

SPRING 2005

L/ST 471 History/Social Science Content and Standards for the Elementary Classroom

Professor Tim Keirn

Departments of History and Liberal Studies

Wednesday 2-4:45 (FA1 202)

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Office hours: Tuesday 3-6; Wednesday 11-2, 5-7

COURSE DESCRIPTION AND OBJECTIVES

L/ST 471 is a three-unit course designed to provide pre-service teachers with a more intensive understanding of the content and disciplinary skills of history and the social sciences pursuant to the K-8 curriculum in History/Social Science in California. Assessment and inquiry will focus upon student literacy in the social sciences, integrating geographical perspectives with historical analysis, and facilitating student depth of knowledge and global perspective in understanding contemporary California, and Early American and Pre-Modern World history.

REQUIREMENTS: The main assignments and assessments in this course will be a number of short papers as outlined below. In addition, shorter exercises and participation will make up an additional 150 points. Final grades will be based on the following scale: 900 and above (A); 800 and above (B); 700 points and above (C); 600 points and above (D).

- Bentley World History Paper (4-5 pages) [180 points]
- Short *Charlotte Temple* Paper (3-4 pages) [150 points]
- Short Historical Geography Assignment or Paper (3-4 pages) [150 points]
- Paper (4-5 pages) that evaluates scholarship of history learning and teaching with accompanying lesson plans that demonstrate implementation of these ideas [200 points]
- Final Paper California Paper [180 points]

BOOKS

Mark Baldassare, *California in the New Millenium: The Changing Social and Political Landscape* (University of California, 2000).

Jerry Bentley, *Old World Encounters: Cross-Cultural Contacts and Exchanges in pre-Modern Times* (Oxford, 1993).

History-Social Science Framework for California Public Schools (Department of Education, 2001).

D.W. Meinig, *The Shaping of America: A Geographical Perspective on 500 Years of History: Volume I, Atlantic America, 1492-1800* (Yale University Press, 1987).

Susanna Rowson, *Charlotte Temple* (Penguin, 1991)

Packet of readings at CopyPro on corner of Atherton and Palo Verde (packet #1088).

LECTURE & READING SCHEDULE

Introduction to the California State History/Social Science Framework and Standards

- Week 1 Introductions and Syllabus
- Week 2 The State Framework and Standards & Teaching a Global Perspective/Globalizing the History/Social Science Curriculum [*History-Social Science Framework for California Public Schools*; “Who Are California’s Students?”, *EDFACT*; A. Smith, “How Global Is the Curriculum?” and M. Merryfield, “The Difference a Global Education Can Make”, *Educational Leadership* (October, 2002)].

World History, the Methodology of History, and the Scholarship of Teaching and Learning in History

- Week 3 Historiography and the Disciplinary Perspectives of World History [begin reading Bentley, *Old World Encounters*; Gary Nash, “In the Matter of History”; Leften Stavrianos, “A Global Perspective in the Organization of World History”, in H. Roupp, *Teaching World History* (1997); Ross Dunn, “Constructing World History in the Classroom”, Peter Stearns, *Knowing, Teaching and Learning History* (2001)].
- Week 4 Early World History – Cross-Cultural Contact and Encounters in the Ancient and Classical World (to 500 CE) [continue Bentley, *Old World Encounters*; Lynda Shaffer, “Southernization”, *Journal of World History* (1994)].
- Week 5 Economic and Cultural Integration in Postclassical Eurasia and Africa (500-1450 CE) [complete Bentley, *Old World Encounters*].
- Week 6 **Bentley Paper due.** The New Scholarship in the Teaching and Learning of History/Comparative History [Richard Paxton, A Deafening Silence: History Textbooks and Students Who Read Them”, *Review of Educational Research* (1999); Peter Lee, “Progression in Historical Understanding among Students Ages 7-14, Sam Wineburg, “Making Historical Sense”, and Bob Bain, “Into the Breach” in Stearns, *Knowing, Teaching and Learning History* (2001); Sam Wineburg, “Picturing the Past” in *Historical Thinking and Other Unnatural Acts* (2001); Bob Bain, “Building an Essential World History Tool: Teaching Comparative History” in H. Roupp, *Teaching World History* (1997)].
- Week 7 Historical Methodology, Primary Sources and Historicizing Literature [read *Charlotte Temple*].
- Week 8 **Charlotte Temple Paper due.** Examining Early American History in Global Context [Meinig, *The Shaping of America*, part I; Charles Bright and Michael Geyer, “Where in the World is America” and Karen Kupperman “International at the Creation” in Thomas Bender (ed.), *Rethinking American History in a Global Age* (2002); Alfred Crosby, “The Biological Metamorphosis of the Americas” in *Germes, Seeds and Animals* (1994);].

SPRING BREAK

The Historical Geography of Early America in Atlantic Perspective

- Week 9 Atlantic Perspectives and Early American History [Meinig, *The Shaping of America*, part II; J. Murrin, “Beneficiaries of Catastrophe: The English Colonies in America” in E. Foner, *The New American History* (1997); Patrick Manning, “Migration of Africans to the Americas: the Impact of Africans, Africa and the New World” in Ross Dunn, *The New World History* (2000)]
- Week 10 The Physical and Cultural Geography of the United States [Meinig, *The Shaping of America*, part III].
- Week 11 **History Learning Paper & Lesson Plans due.** The Historical Geography of the Early United States [Meinig, *The Shaping of America*, part IV].
- Week 12 Geography: Methodology, Analysis and the Use of Maps as Sources [Gregory Nobles, “Straight Lines and Stability”]

Contemporary California in Interdisciplinary Context

- Week 13 **Historical Geography Paper due.** The Political Contexts and Controversies of the California Elementary Classroom [Michael Engel, “Civic Education” in *The Struggle for Control of Public Education* (2000); “Should the Curriculum Be Standardized for All?”, “Should Church-State Separation Be Maintained?”, “Should Multiculturalism Permeate the Curriculum?” and “Have Public Schools Adequately Accommodated Religion?” in James Noll, *Taking Sides: Educational Issues* (2002); “Fighting the Tests” in *Annual Editions: Education 2002-3* (2002)].
- Week 14 The Changing Political Culture of California and Its Impact upon Education [“State of Change”, *Public Policy Institute of California*; begin Baldasarre, *California in the New Millennium*].
- Week 15 The Changing Demographic Landscape of California and Its Impact upon Education [finish Baldasarre, *California in the New Millennium*].
- Final Paper **Final Baldasarre Paper due**