

Analysis of Social Studies Curriculum

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Spring 2017, 3 Credits

GSE Room 025B Thursdays 4:50-7:30 p.m.

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Phone Number 908-788-0522 (home)	Office: Grad. Sch. of Education Department of Educational Theory, Policy and Administration (office hours by arrangement with the instructor)
Office Hours: See instructor to arrange specific dates and times for mtgs.	Prerequisites or other limitations: Acceptance into GSE social studies M. Ed. or certificate program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar (web-enhanced) <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Learning goals: Through participation in this course, students will be able to—

1-**differentiate** between alternative models of curriculum development and understand the benefits and burdens of each.

2-**identify and comprehend** commonalities and areas of difference between History, the Social Sciences and Social Studies as fields of professional teaching, inquiry and scholarship, and incorporate this understanding into a personal philosophy of teaching.

3-**interpret and analyze** controversies regarding the nature of historical “truth” and the credibility of sources of information used for social studies instruction.

4-**recognize and comprehend** the difference between a way of explaining and point of view.

5-**develop and refine** skills of historical inquiry and analysis.

6-**analyze** how social studies curriculum development is the product of competing forces, including professional scholarship, political groups, and institutional arrangements.

7-**develop and refine** skills in analyzing curriculum in terms of professional scholarship, politics, and student outcomes.

8-**design** a coherent curriculum that reflects attention to diverse perspectives, explanations, and methodologies.

Course Summary:

A. We will analyze three aspects of social studies curriculum.

- Scholarly trends in social studies, emphasizing history and the social sciences.
- The politics of social studies curricula, including arguments over the nature of citizenship, cultural bias, and the purposes of schooling.
- The institutional context of social studies curriculum, including materials, such as textbooks and film, and formal structures, such as district-wide “scope and sequence” plans and state and national standards.

B. In each part of the course, we will identify and analyze varying explanations. For example, how do scholars explain the European conquest of the Americas in the 15th and 16th centuries? What reasons do protagonists in Columbus Day debates offer for or against its celebration? What do local, state and federal government require students to learn about it? How do textbooks present it? How can a social studies teacher sort through these controversies?

C. During this course, we will examine diverse conceptions of social studies curricula, both historic and contemporary, that will inform your design of a model social studies curriculum for a specific institutional context: elementary, middle or secondary school students.

Course Instructional Methodologies:

Methods to be employed include instructor presentations, small and full-class discussions, online discussion forums, presentations by outside experts on course topics, presentations by individual class members and student groups, and individual consultations with students as they prepare their culminating projects for presentation to the class.

Course textbooks: Available from the Rutgers Bookstore on the College Ave. campus.

A. Obtain either the Dunbar-Ortiz or Nielsen book, not both. If you have already read one of these two books, choose the other one.

Dunbar-Ortiz, R. (2014). *An indigenous people's history of the United States*. Boston: Beacon Press.

Nielsen, K. E. (2012). *A disability history of the United States*. Boston: Beacon Press.

B. Both the NCSS Curriculum Standards and Ross books are required—please obtain both.

National Council for the Social Studies (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring MD: National Council for the Social Studies.

Ross, E. W. (ed.) (2014) *The social studies curriculum, 4th edition*. Albany: State University of New York Press.

Other required readings and sources listed in the syllabus (course outline) will be made available on the course Sakai site and/or distributed to students at class sessions.

Grading policy: Attendance at all class sessions is critical—penalties will be imposed for unexcused absences from class. The percentages assigned to specific assessments of student performance in the course are noted in bold after each assessment category.

**COURSE EXPECTATIONS AND
ACADEMIC INTEGRITY POLICY**

Your success in this class will depend on your active engagement as both a learner and a teacher. It is a fundamental assumption of the social studies program that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge.

Class attendance is a requirement. You are expected to be on time and prepared for class. If you must be absent for class, it is your responsibility to email the instructor within 24 hours to explain the reason(s) for your absence and to obtain relevant information from the missed class session. Consult the course Sakai site regularly for updates, and be sure to read your course email, where updates and information about course activities, assignments and related issues is shared. Inconsistent attendance will result in a lowered grade. Missing a significant number of classes will result in no credit for the course. **Note: There is no class session on March 16, which falls during the spring break for the semester.**

This class is a discussion-oriented, active learning seminar. For this class to be effective, you must come prepared to discuss the week's assigned readings and be ready to participate in each session's activities. Participation will include taking part in a variety of activities – written, verbal, individual, and group.

All assignments are required to pass this course. An “A” assignment is an exceptional one. It is not an assignment that merely meets the requirements outlined in the syllabus. All course work is assessed on adherence to expectations

stated in the syllabus and in associated rubrics or assignment sheets, thoroughness, quality of analysis, level of support from data and/or research literature, organization and clarity. A final A grade will be assigned for an overall grade point average of **3.7 or greater (90 to 100 on a 100 point grade scale)**.

You are expected to turn in all work on time. If you need an extension, be sure to ask for it before the due date. Extensions will only be granted for legitimate reasons. Late assignments, for which you have not been granted an extension, will be subject to a grade penalty. When an extension has not been granted, grades on assignments will be lowered one half grade for each day they are late. **PLEASE RETAIN ELECTRONIC COPIES OF ALL ASSIGNMENTS THAT YOU SUBMIT IN THIS COURSE.**

Learning in this class will require your active participation and a high degree of independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, people) in all of your work. There are many ways to participate in class: actively listening, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas are valued as much as stating original, completely formed thoughts. Additionally, your commitment to equitable participation in pair and small group activities within the class and outside of class time will be considered a critical component of your course participation grade.

Care, respect and integrity in written and classroom exchanges. All written work, including postings on Sakai, should be proofread for clarity, spelling, grammatical errors and the like. Outside sources should be referenced appropriately using APA style. Please use language that is appropriate for the classroom setting and maintain a professional tone in both your Sakai postings and classroom discussions.

To access the APA Format Citations manual online, go to:

<http://libguides.rutgers.edu/writing>. There you will find links to APA resources—my suggestion is to use the Purdue Owl site, located at <https://owl.english.purdue.edu/owl/section/2/10/>.

Academic Integrity: It is a basic expectation that you will comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from me or from other appropriate resources. Assignments, however, should be your own work, except in cases where a group work product is required. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or to use the work of others, including friends or peers.

For any and all assignments and class activities, including in-class quizzes, take-home quizzes, tests, papers, field projects, Power Points, and any other class related work, no copying of any kind is allowed, unless copied text is placed within quotations and author/source is appropriately cited. Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND the course.

You can avoid problems by getting your work done early. Exams must also be your own work. Please familiarize yourself with the university policy on academic integrity located at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

Anyone with individual learning needs requiring accommodations of any kind should contact me as soon as possible.

It is very important that you let me know if you have questions about the concepts being discussed during the course. Feel free to use e-mail to pose questions if raising them in class is difficult.

Course Outline

Week	Course Obj.	Activity/Assignment (Note that readings and assignments listed in a particular week are to be completed for the following week's class.)
1 1/19/ 17	Objectives #1, 7	Overview of Syllabus Completion of introductory survey Central Question: What are the dominant models of social studies curricula currently in use within U. S. classrooms? Readings: Ross, pp. 3-50, Eisner, selection from <i>The Educational Imagination</i> , 1979(PDF) Assignments: 1st reading reflection due 1/26 by 10 am Read assigned handout on alternative models of social studies curriculum design in advance of 1-26-17 class as well (not required as part of your reflection due 1-26)
2 1/26/ 17	Objectives # 1, 7	Preparation of final critical media review schedule (CMR) Curriculum Analysis: Tools and Processes Central Question: What alternative models of social studies curricula exist to challenge mainstream approaches? Readings: Ross, pp. 51-92 and 335-352; Stanford HE Program Executive Summary Assignments: 2nd reading reflection due 2/2 by 10 am Read Stanford HE Program Executive Summary in preparation for 2-2-17, but not required as part of your reflection due on 2-2
3 2/2/ 17	Objectives #3, 4, 5	Fake News, Critical Media Literacy and Social Studies Curriculum Development Examination of processes to strengthen students' critical

		<p>information/media literacy skills</p> <p>Instructor presentation on curriculum development project components</p> <p>Central Question: How can teachers, students and parents/guardians effectively assess the content of curriculum materials used in social studies instruction?</p> <p>Readings: Ross, pp. 127-160 and 247-266, NCSS Curriculum Standards, pp. 3-23 and 169-171 (read in advance of 2-9-17 class session, but not required for the third reading reflection)</p> <p>Assignments: 3rd reading reflection due 2/9 by 10 am Read NCSS Curriculum Standards excerpts and consider how this document can inform your emerging curriculum proposal</p>
4 2/9/ 17	Objectives #2, 6	<p>Presentation of 2 Critical Media Reviews (CMR)</p> <p>Social Studies Standards—Useful or Useless (Or Somewhere in Between)</p> <p>Central Question: Do standards-based social studies curricula contribute to the development of reflective citizens?</p> <p>Readings: Ross, pp. 93-126 and 267-287</p> <p>Assignments: 4th reading reflection due 2/16 by 10 am Prepare progress report on curriculum design proposal for project team meeting with instructor on 2-16-2017</p>
5 2/16/ 17	Objectives #2, 6	<p>Presentation of 1 Critical Media Review (CMR)</p> <p>Meetings with each project team to discuss their curriculum design proposal.</p> <p>--Each team should have selected a grade level span for their proposal, established a preliminary philosophical focus for their design, identified 3-5 sources to inform their design and developed at least 3 broad goals for the curriculum prior to meeting with the instructor.</p> <p>Readings: Issues-centered rationales readings by Ochoa, Evans, Merryfield and White (PDFs)</p> <p>Assignments: 5th reading reflection due 2-23-17 by 10 am</p>
6 2/23/ 17	Objectives #1, 7	<p>Presentation of 2 Critical Media Reviews (CMR)</p> <p>Central Question—To what degree should issues-centered models serve as the basis for social studies curriculum design?</p> <p>Readings: Ross, pp. 161-180 and 227-246</p> <p>Assignments: 6th reading reflection due 3/2/17 by 10 am Critical Book Review with Curriculum Implications Due 3/6/2017 by 11 pm</p>

<p>7 3/2/ 17</p>	<p>Objectives #3, 5</p>	<p>Presentation of 2 Critical Media Reviews (CMR) Critical Book Review with Curriculum Implications due 3/6/3016 by 11 pm Central Question—Whose history is of most worth for inclusion in the social studies curriculum? Readings: Ross, pp. 181-226, 313-334, Nelson PDF Assignments: Critical Book Review with Curriculum Implications due 3/6/3016 by 11 pm 7th reading reflection due 3/9/17 by 10 am</p>
<p>8 3/9/ 17</p>	<p>Objectives #6, 7</p>	<p>Presentation of 2 Critical Media Reviews (CMR) Central Question—What is the relationship between the study of social justice and social studies curricula? Readings: Ross, pp. 289-312, 353-374; Previte PDF; Zevin PDF; DeTample Dissertation Abstract Assignments: 8th and final reading reflection due 3/23/17 by 10 am</p>
<p>9 3/23/ 17</p>	<p>Objectives #2, 6, 7</p>	<p>Presentation of 2 Critical Media Reviews (CMR) Central Question: What does the future hold for the social studies curriculum? Presentation by Dr. D. DeTample on Anti-racist education and the social studies curriculum Assignments: Three curriculum proposal teams will prepare presentations for 3/30/17</p>
<p>10 3/30/ 17</p>	<p>Objectives #7, 8</p>	<p>Presentation of 2 Critical Media Reviews (CMR) Three Curriculum Design Proposal Presentations Note: Feedback forms will be completed by class members after each curriculum proposal presentation. The feedback received from the class and the instructor should inform final curriculum design proposals due 4-30-2017. Assignments: Three curriculum proposal teams will prepare presentations for 4/6/17</p>
<p>11 4/6/ 17</p>	<p>Objectives #7, 8</p>	<p>Three Curriculum Design Proposal Presentations Assignments: Three curriculum proposal teams will prepare presentations for 4/13/17</p>
<p>12 4/13/ 17</p>	<p>Objectives #7, 8</p>	<p>Three Curriculum Design Proposal Presentations Assignments: Four curriculum proposal teams will prepare presentations for 4/20/17</p>

13 4/20/ 17	Objectives #7, 8	Four Curriculum Design Proposal Presentations Assignments: Curriculum design teams will submit their final curriculum proposal papers by Sun., April 30 at 11 pm Submit 3 questions for teacher panel to instructor no later than 4/24/17 at 11 pm by email
14 4/27/ 17	Objectives #7, 8	Experienced Teacher Panel or Supervisor Panel on The Hiring Process and the First Year of Classroom Teaching Assignments: Final Curriculum Design Proposal Papers Due Sun., April 30 by 11 pm
15 5/4/ 17	Objectives #2, 6	The Job Search and Interviewing Course Evaluation (Completed in class) and Program Wrap-Up Session

Assessments of Student Performance

The assessments for the course are outlined here.

- 1. Eight two-three page weekly reflections** on the readings, due by 10 am on the day of designated class sessions. These brief essays offer you an opportunity to respond to some aspect of the week’s reading that challenges, intrigues, or concerns 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. At the same time, please adhere to the file submission specifications and standard essay format provided for all written work in this course. I will grade these with an A, B, or no credit. I expect that you will engage **all of the week’s readings** in your essay, unless exceptions are noted in the course outline. **Due on designated weeks as listed in the course outline.**
- 2. A curriculum design project**, which includes a formal two-person oral presentation and a final written paper. The written paper should be a minimum of 15 double-spaced pages, which does not include the reference list and appendices (if included). **Due April 30, 2017.**
- 3. A critical media review**, to be prepared by two person groups and presented orally to the class. A one page typed outline (single-spaced) will be prepared and distributed to the class by the presenters before they begin the oral presentation. A schedule for the critical media reviews will be prepared based upon student feedback and posted by the instructor no later than the second class session of the semester.

4. **A critical book review** of either the Dunbar-Ortiz or Nielsen books, analyzing (1) the book's value and utility as a source for classroom instructional content and (2) how the content of the book may influence the design of a curriculum for the study of U. S. history in NJ schools. This critical book review is to be done individually by each member of the class. **Due March 6, 2017.**

5. **Required Program Documents:** SPECIFIC INSTRUCTIONS REGARDING DUE DATES AND SUBMISSION DETAILS FOR THESE REQUIRED PROGRAM DOCUMENTS WILL BE PROVIDED EARLY IN THE COURSE.
 - A. **Final Teaching Philosophy (late phase).** You will submit a final version of your personal teaching philosophy. Please follow the submission guidelines carefully, drawing on your accumulated knowledge from all your courses. Craft your philosophy in on your own terms, but be sure to address each of the criteria substantively. **This must be submitted no later than _____ in advance of your portfolio hearing during spring 2017. You cannot pass this course or graduate from his program unless this essay is submitted, so please do so on time!** If you are not part of a certification program see Dr. Beth Rubin to discuss alternatives.
 - B. **Final version of your unit plan and lesson plan for your teaching portfolio, late phase: To be submitted by _____.**

File Submission and Written Work Submission Standard Expectations

When submitting work electronically, please use the following format when naming files. **Make sure that you retain an electronic copy of all assignments.**

Your first initial, full last name, brief assignment title, date of submission. Example:

WFernekesWeekOneRdgEssay1-27-2016.doc

All written work (with the exception of your critical media review outline) should contain a formal title page, which includes the assignment title, the course title, the course number and semester, and the date of submission of the assignment. This content should be centered, double-spaced and placed in the middle of the title page. Here is an example.

Week One Reading Essay

Analysis of Social Studies Curriculum

15:257:561, Spring 2017

January 26, 2017

CRITERIA FOR ASSESSMENT OF WRITTEN WORK

1. *Comprehensiveness*

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 your use of evidence, such as statistics and quotes?

3. *Analysis*

Is your argument coherent, comprehensive, relevant, 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 the document?

If you do not yet have a copy of Strunk and White's Elements of Style, please obtain one and apply insights from that book in your course writing.

Course Assessments with Grading Weight for Final Course Grade

A. Course Participation (30%): This category includes your completion of weekly readings and submission of related brief papers (during weeks designated in the course outline), your contributions to class discussions and other in-class activities, and your submission of required social studies program documents (final teaching philosophy and final teaching portfolio).

B. Curriculum Design Project (40%--Oral presentation, 15%; Final written paper, 25%)

By the end of the fifth week of the course all students should have selected a focus for their model curriculum design and discussed it with me. I will not accept any project that has not been cleared with me first. You are expected to work in pairs on this assignment and present the curriculum proposal as a team when scheduled to do so.

Design a district social studies course scope and sequence for two to four grades of elementary (K-5), middle (6-8), or high school (9-12). The design should reflect conformity to two existing sets of standards—the New Jersey Core Curriculum Standards for Social Studies and the National Council for the Social Studies Curriculum Standards (Expectations of Excellence, revised edition, 2010.) This curriculum proposal should not be a replica or copy of curricula currently being used in social studies classrooms—it should reflect your thoughtful study and application of ideas examined in this class and previous courses in the Rutgers social studies certification program.

The curriculum proposal should include the following required elements:

- A. A rationale that explains the philosophical basis for the curriculum design. The “philosophical basis” of your curriculum identifies the tradition(s) in social studies education upon which your curriculum design is founded, presents an argument supporting the curriculum design that is grounded in scholarship in social studies education and explains the desired results for students learning from this curriculum.
- B. A statement of learning goals for students, including clear goals for knowledge, skills, values/attitudes, and social participation. These are not the specific goals you state in daily lesson plans, but more broadly-stated goals that encompass the span of a full curriculum of between 2-4 years in length.
- C. A scope and sequence chart that correlates the content of the proposed curriculum to your learning goals and a set of social studies standards. This chart shows how the learning goals identified in section B. above are correlated to specific content you have selected for students, as well as standards indicators chosen from both the NJ and NCSS curriculum standards. Content should be organized under Central Questions that relate to the broad learning goals stated in section B. above. **The content included in your curriculum proposal, and reflected in the scope and sequence chart, must include content from at least three subject fields encompassed within the field of social studies education.** You can also include content from other curriculum areas (arts, sciences, humanities) if you desire, but not as a substitute for the three required subject fields.
- D. Sample Assessments: Three sample assessments of student performance should be described, each one correlated to a set of broad learning goals from Section B. above, and specific content noted in the scope and sequence chart as presented in Section C above.
- E. A select bibliography of resources you would expect teachers to employ in teaching the curriculum. (This bibliography should clearly link all items included in the list to specific content in your scope and sequence. This can be done using a chart or by another system that clearly establishes such connections.)
- F. A reference page that displays the sources you have cited within the rationale section of the proposal, as well as others you have consulted when preparing the proposal. Separate sources you have consulted from those which are cited in the text when you prepare the reference page.
- G. The oral presentation will last a minimum of 15 minutes and a maximum of 25 minutes, and you will prepare a two page (single-spaced) handout that summarizes key points of your presentation to the class. This handout will be distributed to the class before you begin your oral presentation.

H. I encourage the use of multimedia content to display aspects of your curriculum proposal (scope and sequence chart, listing of learning goals).

I. The final written proposal will be a minimum of 15 double-spaced pages (excluding the title page and reference page), and should reflect an equitable distribution of work by both individuals. Place the initials of each author next to the sections of the final written proposal prepared by each team member. In the event a three person team is created due to having an odd number of students in the course, the three-person team's final proposal document should be a minimum of 20 pages.

C. Critical review(s) of media (10%): Critiques (see template) of media dealing with a social studies topic that would be incorporated within a U. S. History or World History/Global Studies curriculum

Specifications—Each pair of students will select one example of media whose topical focus addresses content from a U. S. History or World History/Global Studies curriculum and present a critical review of that media production to the class. The oral presentation will last between 10 minutes (minimum) and 15 minutes (maximum) and should incorporate relevant media clips from the chosen media source. A one page, single-spaced outline of the presentation's content will be prepared and distributed by the presenters prior to beginning the oral presentation.

Categories of media include: feature films, documentary films, temporary exhibitions of photography, temporary exhibitions of artwork (one genre or multiple genres), a permanent museum exhibition with an historic or contemporary theme, graphic novels, animated films/multimedia productions, or audio recordings (single or multi-disc sets). If you choose a film (either feature or documentary), animated film/multimedia production, or audio recording, the item being reviewed must be at least 30 minutes in length and the source of the film, audio recording or animated film/multimedia production must meet accepted standards of scholarship.

The one page, single-spaced critical review outline will be prepared in text format, but should include relevant examples of the media being reviewed as evidence. These can be incorporated within a Word document (for example, photographs or links to multimedia in digital format), or made available through links to a website or other digital repository.

TEMPLATE

Required Elements: Each review should include the following sections.

1. The outline should include the presenters' names, the date of the review, title of the media being reviewed, the name of the media's creator, the

date of its creation, and relevant publication information (or for exhibits, where the exhibit is being presented and/or can be viewed/heard.)

The outline should also include key points being presented in the oral presentation for items 2 through 5 below.

2. Brief description of the content of the media being reviewed.
3. Analysis of the relationship between the media's content and presentation format and U. S. History or World History/Global Studies curricula, with specific emphasis on how this media does or does not challenge students to think critically and reflectively about social studies content (note strengths and areas for improvement).
4. Discussion of the appropriateness of this media for various audiences (younger children, adolescents, and adults)
5. Suggestions on how an educator might use this media to enhance study of U. S. History or World History/Global Studies (note specific topics that might be informed by use of the media being reviewed).

Each presenter pair will submit their media review outline to the instructor by 6 pm on the evening prior to the date of the scheduled presentation.

D. Critical Book Review of either the Dunbar-Ortiz or Nielsen books (20%)

You will author a critical book review (minimum of 5 double-spaced pages, excluding the title page and reference page) that responds to the following questions.

1. What is the author's main argument and how effectively does the author present that argument (clarity of prose, use of evidence to support claims, consideration of alternative interpretations or perspectives)?
2. In what way(s) might the content of this book be employed to inform classroom instruction in U. S. History in NJ schools?
3. If you were designing a U. S. History curriculum for middle or secondary school students, to what degree would the content of this book inform your curriculum design efforts? How might its content challenge mainstream approaches to U. S. history curriculum design?