

ESOC 5520: Teaching Politics, Government, and Citizenship

*The course syllabus is a general plan for the course,
deviations announced to the class by the instructor may be necessary.*

Fall 2006
Fridays, 1:30pm-4:00pm
626 Aderhold

Contact Information

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Course Description

Rationale for and resources in political science and civic/citizenship education, the role of teachers and schools in political socialization, and teaching procedures for instruction in state and local citizenship in middle grades and high schools.

Course Objectives

This course is designed to help students:

- expand content knowledge of politics, government, and citizenship
- develop knowledge of instructional materials and methods for teaching about federal, state and local government in upper elementary, middle, and high school settings
- investigate current events and public issues appropriate for consideration in upper elementary, middle or high school civics, government, and citizenship classes
- become aware of public policy issues and how these issues are influenced by citizens' actions

Required Texts and Resources

Wiggins, G.P. & McTighe, J. (2005). *Understanding by design* (Expanded 2nd Edition). Association for Supervision & Curriculum Development: Alexandria, VA.

Parker, W.C. (1996). *Educating the democratic mind*. State University of New York Press: New York.

Hahn, C.L. (1998). *Becoming political: Comparative perspectives on citizenship education*. State University of New York Press: New York.

West, C. (2004). *Democracy matters: Winning the fight against imperialism*. The Penguin Press HC: New York.

Georgia Department of Education. (2005). *Welcome to the Georgia standards: Social studies standards*. Author: Atlanta, GA. Available online at <http://www.georgiastandards.org/socialstudies.aspx>.

National Council for Social Studies. (1994). *Curriculum standards for social studies: Expectations of excellence*. Author: Washington, DC. Available online at <http://www.socialstudies.org/standards/>.

LiveText, Inc. (1997-2006). *College LiveText edu solutions*. Author: La Grange, IL. Available online at <http://www.livetext.com>.

WebCT, Inc. (1996-2006) *WebCT*. Author: Lynnfield, MA. Available online at <http://webct.uga.edu>.

Technology Use Requirements

It is expected that all students will possess the skills needed to use a computer, to include email, a web browser, and word-processing, as many of the course activities will be located in *LiveText* and/or *WebCT*. Students are expected to check their e-mail regularly and reply to any message requiring a response within twenty-four (24) hours.

In addition, students are expected to sign-up and attend one of four *LiveText* information sessions organized during the third and fourth weeks of the semester – more specifically Tuesday, September 5th from 4:00 to 5:00pm; Thursday, September 7th from 5:00 to 6:00pm; Monday, September 11th from 4:00 to 5:00pm; or Wednesday, September 13th from 5:00 to 6:00pm. These sessions will be held in lab 228 in Aderhold Hall, with the exception of September 11th which will be held in lab 616 Aderhold. If for any reason you are unable to make the session that you are signed up for, you must contact the Teaching With Technology group in 229 Aderhold, 706-583-0409, or twt@uga.edu to re-schedule to one of the other assigned sessions. *LiveText* will be the tool that students will use to submit all class assignments. Students who fail to show up for their specific *LiveText* session will forfeit their “Attendance and Class Participation” marks.

Assignments

Additional information will be provided about each assignment as they are assigned.

Course Portfolio

50%

The culminating project will be a course portfolio in which you will have at least ten lesson plans based upon the understanding by design model. These lesson plans will correspond with the grade level that you expect to be student teaching. As pre-service teachers, these lesson plans will not be perfect but can be used a blueprint as you enter into the teaching profession. This course portfolio will be due at the beginning of class in Week 17 (December 6th).

Chapter Summaries

5%

While you will be reading three specific chapters (plus the “Introduction”) from the Parker textbook, we will not have time in class to discuss each of the chapters individually. In this regard, students will be assigned five different chapters to read and write one page, double spaced summaries which will be posted in the *WebCT* discussion forum. These summaries should be posted by the beginning of class in Week 4 (September 8th). Over the next six weeks students will be expected to read and respond to each other’s summaries, as a part of your *WebCT* participation.

Reading Assignment: Book Critique

25%

The world of social studies is constantly in motion. Everyday new things, ideas, and people come up and present new challenges. As an effective educator it is up to you to keep on top of the latest publications. With that in mind you will choose from a list of books I have selected. Using the tools you will acquire during our seminar you will critique the book you read. This book critique will be due at the beginning of class in Week 14 (November 14th).

Attendance and Class Participation

10%

As a seminar style course, this class is based on the contributions of every class member. Thus, your punctual attendance is required at each class meeting, as is responsible class participation. You are allowed to miss one class without penalty. However, if you miss a second class you will be penalized 20 points from your final grade (e.g., 85% becomes a 65%). If you miss a third time you will be given a WF. Extenuating circumstances will be taken into consideration but it is best to keep the instructor informed of what is going on. The exception for the one day will be the last day of the semester (Wednesday, December 6th) where attendance will be mandatory. If you miss this class you will be withdrawn and given a WF. Please notify the instructor, via e-mail, if there are any occasions in which you will not be able to meet these expectations.

Participation means having the assigned readings done prior to coming to class. Participating in class should be a pleasant experience, especially if you are well prepared. We will do a variety of activities that are designed to demonstrate appropriate methods for citizenship instruction.

The attendance and participation grade will be determined at the end of the semester based on an assessment of the frequency, nature, and quality of your contributions to the course.

WebCT Participation

10%

In addition to participation in class, you will also be expected to in the class *WebCT* discussions. Students are encouraged to post a message for as many prompt that is posted by the instructor that are of interest to you. Both instructors will attempt to read and, when necessary, reply to the messages you post. You are also encouraged to read and reply to each others messages. Finally, you are encouraged to respond to replies made on your own message.

The more interaction that we have between you and the instructors, and between you and other students, the more we will all learn. This means that you do need to be reading what others have to say, replying to their ideas, and responding to replies made about your own messages to do well. Every three to four weeks, one of the instructors will provide you with feedback.

As a rough guide, you should aim to have two to three postings a week. This is, however, only a rough guide – as some student who posts three short messages with little substance will not do as well as a student who posts two good, concise messages a week. While we are looking for quality over quantity, keep in mind that this is a discussion forum. The goal is not to write a short term paper for each message – five to eight well thought out lines are usually sufficient.

Note: Up to 20% of the value on any written assignment done outside of class may be deducted for poor quality writing and/or production. All written assignments done outside of class must be word-processed. Care should be taken not only with spelling, punctuation, and grammar; but also with elements of organization, composition, layout, and style.

Late Work

Late work is not accepted, period. Since all assignments are to be turned in electronically, there should be no reason why you can't submit something when it is due. There will be an opportunity to earn a late pass in the course, which will allow you to submit one assignment in by 5:00pm on the Monday after it is due. In order to earn this late pass, you must submit the practice K-3 lesson plan that you create during class as a part of your *LiveText* information session. The late pass does not apply for the Course Portfolio, which is due on the date assigned.

Make-ups, Re-dos, and Extra Credit

Our policy regarding instruction is that we will try our very best to explain exactly what you need to know in order to do well in the course. Our e-mail address and office phone number are on the syllabus. We both check email several times each day. Please don't hesitate to e-mail, call, or come past our office if you need assistance at the draft stage of your work. We will be glad to help you with any questions you may have.

Please don't ask for make-ups, re-dos, or extra credit assignments. They are not a part of our approach to teaching.

Grading Policy

Letter	Percentage	Grade Point
A	93 – 100	4.0
A-	90 – 92	3.7
B+	87 – 89	3.3
B	84 – 86	3.0
B-	80 – 83	2.7
C+	77 – 79	2.3
C	74 – 76	2.0
C-	70 – 73	1.7
D	60 – 69	1.0
F	59 or below	0.0

Record Keeping

It is your responsibilities to keep copies of all handouts and other materials needed to perform well and document your work in the class should questions arise. Copies of missed handouts, lecture notes, etc. should be secured from fellow students.

Academic Calendar

<i>Fall Semester 2006</i>	
Based on 50 minute classes (M-W-F), 75 minute classes (Tu-Th), 15 weeks of classes, 75 days of classes.	
Orientation	Aug. 11, F
Advisement	Aug. 14, M
Late Registration	Aug. 15, Tu
Classes begin	Aug. 16, W
Drop/Add for undergraduate-level courses (1000-5999)	Aug. 16-21, W-M
Holiday (Labor Day)	Sept. 4, M
Midterm	Oct. 4, W
Midpoint Withdrawal Deadline	Oct. 9, M
Fall Break	Oct. 26-27, Th-F
Holiday (Thanksgiving)	Nov. 22-24, W-F
Classes Resume	Nov. 27, M
Classes End	Dec. 6, W
Reading Day	Dec. 7, Th
Final Exams	Dec. 8, 11-14, F, M-Th
Commencement	Dec. 15, F
Grades Due	Dec. 18, M
<i>Note:</i> The University shall operate a Thursday class schedule on Tuesday, Dec. 5, and a Friday class schedule on Wednesday, Dec. 6. This is done to equalize the class minutes between MWF and Tu-Th classes and to provide an equal number of class meetings for courses which may meet only once per week.	

Course Overview

		GSTEP	Topics	Readings
Week 1 Aug 18		Professionalism	Course Overview & Syllabus The Field of Social Studies Can't Stay Neutral on a Moving Train	Barr, Barth & Shermis (1978) Martin (2006)
Week 2 Aug 25	NCSS – 10 Strands	Planning and Instruction	Q/A – Syllabus Understanding By Design GPS Grade K-3	Begin Wiggins & McTighe (2005) Kunzman (2006)
Week 3 Sep 1		Content & Curriculum Knowledge of Students & Their Learning Learning Environments Planning and Instruction Assessment	GPS Grade 4	Parker (1996) – Introduction & Chp. 1 plus three additional chapters
Week 4 Sep 8			GPS Grade 5	Parker (1996) – Chp. 12 plus two additional chapters Parker (2002) – Chp. 1 <i>Chapter Summaries due</i>
Week 5 Sep 15			GPS Grade 6	Hudson (1996) Hahn (1998) – Chp. 1
Week 6 Sep 22			GPS Grade 6	Hahn (1998) – Chp. 2
Week 7 Sep 29			GPS Grade 7	Hahn (1998) – Chp. 3
Week 8 Oct 6			GPS Grade 7	Hahn (1998) – Chp. 4
Week 9 Oct 13			GPS Grade 8	Hahn (1998) – Chp. 5
Week 10 Oct 20			GPS Grade 8	Hahn (1998) – Chp. 6 Finish Wiggins & McTighe (2005)
Week 11 Oct 27			<i>Fall Break</i>	
Week 12 Nov 3	NCSS – 10 Strands	Content & Curriculum Knowledge of Students & Their Learning Learning Environments Planning and Instruction Assessment	GPS SSCG1-SSCG7	West (2004) – Chps. 1-3
Week 13 Nov 10			GPS SSCG8-SSCG14	West (2004) – Chps. 4-6
Week 14 Nov 17			GPS SSCG15-SSCG22	West (2004) – Chp. 7 <i>Book Critique due</i>
Week 15 Nov 24	<i>Thanksgiving</i>			
Week 16 Dec 1		Content & Curriculum Planning and Instruction	Packaged Curriculum Supports	No Readings
Week 17 Dec 6		Professionalism	Continuing Professional Development Student Evaluations	Parker (1996) – Chp. 16 <i>Course Portfolio due</i>

National Council for the Social Studies (NCSS)
<http://www.ncss.org/standards/>

In essence, social studies promote knowledge of and involvement in civic affairs. And because civic issues - such as health care, crime, and foreign policy - are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education. These characteristics are the key defining aspects of social studies.

Culture

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Time, Continuity and Change

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits

People, Places, and Environment

The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Individual Development and Identity

Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Individuals, Groups, and Institutions

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

Power, Authority, and Governance

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

Production, Distribution, and Consumption

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues.

Science, Technology, and Society

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Global Connections

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues

as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Civic Ideals and Practices

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Georgia Systemic Teacher Education Program (GSTEP)

<http://www.coe.uga.edu/gstep/>

The Georgia Systemic Teacher Education Program has produced a Framework of six standards that account for the essential competencies of exemplary teachers. The six standards, and each of their sub-standards, are comprehensive and ambitious.

Content & Curriculum

Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

Accomplished teachers:

- demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach;
- understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach;
- stay current in their subject areas as engaged learners and/or performers in their fields;
- relate content area(s) to other subject areas and see connections to everyday life;
- carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s); and
- interpret and construct school curriculum that reflects state and national content area standards.

Knowledge of Students & Their Learning

Teachers support the intellectual, social, physical, and personal development of all students.

Accomplished teachers:

- believe that all children can learn at high levels and hold high expectations for all;

- understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind);
- are sensitive, alert, and responsive to all aspects of a child's well-being;
- understand how factors in environments inside and outside of school may influence students' lives and learning;
- are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality; and
- establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

Learning Environments

Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Accomplished teachers:

- create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently;
- organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks;
- understand and implement effective classroom management;
- recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning;
- are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom;
- access school, district, and community resources in order to foster students' learning and well being; and
- use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Assessment

Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Accomplished teachers:

- understand measurement theory and the characteristics, uses, and issues of different types of assessment;
- use pre-assessment data to select or design clear, significant, varied and appropriate student learning goals;
- choose, develop, and use classroom-based assessment methods appropriate for instructional decisions;
- involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning;
- develop and use valid, equitable grading procedures based on student learning;

- use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel;
- use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments; and
- are committed to using assessment to identify student strengths and needs and promote student growth.

Planning & Instruction

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

Accomplished teachers:

- articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies;
- plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment;
- understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students;
- monitor and adjust strategies in response to learner feedback;
- vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students;
- use appropriate resources, materials, and technology to enhance instruction for diverse learners; and
- value and engage in planning as a collegial activity.

Professionalism

Teachers recognize, participate in, and contribute to teaching as a profession.

Accomplished teachers:

- continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organization, and practices of education;
- understand and implement laws related to rights and responsibilities of students, educators, and families;
- follow established codes of professional conduct, including school and district policies;
- systematically reflect on teaching and learning to improve their own practice;
- seek opportunities to learn based upon reflection, input from others, and career goals;
- advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students; and
- assume leadership and support roles as part of a school team.

Honesty Policy

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. The full version of "A Culture of Honesty: Politics and Procedures" detailing UGA's policies on this matter can be found on the Internet at <http://www.uga.edu/~vpaa>.

All academic work must meet the standards contained in "A Culture of History." Each student is responsible to inform themselves about those standards before performing any academic work.

Accommodations

If you have a disability and would like to request appropriate accommodations, please feel free to discuss this with me. All individuals receiving accommodation in the classroom must be registered with Disability Services. Please visit their website at <http://www.dissvcs.uga.edu> for further information.

Classroom Climate & Department: A Free and Open Exchange of Ideas

[Adapted from Dr. Kathryn Roulston]

As a student at The University of Georgia, the free discourse of ideas should be expected. We believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views. We expect openness to difference and a willingness to interpret issues from perspectives that may not be quite so comfortable for you.

We have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that we may not challenge your views or disagree with them. But it does mean that you will experience no consequences for disagreeing with us. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Please be sensitive in your class participation by not unfairly dominating discussions. Our goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

Cell phones should be turned off during class unless you are attending the class with the expectation of an impending emergency or crisis that will demand your immediate response. In such cases, please notify one of us at the start of the class, set your phone to vibrate and sit near the door so that you can easily respond to your caller. A collection of other behaviors, including excessive talking, use of profanity, making faces, interrupting, reading the newspaper after class starts, being rude, and disrespecting others will be unavoidably noted. If we become aware of these or other disruptive behaviors we will approach you privately and request that they cease. If they do not, your participation and attendance score will be reduced. If these behaviors are extreme or become habitual we will take further action to remedy the situation.