

**HIST/POLS 4397/5397**  
**Teaching Applications in History and Social Studies**  
**Fall 2019**

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**Course Description:** This course is a survey of issues and teaching methods in social studies education at the middle and secondary levels. It is also appropriate for those who intend to work with teachers in a public history setting, or who are interested in teaching at the college level. The course helps students bring together their content knowledge in history, political science, and the other social studies disciplines (geography, behavioral sciences, economics) with learning theory and pedagogy techniques. By the end of the course, students will understand the issues and debates surrounding history and social studies instruction. Students will also have experienced, planned, and taught, using a variety of teaching methods, across the C3 Curriculum Framework. Information on this course is found online at <http://blackboard.ualr.edu>. This class is technology-enhanced, meaning that students will learn how to utilize technology as a research, inquiry, and presentation tool.

**Objectives/ Knowledge Base:**

By the end of the course, students will be able to:

- Understand the issues and debates surrounding social studies instruction.
- Evaluate content-specific materials, such as textbooks, primary source documents, Internet materials, and media, for use in the social studies classroom
- Understand content, plan lessons, and teach in a variety of methods across the C3 Framework, incorporating the Arkansas Social Studies Frameworks and Arkansas Curriculum Frameworks in disciplinary literacy.
- Utilize technology as a research, inquiry, organizational and presentation tool

In order to successfully complete this course and a degree in History/Social Studies Education, students must demonstrate proficiency in the following goals of the History Department:

1. Demonstrate a significant degree of knowledge about both American and World history through completion of a broad selection of courses in history.
2. Ask appropriate historical questions that demonstrate an understanding of the discipline of history and distinguish it from those of other disciplines.

3. Distinguish between primary sources and secondary sources used in the writing of history and know how to use and analyze each appropriately. Students will thus be able to:
  - a. Analyze a primary source as a product of a particular historical context;
  - b. Respond critically to a secondary source, taking into account the primary sources used by the historian, the historian's methodology, the logic of the argument, and other major interpretations in the field.
  
4. Present historical analysis and arguments in a clear written and oral form, including the ability to construct an argument by marshaling evidence in an appropriate and logical fashion.
  
5. Write a research paper that asks a significant historical question, answers it with a clear thesis and a logical argument, supports it with both primary and secondary sources, documents it appropriately, and is written in clear and artful prose with the grammar and spelling associated with formal composition.

This course aligns with conceptual framework for programs in the College of Education: Leaders in Learning demonstrate Communication (C) , Specialized Expertise (SE), Professional Development (PD) and a strong commitment to Diversity (D) in competency, disposition and behavior.

**Textbooks:** Alan J. Singer, *Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach*, fourth edition. Lawrence Erlbaum Associates, 2014.

James Loewen, *Lies My Teacher Told Me*. Rev. ed. Perseus, 2008.

Other readings will be posted online on Blackboard and Google Classroom. You are encouraged to bring a laptop or tablet to class. Let me know if you would like to borrow a laptop for class.

This class has both a Blackboard shell and a Google Classroom shell. To join Google Classroom, enter the class code 3gz91m at [classroom.google.com](https://classroom.google.com).

**Requirements and Grading (scoring rubrics for each assignment on Blackboard):**

Weekly discussion board & class participation	75 points
Textbook Research/Evaluation Paper	50 points
Drafts of unit & lesson plans & activities, weekly assignments	25 points
Portfolio (includes the following items)	100 points
Unit curriculum map with final assessment and rubric	
5 complete lesson plans, which must include references to at least 5 of the following teaching techniques: using technology, primary source documents, photographs, maps, simulation or mock trial, lecture/PowerPoint, incorporating music, using political cartoons, teaching with objects, local history	

Total points possible = 250\*

- A=225-250
- B=200-224
- C=175-199
- D=150-174
- F=under 150

\*If you are in the history/secondary social studies program at the graduate or undergraduate level, you must earn at least a “C” in this course, or you will have to retake it.

**Public History Graduate Students in HIST 5397** will interview two teachers - one K-6, one 7-12, about classroom materials and field trips they most often use/participate in from local and national museums and archives. They will evaluate the educator materials available on one museum website and one archives website. This assignment will be part of the HIST 5397 final portfolio.

**Students with Disabilities:** Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501756973143 (V/TTY) or 501768377629 (VP). For more information, please visit the DRC website at [www.ualr.edu/disability](http://www.ualr.edu/disability).

**Attendance and Classroom Etiquette:** *Attendance in class is essential to doing well in the course, and perfect attendance is expected. Your attendance and attentiveness, as well as your work ethic, demonstrate your commitment to learning to be a great teacher. Arrive on time for class with materials. You may not miss more than 2 classes, or portions of classes, or you will be administratively withdrawn from this course.* Consistent failure to hand in assignments on time, arrive on time, or demonstrate a strong work ethic will trigger a “concerns conference” regarding your continuation in UA Little Rock’s education programs. Please silence cell phones before entering the classroom, and do not take them out during class unless we are using them for an activity. If you must leave early for any reason, please inform me in advance.

**Late Work Policy:** Make every effort to hand in all assignments on time. I plan deadlines so that I can grade your assignments and provide you with feedback quickly. All late assignments will receive the equivalent of one letter grade penalty for each class period they are late.

**Academic Integrity:** Cheating and plagiarism are serious offenses. All sources, including information gathered on the Internet, must be correctly cited in every assignment you turn in, including learning activities, images, or sources you use as part of lesson plans. All work must reflect your own ideas, opinions, and effort. When you use anyone’s ideas, even if you are not quoting them directly, you must cite the source in a footnote or in the resources section of a lesson plan. Citations for this course should be formatted according to the guidelines of the *Chicago Manual of Style*.

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). Anyone who is involved in cheating or plagiarism will not receive credit for the assignment. In addition, that person will be turned over to the Integrity and Grievance Committee for disciplinary action. See Section VI of your student handbook for more details. Do not plagiarize!

**Communication:** Because I also supervise student teachers and work on grant projects outside of the UALR campus, the easiest method to reach me is via email. I generally check and respond to email several times a day during normal business days (i.e. Monday-Friday 8-5pm). If I have not responded to email within 24 hours during the week, please try emailing again. I receive a large volume of email and may have inadvertently missed your communication. You are also encouraged to leave a telephone message with the History Department (501) 569-3235 or my voicemail (501) 569-8152. I encourage student drop-in visits to my office, Stabler Hall 604L/M, during scheduled office hours. If these times do not work for you, please email and we will find a mutually convenient time to meet.

### **Inclement Weather Policy**

During inclement weather, UA Little Rock will make a decision whether or not to close based on available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member.

The [UA Little Rock website](#), UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible. The Policy Advisory Council of the University Assembly will recommend to the chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the university is closed during a final examination day, the provost, in consultation with the Faculty Senate president, will reschedule any missed graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled.

Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

### **Course Schedule**

Attached you will find the course schedule, which will also be available on Blackboard. The schedule and assigned readings are subject to change, but the link on Blackboard will always be updated with the most current information.