

# REQUEST FOR NEW COURSE

**1. General Information.**

- a. Submitted by the College of: Education Today's Date: 12/11/09
- b. Department/Division: Curriculum and Instruction
- c. Contact person name: Linda S. Levstik Email: llevs01@uky.edu Phone: 7-3230
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: \_\_\_\_\_

**2. Designation and Description of Proposed Course.**

- a. Prefix and Number: EDC 731
- b. Full Title: Social Studies Seminar: History Education
- c. Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

____ Lecture	____ Laboratory <sup>1</sup>	____ Recitation	____ Discussion	____ Indep. Study
____ Clinical	____ Colloquium	____ Practicum	<u>9</u> Research	____ Residency
<u>39</u> Seminar	____ Studio	____ Other – Please explain: _____		

- f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail

g. Number of credits: 3

- h. Is this course repeatable for additional credit? YES  NO

If YES: Maximum number of credit hours: \_\_\_\_\_

- If YES: Will this course allow multiple registrations during the same semester? YES  NO

i. Course Description for Bulletin: Advanced study of the purposes and practices that characterize K-12 history education in diverse settings, critical analysis of research on the development of children's and adolescents' historical thinking and the introduction of classroom-based techniques for assessing students' historical understanding.

j. Prerequisites, if any: graduate standing

- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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1. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. Will this course be taught off campus? YES  NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply):  Fall  Spring  Summer

b. Will the course be offered every year? YES  NO   
If NO, explain: \_\_\_\_\_

5. Are facilities and personnel necessary for the proposed new course available? YES  NO   
If NO, explain: \_\_\_\_\_

6. What enrollment (per section per semester) may reasonably be expected? 12

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES  NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO   
If YES, explain: \_\_\_\_\_

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES  NO   
If YES, name the proposed new program: \_\_\_\_\_

b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO   
If YES<sup>5</sup>, list affected programs: Early Elementary Education (replacing EDC 730)

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES  NO   
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

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## Signature Routing Log

**General Information:**

Course Prefix and Number: EDC 731

Proposal Contact Person Name: Linda S. Levstik Phone: 7-3230 Email: llevs01@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Curriculum and Instruction	1/20/10	Mary Shake / 7-0767 / mcs Shak1@email.uky.edu	<i>Mary C. Shake</i>
College of Education Courses and Curricula Committee	1/26/10	Jeff Reese 7-4909 jeff.reese@uky.edu	<i>Jeff Reese</i>
College of Education	2/9/10	Robert Shapiro 257-9795 rshap@1@uky.edu	<i>Robert Shapiro</i>
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council		<i>Jasmine Blackwell</i> 2010.04.19 16:10:05 -04'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

EDC 731 replaces EDC 730 as an option to meet requirements for graduate students in the Elementary Masters program and as an elective for other masters and doctoral level students in social studies education.

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

EDC 731: Social Studies Seminar: History Education

Instructor: Linda S. Levstik, Ph.D.  
Department of Curriculum and Instruction (EDC)  
College of Education  
Office: 349 Dickey Hall  
Phone: 257-3230\*  
Office Hours: 3-5 Mondays and by appointment  
Email: [llevs01@uky.edu](mailto:llevs01@uky.edu)  
Secretary: Janine Cline  
257-5848

**Course Description:**

*Social studies is the integrated study of the social sciences and humanities to promote civic competence. . . The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*

National Council for the Social Studies (1994, vii)

When teachers see social studies as less important than other curricular areas, are uninvolved in curriculum decision making, or feel pressure to focus only on tested content areas, social studies content begins to disappear in classroom discourse, in students' expressed interest, or in teachers' curricular planning. The result may be the elimination of any substantive content in the one area of the curriculum whose stated purpose is the preservation of a pluralist democracy. This course is designed to advance your understanding of theory and research related to teaching and learning in a primary discipline within the social studies: *history*. The course focuses on how children and adolescents make sense of the past, on how history might be taught to advance democratic humanism, how that might align with the broader social studies curriculum and with high-stakes assessment, and how teachers might take a leadership role in arguing for a more substantive approach to teaching and learning history within the social studies, K-12.

**Student Learning Outcomes/ Experienced Teacher Standards**

- Students will be able to identify the affordances and constraints of different stances (combinations of purposes and practices) towards history education (Standards I,II, III, IV, VI, VII)
- Students will be able to review and synthesize research related to students' historical thinking and apply those findings to classroom practice (Standards I,II, III, IV, VI, VII).
- Students will be able to design and plan classroom-based investigations of students' thinking in history and related social studies (Standards I, III, IV, V, VI, VII).

- Students will be able to adapt instruction to diverse student populations drawing on the research literature and their own classroom-based research on historical thinking (Standard III, IV, VI).
- Students will be able to draw on research and theory to support professional development in and advocacy for improved instruction in social studies (Standard VII).
- Students will be able to provide professional leadership within the school, community, and education profession to improve student learning in history/social studies (Standard X).

**Course Goals include:**

- Developing a theoretical framework for social studies and history teaching, learning, and assessment in grades K-12.
- Developing teachers' skill in observing and analyzing student historical thinking in order to enhance learning opportunities.
- Enhancing teachers' skill in implementing theoretically sound, research-based "best practices" in history/social studies education that advance democratic humanism, align with the broader social studies curriculum, better prepare students for high-stakes assessment, and prepare teachers to take leadership roles in advocating for high quality social studies teaching and learning.
- Enhancing teachers content knowledge in history.

**Required Materials**

**Texts:**

- Barton & Levstik (2004). *Teaching History for the Common Good*. Erlbaum. (Theoretical foundations for pluralist history)
- Culclasure, S. (1999). *The Past as Liberation from History*. Peter Lang. (Selecting content for democratic humanism)
- Epstein, T. (2006). *Interpreting National History: Race, Identity, and Pedagogy in Classrooms and Communities*. Routledge. (Research-based approach to cultural diversity in history education)
- Grant, S.G. (2004). *History Lessons*. Erlbaum. (Assessment and research-based practice)

**Select one of the following texts in consultation with the instructor:\***

- Collier, Paul (2008 ). *The Bottom Billion*. Oxford U. Press.
- Diamond, J. (2005). *Collapse*. Penguin.
- Dunn, R. (2005). *The Adventures of Ibn Battuta*. University of California Press.
- Oppenheimer, S.(2003). *The Real Eve: Modern Man's Journey Out of Africa*. Basic Books.

.\*Books in this section will vary depending on current historiography. They are intended to update teachers' understanding of recent historical research and interpretation. These are intended to reflect newer approaches to world history that emphasize pattern and connection across time and place.

**Course Requirements:**

*Historical Thinking Project*



This requirement includes multiple parts as follows:

*Literature Review:* Prepare a literature review of research on students' thinking.

*Possible Topics:*

- Historical chronology/time, significance, perspective recognition/empathy, agency, interpretation, or inquiry
- Students' selection and use of historical evidence (i.e. primary and secondary sources, artifacts).
- The impact of gender on students' historical thinking or how students make sense of gender in studying history.

*Appropriate Journals to Support Literature Review:* Begin your search with the reference sections of the required texts. Continue your search in the following journals:

- *American Educational Research Journal*
- *Elementary School Journal*
- *International Journal of Social Studies Education*
- *Journal of Curriculum Inquiry*
- *Journal of Teacher Education*
- *Theory and Research in Social Education*
- *Teachers College Record*
- *The Social Studies*
- *Social Education*

*Style Requirements:*

- The review should be 8-10 pp., double-spaced, Times-Roman, 12pt font, APA style manual (6<sup>th</sup> edition).
- Submit via Otis-on-line [Directions in class].

*Small scale task/interview study* based on literature review [see Appendix A for protocol template].

*Presentation of Finding.* Prepare a fifteen minute presentation of your research and findings. A PowerPoint slide show should accompany your presentation [AERA format].

*Final Paper.* Prepare a 10-12 pp., double-spaced, Times-Roman, 12pt. font, APA style (6<sup>th</sup> edition) paper that describes your research question, data collection and analysis procedures, findings and implications for classroom application and professional development opportunities.

*Book Discussion.* On-line discussion of your book choice. Be prepared to consider how the new information in your book might change how the topic would be dealt with at different grade levels. You are expected to contribute in two ways to this discussion: you should ask at least two questions and make a minimum of five comments. Make sure that some of your comments initiate a discussion strand as well as respond to others' comments.

**Rubric for Evaluation**

The quality of products will be evaluated on the basis of substance, structure, and mechanics including the degree to which:

- A. Ideas, assertions, conclusions, implications, are related to the task

- B. Ideas, assertions, conclusions, implications, illustrations are supported with credible evidence.
- C. Issues are critically analyzed.
- D. Ideas are presented in clear, logical, organized fashion.
- E. All required elements are present.
- F. Presentation is interesting, innovative, and substantive.
- G. Historical content is accurate
- H. English language and American Psychological Association (APA) conventions have been followed.

**Assessment Tasks:**

Review of research	25 points
Small scale research paper	30 points
Presentation to class	25 points
On-line book discussion	10 points
Class participation	<u>10 points</u>
Total Possible Points	100 points

**Grading Scale:**

A	90-100 points
B	80-89 points
C	75-79 points
E	Below 75 points

**Outline of Content**

<u>Topic</u>	<u>Readings</u>	<u>Assignment</u>
<u>Week One</u> <i>Course Overview</i> <ul style="list-style-type: none"> <li>• Historical Dispositions survey</li> <li>• Discussion: Why history matters and how it fits in social studies curriculum, K-12.</li> </ul>		
<u>Week Two</u> <i>Students' Historical Thinking: Perspective and Significance</i>	Barton & Levstik (Common Good), Chapters 1-6.	Bring to class: 3-5 questions based on the readings.  Select a topic for literature review.
<u>Week Three</u> <i>Students' Historical Thinking: Agency and Narrative</i>	Barton & Levstik (Common Good), Chapters 7-13. Epstein (Interpreting . . .), Chapters 1 & 2.	Bring to class: 3-5 questions based on readings.

<p align="center"><u>Week Four</u></p> <p align="center"><i>Historical Thinking in the Context of a Pluralist Democracy</i></p>	<p>Epstein (Interpreting. . .), Chapters 3-8.</p>	<p>Bring to class: 3-5 questions based on readings.</p>
<p><i>Applying Research to Practice Planning for Classroom-Based Inquiry</i></p>		<p><b>Review of literature and proposal due. Submit on Otis by 4pm today.</b></p>
<p align="center"><u>Week Six</u></p> <p align="center"><i>Historical Inquiry</i></p> <p>Generating historical questions Building an "archives to go." Establishing common experience Planning for "hard" and "soft" scaffolding.</p>	<p>Epstein (Interpreting...) Finish book.</p>	<p>Bring your inquiry plan to class for review and discussion.</p>
<p align="center"><u>Week Seven</u></p> <p align="center"><i>Historical Inquiry</i></p> <p>Supporting evidence-based interpretation.</p>	<p>Culclasure (The Past as Liberation...), Chapters 1-5.</p>	<p>Write: In what ways do Culclasure and Epstein agree or disagree in regard to historical inquiry? What purposes does each propose for doing local history?</p>
<p align="center"><u>Week Eight</u></p> <p><i>Resources for Inquiry: Using Film and Documentary in the context of historical inquiry</i></p>	<p>Watch: <i>Smoke Signals</i>* <b>Complete on-line discussion of book by 4pm to night.</b></p>	<p>Write: What are the major themes in the movie? How do they relate to larger historical themes, events, and ideas?</p>
<p align="center"><u>Week Nine</u></p> <p><i>Resources for Inquiry: Using Fiction and Nonfiction In the context of historical inquiry</i></p>	<p>Complete Culclasure (The Past as Liberation. . .)</p>	
<p align="center"><u>Week Ten</u></p> <p><i>Discussion of Controversial</i></p>		<p><i>Skype</i> interview with scholar doing research in this area (i.e.</p>



<i>Issues</i>		Diana Hess or Walter Parker).
<u>Week Eleven</u> <i>Assessing Learning in History</i>	Grant (History Lessons) Chapters 1-6.	Go on line to NAEP site, search for released items in U.S. history. Download two items that you think would be good assessment items and bring to class. Be ready to explain why the item is a good one..
<u>Week Twelve</u> <i>Research Presentations</i>		
<u>Week Thirteen</u> <i>Research Presentations</i>		
<u>Week Fourteen</u> <i>So Why Don't Teachers Teach This Way?: Implications for Professional Development &amp; Leadership</i>	Complete Grant.	<b>Final papers due.</b>
<u>Week Fifteen</u> <i>Rethinking Teaching and Learning History</i>		Panel of historians to discuss new developments in the field.
<u>Week Sixteen</u> <i>Final Dispositions Survey: How have ideas about teaching and learning history changed?</i>		

**\*Smoke Signals** is intended as an example; other films and documentaries could be chosen to fit other themes, or as examples of current issues in film presentations of the past.

**Format for Submitting Assignments:**

- **Late Assignments** will not be accepted except by special arrangement with the instructor .
- **Extensions** will not be allowed beyond one week past the assigned due date. If you require more time and are maintaining satisfactory progress in the course you may request an Incomplete (I). The instructor must agree that an incomplete is

appropriate, and you both must sign a contract specifying the conditions for completion of work.

- We will be using otisonline.org for online submissions of assignment:
  - Go to <http://www.otisonline.org>
  - Under "Open Portfolio" click on UK College of Education
  - Click on "register for an account" and follow on-screen directions.
  - You will be given additional directions in class on how to submit work.
- All papers should be submitted as attachments as follows:
  - Header should include: 09.730.your name. assignment name.
  - Number pages at bottom middle of each page.
  - Spell-check all work prior to submission and keep a back-up. Papers not carefully edited will be returned for editing and grade will be lowered one letter grade.
- Be aware that **Otis records all submission dates and times**, so make sure assignments are submitted by the deadline. Barring a significant emergency, late papers are not accepted. In order for you to get feedback on your papers it is necessary for papers to be turned in on time.
- **Do not give me loose papers**, place them on my desk, slide them under my door or put them in my hand. Submit work via Otis unless I specifically direct otherwise.
- I use *track changes* to provide feedback. Papers will be returned via the Otis system. You will receive directions in class on how to access your work once it has been graded. Your work will stay on-line so that you can access it for your exit portfolios if you should desire.

### **Attendance, Academic Integrity, Accommodations & Classroom Expectations.**

- **Attendance:** In order for a seminar format to function effectively it is essential that students attend each class session and arrive on time. You must sign in at the beginning of each class. Unexcused absences will reduce your grade in the class. Two unexcused absences result in a one-letter grade reduction. More than three unexcused absences will result in a failing grade in the course.
- **Cell Phones.** Turn off all cell phones, iPods, and other personal electronic devices during class. Use of such devices without the instructor's permission will be considered the equivalent to an absence from class and your grade will be calculated accordingly.
- **Decorum and Civility.** As educators we are all expected to behave in a professional manner in class and in all class-related activities. This requires respectful language and behavior in interactions with other class members as well as with the instructor. In class discussion, class members may disagree but are expected to present perspectives respectfully and offer evidence-based arguments for positions without resort to personal attack or innuendo. Failure to engage in professional behavior will have a decidedly negative effect on your class participation grade, and any student who persists in inappropriate behavior after a warning will lose all points for participation.
- **Disability Accommodation.** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to

receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

- **Group work & Student Collaborations.** You will sometimes work in small groups during class discussions and activities. You will not work in the same group for the entire semester. It is possible to work collaboratively on a research project (with instructor approval), but you will not be required to do so.
- **University Regulations:** Policies related to excused absences, cheating/plagiarism, withdrawal, incomplete grades, and final exams can be found in your copy of *Student Rights and Responsibilities*. As students and faculty at the University of Kentucky, we are all responsible for adhering to these policies.

**Appendices**

## Appendix A

### Guiding Questions for Readings

#### Levstik & Barton.

1. What is history?
2. What is the past?
3. How is history different than the past?
4. What is the purpose of teaching history in a public school?
5. What is the theoretical framework for this book?
6. What are the affordances and constraints of each of the stances towards history education?

#### Epstein

1. What is Epstein's main argument in this book?
2. What support does she offer for the contention that students' background influences how they learn history?
3. What concrete examples can you identify related to the influence of race, class, or culture on historical thinking?

#### Culclasure

1. Culclasure argues that history has a moral component. What does he mean by that? What obligations does he think this imposes on history teachers?
2. What argument does Culclasure make for focusing on local history?
3. How does he support students' inquiry?
4. What does he consider to be the purposes for teaching and learning history? What evidence does the text provide for your conclusion?

#### Grant

1. What are the major differences between each teacher in regard to what they teach and how they teach it?
2. What does the author mean by "ambitious teaching and learning"?
3. How does high-stakes assessment influence each teachers' practices?
4. What other kinds of assessments do teachers use?

## Appendix B

### Proposal Format

#### Statement of Question

Based on your literature review, what aspect of students' historical thinking do you intend to investigate? State as a question or question with subquestions:

i.e. What aspects of US history do ESL students identify as significant?

#### Rationale for proposed investigation

Include a paragraph explaining why this question is worth investigating. Draw on your review of the literature as well as your own teaching or learning experience.

## Methodology

Describe how you intend to gather data to answer your question(s). You must include:

- A task or tasks that will engage students with the aspect of historical thinking you are investigating:
  - An observation and interview-based design, during which you audio and/or videotape students working on a portion of a unit followed by interviews (2-3 students per group) that include general questions (what is history; what is the past) and task specific questions (which of these is an artifact? How do you know?).
  - A task and interview design, during which you tape students engaged in a task (sorting pictures into a causal sequence) and ask task-related questions (how did you decide that the printing press was a cause of the Reformation?).
  - Pre-test, intervention, post-test during which you find out what students know before an instructional intervention (use of films, literature, a small group activity), introduce the intervention, then retest to see if there are any changes in student performance on the test. Follow up with interview.
- An interview protocol (see below).

Sample Interview Protocol  
Chronology Study Example

After introducing self to child and obtaining assent, say:

Here are two pictures from different times. Take a few minutes to look them over. You may not know exactly what is going on in each picture. That is all right. I'm not interested in whether you know exactly what the picture is, but in how you decide how old the picture is or about when the picture could have happened. There are two things I would like you to do with these first two pictures on the table. First, I would like you to put these two pictures in time order. Please start with the picture that is from the longest time ago (point to the child's left), and then put the picture that is the closest to now right here (point to child's right). You can start in just a moment. Second, while you are putting the pictures in order, I would like you to think out loud about why you are putting them in that order. What I mean is, I want you to explain to me what you are thinking while you are doing it. What things in the picture help you to decide which picture happened longest ago, or most recently? Do you have any questions before we start? (Do not answer questions about pictures.) Remember to tell what you are thinking as you are putting the pictures in order.

Once the child has completed the first part of the task, say:

Now I have some more pictures. I am going to give them to you one at a time. For each one, tell me where you think it goes—in between two of them or at about the same time as one of them. Explain why you put them where you did, just as you did with the first two pictures. Do you have any questions about what you will be doing? (Stop adding pictures if child expresses frustration or can't complete the task.)

Once the child has placed all the pictures, say:

Now that you have done all of them, are there any pictures you would like to move around? If you do, explain to me why you are moving them.



Point to each picture and say:

When do you think this is?

End of task questions:

1. Did you think this was easy or hard to do? What things made it easy or hard?
2. Which pictures did you think were the easiest to figure out? Why?  
Which pictures did you think were the hardest to figure out? Why?
3. Which pictures did you think were the most interesting? Why did you like that one (or those)?
4. Now that you have looked at all of these pictures, what can you tell me about how things have changed over time?
5. What can you tell me about how things were different a long time ago?
6. What is history?
7. What is the past?
8. 'What is the difference between history and the past?
9. What kinds of things have you learned about history or the past or long ago in your classroom?
10. Have you ever learned about history or the past or long ago outside of school?

For the full study, see: Levstik & Barton (1996). Historical Salience in Elementary Children's Chronological Thinking. *Journal of Curriculum Studies*, 28, 5, 531-576.