San José State University
Department of Sociology and Interdisciplinary Social Sciences
SOCS/ANTH/GEOG/HIST 138
The United States in Historical and Social Scientific Perspectives
Fall 2016

Instructor: Wendy Thowdis
Office Location: Spartan Complex Rm 217
Telephone: (315) 345-6359
Email: wendy.thowdis@sjsu.edu
Office Hours: Tuesdays 3:00 pm-4:00 pm and by appointment
Class Days/Time: Tuesdays 4:30 pm-7:15 pm
Classroom: MacQuarrie Hall Rm 523

Prerequisites: This course belongs to the SJSU Studies Curriculum and satisfies “Area S” requirements. The prerequisites for this course are: Passage of the Writing Skills Test (WST), Completion of a 100W course (with a passing grade), Upper Division Standing (60 units), Completion of Core General Education

GE/SJSU Studies Category: Area S: Self, Society & Equality

Canvas and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://www.sjsu.edu/at/ec/canvas/. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description
This interdisciplinary course is intended to prepare future teachers to teach the history of the United States from a wide range of social science perspectives. Students will study the diverse history of America's people, politics, and cultures while examining movements for social justice. They will be taught how to take on the “role of historian” by assessing evidence and applying that information to the development of responses to deep historical questions. Students will explore dynamic teaching strategies for use in their own future classrooms and learn how to create lesson plans that address required standards.

Course Goals

Program Learning Outcomes (PLOs) Social Science, Teacher Preparation (Single/Multiple Subject)

PLO 1: The major will provide students with the opportunity to learn and apply content knowledge, discipline-specific analysis skills, and pedagogical methods and theories that underlie the K-12 social science curriculum.

PLO 2: The major will prepare prospective teachers to analyze complex discipline-based issues especially as they relate to the theory and practice of teaching social science. Students will learn to synthesize information from
multiple sources and perspectives and communicate this knowledge effectively in a variety of oral and written formats.

PLO 3: The major will equip students with the necessary knowledge to use appropriate technologies especially as they relate to K-12 social science teaching.

PLO 4: The major will provide students with the essential understanding, knowledge and appreciation of diverse perspectives and contributions by and about diverse groups.

PLO 5: The major provides prospective teachers with planned, structured field experiences in classrooms; the field experiences are linked to coursework and give breadth of experience with diverse populations.

GE Learning Outcomes (GELO)

SOCS 138 fulfills requirements for Area S: Culture, Civilization & Global Understanding. Upon successful completion of this course:

GELO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within the contexts of equality and inequality.

GELO 2: Students will be able to describe historical, social, political and economic processes producing diversity, equality, and structured inequalities in the U.S.

GELO 3: Students will be able to describe social actions that have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

GELO 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

Course Learning Outcomes (CLO)

Upon successful completion of this course:

CLO 1: Students will learn how to read, write and think like historians. More specifically, students will learn to analyze primary documents from United States history using a historical inquiry approach to “doing history”.

CLO 2: Students will become proficient in applying historical thinking skills in their future classrooms in order to successfully teach students of all ages to become active, engaged citizens of our democratic society.

CLO 3: Students will learn how to create and implement a lesson plan aligned to California State History/Social Science Content Standards and Common Core State Standards.

CLO 4: Students will learn how to create formative and summative assessments with a focus on writing in the content area.

CLO 5: Students will learn how to connect current political, economic, and social issues to issues that occurred in the past to increase the relevance for their future students.

Required Texts/Readings

Textbook

Lesh, Bruce A. "Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7-12. Portland, Me.: Stenhouse, 2011.
Wineburg, Sam. “Historical Thinking: Memorizing Facts and Stuff” (Library of Congress: Teaching with Primary Sources Quarterly)  http://www.loc.gov/teachers/tps/quarterly/historical_thinking/article.html


Other Readings

Websites for Assignments

Reading Like a Historian http://sheg.stanford.edu/rlh

Beyond the Bubble https://beyondthebubble.stanford.edu/

Historical Thinking Matters http://historicalthinkingmatters.org/

UC Berkeley History/Social Science Project (UCHSSP) http://uchssp.berkeley.edu

The Rise and Fall of Jim Crow http://www.pbs.org/wnet/jimcrow

Library Liaison

Nyle C. Monday, Reference & Instruction Librarian, History Specialist

Dr. Martin Luther King Jr. Library (408) 808-2041 nyle.Monday@sjsu.edu

Classroom Protocol

Students are expected to attend all classes and to arrive promptly when the class is scheduled to begin. Cellphones are to be turned off and computers used to take notes and engage in Internet searches as requested by the instructor. Since this course will be taught by both lecture and discussion, active informed class participation will be both expected and graded, based upon your performance in class.

“No Late” Policy

It is expected that all work will be turned in on time to receive the maximum grade possible, whether or not you attend class the day the assignment is due. If you are not going to be in class the day the assignment is due, you must email me your paper by 4:30 pm on the due date and then bring a hard copy to the next class. There is a “no late work” policy, unless there is a special circumstance (i.e. medical reason) and the instructor is contacted in advance. This class meets only once per week so it is important to manage your time to complete assignments by the due dates on the Course Schedule.

University Policies

Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo.
Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

**Election Reflection Paper** (70 points) 500-600 words (PLOs 1, 2, & 3) (CLO 5)
This is your response to a prompt regarding the 2016 Presidential Election.

**Historical Thinking “Bumper Sticker”** (30 points) 500-600 words (PLOs 1 & 2) (CLO 2)
This is your response to a prompt where you will reflect on the historical thinking skills discussed in a reading from the text and an outside article.

**Online Document-Based Essay (D.B.Q.)** (100 points) 500-600 words (PLOs 1 & 2) (GELOs 1, 2, 3) (CLO 1 & 4)
Using the website, Historical Thinking Matters http://historicalthinkingmatters.org, you will view a set of online document-based essay materials, complete the document reading tasks, and write an essay.

**Lesson Plan** (300 points total) 1,500-2,000 words (PLOs 1, 2, 3) (CLOs 2, 3, 4)
As part of this course, you will work with a partner to build a lesson plan for either a 5th, 8th or 11th grade social studies class, using the template provided. Part A will include connections to Common Core Standards and Historical/Social Science Framework/2014-16 Standards and focus on an Essential Question. Part B will include Instructional Strategies and a Step-by-Step Procedure, including formative assessments, of how to teach your lesson. For Part C you will create a summative assessment for your lesson and include a Rubric. The point breakdown is as follows:

- Lesson Plan Part A 100 pts
- Lesson Plan Part B 100 pts
- Lesson Plan Part C 100 pts

**Lesson Plan Presentations** (100 points) (PLOs 1, 2, 3) (CLOs 2, 3, 4)
In small groups, you will teach an adapted version of your lesson plan to our class, including the use of at least 1 primary document.

**Exams** (150 points total) 500-600 words (PLOs 1 & 4) (GELOs 1, 2, 3) (CLOs 1 & 2)
There will be an in-class Midterm based upon the content taught during the first half of the course. The Final Exam will be a Socratic Seminar based upon an essential question involving content and pedagogy taught in class, information learned in the text, and outside research conducted by students. The point breakdown is as follows:

- Midterm 50 pts
- Final 100 pts

**Individual Research Project** (200 points) 2,500-3,000 words (PLOs 1, 2, 3) (GELOs 1, 2, 3, 4) (CLOs 1 & 3)
The purpose of this assignment is to have you practice “doing” history. You will create a historical question from the topics in the Historical/Social Science Framework/2014-2016 Draft Standards and acquire data (sources, material, and evidence) to answer your question. You will organize, analyze and draw conclusions from this data to answer your question and then write a well-constructed paper.

The first part of this assignment will be to complete a Thesis Paragraph Draft and an Outline (worth 10 of the 200 pts). Your thesis will establish the context of the research being conducted by summarizing the current understanding and providing background information about the topic, stating the purpose of the work in the form of an Essential Question, explaining your rationale, and describing the remaining structure of your research paper. You will use our Thesis Paragraph Checklist to ensure that all required components are included.

**Active Informed Class Participation** (50 points) (PLOs 1 & 2) (GELOs 1, 2, 3, 4) (CLOs 2 & 5)
This includes voluntary and cold-call verbal participation, completion of in-class document analyses, participation in dialogues & Socratic Seminars, regular attendance and punctuality, and the completion of peer/self evaluation forms when requested.

Grading Scale: Total Points Possible = 1,000

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>
### The United States in Historical and Social Scientific Perspectives

#### Course Schedule Spring 2016

*This schedule is subject to change with fair notice. Students will be informed of changes in due dates and content in class and on Canvas.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 30th</td>
<td><strong>Introduction &amp; Course description</strong></td>
<td><strong>Review the Syllabus</strong></td>
<td>Bring Lesh to class each week</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Election 2016: Electoral College</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Introduce Historical Thinking Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lecture:</strong> Constitutional Foundations: Liberty Tree-Roots of our Democratic System</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pedagogy:</strong> Tool Box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept 6th</td>
<td><strong>Election 2016: Roles of President &amp; Current Issues</strong></td>
<td><strong>Read Lesh</strong></td>
<td>Bumper Sticker</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lecture:</strong> Founding Era I: The Dawn of the American Revolution</td>
<td><strong>Introduction pgs. 1-5</strong></td>
<td>The “Essence” of Historical Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chronology &amp; Causality</strong></td>
<td><strong>Read Wineburg (Canvas pdf)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pedagogy:</strong> Primary &amp; Secondary Sources Cartoon Analysis</td>
<td><strong>“Historical Thinking: Memorizing Facts and Stuff?”</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Read Lesh</strong> Chapter 4, Using the Rail Strike of 1877 to Teach Chronological Thinking and Causality pgs. 75-80</td>
<td><strong>Read Lesh</strong> Chapter 1: Reinventing My Classroom: Making Historical Thinking Reality pgs. 7-26</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 13th</td>
<td><strong>Lecture:</strong> Founding Era II: Declaration Independence to the U.S. Constitution</td>
<td><strong>Read Lesh</strong></td>
<td>Election Reflection Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sourcing &amp; Evaluating Opinions</strong></td>
<td><strong>United States Constitution (1787)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pedagogy:</strong> Jigsaw; Close Reading; Essential Questions; Standards-Based learning</td>
<td><strong>Read Document (Canvas pdf)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Research Paper presentation in MLK Library</strong></td>
<td><strong>1765 On Taxation without Representation</strong> Patrick Henry and Soame Jenyns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Read Document</strong> CA History-Social Science Framework</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong><a href="http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf">http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf</a></strong></td>
<td></td>
</tr>
</tbody>
</table>
| 5  | Sept 27th | Lecture: Founding Era III: Slavery and the U. S. Constitution  
Pedagogy: **Contextualizing**  
What is a D.B.Q?  
Document Analysis: *U.S. Constitution*;  
**Historical Empathy**  

| 6  | Oct 4th  | Lecture: Overview from Slavery to Civil Rights  
**Multiple Perspectives**  
Pedagogy: Writing Thesis Paragraph, Cartoon Analysis; Sample Lesson plans & Rubrics  
**Text, Subtext, Context** | View/Read  
Historical Thinking Matters  
[http://historicalthinkingmatters.org](http://historicalthinkingmatters.org)  
Read Document (Canvas pdf)  
*Phillis Wheatley’s poem on tyranny and slavery in the colonies, 1772*  
Read Document (Canvas pdf)  
The Interesting Narrative of the Life of Olaudah Equiano: Slave Ship  
[Excerpt] 1791  
Document-Based Essay (D.B.Q.)  
“Why did the boycott of Montgomery’s buses succeed?”  
(Role of Rosa Parks)  
[http://historicalthinkingmatters.org/rosaparks/](http://historicalthinkingmatters.org/rosaparks/) |

| 7  | Oct 11th | Lecture: Slavery & Slave Resistance  
**Identifying Bias - Subtext**  
Pedagogy: Differentiation, Guided & Independent Practice  
Sample lesson plans & Rubrics  
**Text, Subtext, Context** | Read Document (Canvas pdf)  
Frederick Douglass on Master-Slave Relationship (1855)  
Lesson Plan Part A |

| 8  | Oct 18th | Lecture: Slavery & Role of Abolitionists  
Pedagogy: Peer Review of Thesis Paragraphs, Graphic Organizers, Expert Jigsaw | Read individual source material for Research Papers  
Thesis Paragraph draft & Research Paper Outline |

| 9  | Oct 25th | Lecture: Reconstruction: the Origins of the Civil Rights Movement  
**Chronology & Causality**  
Pedagogy: Gallery Walk | Read individual source material for Research Papers  
Research Papers |

| 10 | Nov 1st  | **Midterm**  
Lecture: The Civil Rights Movement in the 1950’s Part I  
**Historical Significance**  
Pedagogy: What is a Socratic Seminar?  
**Ethical Dimensions of History** | Read Lesh Chapter 7, *Long or Short? Using the Civil Rights Movement to Teach Historical Significance*  p. 137-152  
View/Read sample lessons on  
History-Social Science Project website  
[http://ucbhssp.berkeley.edu](http://ucbhssp.berkeley.edu) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pedagogy: Formative &amp; Summative Assessments; Warm/Cool Feedback; How to create a D.B.Q.</td>
<td><em>Election Day! : Lessons learned about the “Road to the White House”</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Group Presentations</strong>: 1 &amp; 2</td>
<td><strong>Group Presentations</strong>: 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Nov 15th</td>
<td>Lecture: U.S. Foreign Policy at the turn of the 20th C: Why Imperialism?</td>
<td>Read Lesh Chapter 8 <em>Trying on the Shoes of Historical Actors</em> Pgs. 153-158</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Historical Empathy</strong></td>
<td>Read document (Canvas pdf) <em>White Man’s Burden</em>: Rudyard Kipling (1899)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pedagogy: Gallery Walk; Document Analysis</td>
<td><strong>Group Presentations</strong>: 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chronology &amp; Causality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pedagogy: Debate vs Dialogue</td>
<td><strong>Group Presentations</strong>: 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>Nov 29th</td>
<td>Lecture: U.S. Foreign Policy Implications</td>
<td>View/Read <em>Historical Thinking Matters</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Identifying Bias - Subtext Multiple Perspectives</strong></td>
<td><a href="http://historicalthinkingmatters.org/spanishamericanwar/">http://historicalthinkingmatters.org/spanishamericanwar/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group Presentations: 7, 8, 9</td>
<td>Focus on Essential Question: “Why did the U.S. invade Cuba in 1898?”</td>
<td></td>
</tr>
<tr>
<td>Dec 6th</td>
<td><strong>Group Presentations</strong>: 10, 11, 12</td>
<td><strong>Socratic Seminar Certificate/Notes</strong></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td><em>Tuesday, Dec. 20th</em></td>
<td>Final Exam: In-class Socratic Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>5:15-7:30 pm</strong></td>
<td>Group Presentations: 13 &amp; 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Group &amp; Self Evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit Socratic Seminar Certificate &amp; Notecards</td>
<td></td>
</tr>
</tbody>
</table>