

EDUC 228H - Literacy, History & Social Science
A Creative Arts-Based Inquiry into the Social Sciences
Spring 2021

INSTRUCTORS

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WELCOME & OVERVIEW

Our course is designed as a creative arts-based inquiry into the social sciences. Over the next 10 weeks together, we hope to explore this essential question: ***How do the visual arts and arts integrated learning drive inquiry and investigation into history, social science, and social justice issues, encouraging inclusive and equitable classroom communities?***

In this class we will not only consider frameworks, instructional approaches and tools for the study of history and social science in the elementary curriculum, but we will also experience the visual arts and arts integration as powerful pathways to teaching and learning history and social science. We will discover how art and visual literacy support academic inquiry and critical thinking skills; help students build content comprehension and make connections across the curriculum, and foster lively, equitable learning communities in culturally and linguistically diverse classrooms. Through virtual “studio” art sessions, collaborative thinking routines and small group discussion, we aim to encourage in-depth exploration, open-ended questions, imagination and surprise. Be ready to get engaged, think deeply, and have fun!



“Migrant” by Shelby Henderson

GUIDING QUESTIONS

- What foundational cognitive, social, emotional, and physical capabilities are being developed through students' engagement with creative arts-based inquiry?
- How will my students' explorations and inquiries with art deepen their understanding of history, social science, and social justice, and the impact these have on people's lives?
- How will my students' engagement with the arts strengthen their ability to express their ideas, opinions, and feelings about social issues that impact their own lives?

COURSE AT A GLANCE

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10
<i>March 30</i>	<i>April 6</i>	<i>April 13</i>	<i>April 20</i>	<i>April 27</i>	<i>May 4</i>	<i>May 11</i>	<i>May 18</i>	<i>May 25</i>	<i>June 1</i>
				Project Proposal Due			Project Update Due		Final Presentation Due

ASSIGNMENTS

Arts-Integrated Design Challenge

There is one main assignment for this course: an arts-integrated design challenge. You will be asked to design an art project that will develop young students' visual literacy, language literacy, and historical inquiry skills, and scaffold their understanding of a social justice concept inspired by an illustrated children's book. You will complete it in stages over the duration of the course, with some workshop time built into class. See a complete description of this project [HERE](#).

COURSE GRADING

For spring quarter of 2020-21, this course will be graded Satisfactory/No Credit based on the following components:

- 1. Arts-Integrated Design Challenge**
- 2. Attendance & Participation**

IMPORTANT NOTES

Professional Attendance & Participation

Both the arts and social sciences facilitate the growth of a community where creative ideas and opinions can be expressed and heard openly; where there is room to agree and disagree, and where collaboration is valued. In this spirit, we welcome you. We see mistakes as opportunities to rethink and try again to resolve a particular challenge or problem, and we encourage you to engage and persist, stretch and grow!

We expect you to attend all classes, turn in all components of the main assignment, and be actively engaged and constructive participants in daily class discussion and activities. We respect the different backgrounds, knowledge and interests you bring to this class, and our shared goal is to develop a culture of mutual trust and respect. We maintain high expectations for your learning and performance, while trusting your good intentions and commitment to the teaching profession.

Readings

There are some predetermined course readings that will serve as anchor texts for us. However, in order to provide material that is responsive to the evolving contexts of our immediate lives and broader communities, readings might at times be supplemented or substituted. Any changes will be communicated in a timely manner so that you can be prepared for class.

Technology Requirements

It is required that you have a device that connects to the internet so that you can access email, Canvas, Zoom and other applications. All course details and materials will be posted on our Canvas course site and all class meetings will occur in Zoom. It is important that you do not share our course Zoom links or meeting passwords with anyone outside of our course to protect the privacy of everyone in attendance.

Course Privacy Statement

As noted in the University’s [recording and broadcasting courses policy](#), students may not audio or video record class meetings without permission from the instructor (and guest speakers, when applicable). If the instructor grants permission or if the teaching team posts videos themselves, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need lectures recorded for the purposes of an academic accommodation should contact the [Office of Accessible Education](#).

Stanford Honor Code

All Stanford students are expected to follow the **Stanford Honor Code** and **Fundamental Standard**, as noted in the STEP Handbook and Stanford Student Guide. <http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm>

Students with Disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site <http://studentaffairs.stanford.edu/oea>.

SCHEDULE OF READINGS & ASSIGNMENTS (SUBJECT TO CHANGE)

Note: Necessary art materials to bring for each class as well as optional readings/resources will be posted on Canvas.

Session	Guiding Questions	Required Readings	Assignments
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<p>Session 1 3/30</p>	<p>What is the role and value of the arts in the context of history and social science education?</p>	<p>Syllabus</p> <p>Final Project Overview: Arts-Integrated Design Challenge</p> <p>Elements & Principles of Art Handout (2 pp.)</p> <p>Excerpts from Julia Marshall, Integrating the Visual Arts Across the Curriculum (begin reading Ch. 1 & 5 now if you can to pace yourself)</p>	
<p>Session 2 4/6</p>	<p>What is the role of history and social science in my life, my classroom, my world?</p>	<p>James Baldwin - Unnameable Objects, Unspeakable Crimes</p> <p>Quote from Maxine Greene (1 pg.)</p> <p>Visual Thinking Strategies Handout (2 pp.)</p> <p>Video: Drawing Across the Color Line with Kids - Grace Lin, Oge Mora and Yuyi Morales</p> <p>Excerpts from Julia Marshall, Integrating the Visual Arts Across the Curriculum (Ch. 1 & 5)</p>	<p>Finish self-portrait, if needed</p>
<p>Session 3 4/13</p>	<p>How might we use art as a medium for historical and social science inquiry?</p>	<p>Video: Matt de la Peña and Christian Robinson Discuss <i>Milo Imagines the World</i></p> <p>Rogovin, P. (2015). Kindergartners' Questions Become the Curriculum. <i>Social Studies and the Young Learner</i>, 28(1), 8-11.</p> <p>Eisner, 10 Lessons the Arts Teach (1 pg.)</p>	

<p>Session 4 4/20</p>	<p>What knowledge and skills are my students expected to learn as historians and social scientists?</p> <p>What pedagogical methods and tools can I use to engage my students in social and historical inquiry?</p>	<p>Video: Arts & Social Science Frameworks, Standards and Cross-Cutting Big Ideas</p> <p>Studio Habits of Mind & Integrated Learning Goals (2 pp.)</p> <p>Impact of Education and Experience in the Arts (2 pp.)</p> <p>Excerpts from Julia Marshall, Integrating the Visual Arts Across the Curriculum (Ch. 2)</p>	<p>Continue exploring children's books and narrowing down inquiry question</p>
<p>Session 5 4/27</p>	<p>How might I engage with the broader community around the creative arts and social inquiry?</p> <p>How might I engage with subject matter that may be emotionally charged for me and/or my students?</p>	<p>Harper Keenan, The Mission Project: Teaching History and Avoiding the Past in California Elementary Schools. (unpublished dissertation)</p> <p>Stanford Design Process Cycle (1 pg.)</p>	<p>Project Proposal Due (template provided)</p>
<p>Session 6 5/4</p>	<p>What pedagogical methods and tools can I use to engage my students in social and historical inquiry?</p>	<p>Video: Instructional Starter Kit</p> <p>Video: Art Demo - Painting Prepared Papers</p> <p>Explore Bank of Classroom Artifacts for Jigsaw</p>	
<p>Session 7 5/11</p>	<p>How can I cultivate analytical skills for social and historical inquiry among my students?</p> <p>How might I support students in applying a critical lens to texts and other sources of evidence?</p>	<p>Abu El-Haj, T. (2008). Arab Visibility and Invisibility.</p> <p>Wineburg, S., & Martin, D. (2004). Reading and rewriting history. Educational leadership, 62, 42-45.</p> <p>Video: Art Demo - Collage</p>	

Session 8 5/18	How might I organize long-term learning experiences in arts & history/social science integration?	“Transportation Study Video” from Community Roots Charter School (Brooklyn, NY). Rogovin, P. (2001). The Research Workshop. Chapters 4 & 7.	Research Update Due (template provided)
Session 9 5/25	How can I consult/collaborate with colleagues through our creative arts-based inquiry into the social sciences?		
Session 10 6/1	How can I reflect, engage and celebrate with my colleagues around our creative arts-based inquiry into the social sciences?		Final Presentation Due