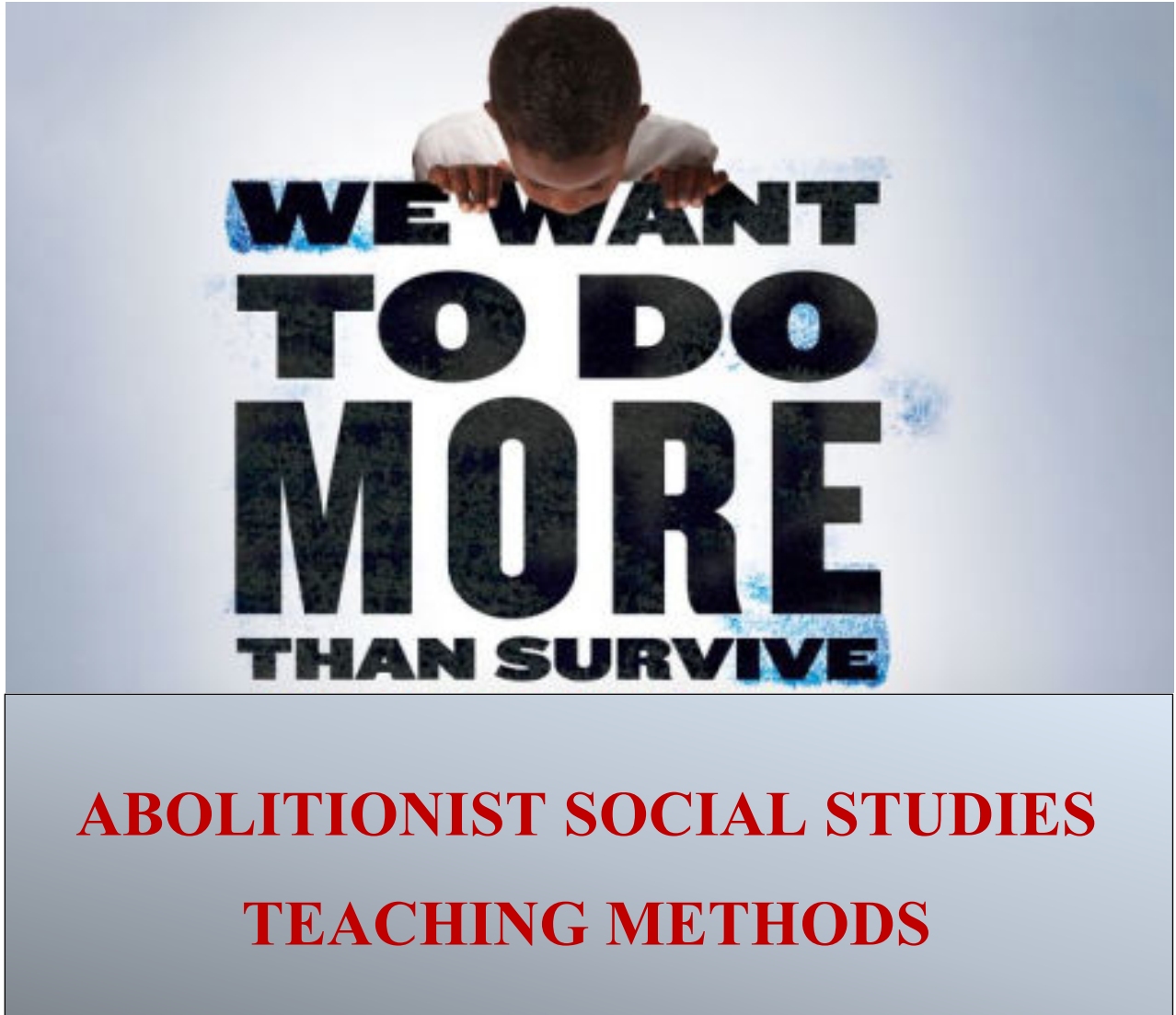


EDC F350:



**The University of Texas at Austin
Department of Curriculum & Instruction
UT Urban Teachers, Social Studies
Summer 2020**

**** as inspired by Bettina Love's book *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom****

Course Instructors:

AI: Joanna Batt, pronouns she/her/hers, jbatt@utexas.edu, 716.480.5697, zoom office hours by appt.

TA: Dee Hall, pronouns she/her/hers, delandrea_hall@utexas.edu, zoom office hours by appt.

Instructional Coach (IC) & Field Supervisor (FS):

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Class time, days, location

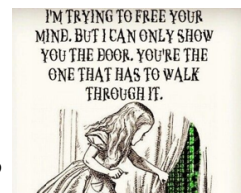
Please see the calendar below for class times. Some meetings will be TBD as we are waiting on Breakthrough's more concrete schedule, but the majority of our learning together via Zoom will happen from 12:30-2pm, June 4th-June 22nd.

Land Acknowledgment

We begin this syllabus by recognizing that we stand on the shared lands and waters of the Comanche and Tonkawa. We express our respect for the three federally-recognized nations: Alabama-Coushatta, the Kickapoo Traditional Tribe of Texas, and the Ysleta del Sur Pueblo, within the state as well as other Indigenous peoples and nations such as the Karankawa, Caddo, Lipan Apache, Comanche, Wichita, Coahuiltecan, Neches, Comecrudo, and Mission Indians that have historic ties to these homelands. We also acknowledge the multiple ways the State of Texas and the residents of this Land have benefitted from the forced and systematic removal of Native peoples from Texas. **Land acknowledgements are a small step toward correcting the stories and practices that erase Indigenous histories and the ongoing presence of Indigenous peoples today. As teacher educators and researchers, many of us are complicit in this erasure, and it is imperative that we recognize, support, and advocate for the sovereignty of Native nations in our world. *These acknowledgements are not be a box checked off early on, or a speech made, later forgotten...we must ask, how are we living these acknowledgments, and honoring these promises to actively remember and forge a new path by changing thoughts, challenging governmental policies, and supporting sovereignty?***



Why are we here? What needs to be FREED?



Free your mind. Your class will follow.

When learning to teach social studies, and teaching to learn **people** and practice true **equity**, we need to grow, self-examine, and seek answers to the following questions, even while knowing we will never arrive and are always becoming:

- **We need to be freed of our own ideas, how we think the world works, what our place is in it, and what we believe, especially concerning the institutionalized structures and the socializations they've spawned that we have ALL grown up with and learned and therefore internalized on some level; we need to mightily unlearn before we can learn and then teach**

- We need to be freed of the idea that teaching complex, complicated and difficult histories and social studies topics is something to survive through, something to avoid discomfort in, and instead create brave spaces and seek to thrive in difficult life and learning spaces alongside our students
- We need to help our students free their own minds (NOT try to do it for them), and utilize their own unique agencies, passions and activism that they alone can grow; we must nurture such growth, while at the same time sharing the unglossed realities of the world, past and present, wherein which those skills, resistances and counter-stories are needed

What Will We Do?

In this course, we'll seek to get closer and closer to this level of engaging with the world, knowing our history, and critically that history to transform educational spaces and the ways of learning within them. This is no small feat, and will be our introduction to teaching and social studies education.

Through an examination of critical literature and research around social studies theory and practice, at times including film clips, popular news articles, book excerpts and more, we will also work to build a foundation for your purpose for teaching, while considering the scope, goals, and methods that are unique to social studies. **It is our hope that your purpose for teaching social studies becomes rooted in abolitionist possibilities for teaching, and will grow in schools where history illuminates but does not limit what can be done towards true educational freedom, where teaching and schooling is about centering students and their experiences through culturally relevant and sustaining practices.** We live in an education system where perspectives are often excluded, marginalized, simplified, or simply omitted—we will aim to have these perspectives and ways of knowing become a fundamental part of the curriculum. In doing so, we'll understand that teaching is not as a perfected craft but an exciting, challenging day-to-day endeavor that is reserved for the ambitious and critically conscious teacher (THAT IS YOU!).

Additionally, this class serves as a **collaborative community to strengthen your immediate teaching in your field placement with Breakthrough, while also being part of our larger mission together in preparing you for work in urban schools by including the development of knowledge, skills, and dispositions for recognizing the resources that culturally and linguistically diverse students bring to the classroom, of critical awareness of injustices common in urban schools and communities, and of agentive strategies for working toward hope and social justice in the often restricted or even hostile work environments of urban schools.***

Thus, our goals/objectives for this semester are as follows:

1. To understand the dominant social studies narrative and the themes that serve to define the role of teaching history, geography and economics in our society
2. To confront those dominant narratives via other/counter narratives -subtle or obvious- that take into account other perspectives
3. To create units of study that serve more critical understandings of the social studies

4. To expand the repertoire of teaching through **humanizing pedagogical practices** like critical historical inquiry and critical geography
5. To recognize our lives as **public intellectuals**—not as teaching bureaucrats but as agents of change and advocates for the communities we serve*

* (wording courtesy of Dee Hall)

A Quick Roadmap and a note on Intersectionality:

We'll constantly jigsaw social studies methods and ways of teaching with topics that most need abolitionist pedagogy and counter-stories; we will be taking these oppressions head on, calling them the **ISM's (Institutional Systems/Structures that Must be Seen/Stopped/Struck down)**. Each week and sometimes day will attack these ISM's and phobias head on, in order to delineate and practice how we will do so in practice as social studies teachers. To be clear, the presentation of these ISM's day to day by no way means they are separate or in isolation, but in order to clearly focus on their origins and ensuing curriculum in an organized matter; **these ISM's/phobias in fact operate in complex intersectionality with each other**, double-binding certain groups with multiple oppressions. We will also work to understand and teach these tenets in history and today. Also, the ones that are listed are ones we are focusing on; there are certainly and unfortunately many more we will not have time to discuss given our tight schedule.

Additionally, although we are framing the course by these oppressions categorically, **we will not cast anyone as a victim, nor only present stories of trauma, pain and discrimination**. Institutionalized structures exist and have shaped history, but so have human beings in their insistent bravery, agency, joy, and everyday lives. We must recognize both sides of the coin, and never dehumanize or rob of that agency in how we discuss or teach history, even and especially when certain groups are treated by hegemonic groups inhumanely.

We must also truly engender that as the topics change day to day, **some of these concepts may be theoretical for us and lived in reality by a classmate or loved one, and vice versa**. What we are talking about is never just in a history book or on a page or website—these are real oppressions happening to real people historically and today, who have and do display dazzling and tenacious agency. We must always keep that in the heart of our teaching wisdom.

Classroom Norms: How will we engage with each other?

Creating brave spaces, engaging in Culturally Responsive Pedagogy, or CRP, and respecting each others' lives realities, identities, experiences and knowledges is no small task in the best of times, and certainly will be no small task in a time of crisis while we are learning online. **As a community, we will build these together** after our first class day, and they'll be posted on Canvas to remind ourselves of our commitment to each other for the duration of the summer.

Course Procedures AND Policies

Attendance and punctuality

Due to the condensed and expedited nature of this course, attendance and punctuality are required and vital to making this an engaging and effective class. As a result, you are expected to attend class, be on time, and be well prepared to participate. If unforeseen, unexpected, or conflicts arise, please notify me, along with at least one of your classmates and/or FS/IC, as soon as you know you will be late or are going to miss class. Regardless of the absence, students are still responsible for work that may be due and for information covered during the absence. You may also be asked to complete an assignment tied to the class session you missed. Missing two or more classes will result in the automatic loss of a letter grade. Multiple tardies/early departures may also result in grade deductions.

Communication

Now is a good time to begin building your professional habits, so being responsive and timely are important. Always respond to instructor, field supervisor and Instructional Coach (IC) emails within 24 hours. **Also it is imperative that you check your syllabus and Canvas DAILY (for announcement or instructions)!!** When you receive emails from any of us, please read them carefully and let us know with a reply (a quick response such as, “Got it, thank you,” will suffice). While texting can be convenient, keep text communication with me, with your instructional coach, and with your facilitator limited to emergency situations or personal matters. When you are communicating with any of us about anything work related, e-mail is the professional way to do so. When there is an incident in your Breakthrough classroom that warrants reflection or action and you are unsure of who to speak to about it at the time, write and send yourself an e-mail describing the incident in detail the same day, so that you have a time-stamped document should you need it in the future.

Active class participation

We cannot emphasize enough the need to participate actively in this class. You each bring a unique perspective and set of experiences to our community and learning. Your contributions add to the overall value of the entire course for you and your colleagues. Coming to class prepared means completing the readings and a weekly reading reflection, engaging in the day’s activities, and completing any assignment given in class.

Cell phones, laptops, and other digital devices

While these are helpful tools and are necessary for our work at times, these devices should be used only as tools. We have a lot of important work to do each time we meet. Please do not let your electronic devices distract you from the conversations and thinking that we’re doing in class. **I get that this is especially difficult right now in our zoom world, but stay the course and don’t distract!** Your class participation grade may be negatively impacted if you are continually surfing the web, using email, texting, and the like.

Completing work and late work

We expect that all work for this class will be done with thought, care, and thoroughness, and because so much of what we do is important for our work with peers and students, it is essential for your work to be done promptly. All assignments (including readings) are due before the beginning of class to give us

plenty of time to actually read and incorporate your feedback and reflection, which is so so important to our classtime! Unless otherwise noted in the assignment description, it will always be so. Late work will NOT receive full credit. Any assignments turned in late will result a 10% deduction of points for every subsequent day the assignment is late.

*If you have a valid need for an extension, you must discuss this with me prior to the due date. Do NOT wait until right before.

Field placement expectations and professionalism

Breakthrough acts as a part of your professional development sequence (Intern I). As a result, your success in Breakthrough is a part of your grade for this course. If you do not successfully fulfill your obligations to Breakthrough, you will pass this class or be allowed to move forward in this program. This means that on days you'll be in your field placement (Breakthrough), it is essential that you come prepared with thoughtful plans and materials prepared. It is also imperative that you get your lesson plans into your IC and/or FS, work with them on planning and observations, and communicate with them effectively. So please make sure you conduct yourself in a professional way with the Breakthrough staff and students and pay careful attention to deadlines and small details.

Guiding references

TEKS: <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

NCSS themes: <http://www.socialstudies.org/standards/strands>

C3: <http://www.socialstudies.org/c3>

TexES: <http://texes.ets.org/texes/prepmaterials/texes-preparation-manuals/>

University Course Policies

Statement on Learning Success

Your success in this class is important to us. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning/exclude you, let me know ASAP. Together we'll develop strategies to meet your needs and course requirements. We encourage you to reach out to the student resources available via UT. Happy to connect you with a person/Center

Grading Policies

Flexibility is built into the assignments to support your success in this course. I intend to work with you with support if you miss an assignment, but final grades are firm.

Grade	Cutoff	Grade	Cutoff
A	94%	C+	77%
A-	90%	C	74%

B+	87%	C-	70%
B	84%	D	65%
B-	80%	F	<65%

*Please note that continuation in the PDS requires a minimum grade of “C” in each of the PDS courses.

Cross Cutting Themes and Professionalism

Students in this course are held to professionalism standards in line with the Cross Cutting Themes of the College of Education (see p. 9-10 of this syllabus). As a representative of UT and a future educator, please practice the standards of professionalism you would in a school or other educational setting, whether this course is or is not field-based. We are building dispositions of the profession, which include those professional attitudes, values, and beliefs expected of an education professional. When we learn in schools and other educational spaces, we enter with humility, open to what we can learn in the setting and from the students, teachers and other community members. We also practice reciprocity, considering how we can contribute to the places where we are fortunate to learn. University classrooms are places to engage in these practices of open learning and reciprocity. Students should be open to new perspectives and work collegially with others, including instructors.

Attendance Policy

PDS Policy: The **recommended** PDS policy for attendance is as follows: Attendance is mandatory and arriving on time and staying the full length of the class is required.

- There are no unexcused absences.
 - You are allowed one excused absence for the semester (see below).
 - Subsequent excused absences will be at the discretion of the instructor
 - Each unexcused absence will mean a deduction of $\frac{3}{4}$ letter grade in your final grade.
 - More than 3 absences (including excused and unexcused) will result in a failing grade for the class.
 - A pattern of tardiness or early departures will affect your grade.
 - Excessive tardies or early departures (3 or more) also constitutes an unexcused absence.
- Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences (see below for more detailed info).

Excused Absence: The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Ask your classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

Policy on Children in Class/Working from Home

I fully support parents and guardians attending school. As the university does not have a formal policy on children in the classroom, the policy described here is a reflection of my own beliefs and commitments (and with all due credit to Dr. Melissa Cheyney at Oregon State University who circulated her own policy through social media).

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child or finding childcare, which can be a burden in many ways. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

For students learning at home with children or others you care for at home, your children are welcome on the screen and I understand you may need to take breaks from class when you are attending to those in your care. Finally, I am open to talking about needed accommodations with deadlines as the semester progresses.

Personal Pronoun Use (She / He / They / Ze / Etc.)

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center.

<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

University Resources for Students

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, visit <http://ddce.utexas.edu/disability/about/>.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professors if you are comfortable in doing so. This will enable them to provide any resources that they may possess. (Thanks to Dr. Sara Goldrick-Rab [@saragoldrickrab] for this language.)

Counseling and Mental Health

Counselors in Academic Residence Program (CARE)

CARE is the university's Counseling and Mental Health Center program that was created in collaboration with the Office of the Provost. CARE's primary mission is to provide access to mental health support for students who are struggling emotionally and/or academically. The College of Education CARE counselor, Danie White, has regular office hours 1-2p.m. T/F in SZB 212E, 512.232.6862 or dlwhite@austin.utexas.edu.

Do your best to maintain a healthy lifestyle this semester: eat well, exercise, avoid drugs and alcohol, get enough sleep and take some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you/anyone you know experiences academic stress, hard life events, feelings like anxiety/ depression we *strongly* encourage seeking support <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Other Resources

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the

event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Link to info regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

University Policies on plagiarism and dropping

Academic Integrity

Students should be aware that all required writing assignments may be submitted through a plagiarism-detection tool, such as Canvas Turnitin. Tools like this are designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation documentation practices by cross-referencing submitted materials with an archived database of journals, essay, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. Tips for maintaining academic integrity AND the University's academic integrity policy are available at: All students are responsible for understanding UT's Academic Honesty and the University Honor Code available at: http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Cross-Cutting Themes and Creed

The teacher preparation program at The University of Texas at Austin is committed to creating a society that is more just, caring, inclusive, and democratic through transformation of educational practices. Too often, universities and schools have engaged in racist and other oppressive practices that replicate and perpetuate the status quo in our society, rather than working against inequities. We believe there is a

more powerful path. Following The University of Texas motto, “What starts here changes the world,” we teach to change the world.

Schools, districts and universities are located within oppressive social, economic and political systems. Teachers must recognize the oppressive conditions that many families and communities experience related to their identities—racial, ethnic, linguistic, social class, religious, gender, sexual orientation, immigrant status, abilities, and other positions in society. At the same time, teachers must recognize the cultural and linguistic wealth that exists in these communities, along with their histories of resilience and resistance in the pursuit of justice. Understanding these critical perspectives on society, culture and schooling is critical for teachers’ development and enactment of curricular and pedagogical knowledge across school subjects, such as reading, language arts, social studies, science and mathematics.

We practice vision, courage, and determination because these stances and practices require a lifelong commitment and ongoing, critical inquiries in our personal and professional lives. As teachers, we serve our students well by cultivating in them these same commitments and capacities.

As educators we are committed to educational change that allows us to enact our vision for teacher preparation. Identities, Values, and Practices serve as our guide, as we are always in process. While listed separately the themes are deeply connected, so to work on one is to work on many.

	Theme Statement	Creed Statement
Who are we? Identities	We are continuously examining how our identities ¹ sometimes afford us privileges and other times, result in oppression. We recognize that our personal identities are deeply connected to our professional identities, and contribute to how we work with our students, communities and colleagues.	I am self-aware. I recognize who I am and who I am becoming in terms of my multiple identities.
	We research and inquire to better understand our students, curriculum and teaching across school subjects ² , and our own dispositions and practices as teachers. We continue to grow our professional identities to support our work of building inclusive and anti-oppressive classrooms, schools, and local and global communities.	I am a learner. I will grow my teaching into more powerful practices and share them with others.
What do we value? Values	We value educational justice, inclusiveness and continuous learning, and we are committed to being teachers who take on the challenges and risks associated with teaching in service of these values.	I value courage and determination. I will view all challenges that confront me as opportunities to grow and change.
	We value the multiple cultures, languages, knowledges, and experiences of our students and the communities we work alongside, and we see these as essential to a healthy and productive society.	I value learners’ differences as strengths. I will respect and engage with differences and will craft my teaching to build upon and sustain the abilities, cultures and languages my students bring to school.
	We value shared responsibility over individual accountability within educational systems. As teachers, we are committed to working collaboratively with our students, teacher colleagues, families, and communities in the pursuit of our collective growth and well-being.	I value shared responsibility. I will hold myself responsible for all my teaching and will share in this responsibility with others to build a community that contributes to the growth and well-being of students.

What do we practice? Practice	We continuously reflect on how our diverse perspectives and identities ¹ matter when working with others, including students, families and colleagues. This continual reflection allows us to build trusting relationships and engage in humanizing practices.	I practice reflection on action. I will build humanizing practices and trusting relationships through my ongoing critical reflection.
	We recognize students' identities ¹ and strengths and honor the resources they bring. We question the materials, curriculum, and instructional methods that are in place. We continually adapt and redesign our teaching practices in response to changing opportunities and demands in our transnational society. We dream of possibilities for students' educational futures.	I practice imaginative change. I will imagine the possibilities of a student-centered curriculum that is transformative for students and our collective communities.

We will be the teachers who, working with families, communities and our colleagues, teach to change the world.

¹racial, ethnic, linguistic, religious, gender, sexual orientation, social class, immigrant status, abilities, and other positions in society.

²reading, language arts, social studies, science and mathematics anchored in critical perspectives on society, culture and schooling

Course Requirements

Book: Love, B. (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press.

All other readings on Canvas. Access to a **laptop/computer** and internet access in order to access Zoom classes. Please stay in contact if this ever becomes an issue to find and use.

Assignments

All assignments are due on the day they posted below in our day-to-day calendar, and are due 30 minutes before class begins unless otherwise noted. Due dates are subject to change.

Assignments	Points Possible	Description
Daily reading/resource reflections and discussions (due throughout)	15 pts	Each day of class will require your written/visual/oral reflection of some kind, which will utilize direct quotes and details from readings, comprehend big ideas in connection to our world and education, and synthesize larger arguments. The medium will vary each day, but will be due on Canvas 1.5 hours before class begins.
Why I'm Going to be a Teacher (due 6.8.20)	10 pts	This is a personal reflection sharing why you have chosen the field of education, what in your educational background has been inspired, shaped and pushed against various systems of power and ISM's, and why this profession of teaching social studies calls to you.

Mantra for Learning (due 6.5.20)	5 pts	This will be a visual and/or verbal reminder of why you'll be learning in class each day, a touchstone to personally inspire and direct your time, work and energies this summer.
Mini-lesson I (in group) (due 6.23.20)	15 pts	You will sign up for an ISM's theme to contest via curriculum and pedagogy, choosing a content area (World/U.S./Texas history, Econ, Geo) and co-create a lesson plan with a partner which you will then deliver to our class as if we were your students
Mini-lesson II (on own) (due 7.3.20)	15 pts	You will sign up for an ISM's theme to dismantle via curriculum and pedagogy, choosing a content area (World/U.S./Texas history, Econ, Geo) and create a lesson plan on your own (you will not teach the class this, but create an asynchronous lesson videoed for students)
It's A Critical Day in the Neighborhood: Your Critical Geography Tour (due 6.15.20)	10 pts	Inspired by our classwork in critical geography and UT's racial geography tour, you will create a critical geography tour of an area in your hometown, with three stops, photos, maps and details showcasing how the space you grew up in is not neutral historically or void of physical power structures
Oral History (due 6.20.20)	10 pts	This will be an audio file of you conducting an interview with an oral history source of your choosing, once again on an ISMs topic (a different one from your lessons if possible) of your choosing. Please choose a source at least two decades older than you, and glean info from a time you have not lived through yourself (at least fully consciously). The idea of this project is to lay ground work/establish value this work with students.
Interviewing a student (Question set), and Promises Made, Promises Kept (due 6.30.20)	10 pts	This will be the first part in a two-part project to be continued in your ALD course later in the summer. In this section you will truly stop and think about, if the social studies content and pedagogy we teach has to be both windows and mirrors for our students, what will you need to know about student lives, their funds of knowledge, their experiences with power, their struggles against ISMs and their general <i>humanity</i> to craft a rich and culturally sustaining curriculum and pedagogy? How will you listen to your students, and in doing so, let them know they are valued and reassure them that their learning is truly for them? Questions should dig deep, ten total. Promises to all students should be ten total as well.

Participation and Professionalism	10 pts	Every day the way you show up in class, support learning, yourself, and your classmates, and challenge your own norms and those of society is a glimpse of how you will show up as a teacher. Go all in, keeping in mind that teaching isn't just a job; it's a profession and way of LIFE.
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Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advance notice as possible).

Course Schedule

Week 1: Tuesday June 2—Thursday June 4		
Wednesday, June 3 10-11:30am UTUT Orientation Readings/Viewings due: The Danger of a Single Story TED Talk, Chimamanda Ngozi Adichie; Love Chapter 1	Thursday, June 4 10-11:30am <hr/> The Single Story Topics: <ul style="list-style-type: none"> What is the purpose of social studies? What are our purposes for teaching? How has social studies been taught throughout American history? What is a 'single story'? How does social studies education connect with society at large? What is abolitionist social studies? Readings: Loewen (2008 - Intro); Trouillot, Chapter 1; Banks, 1993; skim Van Sledright	Friday, June 5 10-11:30am <hr/> Don't fill the pail, light the FIRE Topics: <ul style="list-style-type: none"> Two Truths and a Lie: A Game? How do we teach social studies? How do we not bank? How does how we teach relate to what we teach and vice versa (ie what is <i>pedagogy</i>) How do we structure discussion in the classroom? Readings: Parker (2006); Rethinking our Classrooms; Freire (1970/2000) Preface and Chapter 1; skim Sexias (1993) Watch: The Revisionaries; Precious Knowledge Other Assignments: Response due by 11am <u>Mantras</u> due and photos posted in discussion by 11am

Week 2: Tuesday June 9th—Friday June 12th

	Tuesday, June 9th 12:30-2pm	Wednesday, June 10th 12:30-2pm	Thursday, June 11th 12:30-2pm	Friday, June 12th 12:30-2pm
	ANTI-Colonialism Topics: <ul style="list-style-type: none"> What is agency and what is victimization? What is historical inquiry? Counter-narratives using primary source documents and multimodalities Readings: Lomawaima (1993); Grande (2004); Seixas and Peck (2004) Watch: America's Native Prisoners of War TED Talk, Aaron Huey Assignments: <u>Why I'm Going to be a Teacher</u> due by 11am; Response due by 11am	ANTI-Colonialism Topics: <ul style="list-style-type: none"> Teaching Indigenous History Constructivist lesson design Readings/Viewings: Shear, Sabzalian, Brown Buchanan (2018); Jadallah (2000); Freire (1970/2000) Chapter 2 Guest speaker: Judith Landeros, Cultural Studies in Education PhD Student Assignments: Response due by 11am	CRITICAL Geography Topics: <ul style="list-style-type: none"> Constructivist lesson design Geography teaching methods/PBL Teaching local history Readings: Love (2018) Chapter 2; Schmidt (2015) Take: Racial Geography Tour of UT Campus (virtual) Assignments: Response due by 11am	CRITICAL Geography and ANTI- Classism Topics: <ul style="list-style-type: none"> Aesthetic materials/multimodalities in teaching social studies Historical narratives and counter-narratives Counter-story lesson planning prep Readings: NCSS C3 Framework (2013 - PAGES 12 - 19; 23-25; 29; 53-55; 59-62) Garrett and Kerr (2016); Naseem Rodriguez (2015) Assignments: Response due by 11am

Week 3: Monday June 15th—Friday June 19th

Monday, June 15th 12:30-2pm	Tuesday, June 16th 12:30-2pm	Tuesday, June 17th 12:30-2pm	Thursday, June 18th 12:30-2pm	Tuesday, June 19th 12:30-2pm
ANTI-Sexism and ANTI-Ableism Topics: <ul style="list-style-type: none"> Dislodging power through curriculum Historical narratives and counter-narratives Socract-<i>ish</i> seminars Readings: Salinas and Blevins (2014); excerpts from <i>The Psychiatric Persuasion</i> (1994) Watch: excerpts of <i>Crip Camp</i> , Netflix Assignments: <u>Your Critical Geography Tour</u> , 11am; Response due by 11am	ANTI-Sexism Topics: <ul style="list-style-type: none"> Teaching Intersectionality: A look at social movements Readings: Collins and Bilge (2016), Chapter 3 Watch: Episode 3 of 'Mrs. America', Hulu Assignments: Response due by 11am	ANTI-Homophobia and ANTI-Transphobia Topics: <ul style="list-style-type: none"> Transformative social studies: teaching against systems of gender/sexuality oppression Lesson planning = voicing the counter-story Readings: Blackburn and Smith (2010); Reis (2004); Sheppard and Mayo (2014) Assignments: Response due by 11am	ANTI-Xenophobia and ANTI-Racism Topics: <ul style="list-style-type: none"> Teaching slavery with active antiracism Historical memory Media Literacy in practice Readings: Bery (2014); Lack (1981) Assignments: Response due by 11am	ANTI-Racism Topics: <ul style="list-style-type: none"> The more things change, the more they stay the same: Teaching social studies that's still very much alive Critical citizenship Readings: Kohl (2007); Coates (2015) excerpt; Baldwin (1963); Silvestrini (1997); skim Brown and Brown (2010) Assignments: <u>Oral History</u> uploaded by 11am; Response due by 11am

Week 4: Tuesday June 23rd and Thursday June 25th

Tuesday, June 23rd
12:30-2pm but TBD around BT

CRITICAL Economics

Topics:

- Rethinking economics
- What does teaching critical economics entail?

Guest speaker: Dee Hall,
Social Studies PhD Student and
our fabulous TA

Readings:
Shanks (2017)

Assignments:
Mini-lesson I due by 11am;
Response due by 11am

Thursday, June 25th
12:30-2pm but TBD around
BT

ANTI-Ethnocentrism

Topics:

- Teaching World
History without
centering the U.S.
- Jigsawing knowledge

Readings: Asante (1991);
Hall (2018)

Assignments:
Response due by 11am

Week 5: July 2nd

Tuesday, June 30th

Assignments:
Interviewing a Student:
Question Set, due by 11am

Thursday, July 2nd
12:30-2pm

**Last Class Day...BUT
WE'RE NEVER DONE!**

Topics:

- From paper/screen to
practice...

Readings: hooks (2003)
Chapter 4

Listen: Naseem Rodriguez
podcast

Assignments:
Response due by 11am

Tuesday, June 30th

Assignments:
Mini-lesson II due by 11am