

EDUC 228H - Arts, History & Social Sciences: Integration & Inquiry

A Creative Arts-Based Inquiry into the Social Sciences

Spring 2022

INSTRUCTORS

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WELCOME & OVERVIEW

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



"Migrant" by Shelby Henderson

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. We will support candidates to understand the social issues that impact their own and their students' identities, cultures and communities through the lens of history and the arts. Through "studio" art experiences, the design thinking process, collaborative thinking routines and group discussion, we aim to

encourage in-depth exploration, generative lifeworthy questions, imagination and surprise. Be ready to get curious, get engaged, think deeply, and have fun!

ENDURING UNDERSTANDINGS

- **Stories and storytelling** help empower students with the *empathy and critical lens* necessary to understand and humanize *themselves and others in the context of community - past, present and future*.
- **Creative arts-based inquiry** develops students' foundational *cognitive, social, emotional, and physical capabilities*.
- **Creative arts-based inquiry** strengthens students' abilities to express *their ideas, opinions, and emotions* around social issues that impact their *identities, cultures and communities*.
- **Creative arts-based inquiry** deepens students' *understanding of history, social science, and social justice*, and the impact these have on students' everyday lives.
- **A continuous cycle of inquiry and action** cultivates in students the capacity to name, disrupt, dismantle and abolish oppression in order to promote justice and make change over the course of their lifetimes.

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>Fri April 1</i>	<i>Fri April 8</i>	<i>Fri April 15</i>	<i>Fri April 22</i>	<i>Fri April 29</i>	<i>Fri May 6</i>	<i>Fri May 13</i>	<i>Tues May 17</i>	<i>Tues May 24</i>	<i>Fri June 3</i>
				Project Proposal Due			Project Update Due		Final Presentation Due

Our class will mainly take place on Friday mornings. Starting in mid-May, we have shifts to our schedule in order to accommodate Independent Student Teaching and provide you some extra time to complete your final project.

ASSIGNMENTS

Arts-Integrated Design Challenge

There is one main assignment for this course: an arts-integrated design challenge. You will work in teams to design an artwork that will engage young students' empathy, visual literacy, critical literacy, and historical/social science 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 2021-22, this course will be graded based on the following components: 1) **Main Assignment: 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 respect the different backgrounds, assets, knowledge and interests you bring to this class, and our shared goal is to develop a culture of mutual trust and respect. 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 maintain high expectations for your learning and growth. We expect you to be on time and present for all classes, turn in all components of the main assignment, and be actively engaged and constructive participants in class discussions and activities. If something prevents you from attending (all or part of) class or meeting the assignment deadlines, please communicate with us as far as possible in advance so we can work with you to come up with a plan. Because our class is designed to center hands-on learning and collaborative teamwork, this also supports us to make any necessary adjustments that would impact your colleagues and the learning of the community.

Readings and Class Activities

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 world, 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. Always check Canvas for the latest. Texts will include some longer readings, but we also offer several 1-2 pg hand-outs, video recordings and podcasts, considering your assignment load and use of multiple modalities for processing information.

While there will be some discussion focused on readings, our class is designed to **prioritize active experiences and explorations into the arts and history/social science that simulate what you can use with your own students.** For this reason, many readings will serve solely to build important background knowledge and provide context for the learning activities. Even though we may not discuss every text explicitly in every class, each one still plays an important role in your ability to engage in in-class activities and for your overall grasp of this course's Enduring Understandings.

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.

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/oae>

SCHEDULE OF READINGS & ASSIGNMENTS

(SUBJECT TO CHANGE: PLEASE ALWAYS CHECK CANVAS FOR THE LATEST READINGS AND ASSIGNMENTS. THIS DOES NOT INCLUDE RECOMMENDED/OPTIONAL TEXTS WE WILL ALSO OFFER.)

Session	Essential Questions	Required Readings	Assignments
Session 1 FRIDAY 4/1	<ul style="list-style-type: none"> • <i>What is the role of history and social science in our lives, our classrooms, our communities, our world?</i> • <i>What is the role and value of the arts in the context of history and social science education?</i> • <i>How might we use art as a medium for historical/social science inquiry?</i> • <i>What pedagogical methods and tools can we use to engage our students in social and historical inquiry?</i> 	<p>Read Syllabus and Final Project Overview and bring questions you may have</p> <p>Julia Marshall. Ch. 1 Learning through Creative Art-Based Inquiry</p> <p>Julia Marshall. Making Sense of Art-Centered Integrated Learning in History/Social Sciences</p> <p>Video: Keynote by Harper Keenan: <i>Reassessing Our Responsibilities: Committing to Public Education in a Time of Crisis.</i></p> <p>Google Form: Opening Reflection</p>	
Session 2 FRIDAY 4/8	<ul style="list-style-type: none"> • <i>How can we cultivate analytical skills for social and historical inquiry among our students?</i> 	<p>Maxine Greene. <i>On Awakeness & Perception: Releasing the Imagination.</i></p> <p>Teachable Art: Observational Drawing</p>	Bring/share a photo of yourself as a child

	<ul style="list-style-type: none"> How might we support students in applying a critical lens to texts and other sources of evidence? 	<p>Paula Rogovin. <i>Kindergartners' Questions Become the Curriculum</i>.</p> <p>Historical Thinking Skills chart (Stanford History Education Group)</p> <p>Austin & Thomas. <i>Examining Evidence. Seven Strategies for Teaching w/ Primary Sources</i>, pp. 13-17.</p>	Bring drawing of Stanford landmark
Session 3 FRIDAY 4/15	<ul style="list-style-type: none"> What is the role of history and social science in our lives, our classrooms, our communities, our world? How might we use art as a medium for historical/social science inquiry? What pedagogical methods and tools can we use to engage our students in social and historical inquiry? 	<p>Baldwin. <i>Unnameable Objects, Unspeakable Crimes</i>.</p> <p>Podcast: Nikole Hannah-Jones and Ta-Nehisi Coates on the Fight Over U.S. History (14:05 - 34:00)</p> <p>Muhammad. Excerpts from <i>Cultivating Genius</i> on Historically Responsive Literacy.</p> <p>Video: Matt de la Peña and Christian Robinson Discuss <i>Milo Imagines the World</i></p> <p>Video: Art as Text: Bridging Literacy and the Arts</p> <p>Visual Literacy & Visual Thinking Strategies (VTS)</p> <p>Graphic: Visual Art as Inquiry: Frameworks for Learning History/Social Science through Art</p>	
Session 4 FRIDAY 4/22	<ul style="list-style-type: none"> What is the role of history and social science in our lives, our classrooms, our communities, our world? 	<p>Video: Arts & Social Science Frameworks, Standards and Cross-Cutting Big Ideas</p>	Bring materials for collage

	<ul style="list-style-type: none"> • <i>How might we use art as a medium for historical/social science inquiry?</i> • <i>What knowledge and skills are our students expected to learn as historians and social scientists?</i> • <i>How might I reflect, communicate and engage with my colleagues on creative arts-based inquiry into history and the social sciences?</i> 	<p>Slides: Color Mixing Demo</p> <p>Elements of Art/Principles of Design</p> <p>Studio Thinking 8 Habits of Mind (SHoM)</p> <p>Identity: Celebratory Self-Portraits</p>	<p>(details to come)</p> <p>Bring a short list of potential children's books of interest for final project</p>
<p>Session 5 FRIDAY 4/29</p>	<ul style="list-style-type: none"> • <i>What is the role and value of the arts in the context of history and social science education?</i> • <i>How might we use art as a medium for historical/social science inquiry?</i> • <i>What pedagogical methods and tools can we use to engage our students in social and historical inquiry?</i> • <i>How can we cultivate analytical skills for social and historical inquiry among our students?</i> • <i>How might we support students in applying a critical lens to texts and other sources of evidence?</i> • <i>How might we help students emotionally navigate and make meaning of the complexities and challenges in our world?</i> 	<p>Elliot Eisner. 10 Lessons the Arts Teach.</p> <p>Keenan. <i>The Mission Project: Teaching History and Avoiding the Past in California Elementary Schools</i>. (unpublished dissertation)</p> <p>Podcast: Interview with Michael Hines on Teaching Difficult Histories.</p> <p>Austin & Thomas. <i>Examining Evidence. Seven Strategies for Teaching w/ Primary Sources</i>, pp. 22-29.</p>	<p>Project Proposal Due (template provided)</p>
<p>Session 6 FRIDAY 5/6</p>	<ul style="list-style-type: none"> • <i>How might we help students emotionally navigate and make meaning of the complexities and challenges in our world?</i> 	<p>Integrated Learning Goals</p> <p>Videos: Analyzing Perspectives through Primary Sources Part I and Part II</p> <p>Parts, Perspectives, & Me Thinking Routine</p>	

		<p>Revisit Historical Thinking Skills chart</p> <p>Guide to Selecting and Analyzing Anti-Bias Children's Books</p>	
<p>Session 7 FRIDAY 5/13</p>	<ul style="list-style-type: none"> • <i>What is the role of history and social science in our lives, our classrooms, our communities, our world?</i> • <i>How might we use art as a medium for historical/social science inquiry?</i> • <i>What pedagogical methods and tools can we use to engage our students in social and historical inquiry?</i> • <i>What knowledge and skills are our students expected to learn as historians and social scientists?</i> • <i>How might we integrate the arts within a history/social science curriculum?</i> 	<p>Final Project Demos:</p> <ul style="list-style-type: none"> • Color Mixing • Prepared Papers, Mixed Media Collage + Past Final Project Examples <p>Stanford Design Thinking Process Cycle</p> <p>Tasha's History/Social Science Instructional ToolKit</p> <p>Video: Arts Integration: Deepening Understanding of Core Content</p> <p>Video: Get Your Blues On Expedition</p> <p>CA VAPA Visual Arts Anchor Standards (by grade level)</p>	
<p>Session 8 TUESDAY 5/17</p>	<ul style="list-style-type: none"> • <i>How might I reflect, communicate and engage with my colleagues on creative arts-based inquiry into history and the social sciences?</i> 	<p>Kennedy Center: Visual Arts Inclusion Strategies</p> <p>AEP Arts Education & Student Wellness Ecosystem</p>	<p>Project Update Due (template provided)</p>
<p>Session 9 TUESDAY 5/24</p>			

Session 10 FRIDAY 6/3			Final Presentation Due
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