

Readings in History & the Social Studies

University of Texas at El Paso

HIST 3390 – SPRING 2017 – 27115

TR – 10:30-11:50 / EDUC 309

Contact Information:

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- TR 12:00-1:30, and by appt.

Course Description:

- This course is designed to help social studies composite majors strengthen their content knowledge of Texas, American, and world history, government, economics, and geography. Students will help lead class discussions over the course readings, as well as design study guides and assessments that align with the Texas Essential Knowledge and Skills (TEKS) for social studies instructors. By semester's end, students will have gathered and appropriately organized these review materials into a portfolio that will help them prepare for their certification exams and their careers as social studies instructors.

Course Objectives:

- To reinforce social studies content knowledge.
- To prepare pre-service teachers for their qualifying and certification exams.
- To explore the nature of teaching and learning in history and the social studies.

Readings:

- Roberts & Westad, *The History of the World* (0199936765)
- Brogan, *The Penguin History of the USA* (014025255X)
- Diamond, *Guns, Germs, and Steel* (0393317552)
- Mill, *Economics 101: From Consumer Behavior to Competitive Markets* (144059340X)
- Sears, *American Government 101: From the Continental Congress to the Iowa Caucus* (1440598452)
- Cantrell & Turner, *Lone Star Past: Memory and History in Texas* (158544569X)

Course Requirements:

- Participation (30%): Participation will be assessed via attendance (10%), instructor observation (10%), and "Top Hat" (10%) ~ a web-based system that allows for immediate interactive feedback using laptops, tablets, smartphones, and/or cell-phones. Ideally, all students should be registered with Top Hat before our second class period. To register, please go to <https://tophat.com>. The Top Hat course code is **609534**.
- Content Exams (30%): There will be six content exams covering the majority of material included on the social studies qualifying and certification exams. To better understand the various social studies standards, domains and competencies tested by the state of Texas, click [here](#) (or look for the TEXES Social Studies Preparation Manual on Blackboard). In particular, the domains and standards tested in this course include U.S. history, world history, geography, government, economics, and Texas history.

Each of these content exams will mirror the qualifying and certification exams in format; thus, they will be entirely made up of multiple choice questions. These exams will be conducted either on scantrons or via Top Hat and they each represent 5% of your overall grade.

- **Student-led Instruction (20%):** Twice over the course of the semester, students in predetermined groups will 1) facilitate class discussion, 2) conduct a brief review session replete with study guides, and 3) create and proctor a practice quiz over the assigned course readings for that day. Groups are encouraged to speak to the instructor about their instructional plan prior to the date(s) they are assigned as facilitators.

- **Discussion Facilitation:** As discussion facilitators, students should demonstrate a deep understanding of the reading material for that day and ask questions that link to the appropriate domain/competency in the TExES preparation manual. Discussion questions should be open ended and they must reinforce the significant aspects of the subject matter. Discussion facilitators will be graded on the quality of the questions they ask, their ability to lead class discussion and build upon student answers, and their creativity in discussion design. These discussion sessions should last about 30 minutes.

- **Review Session:** Following the discussion session, the same group will conduct a brief 15-minute review session over the most important material as it relates to the associated content in the TExES preparation manual. The key pieces of this segment of student-led instruction is the review materials/study guide supplied to the class. These materials should be thorough, yet concise – as hard copies must be provided to all students. And, because they will become the building blocks in each student’s content portfolio, these materials will be graded on their accuracy and relation to specific domains and competencies.

- **Practice Quiz:** The final component of the student-led instruction assignment is a formal assessment over the materials previously discussed and reviewed. Because the qualifying and state certification exams consist of multiple choice questions, this assessment must take the same shape. However, there are a multitude of ways to be creative in writing and presenting multiple choice exams. For ideas, see the “Approaches to Answering Multiple-Choice Questions” section of TExES preparation manual. Also, students can use hard copy quizzes or any of the numerous automated quizzing programs online – such as Top Hat, Kahoot!, Quizizz, etc... The practice quiz should take no longer than 15 minutes (15-20 questions maximum) and a hard copy of all questions and answers must be provided to the students at the end of the quiz. The latter is important so that students can correct any incorrect answers and so the information can be placed in their content portfolios.

Active Learning Credo

What I hear I forget.

*What I hear and see,
I remember a little.*

*What I hear, see and ask
questions about or discuss
with someone else,
I begin to understand.*

*What I hear, see, discuss
and do, I acquire
knowledge and skill.*

*What I teach another,
I master.*

~Mel Silberman

- **Reflection Essay (10%):** Students will write a 1000-word essay in which they reflect upon this course and address the importance of the social studies in the 21st century. Students should include specific references to the course readings, class discussions, content exams, and student-led instruction. Remember that reflection is a cognitive process that promotes self-awareness and encourages self-assessment. The cognitive process of reflecting on one’s knowledge, practice, and beliefs is important to developing professionalism within academia and beyond. This paper must be double-spaced with one-inch margins and 12 pt. font. It is due by 12:00 pm on May 4th via Blackboard.
- **Content Portfolio (10%):** Instead of a final exam, students will create a social studies content portfolio that will help them prepare for their certification exams and their careers as social studies instructors. Students will need to purchase a 1 to 3 inch three ring binder, depending on the amount of materials they have amassed. It should include a title page, customized as the student sees fit, which should be inserted into the exterior front pocket of the binder. Inside the binder, using labelled dividers, the portfolio should contain the [TEXES Social Studies \(232\) Preparation Manual](#), as well as all of the review materials amassed throughout the semester for each of the following domains: U.S. history, world history, geography, government, economics, and Texas history. Any other additional review materials can be added as well. Students will bring their portfolios to Dr. Cartwright’s office between 10:00 am and 1:00 pm on May 11th to have them graded.

Grades:

- Participation (30%): 300 points
 - Content Exams (30%): 300 points
 - Student-led Instruction (20%): 200 points
 - Content Portfolio (10%): 100 points
 - Reflection Essay (10%): 100 points
- 1000 points total

CALENDAR AND ASSIGNMENTS:

Week 1	Jan. 17	Course Introduction		
	Jan. 19	What are the social studies?		
Week 2	Jan. 24	U.S. History	Read: Brogan (ch. 1-5)	
	Jan. 26	U.S. History	Read: Brogan (ch. 6-10)	
Week 3	Jan. 31	U.S. History	Read: Brogan (ch. 11-16)	Group 1
	Feb. 2	U.S. History	Read: Brogan (ch. 17-21)	Group 2
Week 4	Feb. 7	U.S. History	Read: Brogan (ch. 22-27)	Group 3
	Feb. 9	U.S. History	U.S. History Content Exam	
Week 5	Feb. 14	World History	Read: Roberts & Westad (books 1 & 2)	Group 4
	Feb. 16	World History	Read: Roberts & Westad (book 3)	Group 5
Week 6	Feb. 21	World History	Read: Roberts & Westad (books 4 & 5)	Group 6
	Feb. 23	World History	Read: Roberts & Westad (book 6)	Group 7

Week 7	Feb. 28	World History	Read: Roberts & Westad (books 7 & 8)	Group 8
	Mar. 2	World History	World History Content Exam	
Week 8	Mar. 7	Geography	Read: Diamond (prologue & part 1)	Group 9
	Mar. 9	Geography	Read: Diamond (part 2 & 3)	Group 1
Week 9	Mar. 14/16	No Class – Spring Break!		
Week 10	Mar. 21	Geography	Read: Diamond (part 4 & epilogue)	Group 2
	Mar. 23	Geography	Geography Content Exam	
Week 11	Mar. 28	Government	Read Sears (pg. 5-126)	Group 3
	Mar. 30	Government	Read Sears (pg. 127-251)	Group 4
Week 12	Apr. 4	Government	Government Content Exam	
	Apr. 6	Economics	Read Mill (pg. 7-138)	Group 5
Week 13	Apr. 11	Economics	Read Mill (pg. 139-284)	Group 6
	Apr. 13	Economics	Economics Content Exam	
Week 14	Apr. 18	Texas History	Read Cantrell & Turner (intro. & ch. 1-4)	Group 7
	Apr. 20	Texas History	Read Cantrell & Turner (ch. 5-7)	Group 8
Week 15	Apr. 25	Texas History	Read Cantrell & Turner (ch. 8-11)	Group 9
	Apr. 27	Texas History	Texas History Content Exam	
Week 16	May 2	No Class		
	May 4	No Class Reflection Papers due (by 12:00 pm in Blackboard)		
Week 17	May 11	Content Portfolios due (between 10:00 and 1:00 in Dr. Cartwright's office)		

THE FINE PRINT

Attendance and Engagement: Students are expected to arrive by 10:30 am, complete all reading assignments, participate in class discussions, and turn in all assignments on time. Any assignments that are turned in late will be subject to point deductions. Do not disrupt other students, surf the internet, or use your phone during class (unless it is part of a learning activity). If a student abuses the use of technology, they will be warned. This is a college course, so act accordingly.

Accessibility: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Communication: Outside of class, the best way to communicate with the instructor is via email. Also, students must check their UTEP email regularly as I will send important reminders and useful information via email. Links and resources are available on Blackboard.

Conduct: You are expected to abide by UTEP's *Handbook of Operating Procedures*. Section II: Student Affairs, Chapter 1: Student Conduct and Discipline clearly defines cheating and plagiarism. Those who cheat or plagiarize face the prospect of dismissal from the class or the university. Any inappropriate behavior, disruptive conduct (e.g., incessant talking/laughing/joking, using cell phone/text messaging; leaving the classroom without permission, kissing), or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, possibly resulting in sanctions imposed either by the instructor or the Dean of Students. For further information refer to <http://www.utep.edu/dos/acadintg.htm>.

Plagiarism: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge another whenever he or she quotes another person's actual words; paraphrases another person's words; uses another person's ideas, opinion or theory; or borrows facts, statistics, or other material, unless the information is common knowledge. It is official UTEP policy that all suspected cases of plagiarism be referred to the Office of Student Life for investigation. For more information, go to: <http://sa.utep.edu/wp-content/blogs.dir/60/files/2012/09/Avoiding-Plagiarism.pdf>.