SSE 4312 Social Studies for Diverse Learners
Spring 2018
Mondays 5:10-8:10pm
Location: Norman 0278

University of Florida
College of Education
School of Teaching and Learning

Professor: Amanda Taylor
Email: amandataylor@ufl.edu

*Syllabus may change due to inclement weather, class cancellations, or at the discretion of the professor.*

**Course Description**
Research demonstrates that social studies is marginalized at the elementary level. Furthermore, when taught social studies, students are often inundated with a heroes and holidays approach which fails to help young learners understand their roles and development as young citizens in a diverse democracy. The purpose of this course is to foster an understanding and commitment to teaching meaningful, purposeful, and powerful social studies at the elementary level. As part of this course, students will engage with critical multicultural social studies content along with socially just approaches towards social studies planning, instruction, and assessment. Pre-service teacher candidates will also grapple with teaching complex and controversial social issues to diverse young learners. Overall, this course is designed to reprioritize social studies as an integral subject that should be taught using disciplinary specific methods at the elementary level.

**Big Idea Questions for the Course**
1. What is social studies and why is it necessary?
2. What is powerful and purpose-driven elementary social studies?
3. What are some challenges and rewards to teaching elementary/early childhood social studies from multicultural and antiracist perspectives?
4. Why is it important to expand pedagogical content knowledge for the purpose of engaging young children in multicultural and antiracist social studies?

**Course Outcomes**
As a result of this course, pre-service teachers will be able to do the following:
1. Reflect on their beliefs, positions, and purposes for teaching social studies to elementary learners.
2. Analyze issues concerning the teaching of social studies at the elementary level.
3. Become familiar with the purposes, rationales, and ten thematic strands for teaching social studies as proposed by the National Council for the Social Studies (NCSS).
4. Critically analyze state content standards for social studies and align them with the ten thematic strands and purposes for teaching social studies as proposed by NCSS.
5. Critically examine social studies content standards for limitations and opportunities to explore multicultural and antiracist approaches to social studies education at the elementary level.
6. Create a curricular plan for each grade level (K-6) for teaching social studies.
7. Engage in dialogue and discussion pertaining to multicultural and antiracist pedagogical approaches for social studies at the elementary level.
8. Utilize diverse frameworks (e.g., Black studies) to conceptualize what a democratic approach to elementary social studies content can resemble.
9. Practice using technology to create historical narratives that honor the ethnoracial and cultural heritage of diverse groups.
10. Examine scholarly literature that outlines best practices for teaching elementary social studies to English Language Learners.
11. Apply conceptual approaches towards teaching social studies using inquiry-based learning.
12. Create authentic assessments for social studies that have value beyond school, involve disciplined inquiry, and facilitate the construction of knowledge.
13. Discuss approaches and beliefs towards addressing controversial issues in the elementary social studies classroom.

**ESOL Standards and Performance Indicators for SSE 4312**

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.
4.1.b. Create supportive, accepting, student-centered classroom environments.

4.1.c. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences.

4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).

4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.

4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs’ developing English language and literacy.

4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2.c. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

**About the Course**

**Pedagogy.** It is my philosophy to rely upon various pedagogical strategies to engage students in course material. I believe that discussion and dialogue are the most democratic pedagogical practices, and thus it is important that students complete reading assignments and come prepared to discuss implications of the readings as they relate to schooling. We will also use small breakout groups, jigsaws, cooperative learning, and other pedagogies that allow for constructivist learning.

**Relevance.** My goal is to create a course that is as relevant as possible. This means that we will tackle issues through discussion and dialogue that may be uncomfortable, but necessary to discuss for teacher and student growth. Being uncomfortable and disagreeing with one another is okay, in fact, they are concepts interwoven into the fabric of American society. With that said, *culture, language, race, gender, and socio-economic inequality* are at the heart of American schooling and have always been. Expect most of our class discourse to reflect and draw upon these very topics. Although these topics have political connotations, always keep in mind that elementary students are completely vulnerable to the influences of culture, race, language, gender, and socio-economic status and are merely trying to navigate through these aspects of life in light of institutional forces.
I also want this course to be pertinent to current trends, topics, and movements that are influencing education and society across multiple contexts. What this class will not be is a three-credit hour course on tips and tricks for teaching social studies. Rather, I want you to think deeply about what you teach, why you teach, how you teach, and how you view students in lieu of social studies content. I want you to leave this course able to conceptualize that the way you view and care about your students is displayed in your interpersonal interactions, pedagogical decisions, and curricular choices for social studies.

**Course Texts**

**Required**

- Florida Next Generation Sunshine State Standards for elementary social studies. Please download from [http://www.cpalms.org/Public/search/Standard#0](http://www.cpalms.org/Public/search/Standard#0) and have them readily available for class as we will refer to them often throughout the semester.
- Other course readings will be required as a part of this course. Course readings in the form of journal articles, book chapters, blogs, etc. will be made available through Canvas.

**Suggested**


**Readings from Journal Articles/Book Chapters**


Berson, M., & Berson, I. (2005). Children’s exposure to trauma and violence in the media: Evolving literacy skills to counter hype and foster hope. In M.S. Crocco (Ed.), *Social studies and the press: Keeping the beast at bay?* (pp. 159-170). Greenwich, CT: Information Age Publishing.


Lucey, T.A., & Laney, J.D. (2009). This land was made for you and me: Teaching for economic justice in upper elementary and middle school grades. *Social Studies, 100*(6), 260-272.


**Recommended Scholarly Journals**

*Social Studies and the Young Learner*
*The Social Studies*
*Social Education*
*Middle Level Learning*
*Journal of Social Studies Research*
*Theory and Research in Social Education*
*Middle School Journal*
*The Clearing House*
*Phi Delta Kappan*
*Rethinking Schools*

**Web Resources**

National Council for the Social Studies-[www.socialstudies.org](http://www.socialstudies.org)
Florida Council for the Social Studies-[www.fcss.org](http://www.fcss.org)
Library of Congress Primary Source Sets
Teaching for Change-[http://www.teachingforchange.org](http://www.teachingforchange.org)
Teaching Tolerance- www.tolerance.org

Course Policies

Assignment Submission
All assignments should be typed and saved digitally. All assignments will be uploaded into Canvas using the assignments tool. Each assignment should be typed according to the guidelines set by the *APA Manual, 6th Edition*. This includes a cover page, headings, font, spacing and references. All papers are to be double spaced, Times New Roman 12pt. font. Here is a great website to refer to for APA formatting: http://owl.english.purdue.edu/owl/section/2/10/.

Late Work and Revisions
Late assignments are not accepted without prior (sufficient) notification and approval from the instructor. All assignments are due at the time indicated. Failure to submit assignments in a timely manner will result in a 0. In the event that the instructor asks you to submit a revision for an assignment, please note that all revisions will receive reduced point values (a letter grade reduction) to be fair to other class members.

Technology
Technology is a valuable addition to classroom instruction; in fact you will need internet access and a laptop/tablet for each class. I encourage you to practice environmentally conscious decision making by using technology to download readings, standards, and other course materials. However, please limit your use of technology to course-related concepts. Text messaging, Instagram, Facebook, SnapChat, Kik, Facetime and Twitter are all really cool methods for exchanging information, but please reserve them for your respective social settings and not during class.

Inclement Weather
In the case of inclement weather class maybe canceled and rescheduled for a later date. I always adhere to university decisions with regards to class cancelations in the event of unsafe weather conditions.

Attendance Policy
You are expected to arrive to class on time. If absent, you must make every effort to notify the professor in advance.

Absences
Excused Absences: Excused absences are only those allowed by the University—religious observance, documented injury or sickness, university sponsored event, required participation in military service, or death in the family.

Unexcused Absences: *You are allowed one unexcused absence* for the class. Beyond one unexcused absence, grade penalties are as follows:

- A 2nd unexcused absence will result in your final course grade lowered 1 full letter grade (for example, from an A to a B). Documentation will also be submitted to the department regarding if applicable
• **3 or more unexcused absences** will result in **failure for the course**.

• Please note that leaving class early counts as an absence.

**Tardiness**
You have a ten-minute window to arrive to class. If you arrive to class more than 10 minutes late you will be considered tardy. Two (2) late arrivals are the equivalent of 1 unexcused absence.

NOTE: Because situations may arise that are not covered by the above (i.e., the birth of a child, family medical emergency, etc.) the course instructor and/or other faculty will determine the course of action, giving full consideration to the circumstances, the needs of the student, and departmental attendance policy.

**Students with Disabilities**
Support services for students with disabilities are coordinated by the [Disability Resource Center](http://www.drc.ufl.edu) in the [Dean of Students Office](http://www.deanofstudents.ufl.edu). All support services provided for University of Florida students are individualized to meet the needs of students with disabilities. To obtain individual support services, each student must meet with one of the support coordinators in the Disability Resources Program and collaboratively develop appropriate support strategies. Appropriate documentation regarding the student's disability is necessary to obtain any reasonable accommodation or support service.

**Academic Honesty**
Preservice teachers are expected to pursue education with a commitment to honesty, a sense of personal honor, and a respect for knowledge and reflection. All writing must be your own and must be meticulously referenced according to APA style. Directions for APA style are available at [http://webster.commnet.edu/apa/apa_index.htm](http://webster.commnet.edu/apa/apa_index.htm), [http://apa.org](http://apa.org) and many other places on the web. If you wish, you can purchase the *Publication Manual of the American Psychological Association* published by the American Psychological Association (6th ed. American Psychological Association: New York. 2013). Cheating, plagiarism, and other forms of academic dishonesty can be punishable by an “F” on an assignment or an “F” in the entire course. Follow the honor code for the course: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

**Grading Policy**
Rubrics are provided for each assignment due. There are subjective components to every assignment in any course, but I do my best in designing rubrics to objectify each aspect of the assignment. Here are a few important notes about grades:

• Grades can only be discussed face to face and not electronically.

• If you choose to dispute a grade a 24-hour window applies. You will be asked to use the rubric to self-assess the assignment you are disputing and bring the assignment along with the rubric with you when we meet to discuss the grade.
• Courses with a non-passing grade of **C- or lower** will not count as credit toward a degree or graduation. Courses with a non-passing grade must be re-taken or an alternative course may be taken in certain circumstances with approval of the program coordinator.

**Grades**

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<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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<td>F</td>
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**Course Assignments**

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<thead>
<tr>
<th>Assignment Description</th>
<th>Percentage</th>
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<tr>
<td>Critical Family History Journey Box (Due April 16)</td>
<td>35%</td>
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<tr>
<td>Critical Curriculum Analysis (Due March 12)</td>
<td>20%</td>
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<tr>
<td>Controversial Current Events Student Led Discussion (Ongoing)</td>
<td>20%</td>
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<tr>
<td>Museum Visit (Virtual Class-Feb.19 Due: Feb. 26)</td>
<td>15%</td>
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<tr>
<td>Participation &amp; Quizzes (Ongoing)</td>
<td>10%</td>
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**Assignment Descriptions**

**Note: The following are simply descriptions of each assignment. You should ultimately refer to the rubric for complete details regarding each assignment.**

**Critical Family History Journey Box 35 Points**

**Assignment Description**

With the increasing popularity of online genealogical research tools, such as ancestry.com, tracing one’s family history has become increasingly accessible and popular. “Critical family history challenges family historians to situate the family within larger socio-cultural and power relationships in order to look below transmitted family stories, and to tease out the impact of larger socio-cultural relationships on the family over generations” (Sleeter, 2016, p. 19). This assignment asks you to trace your own family history in a way that situates your family history in the larger societal context by creating a critical family history journey box.

This assignment will take you considerable time in terms of management and effort. You will need to ask many people questions, and you may need to make a trip to a family member’s home and go to the library to research varying elements of your history. Putting together the project will also take considerable time, so pace your work carefully. Start asking questions and recording answers to be included in your final product.
Step 1-Create a family tree from both sides of your family.
Go as far back as possible, but at least as far back as your great-grandparents. Please include dates of birth and place of birth wherever possible (family and guardians will be a wealth of information). Please display your family tree in a creative manner that includes considerable artistic/creative design.

Step 2-Situate your family in the larger societal context.
Create a timeline of your ancestors. Include events (with dates) such as births, marriages, origin (include where in the world these events are taking place), important personal events, American/world events during their lifetime and death. Be sure to include descriptors for each event.

Step 3- Create your Family History Journey Box.
Tell your family story through creating a family history journey box. The ideal Family History Journey Box will have a variety of sources to draw from to tell your family story. You have some authorship discretion for selecting what is appropriate to tell your family story. However, your Journey Box should have at least 4 images and 4 texts. In other words, you should not have 8 images in your journey box. Ideally, you will have a mix of images, news print media, letters, and speeches. Think diversity of sources!

Selecting Your Sources:
Select a variety of at least 12 sources to construct your story.

Sources can entail:
letters
memoirs
magazine covers
propaganda posters
pictures
speeches
news articles
journal articles
Government documents

Up to 4 of your sources can be secondary sources. Remember that each source should be cited (where did you get this from?) and have a caption (what is the title of the source and who created it?).

Step 3-Develop Questions for Sources.
You are to create three to five questions for each source. Your questions should show cognitive development in the kinds of questions you ask about the source. You should have the following kind of questions:

1. Questions that solicit students’ prior knowledge
2. Questions that ask students to analyze and compare
3. Questions that invite students to feel empathy or relate to the image or the text.

You are to print out and paste these questions to the back of your sources.

**Step 4: Summary/Narrative and Critical Reflection**

You are to develop a one- or two-page narrative/summary and critical reflections for your Journey Box. Your summary should answer the following questions:

**Summary/Narrative**
1. Why is your critical family history relevant to social studies education?
2. What story are you trying to tell through your journey box?
3. How would you teach this topic in an elementary classroom?

**Critical Reflection**
4. What have you discovered about your family identity?
5. What is something that surprised you about your family identity and why?
6. (Another question relating to larger American history or society)

**Critical Curriculum Analysis 20 points**

Research demonstrates that elementary social studies curriculum is void of cultural diversity, omits historical narratives of marginalized groups, and misrepresents the contributions of people of color and women. For this assignment you will evaluate a curricular source of your choosing to determine how a particular marginalized group, concept, or historical narrative is [mis/un-represented. The curriculum you analyze can include at least two grade levels of the state content standards or at least two K-6 social studies textbooks. You can also choose to analyze a combination of the two (e.g., fourth grade content standards and a fourth-grade textbook). The paper must include the following:

- an introduction to the group, concept, or historical narrative whose representation and curricular treatment you decided to analyze supported by at least 2 peer-reviewed articles,
- 1-2 research questions that guide your study,
- a description of your methodology or method of analysis,
- your findings,
- and a 1 paragraph explanation of what this means for your teaching, especially for ELLs followed by a C3 lesson plan relative to your topic.

Be sure to include specific examples in your paper (e.g., listing the standards, photocopying or directly citing textbook references, etc.). Papers should be 5-7 pages long excluding cover and reference pages. Be sure to cite at least 2 peer-reviewed or scholarly sources. The assignment can be completed in pairs and should be thought of as a form of undergraduate research.
Controversial Current Events Student Led Discussions 20 points

Part of being an informed citizen is engaging in ongoing debates in our society and around the world. If we are not informed and engaged citizens, how can we expect to model such behavior to students? This assignment asks that you lead a classroom discussion around a current controversial topic or event. While the goal of the lesson is to facilitate an activity with adults, you will need to clarify how you would adapt the activities you choose for elementary students and address how you would address the needs of diverse learners, including English Language Learners and students with varying exceptionalities. More details on Canvas.

Museum Visit 15 points

Museum visits are proven to be a valuable undertaking for pre-service social studies teachers (Kaschak, 2014; Waite & Leavell, 2006). This semester, you will be allotted the time to visit a history museum of your choice. As you visit the museum I ask that you critically examine the exhibits for the presence of dominant historical narratives as well as counter narratives that elementary students would encounter if you were to take them to this museum. After your museum visit, you will write a 2-page reflection paper that details the dominant historical narratives and counter narratives you encountered (be clear about what is was in the exhibit that makes it dominant or counter).

Preparation and Informed Participation 10 points

Your preparation and participation are paramount to the success of the course. Throughout the semester you will be subjectively and objectively assessed pertaining to the quantity and quality of your participation in course discussions. There will be times in which I will ask you to bring a story, current event, a historical image, a primary source, etc. to class so that we can practice what we are learning. There will also be times during the class in which we will work collaboratively to accomplish a goal that will benefit you in your future teaching (I.E.- developing a scope and sequence, community labs, etc.). Failure to participate in class along with a lack of preparation, civility, and overall apathy will result in a low participation grade.

Elementary Social Studies for Diverse Learners
SSE 4312-Spring 2018
Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due Today</th>
<th>Assignments Due Today</th>
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<tbody>
<tr>
<td></td>
<td><strong>Part I: Orientation to Social Studies</strong></td>
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<td>The first four class sessions are intended to orient you to the social studies profession. We will explore social justice approaches to teaching elementary social studies, issues that inhibit the realization of social studies in elementary schools, and the need for a media literacy framework in the age of information.</td>
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<td></td>
<td><strong>Session 1</strong></td>
<td>Syllabus Review</td>
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<td>Date</td>
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<td>January 15</td>
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<td>Martin Luther King Jr Day</td>
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<td>Jones, Pang, &amp; Rodríguez (2001)</td>
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<td>Hawkman, Castro, Bennett, &amp; Barrow (2015)</td>
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<td>Field et al., (2012)</td>
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<td>McGuire (2007)</td>
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<tr>
<td>Session 4</td>
<td>February 5</td>
<td>Literacy and Social Studies: Children’s Literature, Critical Literacy, &amp; Media Literacy</td>
<td>Berson &amp; Berson (2005)</td>
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<td>Hawkman &amp; Shear (2017)</td>
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<td>NCSS (2009)</td>
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<td>Sullivan (2015)</td>
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**Part II: Doing Social Studies**

The second part of this course explores the concept of “doing” social studies. Six class sessions are designed to address the four domains of social studies education—civics, history, geography, economics—and how these domains have specific critical nuances that are also interrelated.

<p>| Session 5  | February 12 | Citizenship via Inquiry &amp; Assessment                                | Alarcón, Marhatt, &amp; Price (2017)                                           |
|            |             |                                                                     | Lawley &amp; McEwan (2011)                                                      |
|            |             |                                                                     | VanSledright (2013)                                                        |
|            |             |                                                                     | Student Led Discussion Group 1                                              |
| Session 6  | February 19 | Virtual Class-Museum Visit                                         |                                                                             |</p>
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<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
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<tr>
<td>7</td>
<td>February 26</td>
<td>Teaching History: Master and Counter Narratives</td>
<td>Takaki, Chapters 1, 3, 5</td>
<td>Museum Write up Due</td>
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<td>Student Led Discussion Group 2</td>
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<td>8</td>
<td>March 12</td>
<td>Teaching History: Addressing Heroification &amp; Exceptionality</td>
<td>Aldridge (2006)</td>
<td>Critical Curriculum Analysis Due</td>
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<td>Loewen (2007) Chapter 1</td>
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<td>Swartz (2013)</td>
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<td>9</td>
<td>March 19</td>
<td>Teaching History: The Clash Between Multiple Perspectives, American Exceptionalism &amp; Patriotism</td>
<td>Takaki, Chapters 2, 4, 7, &amp; 9</td>
<td>Student Led Discussion Group 3</td>
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<td>Westheimer (2009)</td>
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<td>10</td>
<td>March 26</td>
<td>Teaching Critical Geography</td>
<td>Johnson (2012)</td>
<td>Student Led Discussion Group 4</td>
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<td>Lucey &amp; Laney (2009)</td>
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<td>11</td>
<td>April 2</td>
<td>Teaching Economics</td>
<td>McCall (2011)</td>
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<td>Takaki Chapters 10 &amp; 13</td>
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**Part III: Teaching Controversial Social Issues**

The third and final part of the course is designed to help pre-service elementary teachers engage in critical and controversial social issues that warrant attention in the elementary classroom.
<table>
<thead>
<tr>
<th>Session 12</th>
<th>Social Issues and Elementary Social Studies I: Race, Racism, and Anti-Racist Teaching</th>
<th>Bolgatz (2006)</th>
<th>Student Led Discussion Group 5</th>
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<td>Boutte, Lopez-Robertson, &amp; Powers-Costello (2011)</td>
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<td>Husband (2012)</td>
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<td>Takaki, Chapters 14, 15, &amp; 17</td>
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<th>Session 13</th>
<th>Social Issues and Elementary Social Studies II: Immigration, Religion, &amp; Islamaphobia</th>
<th>Black Ants &amp; Buddhists Chapter 5</th>
<th>Student Led Discussion Group 6</th>
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<td>April 16</td>
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<td>Cipparone (2014)</td>
<td>Critical Family History Journey Box Due</td>
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<td>Rodriguez (2015)</td>
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<td>Takaki, Chapters 6, 8, 12, 16 and pp. 215-219, 230-233</td>
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<th>Session 14</th>
<th>Critical Family History Journey Box Presentations</th>
<th>Weisman &amp; Hansen (2007)</th>
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*Additional readings from Takaki may be assigned the week prior to class for background knowledge purposes*