

**EDC G 676 Advanced Strategies for Teaching History,
Social Studies, and Ethnic Studies**

University of Massachusetts Boston
College of Education and Human Development
Spring Semester 2022

Location: Wheatley W02-0200

Time: Mondays 7-10 pm

If you don't know history, it's as if you were born yesterday. And if you were born yesterday, anybody in a position of power can tell you anything and you have no way of checking up on it.

-Howard Zinn

Once social change begins, it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore.

-César Chávez

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Office hours: Mondays 2-3:30, Wednesdays 2-3:30, or by appointment

General Course Description:

This is an advanced course in the theory and practice of teaching social studies, including history, civics and government, geography, economics, and ethnic studies. Students will develop an understanding of social justice-oriented and inquiry-focused curriculum and develop equity-based pedagogies for history and the social sciences. Intended for pre-service or in-service history, social studies or ethnic studies teachers.

Course Overview:

This course focuses on advanced methods for the teaching history, social studies, and ethnic studies. It is intended for preservice teachers who have already taken social studies methods (EDC U 466/EDC G 666) and practicing teachers seeking professional development related to pedagogy in history, social studies, and ethnic studies.

What should be taught in history, social studies, or ethnic studies courses? How can we design and implement engaging justice-oriented and inquiry-based lessons in the history, social studies, or ethnic studies classroom? How can we take stances as activist teachers to support our students and challenge our field? These are the essential questions that guide this course.

This course has four aims: To learn about recent theory and research in history, social studies, and ethnic studies education to help guide practice, to understand ways to create critical multicultural curricular materials and use critical inquiry in the classroom, to examine critical issues in social studies education, and to share lesson plans with your classmates that support creative and justice-oriented teaching.

This course attempts to show you ways to bring educational theory into practice and is intended to be both practical and reflective. As an instructor, I hope to model inquiry-based and justice-oriented practices in this course. As a student, it is important that you use this class to challenge how you teach and think about teaching.

Because students taking EDC 676 are diverse racially, ethnically, socioeconomically, and in gender, sexual orientation, language, and physical ability, it is important we create a climate where everyone feels comfortable sharing their experiences and perspectives, as well as offering and receiving constructive feedback or advice. At all times, we will give each other respect, confidentiality, and confidence in each another.

This course is organized around four social studies-related disciplines: History, social sciences, ethnic studies, and literacy.

Objectives:

Students will be able to:

- Comprehend the concept of activist thinking within history, social studies, and ethnic studies
- Understand ways to engage students in methods that encourage social inquiry, critical multiculturalism, and transformative democratic citizenship
- Understand how the curriculum can emphasize agency, resistance, survivance, and accomplishment to support all students
- Synthesize individual lesson plans in history, social studies, and ethnic studies, which include rationales, learning goals, teaching methods/procedures, and assessments
- Comprehend Massachusetts History and Social Science Framework and the national C3 Framework and apply knowledge to lesson plans
- Analyze critical issues in history, social studies, and ethnic studies and consider ways that teachers can support their students and challenge the field through activism

Required Texts and Readings:

- Course Reading Packet (on course Blackboard site). Students must bring digital or printed copies of readings to each class session. For sustainability reasons, I no longer photocopy handouts or readings. Please bring a laptop, digital tablet, or phone to access readings and course handouts. If you prefer hard copies and do not have access to a photocopier, I suggest you bring the documents on a CD to a print shop (i.e. CopyCop, FedEx Office) and they can print it into a reading packet for under \$40. If you do not have access to a digital device, please see Chris. UMass Boston also has a laptop loan program:
www.umb.edu/it/labs/laptops

Assignments and Evaluation*Assignment 1: Critical Issues in Social Studies Education Paper*

Points: 30

Description: You will write a 3-5 page reaction paper on one of the topics from the course related to teaching history, the social sciences, or ethnic studies. Although you are welcome to use outside resources, it is expected that this paper can be written relying solely on the course readings.

Assignments 2A, 2B, 2C: Ungraded Lesson Plans

Points: 30 (Ungraded; 10 points each for completion on time)

Description: During this course, you are required to complete three ungraded lesson plans in history (2A), the social sciences (2B), and ethnic studies (2C), which will be returned with feedback and a rating (✓+, ✓, ✓-). While these lessons may be from the grade-level of your choosing, they should each include components involving social inquiry, critical multiculturalism, and transformative democratic citizenship.

Assignments 3A, 3B: Teaching Portfolio and Curriculum Fair

Points: 100

Description: You will create a teaching portfolio, which includes two revised lesson plans, a plan for a field trip, and the outlining of your future goals as a teacher. You will share your three lesson plans from this course with your classmates by uploading them to Blackboard and through distribution of a flyer the Curriculum Fair.

Participation: Readings, Class Discussions, Group Work, and Activities

Points: 40

Description: Class participation is important for successful learning. Students should regularly contribute to class discussions and participate during group work and class activities. The instructor will be informally assessing if students have read the material by their participation in reading related activities. Points will be deducted for cell phone or laptop use unrelated to the class activities. It is expected that students will attend every class session. If you miss class, this will affect your participation grade. Please see the instructor in advance if you believe this will be an issue or let him know as soon as possible if there is an emergency and you cannot attend class. If the missed class is due to extenuating circumstances, the instructor will assign a make up assignment.

There are 200 total points for the course. All assignments will be graded using a rubric (complete assignment requirements and rubrics are posted on the Blackboard site) and all grades will be returned in class or via e-mail. Assignments must be uploaded through Blackboard by the posted deadline. Late assignments will have the grade decreased by 10% for each day late. Students may gain an extension in advance with permission of the instructor or when extenuating circumstance do not allow for forewarning.

Membership in the National Council for the Social Studies (NCSS)

For a reduced membership fee, university students can join the NCSS, and benefit from their monthly magazine (Social Education) with lesson ideas and discussions about the teaching and learning history and social studies. It also allows reduced admission prices to the annual national conference. For this course it is highly recommended that you join NCSS. Please see their website: www.socialstudies.org.

Course Schedule

Class	Topic(s)	Readings Due¹	Assignments Due
1 Mon 1/24	INTRODUCTION AND OVERVIEW Student and Instructor Introductions Course Syllabus/Blackboard Site/Preview Assignments Justice and Inquiry in the Disciplines of Social Studies		
2 Mon 1/31	HISTORY Teaching History for Justice (Part 1)	1-Martell & Stevens (1)* (Chapter 1) 2-Martell & Stevens (2) (Choose 1: Chapter 2, 3, or 4)	
3 Mon 2/7	HISTORY Teaching History for Justice (Part 2)	3-Martell & Stevens (3) (Choose 1: Chapter 6, 7, or 8) 4-Epstein & Shiller* 5-Salinas Blevins & Sullivan*	
4 Mon 2/14	HISTORY Teaching History for Democratic Citizenship	6-Barton & Levstik (1)* 7-Barton & Levstik (2)*	Assignment 1: Critical Issues in Social Studies Education Paper Please upload your assignment to Blackboard by 4 pm on 2/14.
Mon 2/21	NO CLASS Presidents' Day		
5 Mon 3/7	HISTORY Teaching History for Disciplinary Understanding	8-Wineburg* 9-VanSledright (1)* 10-Barton*	

¹ All readings with a star must be read. Readings without a star are part of a choice, which students will choose in the prior class.

Class	Topic(s)	Readings Due	Assignments Due
Mon 3/14	NO CLASS Spring Break		
6 Mon 3/21	SOCIAL SCIENCES Teaching the Social Sciences for Racial Justice	11-Crowley (Civics)* 12-Schmidt & Kenreich (Geography)* 13-King & Finley (Economics)*	Assignment 2A: Lesson Plan 1 (History) Please upload your assignment to Blackboard by 4 pm on 3/21.
7 Mon 3/28	SOCIAL SCIENCES Teaching the Social Sciences for Democracy	14-Westheimer* 15-Journell*	
8 Mon 4/4	ETHNIC STUDIES What is Ethnic Studies?	16-Cuauhtin et al. (Chapter 1*, 3*; Choose 1: Chapter 4, 6, or 9)	Assignment 2B: Lesson Plan 2 (Social Sciences) Please upload your assignment to Blackboard by 4 pm on 4/4.
9 Mon 4/11	ETHNIC STUDIES How Do Students of Color Benefit from Ethnic Studies? How Do White Students Benefit from Ethnic Studies? Ethnic Studies Teacher Panel	17-Martell (1)* 18-Martell (2)*	
Mon 4/18	NO CLASS Patriots' Day		
10 Mon 4/25	LITERACY Interdisciplinary Learning and Literacies Through Civics, Geography, and Economics	Choose 1: 19-Kissling & Martell 20-Rubin 21-Thornton 22-Wolley	Assignment 2C: Lesson Plan 3 (Ethnic Studies) Please upload your assignment to Blackboard by 4 pm on 4/25.

Class	Topic(s)	Readings Due	Assignments Due
11 Mon 5/2	LITERACY Reading and Writing in History What Should We Do with History Textbooks?	Choose 1: 23-Romanowski 24-Martell & Hashimoto-Martell 25-Loewan 26-Monte-Sano, De La Paz, & Felton*	Assignment 3A: Teaching Portfolio Please upload your assignment to Blackboard by 4 pm on 5/2.
12 Mon 5/9	Course Evaluations End of Course Celebration Curriculum Fair Final Thoughts		Assignment 3B: Bring a one-page handout for all of your classmates that briefly describe the topics and components of your lesson plans to the Social Studies Curriculum Fair AND upload Assignments 1A-1C to Blackboard by 4 pm on 5/9 , so they can be shared via Blackboard.

READING LIST**Reading 1**

Martell, C. C. & Stevens, K. M. (2021). Teaching history for justice: Fostering activist thinking about the past and present. New York, NY: Teachers College Press. (Chapter 1: Centering Justice in Students' Study of the Past and Chapter 2: Thinking Like an Activist)

Reading 2

Martell, C. C. & Stevens, K. M. (2021). Teaching history for justice: Fostering activist thinking about the past and present. New York, NY: Teachers College Press. (Chapter 3: Social Inquiry, Chapter 4: Critical Multiculturalism, and Chapter 5: Transformative Democratic Citizenship)

Reading 3

Martell, C. C. & Stevens, K. M. (2021). Teaching history for justice: Fostering activist thinking about the past and present. New York, NY: Teachers College Press. (Chapter 6: U.S. History at the High School Level: Ms. María Lopez, Chapter 7: World History at the High School Level: Mr. Tom Kulig, and Chapter 8: Ancient World History at the Middle Level: Ms. Joyce Smith)

Reading 4

Epstein, T., & Shiller, J. (2005). Perspective matters: Social identity and the teaching and learning of national history. *Social Education*, 69(4), 201-204.

Reading 5

Salinas, C., Blevins, B., & Sullivan, C. C. (2012). Critical historical thinking: When official narratives collide with other narratives. *Multicultural Perspectives*, 14(1), 18-27.

Reading 6

Barton, K. C. (2005). Primary sources in history: Breaking through the myths. *Phi Delta Kappan*, 86(10), 745-753.

Reading 7

Barton, K. C., & Levstik, L. S. (2004). A sociocultural approach on history education. In *Teaching history for the common good* (pp. 1-24). Lawrence Erlbaum.

Reading 8

Wineburg, S. S. (1991). Historical problem solving: A study of the cognitive processes used in the evaluation of documentary and pictorial evidence. *Journal of Educational Psychology*, 83(1), 73-87.

Reading 9

VanSledright, B. A. (1997). And Santayana lives on: Students views on the purposes for studying American history. *Journal of Curriculum Studies*, 29(5), 529-558.

Reading 10

Barton, K. C., & Levstik, L. S. (2004). Participatory democracy and democratic humanism. In *Teaching history for the common good* (pp. 25-44). Lawrence Erlbaum.

Reading 11

Crowley, R. (2015). Interest convergence and "looking to the bottom": Critical race theory and voting rights. In P. T. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 171-194). Information Age Publishing.

Reading 12

Schmidt, S. J., & Kenreich, T. W. (2015). In a space but not of it: Uncovering racial narratives through geography. In P. T. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 229-252). Information Age Publishing.

Reading 13

King, L. J., & Finley, S. Y. (2015). Race is a highway: Towards a critical race approach in economics classrooms. In P. T. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 195-228). Information Age Publishing.

Reading 14

Westheimer, J. (2015). *What kind of citizen? Educating our children for the common good*. Teachers College Press. (Chapter 5: What kind of citizen?)

Reading 15

Journell, W. (2019). *Unpacking fake news: An educator's guide to navigating the media with students*. Teachers College Press. (Introduction: Fake News and the Imperative of Civic Education)

Reading 16

Cuauhtin, R. T., Zavala, M., Sleeter, C. E., & Au, W. (2019). *Rethinking ethnic studies*. Rethinking Schools. (Chapter 1: The Movement for Ethnic Studies: A Timeline, Chapter 3: Ethnic Studies: 10 Common Misconceptions, Chapter 4: What Is Ethnic Studies Pedagogy?, Chapter 6: Counter-Storytelling and Decolonial Pedagogy: The Xicanx Institute for Teaching and Organizing, Chapter 9: Six Reasons I Want My White Child to Take Ethnic Studies)

Reading 17

Martell, C. C. (2018). Teaching race in U.S. history: Examining culturally relevant pedagogy in a multicultural urban high school. *Journal of Education*, 198(1), 63-77.

Reading 18

Martell, C. C. (2016). Divergent views of race: Examining Whiteness in the U.S. history classroom. *Social Studies Research and Practice*, 11(1), 93-111.

Reading 19

Kissling, M. T., & Martell, C. C. (2014). Analyzing the messages of the State of the Union Address. *Social Education*, 78(6), 268-272.

Reading 20

Rubin, B. C. (2010). Youth civic identity development in the U.S. history course. *Social Education*, 74(3), 144-147.

Reading 21

Thornton, S. J. (2007). Geography in American history courses. *Phi Delta Kappan*, 88(7), 535-538.

Reading 22

Wolley, R. (2011). Free markets, government intervention and homework passes: An economics simulation for the history classroom. *Social Education*, 75(1), 26-29.

Reading 23

Romanowski, M. (1996). Problems of bias in history textbooks. *Social Education*, 60, 170-173.

Reading 24

Martell, C. C., & Hashimoto-Martell, E. A. (2012). Throwing out the textbook: A teacher research study of changing texts in the history classroom. In H. Hickman & B. J. Porfilio (Eds.), *The new politics of the textbook: Critical analysis in the core content areas* (pp. 305-320). Boston, MA: Sense Publishers.

Reading 25

Loewen, J. W. (1995). *Lies my teacher told me. Everything your American history textbook got wrong*. New York, NY: W. W. Norton & Company. (Ch. 5: "Gone with the Wind": The Invisibility of Racism in American History Textbooks)

Reading 26

Monte-Sano, C., De La Paz, S., & Felton, M. (2014). *Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the Common Core classroom 6-12*. Teachers College Press. (Chapter 1: On Integrating History and Literacy)