COURSE DESCRIPTION:
Social studies, commonly and most often associated with teaching history, has a long and complex history of its own. Therefore, this course has two major goals: First, to introduce students to the foundation and evolution of social studies and the educational and historical context and circumstances that influenced the discipline and the ways in which it changed over time. Second, to discuss and evaluate the current state of social studies, specifically, and education in general in the twenty first century. These two goals are connected in important ways, as education develops and evolves in response to the historical context and, as with all history, the past has significant bearing upon the present. The course will consider the impact of national and international events and population shifts and changes on the social studies classroom, exploring questions of opportunity, access, and responsibility, and discuss how all of these matters inform the design of a social studies curriculum. The course will examine different concepts of democratic citizenship and multiculturalism in the contexts of U.S. societies and schools, and how these concepts relate to teachers’ and students’ social identities (race, ethnicity, class, gender, etc.) and classroom pedagogies (curriculum, instruction, assessment approaches). The course will explore the evolving intentions underlying social studies education and the outside forces that impact upon it, evaluating the ways in which social studies education—in the past and the present--achieves and/or fails to meet its goals.

LEARNER OBJECTIVES:
Through readings, discussions, presentations, projects, and debates, students will be able to:

- Understand the evolution of social studies education in the context of 20th century American history;
- Situate themselves historically, culturally and socially within the field of social studies;
- Formulate solidly grounded beliefs about teaching philosophies, policies, and practices;
- Explain different conceptions of democratic citizenship, multiculturalism, and patriotism in the context of real-world U.S. society and schools;
- Recognize the relationship between teachers’ and students’ social identities and classroom pedagogies;
- Create and explain social studies pedagogies that promote democratic citizenship;
- Develop and implement self-reflexive strategies and practices that enable them to regard teaching and learning as on-going, dynamic processes.
COURSE MATERIALS
Required reading for this course consists of a set of articles, essays, and chapters that can be found on NYU Classes. The syllabus includes full citation information for each.

COURSE REQUIREMENTS:

1. **Attendance and informed participation in class discussions:** Students are expected to complete all of the readings for each session and come to class prepared to discuss the ideas and positions raised therein. Students will be asked to develop critical and analytical questions to guide the class discussion of these readings on a rotating basis (20% of grade).

2. **Assignments:** The course is divided into four sections, each examining a different era in the development and evolution of social studies. The first three sections will culminate in writing assignments requiring students to synthesize class readings, outside sources you deem appropriate, and your own stance on the issues presented and discussed in class. These assignments will be announced in class and posted on NYU Classes. The topic of each assignment will be generated by the issues and subject matter on which we focus in class. These assignments are due on Thursday, September 25, Tuesday, October 28, and Tuesday, November 25 (each 10% of grade).

3. **Reading Response Papers:** Short (1-2 pp) responses to reading assignments may be randomly assigned throughout the semester. These responses will be announced in class and due at the beginning of the next class session. All students are responsible for submitting these responses when they are assigned, regardless of absence from the previous class (10% of grade).

4. **Final Project:** Students should be thinking throughout the course about the implications of the course readings and discussions for the teaching of social studies. The final project will give you an opportunity to focus on a particular topic in U.S. History and then integrate your content knowledge with your ideas about the presentation of history. Your project should provide an overview of the topic, review of relevant readings, and a discussion of how the ideas and theories we discuss over the course of the semester influence the way in which this topic might be introduced in social studies classrooms as a particular level. You will receive detailed instructions for this assignment in the middle of the semester (40% of grade).

ATTENDANCE POLICY:
Students are expected to attend each class, fully prepared to discuss the readings. Poor attendance will affect the class participation. Students who must miss a class for any reason should e-mail me in advance of the class. Students may not miss more than five classes and remain in the course. If you must miss class, please obtain the day’s notes from one of your classmates. I am happy to answer additional questions that you may have about any information or discussion you missed.

GRADING POLICY:
You should note carefully the dates that written assignments are due. Late assignments will be taken into account in assigning the grade for course participation, and will also result in a grade reduction of three points for each day that the assignment is late. Assignments will not be accepted via email, unless otherwise noted or announced.
STUDENTS WITH DISABILITIES:
Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing, should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.

ACADEMIC INTEGRITY:
Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours. You violate the principle of academic integrity when you:
- Cheat on an exam;
- Submit the same work for two different courses without prior permission from your professors;
- Receive help on a take-home examination that calls for independent work;
- Plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated. It is the failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:
- Copy verbatim from a book, an article or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from other's oral work;
- Paraphrase or restate someone else's facts, analysis and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Please note that when a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

All Students Must Comply At All Times with All Aspects of New York University's Code for Academic Honesty.
**COURSE SCHEDULE:**
Assignments are subject to change based on the pace of the class and issues/topics that arise over the course of the semester. Changes will be announced in class or via email. Students are responsible for all listed and announced assignments.

**Foundations and Progress:**

**Tuesday, September 2**

**Introduction**

**Thursday, September 4**

**Origins of National Ideas on Curriculum**

**Tuesday, September 9**

**Establishment of the Discipline**
- “The Study of History in Schools: Report to the American Historical Association by the Committee of Seven” (1899); look over the entire report, but specifically read pages 27-43, 86-100.

**Thursday, September 11**

**Impact of National Events and Cultural Change**

**Tuesday, September 16**

**Progressive Education**
- Herbert Kliebard, *The Struggle for the American Curriculum*, Chapters 2 (skim) and 3.

**Thursday, September 18**

**Education and Democracy**
Tuesday, September 23

Education and Social Change
- Counts, George, *Dare the Schools Build a New Social Order?*, (Carbondale, IL: Southern Illinois University Press, 1978), Chapters 1-3, pp. 1-34.

Thursday, September 25

NO CLASS- Assignment #1 Due
- Assignment due via email by 8:00 PM

Social Studies in Changing Times:

Tuesday, September 30

The Great Depression

Thursday October 2

World War II

Tuesday, October 7

Teaching the Past- Focus on World War II

Thursday, October 9

The Cold War and Education
- Herbert Kliebard, *The Struggle for the American Curriculum*, Chapter 10; look over the entire chapter, but specifically read pages 236-249.
- National Defense Education Act (1958) (in class)

Tuesday, October 14

NO CLASS- Fall Break
Thursday, October 16  
**Teaching the Past- Focus on the Cold War**  

Tuesday, October 21  
**Civil Rights and the 1960s**  

Thursday, October 23  
**The New Social Studies**  

Tuesday, October 28  
**Teaching the Past- Focus on the 1960s**  
- Assignment #2 due *in class*
Evolution of Social Studies and Education:

Thursday, October 30

Identity


Tuesday, November 4

Civics Education


Thursday, November 6

Race and Gender


Tuesday, November 11

Education Reform in the 1980s

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources and References</th>
</tr>
</thead>
</table>
- No Child Left Behind Executive Summary (2002)  
- NCSS Standards (2010)  
| Tuesday, November 18  | **Beyond the Textbook/Doing History** | - Kobrin, David, *Beyond the Textbook: Teaching History Using Documents and Primary Sources*, (Portsmouth, NH: Heinemann, 1996), excerpts.  
| Where are we now?     |                                |                                                                                           |
- Assignment #3 due in class |
| Thursday, November 27 | **NO CLASS- Happy Thanksgiving!!** |                                                                                           |
Tuesday, December 2  
Teaching Tolerance  

Thursday, December 4  
Students, Teachers, and Curriculum  

Tuesday, December 9  
History v. Social Studies  

Thursday, December 11  
Student Presentations and Wrap Up

FINAL PROJECTS DUE DECEMBER 18  
Submit hard copies on my desk at 239 Greene Street, 6th Floor, Room 611