

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2008**

**EDUC 474-4
DESIGNS FOR LEARNING: ELEMENTARY SOCIAL
STUDIES
(D100)**

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Thursday 8:30-12:20 Surrey Campus Room 5060

PREREQUISITE: EDUC 401/402

“Social studies is a multidisciplinary subject that draws from the social sciences and humanities to study human interaction and natural and social environments. The overarching goal of social studies is to develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments.”
(from BC SS IRPs)

An issues-based approach to Social Education is based on, “developing skills in perspective consciousness, the ability to recognize, examine, evaluate, and appreciate multiple perspectives on a particular issue or concern, including perspectives critical of mainstream institutions and social practice.”
R. W. Evans, F. M. Newmann, & D. W. Saxe, 1969

“In problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation”
Paulo Freire, 1970

“What am I going to have my students do today? What is it good for? How do I know?”
Neil Postman & Charles Weingartner, 1969

Course Description:

This course will take an issues-based approach to enacting social studies curricula within the framework of participation in a pluralistic, aspiring democracy.

Students will examine the provincial PLOs for elementary social studies, examine the dominant thematic strands at their grade levels, and identify the manner in which learning outcomes align with the research literature in Social Education. Having identified the salient themes, students will practice producing elementary curricula that is characterized as anti-oppressive, interdisciplinary, critical, and culturally relevant. A key aspect of this work in Social Education will include: familiarizing oneself with one’s own approach to social issues and social dynamics, as well as familiarizing oneself with the research literature on teaching social education.

Course Objectives:

By the end of this course students will be able to:

- Describe an issues-based, critical thinking rooted approach to elementary education with social education as the anchor;
- Design various critical challenges, field and classroom activities for students;
- Understand and speak about the relationship between social education and living and teaching in a pluralist democracy;
- Plan engaging lesson plans and create unique integrated units of study with clearly conceptualized social, political, pedagogical, and professional goals;
- Incorporate at least one other subject area into social education lessons;
- Show increased understanding of the four major content components of social studies (history, geography, civics, and economics), and their relation to social groups in Canada (primarily of race, class, and gender);
- Articulate and refer to the Provincial Learning Outcomes for the social studies in British Columbia.

Required Learning Activities & Evaluation:

Attendance & Participation in classroom activities, field trips, and homework assignments 20% ongoing

Assignment A: "What is Social Studies?" 20%

Assignment B: Cultural Group Report 20%

Assignment C: Critical Challenges 20%

Assignment D: Unit Plan & Rationale 40%

Required texts:

Roland Case & Penney Clark, Eds. (2000). *The Canadian Anthology of Social Studies: Issues and strategies for teachers*. Vancouver: Pacific Educational Press. ISBN 0-86491-171-8 \$34.95

BC Ministry of Education Integrated Resource Package for Social Studies K-7. Available to print from online at: <http://www.bced.gov.bc.ca/irp/ssk7.pdf>
some copies of the IRP have been ordered and are available at the bookstore

Additional course readings may be required by the instructor