

Stanford University
Graduate School of Education
Spring 2026

**EDUC 268D: Curriculum & Instruction Elective in History/Social Science through the lens
of Ethnic Studies
Tuesdays 3:15-6:15pm**

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Office Hours: By appointment

CLASS OBJECTIVES & OUTCOMES

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

The study of history forms the core of Social Studies. This course will highlight the ways in which history can be taught to allow for counter narratives to be at the center and to allow the voices of the many groups and people who made history to be heard; narratives that may often be silenced by structures of power, including curriculum and textbooks and are central to Ethnic Studies. It is important and possible to create history classrooms where these voices are heard. We can do this by asking a series of questions. The first and most important is, “Why do we believe an account from the past?” By asking questions about how knowledge is constructed, we put our students in the role of active agents rather than the passive recipients of someone else’s conclusions. 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. Last but certainly not least: We will discuss broader questions of why we study history/Ethnic Studies in the first place and how history and Ethnic Studies can serve to help us better understand ourselves, improve our society, and offer hope for a better future.

REQUIRED READINGS

- Reading/materials on canvas: <http://canvas.stanford.edu>

GRADES

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

- In this time of pandemic, and social and political unrest, humanizing education, in all of its forms, is more important 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 reflective of learning, and in fact, grades can 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, community building and accountability assignments, 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

Snapshot Autobiography: We will work on this assignment the first day of class. The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling and truth. Take an 8 ½ by 11 sheet of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The *first* panel is the title page for your “Snapshot Autobiography”; the back page is reserved for an “*About the Author*” section. This leaves four panels. In each of the four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel 2, with “My Birth”). Fill two-thirds of each panel with your narrative and use the bottom third as a place to illustrate your narrative with a small (hand-drawn) picture. pictures or the narrative. Give your Autobiography *a title* that captures its essence. Have fun!

Discussion Facilitation: 2 hours outside of class time

You will be responsible for leading a 20-25 min discussion of the readings twice during the quarter.. See the [guide](#) for details. Each discussion leader will be responsible for meeting with the instructor for an hour to review the discussion questions and activities for the discussion facilitation.

Cross-Content Observation Assignment- Total 8 hours

One of the common practices of in-service teachers is to observe their teaching colleagues. Sometimes these observations occur within one’s content area, but there is also great value in observing colleagues from other content areas. The goal is to observe a History/Social Science teacher. After observing, REFLECT. More detailed assignment description [here](#).

Reflection Options (Choose one)

- Write up your notes to the guiding questions into a **narrative, holistic write-up** that is 2-4 single-spaced pages in length.

- Using your photos, create a **presentation** with at least 5 slides combining photos and text answering the guiding questions. You may use the [template](#), or create your own.

In order to build rapport and community with the teacher and students in the classroom you observe, please plan on observing the classroom community once a week for at least an 1hr of a class period.

Due: Tuesday May 12th at 3:15pm

“Restoring the Missing Chapter” Lesson Plan:

For this assignment, you will create a one-day, 50-minute lesson 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.”) As part of a series called “Missing Chapter,” VOX has created 14 short (~15 minute) videos, each of which examines a topic in American history that has been excluded (or covered minimally) from traditional textbooks. Each of you will choose a video and build a lesson around the topic of that video. After selecting your topic, you will need to supplement the video with several other texts, either short primary sources, political cartoons, or excerpts from secondary sources on your topic. (See [here](#) for the instructions for completing this assignment.)

Due: Tuesday June 2nd, 3:15pm

SCHEDULE OF SPRING READINGS/CLASSES

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

Session 1: Tuesday, March 31st Intro to Thinking like a Historian Framework + Ethnic Studies values

Session 2: Tuesday, April 7th Document Based Inquiries & Third World Liberation Front

Read before class:

- Sleeter & Zavala (2020) “What’s all the fuss about Ethnic Studies”
- What is Ethnic Studies Pedagogy? by Tintiangco-Cubales, Kohli, Sacramento, Henning, Agarwal-Rangnath, and Sleeter in *Rethinking Ethnic Studies* (2019)

Session 3: Tuesday, April 14th Inquiry through Images

Read before class:

- “Seeing Images in History,” American Historical Association’s Perspectives on History. Anna Pegler-Gordon. February 2006.
- James Loewen, *Teaching What Really Happened*, Chapter 1

Session 4: Tuesday April 21st Interdisciplinary Approaches to Ethnic Studies

Read before class

- James Loewen, *Teaching What Really Happened*, Chapter 1
- Conway, Michael. The Problem with History Class. *The Atlantic*

Session 5: Tuesday April 28th Visit to San José

- John Heinlen's Legacy: Chinatown & Japantown, San José," *The Californian*, Number 43, published October 2016 - quarterly **magazine published** by the California History Center featuring the history of Heinlenville.

Session 6: Tuesday May 5th Beyond Debates- Structured Academic Controversy

Read before class

- Amanda Ripley, "[Complicating the Narrative](#), *Medium*
- Johnson and Johnson, Critical thinking through structured controversy. *Educational Leadership*
- Masterpiece Case: Two Different Views (short articles from the *Forward* and the *Wall Street Journal*)

Session 7: Tuesday May 12thth Cross Content Obs Presentations

Read before class:

§ *Assignment Due:* *Cross-Content Observation*

- Muhammad, G. (2020). *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Chapter 3, pgs 57-61, 64-8

Session 8: Tuesday May 12th Opening Up the Textbook

Read before class:

- Wineburg, Sam, “Opening Up the Textbook,” *Education Week*.
- Goldstein, D. (2020). Two States. Eight Textbooks. Two American Stories. Links to an external site.

Session 9: Tuesday May 26th Restoring the Missing Chapter Workshop Time

Session 10: Tuesday June 2nd Restoring the Missing Chapter Presentations/Wrap up

Read before class:

- Wiggins, Grant (1989). Futility of Trying to Teach Everything of Importance. *Educational Leadership*, 47(3), 44-59.

§ Assignment Due:

Restoring Missing the Chapter