



HIED 6510
Issues and problems in
Social Studies Education
Fall 2019
All Rights Reserved

Dr. Allen O. Guidry
Office: 207-B Ragsdale
Phone: (252) 737-2106
Email: guidrya@ecu.edu
Class meeting time and place: Online and via Webex
Office hours: By appointment

Course description: Issues and problems in social studies education is designed for in-service teachers at the high school level. Teachers will expand their own knowledge base and hone their teaching practice through examination of issues, topics, debates, and current research in teaching social studies. Teachers will also design action research projects geared at identifying a problem in their own social studies classroom, designing an intervention aimed at “solving” the problem, and assessing the effectiveness of the intervention. These action research projects will be implemented in the subsequent semester through a designated departmental course (MIDG 5993).

Texts and readings:

1. Barton, K & Levstik, L. (2004). *Teaching history for the common good*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
 2. Evans, R.W. (2004). *The social studies wars: What should we teach the children?* New York: Teachers College Press
 3. Nash, G., Crabtree, C., and Dunn, R. (2000). *History on trial: Culture wars and the teaching of the past*. New York: Vintage Books.
 4. Stearns, P, Seixas, P, & Wineburg, S. (2000). *Knowing, teaching, and learning history: National and international perspectives*. New York: NYU Press.
 5. Common Core State Standards for Reading and Writing in Social Studies
 6. Spring, J. (1994). *Wheels in the head: Educational philosophies of authority, freedom, and culture from Socrates to Paulo Friere*. New York: McGraw Hill.
 6. Online readings as assigned by instructor.
-

Suggested Journal subscriptions:

Social Education: Journal of National Council for the Social Studies. Available through membership.

Magazine of History: Journal of Organization of American Historians. Available through membership.

Course objectives - Students will develop skills and knowledge to be able to:

1. analyze historic and contemporary arguments for social studies education and identify an appropriate course for social studies education in the 21st century **(NCPTS 1)**
2. predict the impact of certain types of social studies methodologies on student civic development and prescribe a pedagogical plan to enhance student civic engagement **(NCPTS 2, 3, and 4)**
3. predict the impact of certain types of historical teaching methodologies on student retention of historical concepts and themes and prescribe a pedagogical plan to enhance student historical understanding **(NCPTS 2, 3, and 4)**
4. design an instructional intervention program centered on the issues present in the modern social studies classroom and evaluate the effectiveness of the program *vis a vis* accepted research design and analysis protocols **(NCPTS 1-5)**

Assignment turn-in:

Assignments turned in late will be lowered 8 points for each weekday past the due date. All assignments must be word-processed using standard size (10 or 12 pt.) traditional font (Times New Roman, Arial, Courier New). All Blackboard postings are to be submitted by 11:00 p.m. on the date indicated on the syllabus.

Attendance:

Students are expected to attend class and participate fully as a demonstration of professionalism and positive work habits. One unexcused absence will be allowed during the entirety of the semester. Beyond that one absence, only absences with prior approval by the instructor or university approved absences with appropriate university documentation will be accepted. Unexcused absences will result in a 3 point deduction from the final grade. Attendance is defined as being present, on time, and prepared. Three late arrivals or early departures equal one excused absence.

General information:

Academic integrity –All students are held to the Honor Code of East Carolina University. Any violation of the Honor Code will be reported. It is your responsibility to be aware of East Carolina University's Academic Integrity Policy. This policy is available online and in the university catalog. Any forms of cheating or plagiarism are included.

Academically violating the Honor Code consists of the following:

- A. Cheating -Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
- B. Plagiarism -Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's original work.
- C. Falsification -Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
- D. Attempts -Attempting any act which if completed would constitute an academic integrity violation as defined herein

Support for students with disabilities – East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Services located in Slay 138 to verify the disability before any accommodations may occur. The telephone number is 737-1016.

Severe Weather Information – The ECU emergency information hotline is 328-0062. Information regarding class cancellation due to severe weather is also available on the university website.

Grade Scale:

93-100	A
85-92	B
70-84	C
0-69	F

- YOU MUST COMPLETE AND PROPERLY SUBMIT **ALL** COURSE REQUIREMENTS TO PASS THIS CLASS. FAILURE TO COMPLETE **ANY ONE** OF THE REQUIRED ASSIGNMENTS WILL RESULT IN A GRADE OF “F” FOR THE COURSE.

Requirements:

Action research prospectus and annotated bib	10%
Action research literature review	15%
Action research methodology and treatment	20%
Action research project presentation	30%
Seminar participation	20%
In-class assessments, assignments, and activities	5%

HIED 6510 Course calendar:

Date	Topic	Assignment	Due
8/22	<ul style="list-style-type: none"> - Introductions and course syllabus - Action research in the HIED MAEd program - Historical context of social studies education - Issues in social studies education – a brainstorming conversation 	Review HIED 6510 hub site	
8/29	Philosophic debates in education and their implications for American social studies education	Read Springer – <i>Wheels in the Head</i> (pgs 15-24, Ch. 3, pgs. 108-117, Ch. 7, Ch. 9, Ch. 11)	
9/5	<ul style="list-style-type: none"> - Action research in the social studies - The IRB process 	View video lecture on Action research Access action research resources on HIED hub site Complete IRB online modules (if necessary) – see IRB “handout” on HIED hub site	Email instructor questions as needed as a follow-up to the readings and lectures
9/12	The nature of the social studies	<ul style="list-style-type: none"> - Read Barr, Barth, & Shermis chapter (provided by instructor) - Brubaker, Simon, and Williams article (provided by instructor) - Come with possible action research topic 	Annotated bibliography of 15 sources for lit review and action research prospectus due by 11:59 pm
9/19	Action research – the literature review	Read “Literature review” readings from HIED action research site View video lecture on the literature review	Email instructor questions as needed as a follow-up to the readings and lectures
9/26	The nature of history education	Read Barton & Levstik – <i>History for the common good</i>	
10/3	Designing action research	Read “Methodology” readings from HIED action research site and as provided by instructor View video lecture on research methodology	Email instructor questions as needed as a follow-up to the readings and lectures
10/10	The social studies wars	Read Evans – <i>The social studies wars</i>	Action research literature review due by 11:59 pm – APA format

Date	Topic	Assignment	Due
10/17	The politics of history/social studies education – the 2014 APUSH debate	Read Nash, Crabtree, & Dunn – <i>History on trial</i> and readings on weebly	
10/24	Independent work on action research	Communicate with instructor as needed	
10/31	Independent work on action research	Communicate with instructor as needed	Action research methodology and treatment due by 11:59 pm
11/7	Research on and models for teaching history	Read Parts III (Research on teaching and learning in history) and IV (Models for teaching) from Stearn, Seixas, & Wineburg– <i>Knowing, teaching, and learning history</i> .	Review feedback provided by instructor and make preliminary changes based on the feedback
11/14	Independent work on action research - Complete final versions of action research proposal	Communicate with instructor as needed	
11/21	Thanksgiving – NO CLASS		
11/28	Changes needed in social studies/history education	Read Part II (Changes needed to advance good history teaching) from Stearn, Seixas, & Wineburg– <i>Knowing, teaching, and learning history</i> .	Work on presentation of action research study – 20 minutes total with guidelines provided by instructor
12/5	Final exam - Action research presentations		Powerpoint presentation (20 minutes total) on action research study following guidelines provided by instructor 1st draft of action research proposal due in class – APA format (feedback from presentation will be given)
12/10	Action research completed proposals		Revised action research proposal due via email by 11:59 pm– APA format (Upon final approval by instructor, must be uploaded to taskstream as GE3)