EDUC 737-003, RESEARCH ON SOCIAL STUDIES TEACHING AND LEARNING
Fall 2016
SEB 4212, FRIDAYS, 1:10-4 PM

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OVERVIEW

In this course, we will analyze foundational and recent research in social studies education, with particular attention to history and civics education. In Part I of the course, we will study early groundwork that defined the field and purposes of social studies education, as well as the disciplinary areas of history and civics. In Part II, we will examine research on disciplinary concepts and practices, including attention to disciplinary literacy, that form the foundation for doing the work of the disciplines. In Part III of the course we will explore how memories, lived experience, and identities intersect to produce historical and civic consciousness and influence student learning. In Part IV, we will examine recent teaching and assessment initiatives as well as efforts to support teacher learning in the context of social studies education. Throughout the course, we will consider alternative approaches to research in social studies, including lab-based studies, small-scale qualitative studies, and larger-scale quantitative studies and interventions.

This course will prepare students to analyze and critique research, develop their research and teaching goals, and synthesize literature to make a case for their goals. Alongside the emphasis on social studies research, this course will expose students to different aspects of working in academia such as writing cogent arguments grounded in evidence to an audience of choice, public speaking, and responding to critical feedback. The course will also make regular connections between theory and practice in the field of social studies education.

EXPECTATIONS

Participation. Your participation in this class is important. This class will be conducted as a seminar, requiring thoughtful preparation before class and active participation during it. Be prepared to discuss the readings and your ideas, as well as listen to and engage with the ideas of classmates. Participation also includes working with a writing group in a constructive and supportive manner. I expect all of us to keep the following norms in mind as we work together: listen carefully, treat ideas with respect, raise and respond to questions, share your ideas, and give others a chance to share as well.

Attendance. I expect you to make every effort to come to class each week on time. If you must miss class, contact me as soon as possible before class. Speak first with a classmate to figure out what you missed and contact me about how to make up whatever was missed.
Grading and Evaluation. I prefer to focus on your learning and growth. I expect you to do your best work, to challenge yourself, and to respond to feedback. Grading can distract from these goals; therefore, I will focus on giving you feedback to help you improve your thinking, understanding, and writing. I will assume your grade is an A- and if your grade departs from that I will let you know. Exceptional work will receive an A. Please let me know if you have any questions about the grading process.

Submit your work before class on the due date. Post papers to the appropriate assignment tab on our Canvas site. Except in cases of medical or family emergency, clear late work with me via email or phone prior to the due date.

All papers should be in the following format unless your final project genre dictates a different format: double-spaced, 1-inch margins, and 12-point font. Proofread your papers for spelling, grammar, mechanics, flow, and clarity. Follow the writing and citation guidelines of the American Psychological Association (APA). You are welcome to revise your major papers provided that you turned in the paper on time originally. If you choose to revise, meet with me to decide on a due date and to discuss plans for revision. If you submit a revision, highlight the changes you make with a yellow highlighter or the track changes function in Microsoft Word.

Electronic Etiquette. Laptops and tablets are valuable tools for learning, allowing you to take notes, review readings, collaborate, and check information. However, they can also be distracting and obstruct good listening and participation. I ask that if you use a laptop or tablet you remain focused on class. At times, I may distinguish between “on” and “off” times. During an “on” time, feel free to use your laptop or tablet for the purposes of the class. During “off” times we will have electronics-free discussions. Cell phones should be off and away during class. If you have a reason to have your cell phone out please be in touch with me about it.

Policies

Religious observances. You will not be penalized in any way for participation in religious observances. However, it is your responsibility as a student to notify me of the projected absence in writing within two weeks of the start of the semester. In such cases, we will arrange an opportunity to make up work that is missed due to such absences.

Accommodations. If you are a student with a disability, please let me know as soon as possible so that we can make the appropriate academic accommodations.

Academic integrity. You must give proper attribution when you use the ideas or words of others. Therefore, you must cite your sources and use appropriate methods to quote the language of others. If you have any questions or are uncertain about plagiarism issues, please ask, or visit the University of Michigan’s site on academic integrity: http://www.lib.umich.edu/acadintegrity/students/index.htm. Plagiarism in the past has resulted in students receiving no credit for an assignment or the entire course.
ASSIGNMENTS

(1) Careful Reading of Assigned Texts
Engage in close, careful reading of the assigned texts each week and come to class ready to write about them and discuss them. Come ready to share your thoughts in response to weekly questions, the ideas in the readings that were most meaningful to you, how the ideas in one reading relate to another reading, and a question to prompt class discussion and thinking. In addition, I suggest writing up a one-page overview, using notetaking software, or maintaining an Excel spreadsheet to keep track of each reading. Include the research questions, theoretical frame, methodology, findings, and the strengths and limitations of each study (or split this up with a reading group that meets outside of class). This will allow you to easily reference the work you’ve read during class and in the future. At the beginning of every class you will either work on your own (through writing) or with a group (through discussion) to think through the readings.

(2) Writing Partners
Writing partners are an important tool for being successful in graduate school and academia. Writing partners can give feedback on ideas, memos, analysis, outlines, or complete drafts. You will meet with your writing partner 4 times during class time so that you can get in the habit of sharing your work, as well as receiving and giving feedback. I encourage you to meet more often and beyond this course. I will ask you to suggest people with whom you would like to work.

(3) Define your discipline: What is history? What is civics?
In this assignment, you will choose one discipline within the social studies and define it clearly and specifically. This is something you’ll want to be clear about whether you plan to become a researcher, teacher, teacher educator, or museum educator. Having a clear sense of a discipline provides the basis for any design decisions you may make and frames one context of your work. Questions to consider include: What is history/civics? What does understanding history/civics entail? How is knowledge constructed in history/civics (or how does one come to know something)? What disciplinary practices and concepts are central to history/civics? What is the main goal(s) of history/civics?

Your written response should be no more than 2 pages + a graphic or concept map that visually describes your sense of the discipline. Identify specific 2-3 representations of your discipline that help you define it (e.g., a book, blog, or article by an expert in your field; a piece of K-12 curriculum; an exhibit, university class session, protest or rally, or other present-day expression of your discipline). Use these representations along with course readings to help you explain what your discipline is and is not—for example you could choose a good and a bad representation of your discipline and use them to explain your discipline.

Deadlines
- September 30: Rough draft of your paper and concept map or visual. Upload to Canvas peer review assignment. You will have writing partner time in class.
- October 7: Final draft due. Upload to Canvas.
Final Project: The Unfamiliar Genre Project

For this project, you will select a genre of writing that you have had little practice with, that is unfamiliar, or that has been particularly challenging for you. You should select a genre of writing that is important to your professional and scholarly goals, rather than something you are unlikely to use after this class. In conjunction with selecting a writing genre, you will select a question related to social studies education that will be the focus for your project. You will seek out and analyze models of writing in this genre so that you can define qualities of good writing in this genre. You will conduct the necessary research and background work to help you refine and answer the question that is the content focus of your writing. During this research phase, you will prepare and give a 10-minute talk about your findings and ideas. This will both give you practice with public speaking and provide an opportunity to organize your ideas and get feedback. You will then write at least one rough and one final draft of your project.

Examples of genres you pursue might include… funding or research proposal, conference proposal or talk, editorial, news article, speech or script for a conference presentation, curriculum unit plan, youth development project, Web site, blog, literature reviews or working papers, technical reports, journal article for practitioners or researchers, detailed syllabus for a social studies teacher education or professional development course.

Deadlines

• October 14: Upload to Canvas the genre and central question for your final project in class + a preliminary list of what you’ll read and tasks to complete for this project.
• October 21: Bring in examples—at least 1 good and 1 bad—of the genre of writing you’ll use for your final project. Share and discuss with writing partner in class. Upload a bulleted list of what makes for good writing in the genre you’ll use at the end of class.
• November 4 or November 11: Meet with me once during class to discuss your final project, progress you’ve made, and challenges you are dealing with. Schedule TBD.
• November 18: Prepare and give a 10-minute talk (max) on the content of your final project and your work in progress.
• December 9: Bring a rough draft of your final project to class to work on with your writing partner. Upload to Canvas peer review assignment.
• December 16: Final project due. Upload to Canvas.

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1 This project has been adapted from Cathy Fleischer and Sarah Andrew-Vaughan’s 2009 book, Writing outside your comfort zone: Helping students navigate unfamiliar genres (Portsmouth, NH: Heinemann).
All readings are available on our Canvas site or online, except for books to be reviewed. These may be found in the U-M library or you may borrow copies from me.

PART I: FOUNDATIONS

Class 1, September 9: Why teach social studies? What does it mean to prepare citizens?
- Readings class activities will draw on (no need to read before class):
- Practical application in class: Webquest of social studies education organizations and their purposes

Class 2, September 16: What is civics?
- Readings for today:
• Practical application in class: Representations of civics and citizenship in different parts of society (e.g., the “Civic Mission of Schools Report,” Black Lives Matter, Presidential political campaigns, CIRCLE)

Class 3, September 23: What is history?
• Readings for today:
• Practical application in class: Representations of history in different venues (Charles Wright Museum of African American history, Detroit Historical Society, Jim Crow Museum of Racist Memorabilia, African American Cultural & Historical Museum, Mapping Slavery in Detroit)

PART II: DISCIPLINARY CONCEPTS AND PRACTICES

Class 4, September 30: Learning disciplinary concepts that support citizenship.
• Readings for today:
• Due: Rough draft of your “Define the discipline” paper. Upload to Canvas peer review assignment (writing partner time today).
• Practical application in class: The Historical Thinking Project, Amherst History Project, National History Standards, C3 Framework, current curriculum & teaching examples
Class 5, October 7: Learning disciplinary practices to support citizenship—evaluating sources of evidence.

- **Readings for today:**

- **Due:** Final draft of your “Define the discipline” paper. Upload to Canvas.
- **Practical application in class:** Reading Like a Historian and the Stanford History Education Group (sheg.stanford.edu)

Class 6, October 14: Learning disciplinary practices to support citizenship—Working with a range of sources

- **Readings for today:**

- **Due:** Upload to Canvas the genre and central question for your final project in class + a preliminary list of what you’ll read and tasks to complete for this project.
- **Practical application in class:** Sarah Thomson’s dissertation work; practice finding, selecting, & preparing texts for students from different background at different reading levels.
Class 7, October 21: Learning disciplinary practices to support citizenship—constructing and communicating interpretations.

- **Readings for today:**

- **Due:** Bring in examples—at least 1 good and 1 bad—of the genre of writing you’ll use for your final project. Share and discuss with writing partner in class. Upload a bulleted list of what makes for good writing in the genre you’ll use at the end of class.

- **Practical application in class:** Disciplinary literacy in writing project. Historical writing project

**PART III. IDENTITY AND CONSCIOUSNESS**

Class 8, October 28: Identity and consciousness in social studies education.

- **Readings for today:** [Note—We will choose 4 of the following]

- **Practical application in class:** Anne Bordonaro’s dissertation work

Class 9, November 4: Identity and consciousness in social studies education.

- **Readings for today:** [Note—We will choose 4 of the following]


(3) Ashley N. Woodson (2016) We’re Just Ordinary People: Messianic Master Narratives and Black Youths’ Civic Agency, Theory & Research in Social Education, 44:2, 184-211, DOI: 10.1080/00933104.2016.1170645


- **Due:** Meet with me during class today or next week to discuss your final project, progress you’ve made, and challenges you are dealing with. Schedule ahead of time.

- **Practical application in class:** Conference and funding proposals.

## PART IV. TEACHING SOCIAL STUDIES

**Class 10, November 11: Teaching social studies.**

- **Readings for today:**
  


  AND 2 of these 4:


- **Due:** Meet with during class today (if you did not last week) to discuss your final project, progress you’ve made, and challenges you are dealing with. Schedule ahead of time.
• Practical application in class: High Leverage Practices (Teaching Works and Elementary Teacher Education program at U-M), Delphi Panel Core Practices, National Board for Professional Teaching Standards

Class 11, November 18: Assessment in social studies.

• Readings for today:

• Due: 10-minute (max) talk about your final project.

• Practical application in class: Sample assessments from different project—HATs, ARCHs, HT-CA—what evidence do they provide? What else would you want to know about student learning?

Class 12, December 2: NO CLASS—NCSS Conference in D.C.

Class 13, December 9: Preparing and supporting social studies teachers.

• Readings for today:

• Due: Full rough draft of your final project (writing partner time)

• Practical application in class: Core Practice Consortium, TeachingWorks Centers Project, methods syllabi analysis