

**Brooklyn College
City University of New York
School of Education**

ED 723.02

Seminar in Pedagogy and Curriculum: Social Studies

Spring 06

Professor: Barbara Winslow

30 hours 4 credits

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Office Hours: Mondays 3-5PM or by appointment

Class meets Thursday 5:20 – 8:50PM in room 1304 James, unless otherwise specified

Please turn off your cell phone when you come to class. Tape recorders are not allowed in class unless you have the written consent of the professor. If you have special needs or a disability that requires an accommodation that includes recording a class session, please go see Ms. Roberta Adelman in the Center for Student Disability Services.

Mission Statement for the Program in Adolescence Education and Special Subjects

Consistent with the mission of Brooklyn College and the School of Education, the undergraduate and graduate programs in Adolescence Education and Special Subjects at Brooklyn College, which lead to New York City licensing and New York State Certification, are committed to developing teachers, who teach, guide, and inspire, who work as practitioners, researchers and agents for change, and who can respond to the complex educational needs of today's youth. Although our programs focus primarily on the urban educational experience, we are committed to developing teachers who will also understand and succeed with the youth in our suburban and rural areas

Our curriculum is interdisciplinary and grounded in the liberal arts and sciences. Our courses approach education, schooling, and teaching from several perspectives: historical, philosophical, psychological, moral, sociological, anthropological, scientific, political, and aesthetic. As an educational community, we cherish and work to develop in all, self-reflection, the spirit of inquiry, empathic understanding, rigorous scholarship, an ethical stance in the world, and a sense of the aesthetic. Our professors work closely with our colleagues in the liberal arts and sciences to offer courses that integrate pedagogy and disciplinary knowledge and that address the needs of aspiring and experienced high school and middle school teachers.

We are distinguished for our commitment to and expertise in working with diverse groups of learners, for our commitment to social justice, for our integration of interdisciplinary approaches, new approaches to pedagogy and curriculum theory, and autobiographical work into the curriculum, for our collaboration with the liberal arts and science departments, for our work on literacy development, in particular writing across the curriculum, and for the close relationships we develop among our students and faculty and our professors and the high school faculties with whom we work. Believing as we do in the importance of collaboration at all levels of schooling, we work

collaboratively with middle and high school faculty and administrators, with relevant community agencies and businesses and with Brooklyn College faculty to form learning communities where our undergraduate and graduate students can develop sustained, nurturing and intellectually stimulating relationships with their colleagues, learn to see the connections between their disciplines, classroom practice, research and mentoring, and work to create intellectually, aesthetically and culturally vibrant school communities.

COLLABORATION – DIVERSITY – SOCIAL JUSTICE – CRITICAL SELF
REFLECTION AND REFLECTIVE PRACTICE

<http://www.brooklyn.cuny.edu/apiindex.htm>

Bulletin description:

Goals and objectives for teaching in secondary education; planning for instruction; classroom dialogue and questioning evaluation and assessment; innovative teaching techniques; teaching of students with special needs; subject area curricula.

This seminar brings together student teachers to discuss and analyze common themes, strategies, perspectives, problems and methodologies in social studies.

Course discussion: This two semester sequential seminar brings together teacher candidates to discuss and analyze common themes, strategies, perspectives, problems and methodologies in teaching Social Studies in the high schools. There will be group work, modeling of lessons, discussion of teaching strategies, as well as trips outside the classroom

Professional Association Standards and Conceptual Framework Themes:

The course addresses all four themes in the Conceptual Framework of the Brooklyn College School of Education: Diversity, Social Justice, Critical Self Reflection and Reflective Practice. The course also addresses standards promulgated by the National Council for Social Studies (NCSS) www.ncss.org and the National Council for Accreditation of Teacher Education (NCATE) www.ncate.org.

Conceptual Framework Standards met in this course

I. COLLABORATION

1. Candidates are prepared to collaborate with families, teachers, administrators and support staff; participate in team building activities; develop connections to community groups agencies etc.; use and learn from multiple resources to foster student learning and well being
2. Candidates are prepared to establish respectful relationships with families from diverse communities.
3. Candidates are prepared to contribute to and benefit from new knowledge in their discipline from participating in professional organizations and professional meetings
4. Candidates are prepared to work in collaboration in the development and implementation of curriculum, instructional practices and evaluation of student teaching and learning
5. Candidates are prepared to create classrooms that foster opportunities for student collaboration to enhance student learning and social development.

II. CRITICAL SELF-REFLECTION AND REFLECTIVE PRACTICE

1. Candidates integrate into their practice various methods of self-reflection to gain insight into themselves and their impact on student learning
2. Candidates critically reflect on their own assumptions about their practices, the students with whom they work, the communities and their own development
3. Candidates use self observation, self-reflection, and research as sources for evaluating outcomes of their practices

III DIVERSITY

1. Candidates reveal in their practices a sensitivity to, knowledge about and understanding of their own and others' racial, ethnic, religious, class, sexual, gender, cultural and linguistic identities
2. Candidates integrate multicultural educational theories and approaches into all dimensions of their professional practices
3. Candidates demonstrate a capacity to understand students' families, cultures, and communities, and use this information as a basis for connecting instruction and practice to students' experiences
4. Candidates make appropriate provisions for individual students who have particular learning needs, differences or varying abilities
5. Candidates bring to their practice an ability to examine educational policies and practices in ways to take into account race, class, ethnicity, gender, sexual orientation, linguistic and cultural diversity and special needs

IV. SOCIAL JUSTICE

1. Candidates demonstrate a knowledge of, language for, and the ability to create educational environments based on various themes of social justice
2. Candidates develop strategies that create classrooms and other educational settings that favor inclusiveness over alienation and promote high expectations for students from historically oppressed groups
3. Candidates demonstrate in practice strategies that support every students' effort to reach the highest level of academic achievement and to use pedagogies that embrace the wide range of cultures represented in today's classrooms
4. Candidates demonstrate a knowledge of basic rights of all human beings and encourage critical thinking and a sense of community among the diverse students with whom they practice
5. Candidates develop learning communities in partnership with other stakeholders in schools and their neighborhoods to build collaborations that are democratic and empowering for all
6. Candidates engage in conversations with school communities and others to support the most disadvantaged

Course Objectives:

At the end of this course students will be able to

- Demonstrate their understanding of the importance of the Social Studies curriculum through their preparation of lesson plans, self-reflective journals and teaching in the schools, which address standards promulgated by both NCSS and the New York State Educational Standards. *NCATE Standard 1; INTASC 1,5,7,9.*
- Demonstrate their knowledge and ability to assist learners in the study of time, continuity and change, people places and environment, production, distribution and consumption, the use of science and technology as well as civic ideals and practices, *NCATE Standard 1,2,8,9,10.*
- Demonstrate their ability to plan and organize social studies curriculum through the creation of teaching units and lesson plans. *NCSS 1,2,3,4,5,6,7,8,9,10.*
- Demonstrate their knowledge of a wide range of assessment and evaluation techniques, as well as innovative teaching techniques;
- Demonstrate their knowledge about teaching students with special needs

Course requirements:

- Come to class on time and be prepared to stay the entire time. If you have more than two (2) *unexcused* absences, your grade will be lowered an entire grade. If you have more than three unexcused absences, I will drop you from the course.
- Complete all reading and written assignments.
- Go to the New York Historical Society to see the Slavery in New York Exhibit. It closes March 26th. Go to the Museum of Natural History to the Darwin show. Both exhibits are the basis for your mid term examination.
- At some point in the semester you must attend a school/community event; you are to describe and reflect upon in your journal
- Attend the February 11 2006 7:30AM-4:30PM Social Studies Conference

- Keep a portfolio in which you place any work done in the seminar on in your practice teaching that you think accurately reflects your practice and who you are as a teacher.

Required Readings: will be found in the packet you bought last semester from Far Better Copy

Assignments:

- Keep a reflective journal of your readings and student teaching. Journals are collected each week, hard copy or on line. Your journal is to be well written, typed double-spaced at least one page a week. 30%. More information on your journal on a separate page.
- Read the *New York Times*, especially the Wednesday education page. You can include information in your journal and we will be discussing education issues in class.
- Join the H-Net Social Studies Teacher list at h-high-s@H-NET.MSU.EDU
- First in class assignment 10%
- Mid term assignment, 20%
- Final written portfolio and oral presentation 40%

All students taking ED723.02 must also register for ED 764.51 student teaching.

You are given a grade in the seminar and a separate grade for student teaching. Your student teaching grade is based upon your supervisor’s assessment of your teaching. Your supervisor observes you three times in the classroom and completes an extensive evaluation

All reading assignments are due the day mentioned.

All written assignments, including your journal, unless specified otherwise must be typewritten, double-spaced. I will not accept a handwritten paper. All written assignments must be handed in on time. You lose three (3) points for every day your assignment is late. **PLEASE MAKE TWO COPIES OF ALL WRITTEN ASSIGNMENTS.**

Incompletes are only given in a case of family or personal emergency. Falling behind in your work does not constitute such an emergency.

| <u>Points</u> | <u>Grade</u> | <u>Points</u> | <u>Grade</u> | <u>Points</u> | <u>Grade</u> |
|---------------|--------------|---------------|--------------|------------------------------------|--------------|
| 100-98 | A+ | 89-87 | B+ | 79-77 | C+ |
| 97-94 | A | 86-84 | B | C and below is not a passing grade | |
| 93-90 | A- | 83-80 | B- | | |

STATEMENT ON ACADEMIC INTEGRITY

“Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Brooklyn College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person’s work, words or ideas as your own. Students should consult with the Brooklyn College Handbook for a fuller, more specific discussion of related academic integrity standards.”

(Source: <http://www.brooklyn.cuny.edu/bc/pubs/bulletin/2006/undergrad/htm>)

A NOTE ON *THE DAILY SHOW*: I have the tickets. Please make sure you sign up so I know in advance when you will be attending. Your journal assignment for the *Daily Show* will be about the ‘appropriateness’ of using such media for a lesson plan.

Week 1 January 26

Meeting with your supervisors

FEBRUARY IS BLACK HISTORY MONTH.

Week 2 February 2

Research the history of Black History Month. Write a short paragraph explaining the relevance of the origins and celebration of Black History month for social studies teachers. This should be your journal entry.

Week 3 February 9

Teaching the Civil Rights movement: The uses of oral history

Readings: In your course packet: “From Anecdote to Analysis: Oral Interviews and New Scholarship in Educational History;” “Ocean Hill-Brownsville, 1967-1968 – Everything Became More Political.”

Week 4 February 16

Disability and Civil Rights

Readings: Download and read the Supreme Court Case Plessy v Ferguson and Brown V Board of Education and the Americans with Disability Act.

Journal entry: based on your readings, how do you ensure that all your lessons, your teaching methods include the varying abilities of your students?

Remember: that even though your school may be on break, Brooklyn College is not. You are expected to come to class.

Week 5 February 23

First written assignment due: 10 points.

Prepare a lesson plan, with at least one original source and one text that deals with the impact of disability on history or on historical actors. **Note:** While your lesson plan can be about Franklin Roosevelt (who hid his disability) or Helen Keller, it cannot be a feel-good-made-for-tv-special-Oprah lesson plan!

March is Women's History Month

Week 6 March 2

Gender and Women in the classroom; Gender and Women's History in the syllabus

Research the history of International Woman's Day and Women's History Month

Readings: In your packet "Teaching Gender History to Secondary School Students;" "Women's History and World History Courses," "Engendering World History Courses."

In your journal entry: reflect on gender relations in the class you teach, in the halls, the lunchroom, gender relations within the school, how gender is presented in the curriculum.

Week 7 March 9

Sexuality in the classroom: Sexuality in the Curriculum

Go see Brokeback Mountain

Readings: In your packet, there are some information resources. "The social construction of sexuality;" "He defies you still: The memoirs of a sissy;" "AIDS and American History: Four Perspectives on Experiential Learning."

Non graded assignment. Come to class prepared with the outline of a lesson plan which deals with sexuality and social studies...a hint, Alexander the Great, the Greeks, the constitutional issues around gay marriage, the impact of AIDs in US or global history

Week 8 March 16

Textbooks and teaching

Readings: in your packet, "History Lessons: How textbooks from around the world portray US history."

Ungraded assignment: Come to class having chosen one of the areas covered in the assignment, World War I, Latin America, the Phillipines, for example. Find two different textbooks, one used in high school, the other a college text (you can go to the history department for some help on that) and compare and contrast how the different texts interpret the event, as well as the text's methodology in presentation.

Journal entry: how is heterosexuality expressed in the dynamics at your school? Homophobia? Could you teach a lesson on sexuality and history in the school where you teach now?

Week 9 March 23 Museums, teaching and learning.

Mid term assignment due.

Readings for the assignment to be handed out, Sandra Harding, “Teddy Bear Patriarchy.”

By now all of you have visited The New York Historical Society’s exhibit on Slavery in New York as well as the Darwin Exhibit at the Museum of Natural History.

You are to develop a one week series of lessons, based either on the slavery exhibit. Your lessons could focus just on slavery in New York or the US; **or** a one week series of lessons based on Darwin’s impact on US history. Three things leap to mind: social Darwinism, the Scopes Trial, or the contemporary issue today of science, creationism and intelligent design. You must include how you would prepare your class’ trip to the museum, and I don’t mean about ordering the buses. How do you prepare them academically; what specifics of the exhibits are they going to see? Are you going to create study guides in advance?

Week 10 March 30 Using Conflict Resolution to Learn About History

Readings: In your packet “Conflict resolution and History: The War with Mexico as a Case Study.

Journal entry: By now you have attended your school/community event. Your journal article will reflect upon the experience.

Week 11 April 6 Using Films to Teach Social Studies

Readings: in your packet, “A Teacher Aint Nothing But a Hero;” “Movies as the Gateway to History: The History and Film Project”

Come to class hopefully with a DVD or video of a movie that you have used, or would use in the class you are teaching now.

The Brooklyn College Spring Break is from April 12 – April 23

YOU WILL BE GETTING A SEPARATE HANDOUT REGARDING THE IN CLASS PRESENTATIONS.

Week 12 April 28 In class presentations begin

Week 13 May 5 In class presentations

Week 14 May 12 In class presentations

Week 15 May 19 In class presentations

Final Projects due May 19

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