Boston, as listed on the website).

October 27: Skills versus Knowledge

Are there skills that students should acquire while studying social studies and history or is the pursuit of knowledge the goal?

- Peter Lee & Rosalyn Ashby, "Progression in Historical Understanding among Students Ages 7 – 14" (2000) Ch. 11 in *Knowing, Teaching & Learning History*
- Introduction to *National History Standards*, Center for History Education.
- Introduction to the NCSS *Expectations*
- James S. Leming, "Ignorant Activists" in James Leming, Lucien Ellington, and Kathleen Porter-Magee (eds.) *Where Did Social Studies Go Wrong?* (Thomas B. Fordham Institute, 2003) Available online at <http://www.edexcellence.net/institute/publication/publication.cfm?id=317>
- *Tonight you will have time to work in your research groups.*

November 3: Multiple/Global Perspectives

How can we teach the history of the world? Whose history do we teach? How should we teach about cultures and ideologies that differ so much from our own? Who is "we" anyway?

- William Gaudelli, (2002) Ch. 1 in *World Class: Teaching and Learning in Global Times*
- Jonathan Burack, "The Student, the World and the Global Education Ideology" in James Leming, Lucien Ellington, and Kathleen Porter-Magee (eds.) *Where Did Social Studies Go Wrong?* (Thomas B. Fordham Institute, 2003) Available online at <http://www.edexcellence.net/institute/publication/publication.cfm?id=317>
- Nancy Carlsson-Paige & Linda Lantieri, "A Changing Vision of Education" (2005) Ch. 7 in *Educating Citizens for Global Awareness*
- Stephen J. Thorton, "Incorporating Internationalism into the Social Studies Curriculum" (2005) Ch. 5 in *Educating Citizens for Global Awareness*

November 10: Learning Social Studies--Students' Perspectives

How do students learn and experience school social studies? How do context, positionality, personal and community history, and civic experiences shape students' learning in social studies classrooms? Should the social studies curriculum be responsive to this? If so, how?

- Terrie Epstein (1998). Deconstructing differences in African-American and European-American adolescents' perspectives on U.S. History. *Curriculum Inquiry*, 28, 397-423
- Beth C. Rubin, (2007) "There's still not justice": Youth civic identity development amid distinct school and community contexts. *Teachers College Record*, 109(2), 449-481.
- Keith Barton and Linda Levstik (1998). "It wasn't a good part of history": National identity and students' explanations of historical significance. *Teachers College Record*, 99, 478-513.

What Does it Mean to Teach Social Studies in New Jersey?

November 17: *New Jersey: The Challenges of Urban Education.*

What are the unique challenges of teaching and learning in urban districts? How do these relate to Social Studies?

- Ayers & Ford. (1996/1997) City kids, city dreams. *Rethinking Schools*.
http://www.rethinkingschools.org/archive/11_01/AyersFrd.shtml
- “The pedagogy of poverty versus good teaching,” Haberman, M. p. 305-314, in J. Kretovics & E. Nussel (Eds.) (1994) *Transforming urban education*. Boston, MA: Allyn and Bacon.
- Student Presentations b and f

November 22: *New Jersey: The Importance of Social Context*

*******This is a TUESDAY. Do not ask why. It just is.*******

How does social context shape schooling?

- Hart and Atkins, “Civic competence in urban youth” *Applied Developmental Science* (2002).
- Student presentations on topics a, g

No Class November 24. Thanksgiving Break!!!

December 1: *New Jersey: Immigration*

How has immigration shaped education in New Jersey and how does education shape immigrants?

- Miller & Tanner (1995). Diversity and the new immigrants. *Teachers College Record*, 96, 4. (10 pages)
- Garcia & Cuellar (2006) Who are these linguistically and culturally diverse students? *Teachers College Record*, 108 (11), 2220-2246.
- Student presentations on topic c, h

December 8:

New Jersey: Standards and Testing

What are the standards for Social Studies in the State of New Jersey? Where did they come from? How do they compare to other standards, and to various definitions we have read for what Social Studies is? What are the pros and cons of these standards, and of having standards at all? How does NCLB affect New Jersey schools?

- New Jersey State Standards for Social Studies (available online)
- Reading on NCLB, To be announced
- Student presentation on topic d, e

December 15:

Course Wrap-up. What were the main themes of the course? What questions remain unanswered? What new ones have emerged? No reflection essay due today. Just do the reading and be prepared to discuss it in class.

- Rubín and Justice, "Teaching Social Studies Teachers to be Just and Democratic."
- Thornton, "Educating the Educators," Ch. 6 of *Teaching Social Studies that Matters*.
- *Please wait until AFTER tonight's class to submit your teaching philosophy. Tonight's discussion may be important for your thinking on that assignment.*
- *For students who have not submitted one before, please submit it under "Early Phase" in the Teacher Education Portfolio and within the proper assignment box in our class sakai. (Yes, you are submitting the same essay in two different places.)*
- *For those of you who submitted one once before in "Intro to Education" in the "Early Phase" folder, please submit your newly written statement of philosophy to the proper assignment folder within our class sakai. Reminder. All revised papers due by today. You must submit original copies along with any revised versions of drafts.*

Final philosophy statement, along with any other revised assignments, are due by Sunday, December 18th, at noon, via email. Log on to saki.rutgers.edu and go to the portfolio link to read the instructions and submit your work.

Have good vacation!