Instructor: Wendy Thowdis

Office Location: Dudley Moorhead Hall-Room 239 (not used Sp 2021)

Telephone: (315) 345-6359

Email: wendy.thowdis@sjsu.edu

Office Hours: Tuesdays from 3:00 pm-4:00 pm on Zoom and by appointment on Zoom

Class Days/Time: Tuesdays from 4:30 pm – 7:00 pm is required synchronous class on Zoom

Format: Online with synchronous & asynchronous requirements

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. Integration of social, emotional, and cultural competencies will be modeled and practiced.

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.
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, students will:

CLO 1: Read, write, and think like historians by analyzing primary documents from United States history using a historical inquiry approach to “doing history”.

CLO 2: Become proficient in applying historical thinking skills to successfully teach students of all ages to become active, engaged citizens of our democratic society.

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

CLO 4: Know how to create a lesson plan that integrates Universal Design for Learning (UDL) principles of “multiple means” for representation, engagement, and action/expression.

CLO 5: Be able to connect current political, economic, and social issues to historical events in order to increase the relevance for their future students, with an emphasis on the impact of institutional/structural racism and inequities experienced by marginalized groups in the United States.

CLO 6: Articulate the importance of integrating social, emotional, and cultural competencies into K-12 social studies education to foster student achievement and the ability to thrive.

Required Texts
Lesh, Bruce A. "Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7-12. Portland, Me.: Stenhouse, 2011.

Required Resources
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


SOCS/HIST 138 Thowdis – Spring 2021
Teaching Hard History: A Framework for Teaching American Slavery; Teaching Tolerance
https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery

The American Revolution: Experiences of Rebellion - The Choices Program; Watson Institute for National Studies; Brown University; (pdf in Canvas module)


Ujifusa, Andrew. (Jan 7, 2020) Sure, We Teach History. But Do We Know Why It’s Important? Education Week: Big Ideas
https://www.edweek.org/ew/articles/2020/01/08/sure-we-teach-history-but-do-we.html

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

Additional Resources


Reading Like a Historian
Beyond the Bubble
Historical Thinking Matters
UC Berkeley History/Social Science Project (UCHSSP)
The National Archives online tool for teaching with documents

http://sheg.stanford.edu/rlh
https://beyondthebubble.stanford.edu/
http://historicalthinkingmatters.org/
http://uchhssp.berkeley.edu
http://www.docsteach.org

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 synchronous Zoom classes and to arrive online promptly when the class is scheduled to begin. Since this course will be taught with synchronous lecture and discussion, and asynchronous module assignments, active informed class participation will be expected and graded, as described in the Course Assignments section. Please email me before your synchronous classes if you will be absent.

Late Policy
Assignments are due before midnight on the dates indicated, but due to COVID-19 equity issues, students may contact the instructor to request an extension. Reduction in grades may occur if assignments are turned in late without requested permission, or if the instructor deems it essential that assignments be submitted on the due date. Students may attend office hours and/or contact the instructor if additional help is needed to complete assignments.

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

SOCS/HIST 138 Thowdis – Spring 2021
Course Requirements and Assignments (based upon 1,000 points)
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. Note that our synchronous Zoom class will be meeting for approximately 2 hours each week and the required preparation work for each week’s class makes up for the additional time we will not be meeting on Zoom.

Weekly Online Learning Tasks (270 pts)  
- Prior to “coming” to class each week on Zoom, please complete the week’s learning tasks described in the Canvas modules.
- The weekly learning tasks will offer multiple means for engaging with our course content (UDL); for example, lecture with viewing guide; reading Lesh chapters or assigned articles with reading guide; doing a WebQuest with reflection guide, and Canvas Discussion Board reflections.
- You will be placed in different learning groups throughout the semester and encouraged to work with your partners to complete the assigned tasks together. This way we can use our synchronous Zoom time to discuss what you have learned. Other assignments will be completed alone, as indicated.

Active Zoom & Class Participation (30 pts)
Participation will be evaluated when we are together on Zoom and determined by completion of asynchronous work assigned. Synchronous activities may include participation in breakout rooms, polling, and contributing to class discussions orally and/or in the Chat Box.

Critical Reflection #1: The Capitol Riot & Impeachment (100 pts)  
Students will write an analysis paper where they respond to a prompt by creating a thesis statement supported by evidence to present their perspective on the issues and positions on the January 6th Insurrection in our nation’s capital and the resulting second impeachment of Donald Trump. They will be required to practice historical thinking skills, such as sourcing, corroboration, contextualization, and historical significance for their analysis.

Critical Reflection #2: Indigenous Women (100 pts)  
Students will write an analysis paper where they respond to a prompt by creating a thesis statement supported by evidence to present their perspective on the contributions of Indigenous Women. They will be required to practice historical thinking skills, such as sourcing, corroboration, contextualization, and historical significance for their analysis.

Lesson Planning (250 points total)  
For this task students will work with their grade-level learning group to build a 2-day lesson plan for either a 5th, 8th or 11th grade social studies class. The lesson plan will include connections to Common Core and Historical/Social Science Framework Standards and focus on an essential question. Instructional strategies, a step-by-step procedure, and formative assessments, based upon UDL (Universal Design for Learning) must be evident. Students will also create a summative assessment for this lesson and a rubric. The lesson plan will be graded in segments, with feedback provided for revision.

Lesson Plan Oral Presentation Video (100 pts)  
In their lesson planning groups, students will teach an adapted version of their lesson plan to our class on Zoom. This presentation will include a PowerPoint lecture where each group member contributes their knowledge on their CA History-Social Science Standard, and takes part in the description of how this standard will be taught to their chosen grade level. It will also include the use of at least one educational technology and a primary source document activity.

Exams (150 pts)  
There will be a take-home Midterm based upon the content and pedagogy taught during the first half of the course. The Final will be a take-home exam where students will create a video to demonstrate mastery in our Course Learning Objectives and reflect on their learning.

Grading Scale:  
- A+ 97-100  
- A 93-96  
- A- 90-92  
- B+ 87-89  
- B 83-86  
- B- 80-82  
- C+ 77-79  
- C 73-76  
- C- 70-72  
- D 60-69  
- F below 60  
- Other  

SOCS/HIST 138 Thowdis – Spring 2021
United States History for Teachers
Course Schedule Spring 2021

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

Note that a full description of the weeks’ work to be submitted on Canvas is located on Canvas in the Module section. Major assignments are in bold. Most weekly work is “to be determined” (TBD) and will be posted as the semester unfolds in the Modules section on Canvas. Discussion Board responses will be required most weeks prior to our Zoom classes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Weekly Preparation Tasks</th>
<th>Assignments Submitted</th>
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</table>
| 1    | Feb 2nd  | Introduction & Course description; How will 2020 be remembered? (setting the context); Why teach history? - Historical Thinking Skills; Creating safe & brave spaces to learn  
Pedagogy: Building class norms; Begin Tool Box; CRTWC Social, Emotional, and Cultural Anchor Framework; Building rapport and trusting relationships | View 2 “Getting Started” Screencasts  
“Who Am I?” Video or PowerPoint  
View videos: Historical Memory-The Choices Program  
Review Course Syllabi                                                                 | Week 1 work |
| 2    | Feb 9th  | Content: Setting the foundation for Culturally Responsive Teaching: Exploring Historical & Structural Racism; Historical Memory & the Insurrection on the Capitol (Jan 6th)  
Pedagogy: Sourcing & Annotating primary source documents; Contextualization; S.M.A.R.T. Goals; Dialogue circles | View Lecture Screencast  
Read Lesh: Introduction pgs 1-5 & Chapter 1, Reinventing My Classroom: Making Historical Thinking Reality pgs. 7-26  
Read Wineburg article “Historical Thinking: Memorizing Facts and Stuff?”  
Read Ujifusa: Sure, We Teach History. But Do We Know Why It’s Important? EdWk https://www.edweek.org/ew/articles/2020/01/08/sure-we-teach-history-but-do-we.html | Week 2 work |
| 3    | Feb 16th | Content: Constitutional Foundations for the 3 Branches; Biden’s first 100 days: Role of the President  
Pedagogy: Chronology & Causality: teaching a timeline; Setting up for structured academic collaborative conversations | View Lecture Screencast  
Read Lesh Chapter 4, Using the Rail Strike of 1877 to Teach Chronological Thinking and Causality pgs. 75-80  
Read: Historians Contextualize the Capitol Riot-The Choices Program; Trump’s Second Impeachment | Week 3 work |
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Pedagogy</th>
<th>Assignment Details</th>
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<tr>
<td>4</td>
<td>Feb 23rd</td>
<td>Standards-based teaching &amp; learning: CA History-Social Science Content &amp; Framework Standards; Exploring context through political cartoons; Media bias</td>
<td>Primary, Secondary, Tertiary sources; Analyzing primary source documents with N.A.R.A; Text, context, subtext; Essential Questions; Dialogue circles (Lesh); What is a D.B.Q.?</td>
<td>View Lecture Screencast</td>
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<td>5</td>
<td>Mar 2nd</td>
<td>Founding Era - Path to Revolution: Virtual vs Actual Representation (Part I); Standards-based teaching &amp; learning</td>
<td>CA Common Core Standards &amp; Academic Vocabulary; Building a lesson plan: Part A: Learning Objectives; Political cartoon &amp; Map analysis</td>
<td>View Lecture Screencast</td>
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<td>1998 CA History-Social Science Content Standards</td>
<td>2016 CA History-Social Science Framework</td>
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<td>6</td>
<td>Mar 9th</td>
<td>Founding Era - Path to Revolution: Virtual vs Actual Representation (Part II)</td>
<td>Research skills; Asset-based Feedback; Building a lesson plan; the power of reflection</td>
<td>View Lecture Screencast</td>
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<td>Read: The American Revolution: Experiences of Rebellion: The Choices Program; Part II-The Widening Split pgs 24-33</td>
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<td>7</td>
<td>Mar 16th</td>
<td>Group Identities in the Age of Revolution</td>
<td>Scaffolding difficult text; Contextualization; Bloom’s Taxonomy; excerpting from text</td>
<td>View Lecture Screencast</td>
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<td>Read: The American Revolution: Experiences of Rebellion: The Choices Program; The People in the</td>
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<td>Weekly Reflection</td>
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| 8    | Mar 23rd | **Content:** Ideals in U.S. Founding Era Documents: Declaration of Independence, Constitution, Bill of Rights; Locke’s Natural Rights Philosophy  
**Pedagogy:** Close reading & Corroboration; “Brilliant Generalizations”; Making inferences & citing textual evidence; Teaching through music-*Hamilton the Musical*; Study Tips | **View Lecture Screencast**  
**Read:** *The American Revolution: Experiences of Rebellion: The Choices Program; Part III The War of Independence* pgs 47-59 | **Week 8** Work |
|      | Mar 30th | **SPRING BREAK**                                                        |                                                                         |                    | Lesson Plan|
| 9    | Apr 6th | **Content:** From Revolution to Constitution; Slavery & the Constitution  
**Pedagogy:** Historical Significance; Making inferences & citing textual evidence; Lesson Plan Part B: Instructional Strategies & Procedures | **Work on take-home Midterm: DBQ & Pedagogy Reflection** | **Week 9** Midterm |
| 10   | Apr 13th | **Content:** Growth of Slavery in America: 17th & 18th C; Developing Historical Empathy  
**Pedagogy:** APPARTS; Universal Design for Learning (UDL) & Differentiation; Guided & Independent Practice; Lesson Plan Part B: Dialogue circles (Lesh); Simulations; Deliberative Dialogue- Socratic Seminars | **View Lecture Screencast**  
**Read Lesh Chapter 2: Introducing Historical Thinking: Nat Turner’s Rebellion of 1831** pgs. 27-51  
**Read:** *Hess, Discussion in Social Studies: Is it Worth the Trouble?*  
| 11   | Apr 20th | **Content:** 19th C Slavery & Civil War; Understanding Ethical Dimensions of History  
**Pedagogy:** Expert Jigsaw; Corroboration; Formative & Summative Assessments; Contextualization | **View Lecture Screencast**  
**Lesson Plan Groups meet to work on Part B**  
**Recommended:** Listen to 1619 Project  
| 12   | Apr 27th | **Content:** Reconstruction as a “Splendid Failure”  
**Pedagogy:** Warm/Cool Feedback; Holistic & Analytic Rubrics | **View Lecture Screencast**  
**Read Teaching Hard History: A Framework for Teaching American Slavery:** *Teaching* | **Week 12** work |

**Weeks:** 8, 9, 10, 11, 12

**Reading Materials:**
- *The American Revolution: Experiences of Rebellion: The Choices Program; Part III The War of Independence*
- *Lesh, Introducing Historical Thinking: Nat Turner’s Rebellion of 1831*
- *Hess, Discussion in Social Studies: Is it Worth the Trouble?*
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<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Pedagogy</th>
<th>View Lecture Screencast</th>
<th>Presentation videos to Studio</th>
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<tr>
<td>13</td>
<td>May 4th</td>
<td>The New Jim Crow: the political, economic, social, and cultural impact of slavery today</td>
<td>Criteria for Historical Significance, power of reflection &amp; revision, Dialogue circles (Lesh)</td>
<td>Read Lesh Chapter 7 &quot;Long or Short? Using the Civil Rights Movement to Teach Historical Significance&quot; p. 137-152</td>
<td>Week 13 work</td>
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**Final Due** May 18th

**FINAL EXAM Video due**

**No in-person class**

Prepare Final Exam video

**Final Exam Video**