EDUC 228H - Arts, History & Social Sciences: Integration & Inquiry
A Creative Arts-Based Inquiry into the Social Sciences
Spring 2023

INSTRUCTORS
Susan Freeman | freewrite47@gmail.com | 831.212.6137
Tasha Pura | tpura@stanford.edu | 650.438.2107

“Art embodies how cultural communities construct meaning. Art can tell stories…[and] offer many entryways into social concerns and concepts to explore social life, to explore concepts through hands-on experiences, making connections between concepts and [our] own lived experience explicit and accessible…When art integration happens through inquiry, students do not simply represent academic content using art methods and materials; they connect their topic to big ideas, and they do it through an art practice that involves methods, tools, and thinking from various disciplines—such as observation, critical analysis, synthesis, questioning, connecting, and reflection. In art integration based on inquiry, learners explore content and connections through an organic, yet intentional, process that welcomes improvisation and invention.” – Julia Marshall

WELCOME & OVERVIEW
Our course is designed as a creative arts-based inquiry into history and the social sciences. Over the next 10 sessions 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?
In this class, we will consider frameworks, instructional approaches, and tools for the study of history and social science in the elementary curriculum, and also experience the visual arts and arts integration as powerful pathways to teaching and learning history and social science. We’ll discover how art and visual literacy support academic inquiry and critical thinking skills to help students build content comprehension and connections across the curriculum. We’ll explore how to foster vibrant, equitable learning communities in culturally and linguistically diverse classrooms. We’ll support candidates’ understanding of 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.

ESSENTIAL QUESTIONS

- What is the role and value of the arts, history and social science in our lives, our classrooms, our communities, our world?
• How can we **learn the stories a community tells** about its people and place?
• What can we learn from how **communities have responded to social injustices** in the past and present?
• 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**?
• How might we help students **emotionally navigate and make meaning of the complexities and challenges** in our world?
• How might I **reflect, communicate and engage with my colleagues** on creative arts-based inquiry into history and the social sciences?

**COURSE AT A GLANCE**

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Our class will mainly take place on Tuesday afternoons. Starting in May, we have shifts (see in red above) to our schedule in order to accommodate Independent Student Teaching and provide you some extra time to complete your final project before presentation day, which is our last class on June 6.
ASSIGNMENTS

Final Project: Arts-Integrated Design Challenge

There is one final project for this course: an arts-integrated design challenge. You will work with a small group of STEP colleagues to create: 1) a work of art; 2) a lesson plan based on a social justice concept inspired by an illustrated children’s book; and 3) a team presentation. You will complete it in stages over the duration of the course, with some workshop time built into class. A complete project description will be shared separately and walked through in class.

COURSE GRADING

For Spring Quarter of 2022-23, this course will be graded based on the following components:

1. Final Project: Arts-Integrated Design Challenge = 70% of course grade
2. Attendance & Quality of In-Class Participation in Small & Whole Group Work = 30% of course grade

An “A” grade is based on a demonstration of the following:

- evidence of understanding and ability to apply concepts, content, and practices central to this course
- strong depth of thinking, creative contributions, and relevance of your work to course content and discussion
- meeting the guidelines for the Final Project

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 Final Project, 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 prework/readings. 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 and Essential Questions.

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 TABLE DOES NOT INCLUDE RECOMMENDED/OPTIONAL TEXTS WE WILL ALSO OFFER.

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<td>Course Syllabus</td>
<td>Google Form: Opening Reflection</td>
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<td>● History Mystery Packets - Uncovering History &amp; Social Science in our Community</td>
<td>Maxine Greene, On Awakeness &amp; Perception: Releasing the Imagination</td>
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<td>● Inquiry with Primary Sources</td>
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| Session 3 | Tuesday 4/18 |  - Power of Story  
  - Thinking Routine with Primary Sources: Parts, Perspectives, Me  
  Podcast: Nikole Hannah-Jones and Ta-Nehisi Coates on the Fight Over U.S. History (14:05 - 34:00)  
  Muhammad. Excerpts from *Cultivating Genius* on Historically Responsive Literacy.  
  Videos: Analyzing Perspectives through Primary Sources Part I and Part II  
  Parts, Perspectives, & Me Thinking Routine |
| Session 4 | Tuesday 4/25 |  - Becoming Advocates - Arts Integration in Schools, CA Policy and Practice  
  - Frameworks & Standards (History, Social Science + Arts Integration)  
  - Critiquing and Using Texts with Children | Skim C3 Framework, CA History/Social Science Standards, Learning for Justice Standards, Gholiday Muhammad’s 5 Pursuits  
  CA VAPA Visual Arts Anchor Standards, K-5 Arts Skills and Knowledge Progression  
  Guide to Selecting and Analyzing Anti-Bias Children’s Books |
| Session 5 | Tuesday |  - Elements of Art  
  - Self-Portraits | Identity: Celebratory Self-Portraits | Bring materials for self-portrait |
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<th>Date</th>
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| 5/2        | • Emotional & Complex Topics: Storytelling & Holding Space  
      (unpublished dissertation)  
      Stanford Design Thinking Process Cycle  
      Review: Color Mixing  
      Review: Elements of Art/Principles of Design  
      Review: Studio Thinking 8 Habits of Mind (SHoM) |
|            |                                              | (optional)                                                                                  |
| Session 6  | Tuesday 5/9                                  | • Final Project Workshop Time: Design Lesson Plan  
             • Visualizing/Sketching Artwork  
             • Painting Prepared Papers | Video: Arts Integration: Deepening Understanding of Core Content  
      Integrated Learning Goals  
      Tasha’s History/Social Science Instructional ToolKit  
      Final Project Demo: Prepared Papers, Mixed Media Collage + Past Final Project Examples |
| 5/9        |                                              | Project Planner Due  
      (template provided)                                                          |
| Session 7  | Tuesday 5/16                                 | • Final Project Workshop Time: Designing/Creating Mixed Media Collage Artwork | Kennedy Center: Visual Arts Inclusion Strategies |
| 5/16       |                                              |                                                                                              |
| Session 8  | Tuesday 5/23                                 | • Social Justice Curriculum Spotlight  
             • Final Project Workshop Time: Peer Consultancies & Constructing Mixed Media Collage Artwork | Project Updates Due |
<p>| 5/23       |                                              |                                                                                              |</p>
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