I. Catalog Description and Credit Hours of the Course: A survey of social studies education, including history, purposes, and the expectations of teachers in this field. (3 credit hours)

II. Prerequisite(s): none

III. In this course students will:
   A. Identify the aims of social studies education through an exploration of historical and contemporary perspectives.
   B. Identify the specific aims of history and the social sciences as they apply to teaching in secondary schools.
   C. Inquire into the pedagogical and cultural challenges unique to teaching social studies in the United States.
   D. Explore the requirements, and their rationales, of the Social Studies Education Program at Southeast Missouri State University.

IV. Students will be expected to:
   A. Prepare for class discussions and activities by completing assigned readings.
   B. Demonstrate an ability and willingness to engage with peers in the critical evaluation of ideas and information.
   C. Exhibit the ability to accomplish tasks independently by completing all out-of-class assignments.

V. Course Content (45 hours)
   A. Week 1: Introduction to the Field
      i. Career prospects (1 hour)
      ii. Description of the profession: what it is and is not (2 hours)
   B. Week 2: Characteristics of Effective Social Studies Teachers (3 hours)
      i. Definition of effective
      ii. Content knowledge
      iii. Pedagogy knowledge
      iv. Professional Skills
   C. Weeks 3 and 4: Aims of the Social Studies
      i. Citizenship (3 hours)
         1. The loyal citizen.
         2. The participatory citizen
         3. The citizen as intelligent decision-maker
      ii. Social reconstruction (1 hour)
      iii. Multiculturalism (1 hour)
      iv. Cultural literacy (1 hour)
   D. Weeks 5 and 6: Civics/Political Science (6 hours)
      i. Rationale for the stand-alone course in the secondary school
      ii. Influence of the field on the other disciplines
iii. Issues and Debates
iv. Related courses and experiences in the Social Studies Education Program

E. Week 7 and 8: United States History (6 hours)
   i. Rationale for the stand-alone course in the secondary school
   ii. Influence of the field on the other disciplines
   iii. Issues and Debates
   iv. Related courses and experiences in the Social Studies Education Program

F. Week 9: World History (3 hours)
   i. Rationale for the stand-alone course in the secondary school
   ii. Influence of the field on the other disciplines
   iii. Issues and Debates
   iv. Related courses and experiences in the Social Studies Education Program

G. Week 10: Geography (3 hours)
   i. Rationale for the stand-alone course in the secondary school
   ii. Influence of the field on the other disciplines
   iii. Issues and Debates
   iv. Related courses and experiences in the Social Studies Education Program

H. Week 11: Economics (3 hours)
   i. Rationale for the stand-alone course in the secondary school
   ii. Influence of the field on the other disciplines
   iii. Issues and Debates
   iv. Related courses and experiences in the Social Studies Education Program

I. Week 12: Psychology (3 hours)
   i. Rationale for the stand-alone course in the secondary school. (1 hour)
   ii. Influence of the field on the other disciplines
   iii. Issues and Debates
   iv. Related courses and experiences in the Social Studies Education Program

J. Week 13
   i. Sociology (1.5 hours)
      1. Rationale for the stand-alone course in the secondary school
      2. Influence of the field on the other disciplines
      3. Issues and Debates
      4. Related courses and experiences in the Social Studies Education Program
   ii. Anthropology (1.5 hours)
      1. Rationale for the stand-alone course in the secondary school
      2. Influence of the field on the other disciplines
      3. Issues and Debates
4. Related courses and experiences in the Social Studies Education Program

K. Week 14 – Challenges in Teaching Social Studies (3 hours)
   1. Public perception
   2. Cultural dissension
   3. “Back to Basics” Movement

L. Week 15 – Explanation and Justification of the Scope and Sequence of the Southeast Social Studies Program (3 hours)

VI. Textbooks and Other Materials
   C. Additional readings selected by the instructor

VII. Basis for Student Evaluation
   A. Reflective Essays  20%
   B. Social Studies Philosophy 15%
   C. Article Reviews 15%
   D. Research Paper 20%
   E. Participation 15%
   F. Teacher Interview 15%

VIII. Academic Dishonesty: Academic dishonesty is an offense against Southeast Missouri State University. A student who has committed an act of dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action, but is also relevant to the evaluation of the student’s level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else’s work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic honesty. Refer to: [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

IX. Accommodations: Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the instructor. To request accommodations, students must contact Services for Students with Disabilities. Refer to: [http://www.semo.edu/cs/services/disability.htm](http://www.semo.edu/cs/services/disability.htm)

X. Knowledge Base


