

**Stanford University  
Graduate School of Education  
Spring 2024**

**EDUC 268D: Curriculum & Instruction Elective in History/Social Studies  
Tuesdays 4:30 - 7 PM**

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Class Location: CERAS 527

**CLASS OBJECTIVES & OUTCOMES**

Thank you for signing up to take this Spring elective course! You have had a busy year and I feel honored and excited to have the opportunity to teach and learn alongside you as you wrap up your STEP/school year!

The course draws on the frameworks laid out in the [California History-Social Science Standards](#). We also draw on the Common Core Standards, which the State of California has adopted (see [pdf document](#), pg. 80-89) and the more detailed [CA History-Social Science Framework](#).

Social studies is an exciting discipline that encompasses history, geography, government, politics, ethnic studies, and economics. The study of history forms the core of social studies. This course aims to explore several major areas: first, we will consider what historical thinking is and how it differs from the memorization of names and dates. Who writes the history that students read in textbooks? Whose voices are elevated and whose are muted? We will explore how historical questions arise, and how we go about answering these questions and creating new knowledge. Second, we will explore what it means to *learn* history. How do we cultivate critical thinking and how does it develop over time? What kind of thinking can we expect from our students and how do we push them forward so that they feel empowered to make knowledge—not just consume it? Third, we will consider what it means to *teach* social studies in real classrooms, where many students have reading levels that result from how this country miseducates those most in need. If we want students to interpret primary sources and do serious intellectual work, we will need to provide targeted instruction in historical reading and writing. Our goal at STEP is to help you become teachers of your subject matter, but *also* teachers who possess skills for developing students' capacities as literate and powerful members of society. An essential part of a well rounded social studies education is ethnic studies. Ethnic studies is an interdisciplinary field that incorporates history, literature, sociology, and current issues. This course will explore what ethnic studies is and what it means to teach ethnic studies in terms of philosophy, pedagogy, and practice. To this end, the course will incorporate aspects of what is increasingly referred to as a “practice-based” approach to teacher education. We will discuss broader questions of why we study social studies and how it can serve to help us better understand ourselves, improve our society, and offer hope for a better future.

*\*Adapted from Emma Benne and Kristen Jackson*

**REQUIRED READINGS**

- Reading/materials on canvas: [Class Canvas Page](#) or <https://canvas.stanford.edu/courses/187610>

## GRADES

The grading for this course is based on the following principles:

- Humanizing education, in all of its forms, is more important now than ever.
- The traditional system of grading stems from a history of oppressive practices, designed to sort and segregate students in education. Grades are not always reflective of learning, and in fact, grades can sometimes distract from students' learning.
- High expectations for learning are held for all students. The processes of feedback, reflection, revision, and consultation offer a more humanizing and meaningful learning experience than the process of assigning letter grades.

For this course, we are utilizing a grading structure we are calling a “**humanizing A.**” That is: if you complete all of the requirements for the course: including attendance, thoughtful written assignments, active engagement in dialogue, discussion facilitation, and classroom observation discussions, you will earn an A for the course.

One intention of this grading structure is to detach notions of intellectual rigor from letter grades and instead to allow students to be accountable for their learning in more humanizing ways. You will also have the opportunity to revise any assignments that you feel you would like to improve. If you are unable to complete course assignments, your grade will be lowered from an A accordingly.

*\*This grading structure was created by Dr. Emma Fuentes and Dr. Melissa Canlas. School of Education, USF\**

## ASSIGNMENTS

### **Discussion Facilitation:**

You will work with a peer to lead a 20-25 min discussion of the readings. Discussion leaders will be responsible for posting two guiding questions for the week's reading/s by the Saturday preceding the class where they will be discussed. Questions should be posted on the discussion board for the class that you are leading the discussion for. See the [guide for facilitating discussion for details and calendar](#).

**Classroom Observations:** Over the course of this quarter, you will be observing three different social studies teachers in action. Two of these observations will be informal, “mini observations” and one will be a more formal, structured observation called the Cross Content Observation. Try to select three different types of social studies classes so that you can see a range of academic environments.

**Mini Observations:** The goal of the “mini observations” is to explore the social studies classroom and discipline specific instructional practices and modes of learning, and reflect on your experience. You will share what you learned from this observation during an informal, small group discussion during class.

**[Mini Observation #1](#) is due on April 22nd.**

**[Mini Observation #2](#) is due on May 20th.**

**Cross-Content Observation Assignment: Written Assignment Due April 29th; Presentations will take place on April 30th and May 7th.**

The Cross-Content Observation is a more formal, structured observation of a social studies teacher. You will observe the lesson, reflect, write a written reflection, and deliver a presentation in class about what you learned. More detailed [assignment description here](#).

Presentations about the Cross Content Observations will take place over two classes: **April 30th and May 7th**. You will be assigned one of those dates; here is the [Presentation Calendar](#) that indicates who is presenting on those dates.

**“Restoring the Missing Chapter” Lesson Plan: Due May 27th**

For this assignment, you will create a social studies lesson plan that challenges students’ notions that history is already finished and that what appears in the textbook is “history.” (And, by extension, what’s not in the textbook lacks significance and thus is not part of “history.”) The lesson plan is your opportunity to apply what you have learned throughout the course about social studies curriculum and instruction. [See detailed assignment description here](#).

**SCHEDULE OF SUMMER READINGS/CLASSES**

All readings, except for some readings that can be accessed through hyperlinks, are posted on Canvas

**Session 1: Tuesday, April 2nd      Community Building & Introduction to Thinking like a Historian Framework**

**Session 2: Tuesday, April 9th      Building Historical Context through Images**

*Read before class*

- “Seeing Images in History,” American Historical Association’s Perspectives on History. Anna Pegler-Gordon. February 2006.

*Optional Reading*

- [The Problem with History Classes: Single Perspective Narratives Do Students a Gross Diservice by Michael Conway](#). *The Atlantic* (2015).

**Session 3: Tuesday April 16th      Historical Thinking Skills & Introduction to Ethnic Studies**

*Read before class*

- Ethnic Studies California Model Curriculum: Excerpts of Chapter 1 (2021):  
*Read p.9 - 12 and 14 - 19*
- What is Ethnic Studies Pedagogy? by Tintiangco-Cubales, Kohli, Sacramento, Henning, Agarwal-Rangnath, and Sleeter in *Rethinking Ethnic Studies* (2019)
- Our Oral History Narrative Project by Riechel in *Rethinking Ethnic Studies* (2019)

*Assignment Due April 22nd: Mini Observation #1*

**Session 4: Tuesday April 23rd      Ethnic Studies in Action**

Read before class

- Ethnic Studies California Model Curriculum: Excerpt of Chapter 3 (2021): *Read p.35 - 37*
- Travis, M. (2021). Teaching Hidden Indigenous Histories Alcatraz and the Red Power Movement. *California History*, 98(3), 119-129.
- [Website: Standing with Standing Rock: A Role Play on the Dakota Access Pipeline](#). 1 Page Summary of Lesson Plan. Zinn Education Project.
- We Don't Want to Just Study the World, We Want to Change It: Ethnic Studies and the Development of Transformative Students and Educators by Beckham and Concordia in *Rethinking Ethnic Studies* (2019) -- **Reading focus: p.323 - 327**

Optional Reading

- Moving Ethnic Studies from Theory to Practice: A Liberating Process by Gómez and Ochoa in *Rethinking Ethnic Studies* (2019)

*§ Assignment Due April 29th: Cross Content Observation*

**Session 5: Tuesday April 30th      Teaching Multilingual Learners in Social Studies**

Read before class

- Socially Just, Culturally Sustaining Pedagogy for Diverse Immigrant Youth by Lee and Walsh in *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World* (2017)

**Session 6: Tuesday May 7th      Structured Academic Controversies in Social Studies**

Do before class

- Think about [Restoring the Missing Chapter lesson plan assignment](#); review assignment and begin brainstorming about your topic.

Read before class

- Amanda Ripley, "[Complicating the Narrative](#), *Medium*
- Johnson and Johnson, Critical thinking through structured controversy. *Educational Leadership*

**Session 7: Tuesday May 14th Integrated Action Civics Framework for Social Studies**

*Do before class*

- Think about [Restoring the Missing Chapter lesson plan assignment](#); review assignment and **select your topic** before class.

*Read and examine a few resources on this website before class:*

- UC Berkeley History Social Science Project Integrated Action Civics Website ([Overview](#) & [Main Website](#))

*§ Assignment Due May 20th: Mini Observation #2*

**Session 8: Tuesday May 21st Humanities and Cross Curricular Teaching**

*Read before class*

- [“How to Make Students Care about Writing”](#) by Kristina Rizga. *The Atlantic*. August 8, 2018
- [Cross-Curricular Connections in Instruction: 4 Ways to Integrate Lessons](#) by Melissa Kelly (2019)

*§ Assignment Due May 27: Restoring the Missing Chapter Lesson Plan*

**Session 9: Tuesday May 28th Final Presentations & Preparing for the Teaching Journey**

**Session 10: Tuesday June 4th Class Reflection, Final Presentations, and Celebration**

## APPENDIX A: LIST OF TEXTBOOKS ON RESERVE IN CUBBERLEY LIBRARY

- Ahmed, Iftikhar. 2004. *World Cultures: A Global Mosaic*. Teachers ed. Upper Saddle River, NJ: Prentice Hall.
- Andrea, Alfred J. and James H. Overfield. 2001. *The Human Record: Sources of Global History*. 4th ed. Boston: Houghton Mifflin.
- Appleby, Joyce, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, and Jay McTighe. 2018; 2018. *United States History and Geography*. Teacher ed. Columbus, OH: McGraw-Hill Education.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, Glencoe/McGraw-Hill, and National Geographic Society. 2000. *The American Journey: Building a Nation*. Teacher's wraparound ed. New York: Glencoe/McGraw-Hill.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, and National Geographic Society. 2003. *The American Journey*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Ayers, Edward L., Sam Wineburg, and Holt, Rinehart, and Winston, 2007. *American Anthem*. Teacher's ed. Austin, Tex.: Holt, Rinehart, and Winston.
- Boorstin, Daniel J., Brooks Mather Kelley, Ruth Frankel Boorstin, and Daniel J. Boorstin Collection. 2002. *A History of the United States*. Annotated teacher's , 6th ed. Needham, Mass.: Prentice Hall.
- Bower, Bert and Jim Lobdell. 2002. *History Alive! The United States*. History Alive. Palo Alto, Ca.: Teachers' Curriculum Institute.
- Brady, Charles and Philip Roden. 2008. *Document Based Questions in American History*. Evanston, Ill.: DBQ Project.
- . 2005. *Document Based Questions in World History*. Evanston, Ill.: DBQ Project.
- Bragdon, Henry W., Samuel Proctor McCutchen, and Donald A. Ritchie. 1998. *History of a Free Nation*. Teacher's wraparound ,. New York: Glencoe/McGraw-Hill.
- Briggs, Bonnie-Anne and Catherine Fish Petersen. 1999; 1997. *Brief Review in United States History and Government*. Needham, Mass.: Prentice Hall.
- Bulliet, Richard W. 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- Cagniart, Pierre and James Alloco. 2000. *World History : People & Nations*. Annotat teacher's ed. Austin: Holt, Rinehart and Winston.
- Craig, Albert M. 2003. *The Heritage of World Civilizations*. Combin , 6th ed. Upper Saddle River, NJ: Prentice Hall.
- Danzer, Gerald A. 2003. *The Americans*. Teacher's ed. Evanston, IL: McDougal Littell.
- Danzer, Gerald A., J. Jorge Klor de Alva, Larry S. Krieger, Louis E. Wilson, and Nancy Woloch. 2014. *The Americans : Beginning to 1914*. Teacher's Edition ed. Orlando: Holt McDougal.
- Davidson, James West, Mark H. Lytle, and Michael B. Stoff. 1992. *American Journey : The Quest for Liberty since 1865*. Annotated teacher's ed. Englewood Cliffs, N.J.: Prentice Hall.
- Davidson, James West, Michael B. Stoff, Herman J. Viola, Inc Prentice-Hall, and American Heritage Publishing Company. 2003. *The American Nation*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Deverell, William and Deborah G. White. 2006. *United States History*. Holt California Social Studies. Orlando, Fla.: Holt, Rinehart and Winston.
- DiBacco, Thomas V., Lorna C. Mason, and Christian G. Appy. 1992. *History of the United States*. Concise ed. Boston: Houghton Mifflin.
- Drewry, Henry N. and Thomas H. O'Connor. 1995. *America is*. Teacher's annotat ed. New York: Glencoe.

- Ellis, Elisabeth Gaynor, Anthony Esler, Burton F. Beers, Kathleen J. McKee, and inc Prentice-Hall. 2003. *Prentice Hall World History : Connections to Today*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Ellis, Elisabeth Gaynor, Anthony Esler, and Inc Pearson Education. 2014. *World History*. Teacher's ed. Upper Saddle River, N.J.: Pearson.
- Esler, Anthony. 2004. *The Human Venture : From Prehistory to the Present*. Combin , 5th ed. Upper Saddle River, N.J.: Pearson Education.
- Farah, Mounir, Andrea Berens Karls, and National Geographic Society. 2001. *World History : The Human Experience*. New York, N.Y.: Glencoe/McGraw-Hill.
- . 2001. *World History : The Human Experience* :. Teacher's wraparound ed. New York, New York: Glencoe/McGraw-Hill.
- Farah, Mounir, Andrea Berens Karls, National Geographic Society, and Glencoe/McGraw-Hill. 2003. *World History, the Human Experience : The Early Ages*. New York, N.Y.: Glencoe McGraw-Hill, c2003.
- Foner, Eric. 2008. *Give Me Liberty! : An American History*. New York ;London: W.W. Norton & Co.
- Garraty, John A. 1993. *The Story of America*. Annotated teacher's ed. Austin: Holt, Rinehart, and Winston.
- Greenblatt, Miriam, Peter S. Lemmo, and Glencoe/McGraw-Hill. 2001. *Human Heritage : A World History*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Hakim, Joy. 2003. *A History of US*. New York: Oxford University Press.
- Hanes, William Travis, Toyin Falola, Theodore K. Rabb, and Holt, Rinehart, and Winston, inc. 1999. *World History : Continuity & Change*. Teacher's ed. Austin Tex.: Holt, Rinehart and Winston.
- Lapsansky-Werner, Emma J. 2010. *United States History*. Student ed. Upper Saddle River, N.J.: Pearson.
- McNeill, William Hardy. 1997. *A History of the Human Community : Prehistory to the Present*. 5th ed. Upper Saddle River, N.J.: Prentice Hall.
- Miller, James, John M. Thompson, and National Geographic Society. 2006. *National Geographic Almanac of American History*. Washington, D.C.: National Geographic.
- Myers, Peter J. 2001. *United States History*. Teacher's answer ; ed. Upper Saddle River, N.J.: Globe Fearon Educational Publisher.
- Nash, Gary B. 2002. *American Odyssey : The United States in the Twentieth Century*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Reilly, Kevin. 1997; 1989. *The West and the World : A History of Civilization : From the Ancient World to 1700*. Markus Wiener Publishers ed. Princeton, NJ: Markus Wiener.
- Spielvogel, Jackson J. and Jay McTighe. 2018; 2018. *World History and Geography*. Teacher ed. Columbus, OH: McGraw-Hill Education.
- . 2018; 2018. *World History and Geography*. Teacher ed. Colombus, OH: McGraw Hill Education.
- Spielvogel, Jackson J., Dinah Zike, Glencoe/McGraw-Hill, and National Geographic Society. 2010. *World History*. Columbus, OH: McGraw-Hill Glencoe.
- Stuckey, Sterling, Linda Kerrigan Salvucci, and Holt, Rinehart, and Winston, inc. 2003. *Call to Freedom*. Annotat teacher's ed. Austin: Holt, Rinehart and Winston.
- Upshur, Jiu-Hwa Lo. 2002. *World History*. 4th ed. Belmont, CA: Wadsworth/Thomson Learning.
- Wiesner, Merry E. 2002. *Discovering the Global Past : A Look at the Evidence*. Boston: Houghton Mifflin.