

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

University of Massachusetts Boston
College of Education and Human Development
Summer I Semester 2023
Location: Room Y02-2100, University Hall
Time: Mondays and Wednesdays 6-9 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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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, ethnic studies, and the social sciences. It is intended for preservice teachers (before or after they take EDC U 466/EDC G 662 Social Studies Methods) and practicing teachers seeking professional development related to pedagogy in history, ethnic studies, and the social sciences.

What should be taught in history, ethnic studies, and social science courses? How can we design and implement engaging justice-oriented and inquiry-based lessons in the history, ethnic studies, or social science 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, ethnic studies, and social science 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 other. We will speak from our own experiences and allow others to speak from theirs. We will give care for others and recognize that our classroom is a community.

Objectives:

Students will be able to:

- Comprehend the concept of activist thinking within history, ethnic studies, and the social sciences
- 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

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, ethnic studies, or the social sciences. 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. While these lessons may be from the grade-level of your choosing, they should focus on the disciplines of history (2A), ethnic studies (2B), and your own choice (2C; history, ethnic studies, or the social sciences, which may include civics/political science, geography, economics, sociology, psychology, law, philosophy, religious studies, anthropology, archeology, etc.). They will be returned with feedback and a rating (√+, √, √-).

Assignments 3A, 3B: Teaching Portfolio and Presentation

Points: 100

Description: You will create a teaching portfolio, which includes your three revised lesson plans, a plan for a field trip, and your current and future goals as a teacher. You will give a presentation on your portfolio during the last class.

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

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. Points will be deducted for cell phone or laptop use unrelated to the class activities.

The instructor will be informally assessing if students have read the material by their participation in reading related activities. You may have noticed that there is a significant number of readings for this course. However, I do not expect you to closely read every one. For longer readings, you are encouraged to “skim.” It is more important to read for the big ideas than comprehend every detail.

It is expected that students will attend every class session. However, your health or professional and family obligations outside of class may sometimes prevent you from attending class. Everyone is allowed one absence. If there are extenuating circumstances, you may be allowed to miss more than one class (please let Chris know if this is the case for you). If you are absent, see the instructor for a make up assignment. If you do not complete make up assignments, it will affect your participation grade.

Evaluation and Extensions

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 via Blackboard. Assignments must be uploaded through Blackboard by the posted deadline. Late assignments will have the grade decreased by 10% for each day late (if no extension is requested).

I would like you to do your best work in this course. I realize that sometimes circumstances outside of class may make it difficult to meet course deadlines. This class has an open extension policy, meaning any students may gain an extension in advance or, in cases where extenuating circumstances do not allow for forewarning, with an explanation. The only ultimate deadline for this course’s assignments is the end of the

semester. That being said, I will always ask you to set a deadline for when extension work will be completed, as it helps both of us (it will ensure that you do not fall behind in your work and it will ensure that I can schedule a time to grade and give you feedback on your assignment). To ask for an extension, please e-mail me (christopher.martell@umb.edu).

Below is the UMass Boston grade scale.

Grading Scale		
Grade	Percentage	Points
A	93-100%	4.00
A-	90-92%	3.70
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
C	73-76%	2.00
F	0-72%	0.0

Grading Policies		
NA	Not Attending (student appeared on roster, but never attended class). NA has no effect on cumulative GPA. Student is still responsible for tuition and fee charges.	N/A
W	Received if withdrawal occurs before the withdrawal deadline (see the academic calendar). Student is still responsible for tuition and fee charges.	N/A
INC	Incompletes are given at the discretion of the instructor and only when satisfactory work has been accomplished in the majority of the course work, i.e. a passing grade at the withdrawal deadline, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must sign a contract with the course instructor to receive a grade of incomplete. Incompletes will turn into F's if the work is not completed within one year.	N/A

Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. Students with disabilities who need accommodations in this course must contact the Ross Center for Disability Services to discuss needed accommodations. Students must be registered with the Ross Center for Disability Services, CC UL 211, www.umb.edu/academics/vpass/disability, ross.center@umb.edu, 617.287.7430 before requesting accommodations.

Academic Integrity and The Code of Student Conduct

It is the expressed policy of the University that every aspect of academic life not only formal coursework situations, but all relationships and interactions connected to the educational process shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit

indicates that the work is the student's own and is in compliance with University policies. In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively, up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and on their Website and in relevant program student handbook(s) or websites:

http://www.umb.edu/life_on_campus/policies/code/

You are encouraged to visit and review the UMass website on Plagiarism:

<http://umb.libguides.com/plagiarism>

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 Wed 5/31	INTRODUCTION AND OVERVIEW Student and Instructor Introductions Course Syllabus/Blackboard Site/Preview Assignments Justice and Inquiry in the Disciplines of Social Studies	1-Martell & Stevens (1)* (Chapter 1) 2-Martell & Stevens (2) (Choose 1: Chapter 2, 3, or 4)	
2 Mon 6/5	HISTORY The History Wars Teaching History for Justice Teaching History for Democratic Citizenship	3-Martell & Stevens (3) (Choose 1: Chapter 6, 7, or 8) Choose 1: 4-Epstein & Shiller 5-Salinas Blevins & Sullivan 6-Nash & Dunn* 7-Martell & Hashimoto-Martell*	
3 Wed 6/7	HISTORY Teaching History for Disciplinary Understanding Public Uses for History	Choose 1: 8-Barton & Levstik 9-Wineburg 10-VanSledright 11-Rosenzweig	Assignment 1: Critical Issues in Social Studies Education Paper Please upload your assignment to Blackboard by 6 pm on 6/7.
4 Mon 6/12	ETHNIC STUDIES What is Ethnic Studies? How Do Students of Color Benefit from Ethnic Studies? How Do White Students Benefit from Ethnic Studies? How Do we Teach Ethnic Studies? Ethnic Studies Frameworks	12-Cuauhtin et al.*	Assignment 2A: Lesson Plan 1 (History) Please upload your assignment to Blackboard by 6 pm on 6/12.

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
5 Wed 6/14	ETHNIC STUDIES How Can Social Studies Use Ethnic Studies Lenses? Ethnic Studies Teacher Panel	13-King* 14-Martell (1)*	
6 Mon 6/19	ETHNIC STUDIES Ethnic Studies As Interdisciplinary Learning Critical Family Histories Hip Hop Pedagogy Ethnic Studies As Interdisciplinary Learning	15-Sleeter (1)* 16-Sleeter (2)* 17-Martell (2)*	Assignment 2B: Lesson Plan 2 (Ethnic Studies) Please upload your assignment to Blackboard by 6 pm on 6/19.
7 Wed 6/21	SOCIAL SCIENCES Teaching the Social Sciences for Racial Justice	Choose 1: 18-Crowley (Civics) 19-Schmidt & Kenreich (Geography) 20-King & Finley (Economics)	Assignment 2C: Lesson Plan 3 (Ethnic Studies, History, or Social Sciences) Please upload your assignment to Blackboard by 6 pm on 6/21.
8 Mon 6/26	SOCIAL SCIENCES Teaching the Social Sciences for Democracy	21-Westheimer*	Assignment 3A: Teaching Portfolio Please upload your assignment to Blackboard by 6 pm on 6/26.
9 Mon 6/28	Course Evaluations End of Course Celebration Curriculum Fair Final Thoughts		Assignment 3B: Submit your presentation (so they can be loaded onto one computer at the start of class) AND upload Assignments 2A-2C to Blackboard by 6 pm on 6/28, 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)

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 2: Thinking Like an Activist, 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, Chapter 8: Ancient World History at the Middle Level: Ms. Joyce Smith, and State and Local History at the Elementary Level: Mr. Frank Hashimoto)

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

Nash, G. B., & Dunn, R. E. (1995). History standards and culture wars. *Social Education*, 59(1), 5-7.

Reading 7

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 8

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 9

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 10

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 11

Rosenzweig, R. (2000). How Americans use and think about the past. In P. N. Stearns, P. C. Seixas, & S. S. Wineburg (Eds.), *Knowing, teaching, and learning history: National and international perspectives* (pp. 262-283). New York University Press.

Reading 12

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 2: Multicultural Education or Ethnic Studies?, 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 13

King, L. J. (2020). Black history is not American history: Toward a framework of Black historical consciousness. *Social Education, 84*(6), 335-341.

Reading 14

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.

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 15

Sleeter, C. E. (2011). *The academic and social value of ethnic studies*. National Educational Association.

Reading 16

Sleeter, C. E. (2016). Critical family history: Situating family within contexts of power relationships. *Journal of Multidisciplinary Research, 8*(1), 11-24.

Reading 17

Martell, C. C. (2021, September 27). *Teaching using critical family histories*. On Social Studies and Education. <http://christophermartell.blogspot.com/2021/09/teaching-using-critical-family-histories.html>

Reading 18

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 19

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 20

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 21

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