

**HST 702: Secondary School Curriculum for the Social Studies
Spring 2022**

Missouri State University
College of Humanities and Public Affairs
Department of History

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(This is my office phone.) (I am also available by appointment.)

Please note that the syllabus may change due to severe weather, class cancellations, or at my discretion. Any changes to the syllabus will be sent out via email and posted on Blackboard.

In the event that on-campus classes are suspended due to COVID or other disruption, we will continue as usual with our online coursework.

Welcome to the Course.

Of all the subjects that American educators oversee, the broad subject we call “social studies” is perhaps the most promising for developing informed, critical minds and for helping students learn to engage in a democratic society. Social inclusion is essential in order for democratic societies to function properly. But what does *inclusion* really mean? One purpose of this course will be to foreground concepts of access, equity, and inclusion—to help us interrogate these concepts and compare our emerging thinking with surface-level approaches to these concepts.

In my research and teaching, I focus on race/social inequalities as a dimension of social studies education. Race is but one dimension of myriad inequalities that many people face in their education and life experiences, yet I find that it is central to our misunderstandings of social problems that affect the teaching of history and the social sciences in schools. We will use race as a lens to view the social studies curriculum and to clarify some of the misconceptions that complicate curricular implementation.

I also prioritize historical thinking and historical methods in my study of the curriculum. Within and beyond the history of the curriculum, processes of occlusion and inclusion, forgetting and remembering, storytelling and counter-storytelling punctuate the enactment and contestation of values, preferences, and habits that have long stood at the center of “culture wars” and dysfunctional politics in the United States. When we concentrate our powers of historical interpretation on the curriculum, we gain insight into these rifts and disruptions.

While this course will dwell largely on intellectual/philosophical threads of curriculum theory and history, it is important to note that most people ultimately do not learn about history and the social sciences via such threads of communication (and careful study). There are fundamental differences

between scholarly learning and everyday learning (about history and many other topics), especially in schools, that sometimes seem irreconcilable. This “breach” between academia and secondary schools, to borrow from Sam Wineburg, has not been adequately articulated, much less ameliorated. One of the goals of this course is to help you contemplate ways of addressing this breach.

Cases in Point

There are many cases in the literature that demonstrate the contrast between academic/scholarly knowledge and its implementation in schools. Despite open expressions of support for educational goals that prioritize access and equity, many educators and students face obstacles to realizing such goals. Indeed, standards and instructional materials can exclude vital socio-cultural perspectives, while using language that sounds inclusive (Vasquez Heilig, Brown, & Brown, 2012). Moreover, curricular sense-making becomes complicated by individual teachers’ purposes for teaching. Research demonstrates that teachers—particularly those in a majority group—who verbally support inclusion and equity often do not teach according to their stated beliefs about these ideas. When teaching U.S. history, for example, White teachers in one study tended to avoid classroom discussions of race and racism, even though they had completed coursework on diversity and cultural relevance, and even though they believed in teaching history that includes rather than excludes diverse socio-cultural perspectives (Chandler & Branscombe, 2015). My research replicates such discrepancies. In fact, teacher avoidance of discussions about racism and other forms of inequity is widespread across the education literature; it is not confined to the social studies. Very often, ideas about equality and justice remain *ideas*. Theory and practice too often reside in two different realms. In classrooms, these differences present an amalgam of personal beliefs, instructional decision making, purposes for teaching, and boundaries of misunderstanding about *content*.

What is the curriculum?

What the “curriculum” is and how it operates remain areas of academic and philosophical deliberation, and there are different conceptions of the “social studies curriculum.” For example, there are people who study “the curriculum” strictly as the content that gets taught in schools. Within this approach, there are several characterizations/versions of the curriculum, including the explicit, official, or written curriculum and the hidden, implicit, or unwritten curriculum. What often gets lost in the study of the curriculum, however, is the sociopolitical and sociocultural agency of the educator, as well as the social context (e.g., dispositions, backgrounds, etc., of students) in which the curriculum unfolds. Locating this sort of agency and addressing social context in “curriculum studies” can be challenging.

For this reason, I combine the study of the curriculum with the study of critical pedagogy. Critical pedagogy examines, among many other things, processes of personal engagement in and disengagement from policies, practices, and dispositions that comprise the curriculum. Through the lens of critical pedagogy, one can locate both one’s position within the curriculum (i.e., as an agent of the curriculum) and one’s stance in relation to the curriculum (e.g., by problematizing social/cultural dynamics that complicate one’s teaching, contemplating students’ needs and their access to the curriculum, and interrogating the social and cultural foundations of the curriculum). In short, critical pedagogy permits the educator to 1) view the curriculum as a (historical/social) process and 2) carefully examine one’s role in the process.

This course will introduce you to some of the intellectual threads that help define *curriculum* and *pedagogy*, and it will challenge you to interrogate *justice* as it relates to these concepts. As you will see, this kind of investigation is complex and contains many moving parts. It is not always easy to convey the meaning that such investigation imparts to the serious scholar. However, I encourage you to immerse yourself in this investigation. The insights that await far outweigh the trouble of embarking in the first place.

I also encourage you to take a broad view of the social studies curriculum—broader than the notion that the field is one of interdisciplinary studies, broader than the idea that virtually everyone who makes it through school has at least some exposure to social studies, and broader than the concept that the curriculum is static, neutral, or “objective.” The processes that sustain the social studies curriculum—in the United States as elsewhere—are historical, social, cultural, and personal/interpersonal. Consider this concept of the curriculum writ large, and rely on your study of history and the social sciences to deepen your awareness of curricular processes—where they succeed, where they fail, and where you see yourself in relation to them.

Organization of Course Topics

This course is designed around 8 themes/broad topics: 1) Curriculum Studies, 2) Gender, 3) Teaching Social Issues, 4) Teaching and Learning History, 5) Critical Pedagogy, 6) Whiteness and Race, 7) Social Justice and Social Inequalities, and 8) Anti-racism. With a couple of exceptions, we will spend roughly two weeks on each of these topics.

Conceptual Framework for Teaching this Course

Teaching is a discipline that requires scholarly inquiry, devoted practice, critical self-examination, humility, patience, and empathy for students. It is an art whose merits are not always immediately apparent; its results often appear years down the road. Though the individual teacher’s craft may not be perfectible, one’s teaching can be greatly improved over time, and it can inspire people to seek individual and societal betterment. Reflection on one’s purposes and methods for teaching is a key to improvement. My mission of supporting and preparing teachers is built on four philosophical stances that guide critical self-reflection on one’s practice as a teacher:

1. ***Inquiry and Social Justice:*** Inquiry is the basis for knowledge; learning to ask meaningful, incisive questions is a way to drive powerful instruction. Inquiry that connects everyday life to bigger social questions can be especially effective. Teachers should consider what sociologist C. Wright Mills called “sociological imagination.” By this, Mills meant, in part, the ways that individual experiences intersect with larger social structures (history, institutions, laws, beliefs, etc.). This view of human activity—inquiring into relations between the “micro” and “macro”—can equip us to understand how society influences individual teachers, students, and entire schools, as well as the ways that schools reinforce how society operates. With this perspective, we can imagine alternatives to conditions that impede social equality. Cultivating this kind of imagination is one of the most important things a teacher can do in the classroom.
2. ***Critical Transformation:*** When a person imagines alternatives to social problems and places oneself within social processes (and not as an outside observer) that person can take part in changes that are needed for social transformation. If the idea of social transformation sounds naïve or impossible, it is important to remember that our willingness to use “sociological

imagination” has a lot to do with how we have been conditioned to think about people from different backgrounds. People whose knowledge has been marginalized may approach problems differently from people whose backgrounds have been relatively advantaged. Openness to learning from diverse perspectives is a strength that can be leveraged to challenge biases, change minds, and transform learning communities.

3. **Willingness to “be Disturbed”:** I am borrowing this concept from Margaret Wheatley. If moving a society in the direction of justice comes from inquiring into and imagining needed changes, imagination and inquiry are results of critical self-examination. We must be willing to face what we find through self-reflection and to challenge our assumptions.
4. **Humanized Learning:** If education is not merely an acquisition, but a way of being and of negotiating change, it is important to consider the quest for dignity and justice that humans share. The willingness to be disturbed comes with a responsibility to humanize— in the ways we conduct ourselves as we reflect on our role in social change. This is especially the case when we pose questions and construct answers to them.

A Critical Framework for Social Justice Education in Social Studies

Education scholars LaGarrett King and G. Sue Kasun (2013) define social justice education for social studies as “the pedagogical practice of guiding students toward critically discussing, examining, and actively exploring the reasons behind social inequalities and how unjust institutional practices maintain and reproduce power and privilege that have a direct impact on students’ lives” (L. King & G.S. Kasun, 2013, p. 1).

How does one develop such a “pedagogical practice”? It is useful to consider a distinction between “socially just pedagogy” and “social justice pedagogy” that Elizabeth Birr Moje (2007) addresses. These two categories are not isolated from one another, and ideally, they work in tandem. Moje asserts that social justice education “requires the recognition that learners need access to the knowledge deemed valuable by the content domains, even as the knowledge they bring to their learning must not only be recognized but valued” (Moje, p. 1). By breaking the concept of social justice education into two categories, we can more deliberately examine how skills and dispositions required for one category relate to those required for the other. Drawn mostly from Moje, King and Kasun, and the NCSS C-3 Framework—with assists from Gloria Ladson-Billings, William F. Tate, and Diana Hess—this table both helps us examine parts of social justice education and provides ways to consider the operation of social justice education in our classrooms.

Socially just pedagogy	Social justice pedagogy
Students have access to the curriculum (Ladson-Bilings & Tate, 1995; Moje, 2007).	Offers students and learning environments opportunities for transformation (Ladson-Billings & Tate, 1995; Moje, 2007).
Students have opportunities to learn in ways that are authentic to them (King & Kasun, 2013; Moje, 2007).	Learning, practicing, and reinforcing skills of deliberation and communication that are appropriate and useful in a democratic society (D2.Civ.9.6-8; D2.Civ.7.9-12; D2.Civ.9.9-12).
Students feel welcome in classroom interactions (Hess, 2009).	

<p>Students are challenged by compelling questions that draw out enduring issues in the social science disciplines (D1.2 6-8; D1.1 9-12; D2.His.3.9-12).</p> <p>Students develop discipline-appropriate skills of inquiry (D1.4 9-12; D1.2 6-8; D1.2 9-12).</p> <p>Students learn and demonstrate understanding through diverse means and through a diversity of sources (D1.5 6-8; D1.5 9-12)</p> <p>Students examine historical context as an important dimension of understanding people’s perspectives (D2.His.6.6-8; D2.His.5.9-12).</p>	<p>Students have opportunities to discuss difficult and/or controversial social issues (Hess, 2009).</p> <p>Students have opportunities to examine social inequality and injustice at the local, state, national, and global levels, and to apply their knowledge in authentic ways (D2.Civ.6.6-8; D2.Civ.5.9-12; King & Kasun, 2013)</p> <p>Students examine their own roles in society, in part by examining and reflecting on diverse sources and perspectives (D2.Civ.10.9-12; D2.Civ.10.6-8; King & Kasun, 2013)</p> <p>Students have opportunities to critically consider how knowledge becomes constructed and reconstructed (D2.His.5.6-8; D2.His.6.6-8; D2.His.6.9-12; King & Kasun, 2013; Ladson-Billings & Tate, 1995).</p> <p>Students have opportunities to consider systemic inequalities and relationships between institutional policy and social experiences that pertain to policy. (D2.Eco.1.6-8; D2.Eco.1.9-12; King & Kasun, 2013)</p>
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References

- College, Career, and Civic Life (C3) *Framework for Social Studies Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. National Council for the Social Studies.
- Hess, D. (2009). *Controversy in the classroom: The democratic power of discussion*. New York: Routledge.
- King, L. & Kasun, G. S. (2013). Food for thought: A framework for social justice in social studies education. *Focus on Middle Schools* 25(3), 1-4.
- Ladson-Billings, G. & Tate, W. (1995). Toward a Critical Race Theory of education. *Teachers College Record*. 97, 47-68.

Moje, E.B. (2007). Developing socially-just subject-matter instruction: A review of the literature on disciplinary literacy teaching. *Review of Research in Education* 31, 1-44.

Course Objectives

Through coursework in HST 702, you will

1. Critically reflect on concepts of difference, equity, diversity, and access as they pertain to the secondary social studies curriculum.
2. Support your emerging ideas about these concepts by consulting relevant scholarly literature.
3. Critically examine the concept of anti-racist teaching as it pertains to the social studies teaching profession and the secondary curriculum.
4. Engage in critical dialogue with colleagues about key issues of access in teaching and learning social studies.
5. Consider means of bridging gaps between academia and pre-college learning about history and the social studies.

These Objectives and Your Writing

Given that we are in a mostly virtual environment, when I say that you should “critically reflect” on or “examine” this or that concept, I expect you to demonstrate the specified objective in your work as deliberately as possible. I also expect you, as professionals and graduate students, to think critically about your own thinking and about the ways in which you convey your thinking with colleagues and with your students.

When you take any graduate course, your ability to write clearly and efficiently becomes one of the most vital instruments at your disposal. This is especially true in an online graduate course. When you think about how I am meant to assess you, you will see that your organization and expression of ideas in writing will become central to meeting the objectives. I strongly advise you not to send or post a first draft of anything. Read your own writing carefully and critically; then make needed revisions; then send or post the result.

Required Course Readings

1. *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*, by Özlem Sensoy, Robin DiAngelo, 2017 (Second Edition).
2. *The Curriculum Studies Reader*, by David J. Flinders & Stephen J. Thornton (Eds.), 2017 (Fifth Edition).
3. *Handbook on Teaching Social Issues*, by Ronald W. Evans (Ed.), 2021 (Second Edition).
4. Five books, which you will review in writing (see below).

Recommended Scholarly Journals

Social Studies and the Young Learner

The Social Studies

Journal of Social Studies Research

Social Studies Research and Practice

Theory and Research in Social Education

Grading

The grading scale adheres to the standards set forth by the university in the online catalog of the graduate college.

Point Range	Grade
1300-1235	A
1234-1183	A-
1182-1144	B+
1143-1105	B
1104-1053	B-
1052-1014	C+
1013-975	C
974-936	C-
935-897	D+
896-845	D
844-0	F

Course Assignments

A total of 1300 points can be earned in this course. The breakdown of assignments is as follows:

Video Introduction (week 1)	100 points
Philosophy of Teaching Statement (week 3)	100 points
Text discussions (weeks 2, 4, 5, 6, 8, 11, 13, 15)	8 @ 50 points = 400 points
Book Review 1: Teaching and Learning History (week 7)	100 points
Book Review 2: Critical Pedagogy (week 9)	100 points
Book Review 3: Whiteness/Race (week 10)	100 points
Book Review 4: Social Justice and Social Inequalities (week 12)	100 points
Book Review 5: Anti-racism (week 14)	100 points
Final Paper (week 16/17)	200 points
TOTAL	1300 points

Explanation of Course Assignments

Video Introduction (100 points)

Record and upload a video narrated by you. There is no requirement that you include fancy bells and whistles, still images, other video, text, etc., although you are welcome to do so. The video should run between 1 and 2 minutes in length (no shorter and no longer, please). In the video, address the following:

- 1) What is your background (answer this however you would like), and where did you grow up?
- 2) What are your academic interests?

- 3) Why are you taking this course, and what do you hope to gain?
- 4) What are your career goals?
- 5) What kind of experience do you have with discussing/studying potentially difficult or controversial topics in history/social studies, which may include gender, sexism, race/racism, violence, political corruption, war, or social/economic class?

Philosophy of Teaching (100 points)

Write a **three- to four-page (double-spaced) statement** on your philosophy of teaching. What principles guide your sense of effective teaching? In your statement, provide thoughtful responses to the questions below.

1. What draws you to social studies/history and/or education?
2. What strengths and insights do you think you bring/would bring to teaching?
3. What skills will you need in order to further develop as an educator/instructor/teacher/professor?
4. What is your “pedagogic creed”?

Book Reviews (100 points each x 5 = 500 points)

You will write a total of five book reviews on five somewhat different topics. For most of these reviews, you will have a bit of choice in the books you read. Two of the topics (Teaching and Learning History, Social Inequality) have only one option.

The reviews will be between 3 and 4 pages, double spaced with conventional margins and font size. Create a cover page that shows the title of your review, your name, and the date.

Tips: Plan ahead and read the book in its entirety. Take notes, identify the thesis, and contemplate how the author(s) support(s) their thesis. Discuss your sense of the effectiveness of evidence provided in support of the central claims.

Use this guide to orient you as you read, take notes, plan, and write:

<https://writingcenter.unc.edu/tips-and-tools/book-reviews/>.

Full texts of all the book options listed below are available electronically via the Missouri State University library site: <https://libraries.missouristate.edu>. I am providing the URL for each digital book. In the event that the URL does not work, let me know, but attempt to look up the book by title and author on the library site.

Options for Book Reviews:

Teaching and Learning History

Barton, K. & Levstik, L. (2004). *Teaching history for the common good*.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e095mww&AN=113807&site=eds-live&scope=site&custid=039-820>

Whiteness and Race

Matias, C. (2016). *Feeling white: Whiteness, emotionality, and education*.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e095mww&AN=1204866&site=eds-live&scope=site&custid=039-820>

OR

Tochluk, S. (2010) *Witnessing whiteness: The need to talk about race and how to do it*.
[https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e095mww
&AN=482714&site=eds-live&scope=site&custid=039-820](https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e095mww&AN=482714&site=eds-live&scope=site&custid=039-820)

Critical Pedagogy

Mayo, P. (2013). *Echoes from Freire for a critically engaged pedagogy*.
[https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e095mww
&AN=512022&site=eds-live&scope=site&custid=039-820](https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e095mww&AN=512022&site=eds-live&scope=site&custid=039-820)

OR

Ross, E.W. (2017) *Rethinking Social Studies: Critical Pedagogy in Pursuit of Dangerous Citizenship*
[https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&A
N=1487255&site=eds-live&scope=site&custid=039-820](https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=1487255&site=eds-live&scope=site&custid=039-820)

OR

Simon, R. I. (2014). *A pedagogy of witnessing: Curatorial practice and the pursuit of social justice*.
[https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e095mww
&AN=1204866&site=eds-live&scope=site&custid=039-820](https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e095mww&AN=1204866&site=eds-live&scope=site&custid=039-820)

Social Inequality

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*.
[https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e700xna&
AN=2088758&site=eds-live&scope=site&custid=039-820](https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e700xna&AN=2088758&site=eds-live&scope=site&custid=039-820)

Anti-Racism

Bonilla-Silva, E. (2014). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*.
[https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&A
N=605753&site=ehost-live&scope=site&custid=039-820](https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=605753&site=ehost-live&scope=site&custid=039-820)

OR

Delgado, R. & Stefancic, J. (2017). *Critical Race Theory: An introduction*.
[https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e700xna&
AN=1367289&site=eds-live&scope=site&custid=039-820](https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=e700xna&AN=1367289&site=eds-live&scope=site&custid=039-820)

Text Discussions (50 points x 8 = 400 points)

Eight times during the course, you will post an original response to readings and respond to your colleagues' posts and their responses to your post. For each post, cite sources/readings, and fully respond to the prompt provided. While you are allowed to bring in outside scholarly sources, make sure that the readings for the original post are present and visible in your writing.

Important: Your ORIGINAL post should go up no later than Thursday at midnight during a text discussion week. You must READ your colleagues' posts and SUBSTANTIVELY RESPOND TO

AT LEAST 2 original posts by Sunday at midnight. Although Sunday deadlines are listed in the syllabus, remember that the first step in the process is posting your original ideas by Thursday.

Final Exam Paper (200 points)

For your final paper, you will draw from the required course readings and books you have reviewed to respond to a prompt that I will provide well in advance of the assignment. In your paper, you must adhere to **either** the APA or Chicago style guidelines. The paper will be between 15 and 20 pages in length, excluding cover page and references, with conventional font and (double) spacing. Pages must be numbered.

Late Work Policy

For each day that an assignment is late and “missing in action” without your having discussed this beforehand with me, an entire letter grade will be deducted from your overall score. However, I will still require you to re-submit all assignments. You will not be allowed to simply opt out of an assignment.

Communication

I encourage you to set an appointment with me if you have questions, would like to talk about upcoming assignments or would like to discuss the social studies/history teaching profession and your role in it. Please email me to schedule an appointment. Please allow 48 hours for me to respond to emails; I do not ordinarily answer emails on weekends.

In addition to Zoom and phone conferences, I am able to meet you in person if you are in the Springfield area. My office is at 417 Strong Hall. I will hold regular office hours (see above), so if you are in the area, you can simply pop in during those hours. If you are outside of the area and would like to zoom during those hours, let me know in advance so that I can send you a zoom link and be ready for a video conference. Also, if you are unable to meet during my posted office hours, let me know what times work for you, and I will do my best to accommodate you.

At least once during the semester, I would like for you to set up a time to meet with me (virtually or in person) for around 20 minutes to discuss your research/academic goals and your work in the course. Plan to set up a time with me for this conference before mid-semester.

COURSE CALENDAR

Week	Topic	Assignments Due
Week 1 Jan. 18	What is “social studies”? What is the “curriculum”? Official Hidden/implicit Dominant narratives & Counter-narratives Enacting the curriculum What is pedagogy? Readings:	DUE: Watch introductory videos: Post your introductory video by Sunday, January 23rd at midnight

	<p>The syllabus for HST-702 (the one you are currently reading. The whole thing.)</p> <p>Introduction & Chpt. 1, Evans</p> <p>R. W. Tyler (1949), “Basic Principles of Curriculum and Instruction” in Flinders & Thornton</p>	
<p>Week 2 Jan. 24</p>	<p>Curriculum and Pedagogy: How does one relate to the other?</p> <p>Readings: Introduction and Prologue, Flinders & Thornton</p> <p>J. Dewey (1897), “My Pedagogic Creed,” in Flinders & Thornton</p> <p>L.N. Tanner, “The Meaning of Curriculum in Dewey’s Laboratory School,” in Flinders & Thornton</p> <p>Tyler, “Basic Principles of Curriculum and Instruction,” in Flinders & Thornton</p> <p>Greene, “Curriculum and Consciousness,” in Flinders & Thornton</p> <p>Adler (1982), “The Paideia Proposal,” in Flinders & Thornton</p> <p>Noddings, “The False Promise of the Paideia,” in Flinders & Thornton</p>	<p>DUE: Submit (email) clarifying questions about the syllabus.</p> <p>Text Discussion 1 due by Sunday, Jan. 30th at midnight (original post by Thursday)</p>
<p>Week 3 Jan. 31</p>	<p>Curriculum, Context, and Culture</p> <p>Readings: Watkins, “Black Curriculum Orientations,” in Flinders & Thornton</p> <p>Valenzuela, “Subtractive Schooling,” in Flinders & Thornton</p> <p>Sleeter & Stillman, “Standardizing Knowledge,” in Flinders & Thornton</p>	<p>DUE: Sunday, February 6th at midnight: Philosophy of Teaching Statement</p>

	<p>Eisner, “What Does it Mean to Say a School is Doing Well?” in Flinders & Thornton</p> <p>Chan, “Teacher Experiences of Culture in the Curriculum,” in Flinders & Thornton</p> <p>Misco, “Moving Beyond Fidelity Expectations,” in Flinders & Thornton</p>	
<p>Week 4 Feb. 7</p>	<p>Gender, Curriculum, and Pedagogy</p> <p>Readings: AAUW, “How Schools Shortchange Girls,” in Flinders & Thornton</p> <p>Carlson, “The Bully Curriculum,” in Flinders & Thornton</p> <p>Apple, ““We are the New Oppressed,”” in Flinders & Thornton</p> <p>Bohan & Miller, “Teaching Women’s History,” in Evans</p> <p>Shin, Bisland, & Kim, “The Violation of Human Rights During Wartime. . .,” in Evans</p>	<p>DUE: Text Discussion 2 by Sunday, Feb. 13th at midnight (original post by Thursday)</p>
<p>Week 5 Feb. 14</p>	<p>Teaching “Social Issues”</p> <p>Readings: Hosstein & Doppen, “Socio-Scientific Issues-Based Instruction,” in Evans</p> <p>Alter & Fernekes, “Human Rights Education and Issues-Centered Social Studies,” in Evans</p> <p>Shuttleworth, “Teaching the Social Issues of (Un)Sustainable Living,” in Evans</p> <p>Rubin, “Teaching Social Issues with Civic Action Research,” in Evans</p> <p>Camicia, “Discussion Methods for Teaching Social Issues,” in Evans</p>	<p>DUE: Text Discussion 3 by Sunday, Feb. 20th at midnight (original post by Thursday)</p>

<p>Week 6 Feb. 22 2/21: Presd. Day</p>	<p>Teaching and Learning History, part 1</p> <p>Readings: Bruner, “Man: A Course of Study,” in Flinders & Thornton</p> <p>Marshall & John, ““We are Still Here,”” in Evans</p> <p>Shin, Bisland, & Kim, “The Violation of Human Rights during Wartime” in Evans</p> <p>Totten, “Genocide Education,” in Evans</p> <p>Sensoy & DiAngelo, “A Brief History of the Social Construction of Race in Canada”</p>	<p>DUE: Text Discussion 4 by Sunday, Feb. 27th at midnight (original post by Thursday)</p>
<p>Week 7 Feb. 28</p>	<p>Teaching and Learning History, part 2</p> <p>Readings: Barton, K. & Levstik, L. (2004). <i>Teaching history for the common good.</i></p>	<p>DUE: Review by Sunday at midnight</p>

<p>Week 8 Mar. 7</p>	<p>Whiteness and Race, part 1</p> <p>Readings: Busey & Silva, “Black Gendered Lives Matter Everywhere,” in Evans</p> <p>Clabough, Nunez, & Bidwell, “Teaching About the Controversy of Confederate Monuments,” in Evans</p> <p>Zavalas & Magcalas, “Teaching Social Issues Through Ethnic Studies,” in Evans</p> <p>Misco, “Bespoke Colonialism,” in Evans</p> <p>Boyd, “Engaging White Privilege. . .” in Evans</p> <p>Sensoy & DiAngelo, “Racism” (chapter 7)</p> <p>Sensoy & DiAngelo, “Racism as White Supremacy” (chapter 8)</p>	<p>DUE: Text Discussion 5 by Sunday, March 13th at midnight (original post by Thursday)</p>
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	Spring Break: March 14-20	
Week 9 Mar. 21	<p>Whiteness and Race, part 2</p> <p>Readings: Matias, C. (2016). <i>Feeling white: Whiteness, emotionality, and education.</i></p> <p>OR Tochluk, S. (2010) <i>Witnessing whiteness: The need to talk about race and how to do it.</i></p>	<p>DUE: Review by Sunday at midnight.</p>
Week 10 Mar. 28	<p>Social Justice and Social Inequalities, part 1</p> <p>Reading: Alexander, M. (2012). <i>The new Jim Crow: Mass incarceration in the age of colorblindness.</i></p>	<p>DUE: Review by Sunday at midnight.</p> <p>Post Final Exam Prompt.</p>

Week 11 April 4	<p>Social Justice and Social Inequalities, part 2</p> <p>Readings: Sensoy & DiAngelo, “Privilege” (chapter 5)</p> <p>Sensoy & DiAngelo, “The Invisibility of Oppression” (chapter 6)</p> <p>Sensoy & DiAngelo, “Yeah, But. . .” (chapter 9)</p> <p>Minarik, Grooten, & Lintner, “A Justice-Oriented Approach to Addressing Disability,” in Evans</p>	<p>DUE: Text Discussion 6 by Sunday, April 10th at midnight (original post by Thursday).</p>
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<p>Week 12 April 11-13</p> <p>Spring holiday 3/14-17</p>	<p>Critical Pedagogy, part 1</p> <p>Readings: Mayo, P. (2013). <i>Echoes from Freire for a critically engaged pedagogy.</i></p> <p>OR</p> <p>Ross, E.W. (2017) <i>Rethinking Social Studies: Critical Pedagogy in Pursuit of Dangerous Citizenship</i></p> <p>OR</p> <p>Simon, R. I. (2014). <i>A pedagogy of witnessing: Curatorial practice and the pursuit of social justice.</i></p>	<p>DUE:</p> <p>Review by Sunday at midnight.</p>
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<p>Week 13 April 18</p>	<p>Critical Pedagogy, part 2</p> <p>Readings: Freire, “The Adult Literacy Process as Cultural Action for Freedom,” in Flinders & Thornton</p> <p>Sensoy & DiAngelo, “Critical Thinking and Critical Theory” (chapter 1)</p> <p>Sensoy & DiAngelo, “Socialization” (chapter 2)</p> <p>Sensoy & DiAngelo, “Prejudice and Discrimination” (chapter 3)</p> <p>Sensoy & DiAngelo, “Oppression and Power” (chapter 4)</p>	<p>DUE:</p> <p>Text Discussion 7 by Sunday, April 24th at midnight (original post by Thursday)</p>
<p>Week 14 April 25</p>	<p>Anti-Racism, part 1</p> <p>Readings: Bonilla-Silva, E. (2014). <i>Racism without racists: Color-blind racism and the persistence of racial inequality in the United States.</i></p> <p>OR</p>	<p>DUE:</p> <p>Review by Sunday at midnight.</p>

	Delgado, R. & Stefancic, J. (2017). <i>Critical Race Theory: An introduction.</i>	
Week 15 May 2	Anti-Racism, part 2 Self-Examination and Informed Action	DUE: Text Discussion 8 by Sunday, May 8th at midnight (original post by Thursday)
Week 16 May 9	Work/reading week	
Week 17 May 14-19 (Finals Week)		DUE: Final exam by midnight, May 18th

ACCESS AND INCLUSION

Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

BLACKBOARD

Blackboard will be an important part of this course, as it will be used to complete online readings and assignments. I will also post updates/announcements on Blackboard. It is important that you check your email (for updates pushed out through email) and Blackboard regularly. If you notice a problem (file that does not open, dead link, anything else you cannot access), let me know right away. Although sometimes these are issues for the Blackboard administrator, they can often be fixed on my side of things.

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