



**LOYOLA COLLEGE IN MARYLAND
DEPARTMENT OF EDUCATION**

Program Review in
Social Studies Education

Submitted to

National Council for the Social Studies
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OVERVIEW OF THE SOCIAL STUDIES EDUCATION PROGRAM

Mission

College Mission

Loyola College in Maryland is a Catholic comprehensive university, in the educational and spiritual traditions of the Society of Jesus and the Religious Sisters of Mercy, dedicated to the ideals of liberal education and the practice of *cura personalis*. Loyola College in Maryland challenges students to learn, lead, and serve in a diverse and changing world.

"...The mission places its rhetorical emphasis on learning rather than teaching, while acknowledging that the two are in many ways different covers of the same book. We believe that we must cultivate in students the habits and discipline of serious scholarly thought, engage them in the intellectual life, and wrest from them a willingness to commit the time and energy required to think deeply and critically. In doing so, we aim not only to illuminate our students' minds but also to teach them to serve as beacons to others in a global society." (p5. Magis: A Strategic Plan for the New Millennium)

Education Department Mission

Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis*, the Education Department of Loyola College promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

Building on the traditions and focus of the college mission, Education extends the strong academic training of Loyola's liberal arts students. By stressing service learning in field experiences and Internships and by exposing candidates to students of varying backgrounds and needs, we seek to develop educators who know their subject and how to teach it to all learners.

Knowledge Base, Philosophy, Goals and Objectives

Knowledge Base

The knowledge base for the Social Studies Education program is formed from a variety of National, State, and local Standards. The INTASC Standards represent the core for the content and structure of the program and serve to guide the assessments that are the capstone of the program for all candidates. For the Social Studies program, teaching methods are developed from a series of sources that include the *Maryland High School Core Learning Goals: Social Studies*, the *US History Standards*, the *National Standards for U.S. History*, the *National Standards for World History*, the *National Standards for Civics and Government* and the *National Geography Standards*. Content area coverage is based on the individual perspectives and vision of the faculties of the departments of economics, history, political science,

psychology, and sociology and is consistent with the standards set forth by NCSS, as indicated in the matrices that follow.

Philosophy

The middle school/secondary program at Loyola College is based on the philosophy that teaching is a mission. This mission calls for students to be well-versed in content and theory. The content and theory must be integrated with multiple and diverse opportunities for implementation in order to develop an outstanding practitioner. Inherent in this is the belief that each person is an individual with unique experiences and a unique way of learning.

Goals and Objectives

The goal of the middle school/secondary Teacher Education Program is to enable candidates to become knowledgeable and professional practitioners through a model program developed in a collaborative effort involving Loyola faculty, the State Department of Education, school systems, local schools, and professional organizations.

The objectives of the program are to develop candidates who:

1. demonstrate and document knowledge, understanding and application of INTASC standards;
2. apply general theories of education to a specific content area;
3. meet certification requirements.

Graduate Data

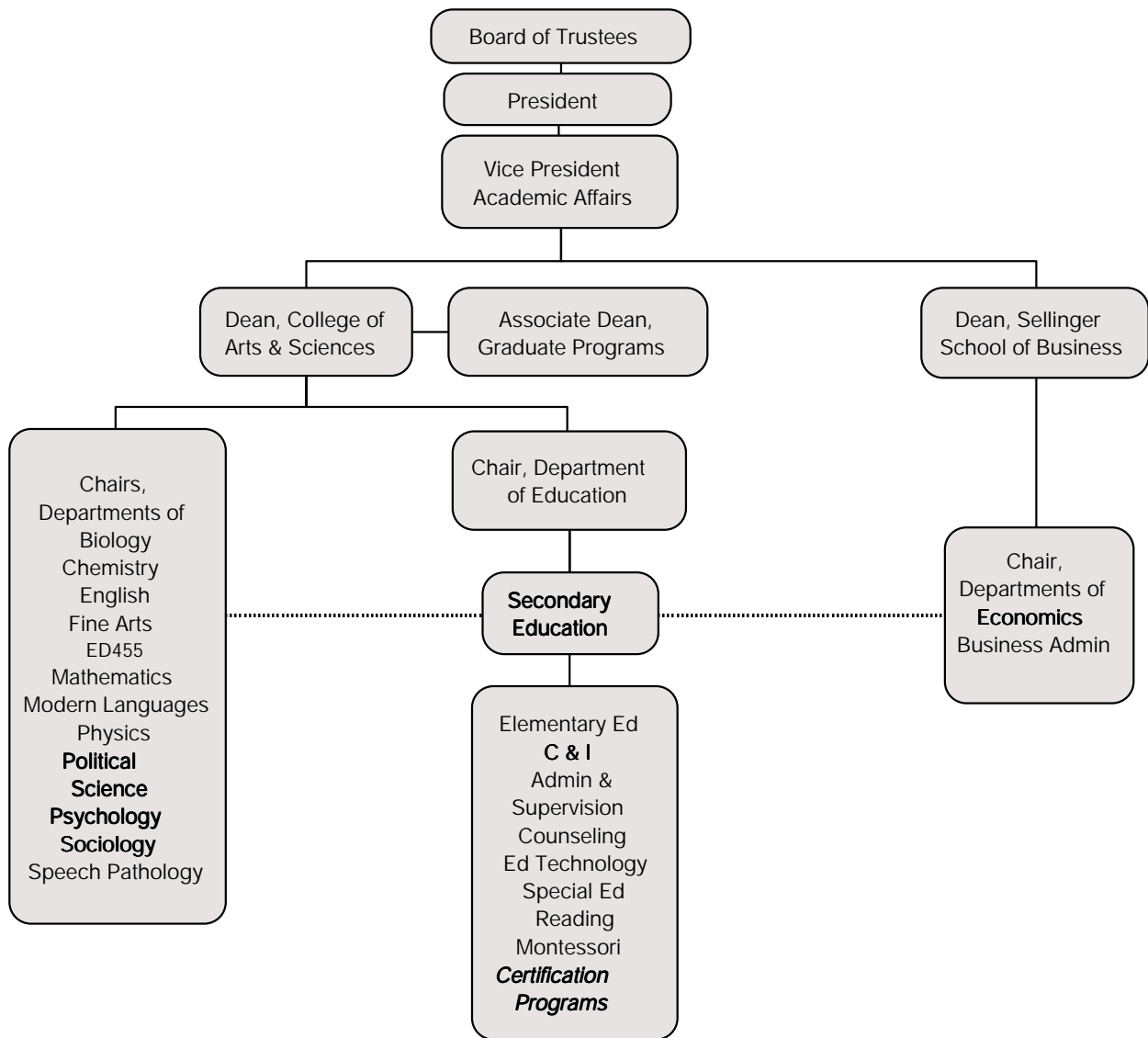
NUMBER OF GRADUATES IN SOCIAL STUDIES ACADEMIC YEARS 1997 - 2000

	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>
Undergraduate	2	3	7
Graduate	5	10	7

Program Location

Graduates of the 7 – 12 Social Studies Program work under the auspices of the Secondary Education Minor component of the Department of Education, which is housed in the College of Arts and Sciences (CAS). Major and core courses are taken in the appropriate departments of CAS, while Professional courses are taken in the Education Department. Degree audits and final approval of eligibility for certification take place in the Education Department. The Chart below shows the location of the various aspects of the Program within the Loyola College Structure.

**Loyola College in Maryland
School Personnel Preparation Programs**



Social Studies Curriculum

Loyola's curriculum for Middle/Secondary Social Studies certification provides a solid grounding in the liberal arts and in a social science content area, as well as a comprehensive sequence of education courses. All social science majors require a minimum of 10 upper division courses in their chosen content area and 18 courses in the liberal arts. These 18 courses form the Loyola College Core Curriculum and are required of all undergraduate students regardless of their major. The Core Curriculum is part of the forty courses required for graduation and contributes breadth to the content knowledge of candidates. The Core includes: three credits in composition; three credits in fine arts; six credits in literature; nine credits in math and science; six credits in history; six credits in other social sciences; and fifteen credits in philosophy, theology and ethics. Secondary minors in the Social Sciences are required to take at least one course in each of four different disciplines from the areas of Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology. Each disciplinary major/education minor course of studies requires a minimum of 48 credit hours, or 40% of the total baccalaureate program, in History and Social Sciences. This includes a minimum of 33 hours in the major, 9 hours in History, and 3 hours each in two other social studies areas (see Table on page 5).

The education department offers candidates majoring in Economics, History, Political Science, Psychology, and Sociology the opportunity to undertake the coursework needed to become certified to teach Social Studies on the middle/secondary level in Maryland. The Education requirements include Educational Psychology, Introduction to Special Education, Teaching Reading in the Content Area (2 courses), General and Social Studies Methods of Teaching, and Internship (Phase I & II). Through coursework in Educational Psychology candidates learn to appreciate the theoretical complexity of teaching and learning and develop conceptual tools for working with students by thinking critically about and discussing various issues related to learning in and out of schools. They learn to articulate a clear theory of learning and motivation based on current research and theory and to apply it to their own area of teaching by learning and understanding various behavioral, cognitive, and humanistic views of learning and motivation and how strategies based on these theories are used in working with students. They begin to understand the role of various individual differences (e.g. intelligence, culture, disability) as they relate to teaching and learning. They come to know and recognize appropriate uses of educational psychology principles in order to plan more effectively for classroom teaching and to understand the development and use of standardized tests in education and to critically evaluate their use. They also develop skills related to professional reading, reflection, observation, decision-making, and self-evaluation.

In the Special Education course, candidates are provided with a basic understanding of special education, the diverse learner, and assessment and instructional strategies for adolescents with special needs. Candidates are expected to be able to identify and describe major philosophies, theories and trends in the field of special education. For each area of disability, candidates become familiar with general information on physical and psychological characteristics, incidence and etiology, diagnostic and therapeutic services, interventions and educational programs, technology, and findings of recent research. Candidates demonstrate an understanding of issues related to the assessment, identification and placement of students with various exceptionalities. In addition, candidates are expected to identify federal laws and regulations

relative to rights and responsibilities, student identification and delivery of services.

In the Methods courses, candidates are expected to create unit plans in social studies that are consistent with Maryland Core Learning Goals. Within the context of the unit plan, they develop daily lessons that utilize a variety of teaching strategies and methods of assessment in order to create positive classrooms environments conducive to safety and student learning. They focus on establishing objectives that are measurable and in keeping with national and state guidelines for mathematical knowledge. They consider the Maryland Essential Dimensions of Learning, teaching and learning styles, questioning techniques, and gender and ethnic issues relative to classroom instruction. The candidates come to an understanding that organization and comprehensive planning are the basis for effective classroom management.

Courses of Studies

**COURSES OF STUDY FOR SOCIAL SCIENCES MAJORS
WITH SECONDARY EDUCATION MINOR**

Major	Economics	History	Pol Science	Psychology	Sociology
Required Major Courses	EC102	HS101	PS101	PY101	SC101
	EC103		PS102	PY104	SC102
	EC220			PY211	SC351
	EC301			PY212	SC352
	EC302			PY335	SC353
					SC354
					SC355
Required Major Credits	15	3	6	15	21
Other Major Credits	21	36	33	30	21
Required Core Courses	HS101	HS340	HS101	HS101	HS101
	HS340	HS341	HS340	HS340	HS340
	HS341		HS341	HS341	HS341
Required Core Credits	9	6	9	9	9
Other Core Credits	45	48	45	39	42
Required Education Courses	ED301	ED301	ED301	ED301	ED301
	ED429	ED429	ED429	ED429	ED429
	ED432	ED432	ED432	ED432	ED432
	RS496	RS496	RS496	RS496	RS496
	ED474	ED474	ED474	ED474	ED474
	ED475	ED475	ED475	ED475	ED475
	ED455	ED455	ED455	ED455	ED455
Education Credits	27	27	27	27	27
Open Elective Credits	3	0	0	0	0
TOTAL CREDITS	120	120	120	120	120
<u>Field Experience/Internship</u>					

Prior to the yearlong internship, students are engaged in fieldwork in conjunction with Introduction to Special Education. The students are required to spend 20 hours observing and volunteering in settings serving students with disabilities. Students spread the required hours over the semester for a minimum of eight visits in order to maximize their relationship with children and staff members. In addition to the observations, students maintain a reflection log, write responses to assigned questions, and discuss their experiences in class. Specific guidelines for the observations, reflection logs, written responses, and class presentation are distributed and discussed in class.

The Loyola College Secondary Professional Development School (PDS) internship is completed in two phases extended over two semesters at two different sites (**Syllabus [48]**). The intern completes Phase I (field experience) of 60 hours during the first semester with two mentors; 30 hours in middle school and 30 hours in high school. Phase II (student teaching) includes 16 weeks of fulltime teaching. The Internship experience culminates with a performance-based assessment (see Internship Timelines, pg.7).

The Secondary Performance Assessment guidelines provide each PDS with suggested activities for the interns during the Phase I experience. The individual PDS has the flexibility to adapt the list as needed. The experiences include but are not limited to observation in the classroom, presenting the motivation of the lesson, small group activities and teaching a full lesson. Phase II is a continuation of Phase I. The ultimate goal of the internship is for the intern to assume the full teaching responsibilities of the mentor. During Phase II the intern teaches the fulltime schedule for an average of four to six weeks at each level (middle and high school). Specific placement of interns with mentors is accomplished through the collaborative effort of the Loyola College Coordinator and the Site Supervisor of the PDS. The mentor-intern relationship develops through the two-phase internship. The mentor's role is to guide the professional development of the intern through the daily experiences of planning, implementation and assessment. The College Coordinator spends a minimum of one day a week in the PDS. This time is spent working with both the mentor and the intern. The College Coordinator, in collaboration with the mentor, is responsible for the formative assessment of the intern throughout the internship experience.

The summative assessment of the internship is performance-based and designed to assess whether the intern is prepared to practice responsibly as the primary teacher of record for students. It is a holistic approach that integrates knowledge, decision-making and actions of a teacher. Each intern is required to complete a portfolio that is organized around the Maryland Redesign of Teacher Education Plan and the INTASC standards. The Performance-based assessment process includes: guidelines for a unit plan(s) and lesson plan(s); observation tools to be used by administrators, mentors, and the college coordinator; suggested internship activities not observed in the context of the INTASC standards; portfolio development by the intern with the assistance of mentors and the college coordinator; and a team review. A team comprised of the site coordinator, college coordinator, outside evaluators, and mentors reviews the portfolio. After the review, the team interviews the intern and the final decision is made. An outline of the process is found on page 53. A timeline for the entire process can be found on the following page.

INTERNSHIP TIMELINES

Undergraduate Fall Phase II Cycle

September	Orientation - Phase I
October	Assessment guidelines distributed
October to December	Phase I Fall Field Experience - Appropriate Activities or
January to May	Phase I Spring Field Experience - Appropriate Activities
August	Phase II Orientation and review of the portfolio process
August to December	Phase II
October	Seminar on portfolio and review progress
January	Seminar to review portfolio process
January	Putting the portfolio together
February	Portfolios due for review by assessment team
February	Portfolio assessment teams review experience and portfolio

Graduate Fall Phase II Cycle

January	Orientation - Phase I
	Assessment guidelines distributed
January to May	Phase I Spring Field Experience - Appropriate Activities
August	Phase II Orientation and review of the portfolio process
August to December	Phase II
September	Seminar on portfolio and review progress
October	Seminar to review portfolio progress
October and November	Putting the portfolio together
December	Portfolios due for review by assessment team
December	Portfolio assessment teams review experience and portfolio

Graduate and Undergraduates Spring Phase II Cycle

September or January	Orientation - Phase I
September	Assessment guidelines distributed
October to December	Phase I Fall Field Experience - Appropriate Activities
January to May	Phase II Orientation and review of the portfolio process
January	Seminar on portfolio and review process
February	Seminar to review portfolio progress
March and April	Putting the portfolio together
April	Portfolios due for review by assessment team
April/May	Portfolio assessment teams review experience and portfolio

Social Studies Program Faculty

Name	Rank	Tenure	Courses Taught
Francis McManamin, Ph.D.	Adjunct Assoc Prof	N	HS101
Peggy Golden, Ph.D.	Adjunct Asst Prof	N	ED432
Robert Peters, Ph.D.	Adjunct Asst Prof	N	ED474,ED475
Elizabeth Osmond, Ph.D.	Adjunct Asst Prof	N	PY101
Chris Ruebeck, Ph.D.	Adjunct Asst Prof	N	EC102
Mathew Kerkhard, Ph.D.	Assistant Prof	T-T	PY101
Jeffrey Baerwald, Ph.D.	Assistant Professor	T-T	PY101
Katherine Brennan, Ph.D.	Assistant Professor	T-T	HS101
Angela Leonard, Ph.D.	Assistant Professor	T-T	HS340
Francis Hilton, Ph.D.	Assistant Professor	T-T	EC102
Barbara Vann, Ph.D.	Associate Professor	T	SC101
Charles LoPresto, Ph.D.	Associate Professor	T	PY101,PY104
Janine Holc, Ph.D.	Associate Professor	T	PS101,PS102
Michael Franz, Ph.D.	Associate Professor	T	PS101,PS102
William Kitchen, Ph.D.	Associate Professor	T	PS101,PS102
Diana Schaub, Ph.D.	Associate Professor	T	PS101,PS102
Donald Wolfe, Ph.D.	Associate Professor	T	PS101,PS102
Kevin Hula, Ph.D.	Associate Professor	T	PS101,PS102
Kelly DeVries, Ph.D.	Associate Professor	T	HS101
Bill Donovan, Ph.D.	Associate Professor	T	HS101
Ann Scholz, Ph.D.	Associate Professor	T	DEDU439
Elana Rock, Ed.D.	Associate Professor	T	RS496
Anthony Parente, M.A.	Instructor	N	PY101,PY104
Jane Edwards, M.A.	Instructor	N	HS101
Kathleen Sears, M.A.	Instructor	N	ED429,ED432
John Berger, Ph.D.	Professor	T	EC103
Mark Peyrot, Ph.D.	Professor	T	SC101
Michael Burton, Ph.D.	Professor	T	SC101,SC102
Jai Ryu, Ph.D.	Professor	T	SC104
Faith Gilroy, Ph.D.	Professor	T	PY101
Martin Sherman	Professor	T	PY104
John Breihan, Ph.D.	Professor	T	HS101
Steven Hughes, Ph.D.	Professor	T	HS101
Charles Cheape, Ph.D.	Professor	T	HS341
Victor Delclos, Ph.D.	Professor	T	ED301
Stephen Walters, Ph.D.	Professor	T	EC102,EC103
Charles Scott, Ph.D.	Professor	T	EC103

Explanation of Deviations from Program Standards

Because the Loyola College Department of Education is a part of the College of Arts and Sciences, all of its students must meet all of the major and core curriculum requirements of that college. The time demands of a full major, an extensive core, and a secondary education minor

that includes an extensive internship in senior year leave virtually every student with very few elective courses. Many Social Studies Education candidates, therefore, do not meet the specific course distribution standards set forth by NCSS (see Chart on page 5). Nevertheless, the breadth of the core and the depth of the major assure that the student is regularly exposed to all of the themes set forth in the standards.

Candidates may also pursue initial certification for 7 – 12 Social Studies at the post-baccalaureate and Master’s level. Applicants must submit transcripts that indicate completion of a baccalaureate degree in Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology from an accredited college or university with a minimum GPA of 3.0 (Candidates with GPA’s between 2.75 and 3.0 may be admitted provisionally with performance stipulations for their first three courses at Loyola). If the undergraduate degree is more than five years old, candidates are required to enroll for six additional credits to update their content knowledge. Candidates must have completed a minimum of 27 credit hours in social studies and those hours must be distributed across at least four content areas (Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology). Six of the required 27 hours must have been earned in American History and three in World History, as determined by State of Maryland standards and recommended by representatives from the social science departments at Loyola. Individual transcript audits are conducted by the Department to verify that standards are met or to identify content courses that must be taken.

If a candidate whose undergraduate degree is not in a social science seeks certification in Social Studies, the transcript is analyzed to determine if the 27 hour requirement is met. Additional coursework to bring the transcript up to standards is required before the candidate begins the second phase of the internship. Post-baccalaureate courses in the social science content areas are not offered at Loyola. Candidates must arrange to complete requirements at an accredited institution and supply official transcripts as documentation of meeting standards.

The course of studies in Education for post-baccalaureate programs is generally parallel to that of undergraduates. The Table below shows how the graduate and undergraduate courses compare. Descriptions of all courses can be found in the **Catalog [106]**.

Undergraduate Course	Graduate Course
ED301	RS720 & ED621
RS496	RS761
ED474	ED810
ED475	ED744
ED429	GS527
ED432	GS554
ED455	ED612
DEDU439	GS554
	ED622

NOTE TO REVIEWERS: Documents that provide evidence supporting each standard are noted in **bold text** within the matrices. Each referenced document is followed by the page number of the appendices on which it begins, contained in []. The location of each specific supporting reference within the document is marked in **red** on the document itself in the form **1.1.1**.

1.0 INTERDISCIPLINARY SOCIAL STUDIES THEMES STANDARDS

1.1 Theme One: Culture and Cultural Diversity

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and Cultural Diversity.

1.1.1 Programmatic Evidence

The content of this standard is provided in the courses **PS 101 [71]**, **SC 101 [95]**, and **HS 101 [54]**.

PS 101 [71] (Politics) addresses this theme in the assigned readings for weeks 7, 8, 9, 10, 11, 12, 13, 14, and 15, and in the required student discussions and instructor lectures during those weeks. Note especially the topics focused on readings by Cornel West on relations between blacks and whites in America, Philip Gourevitch on ethnic relations in Rwanda, Peggy McIntosh on white people and their capacity to relate to others, Nancy Mairs on the perspective provided by persons who happen to be disabled, and Cherrie Moraga on coming out as a lesbian. Also note the sample of questions each student must answer on each reading before coming to class.

The readings and discussions involve racial inequality, violence and dehumanization, processes of exclusion and silencing, recognition and responses to oppression, and other issues surrounding ethnicity, sexual orientation, race, gender, disability, and globalization. Students are expected to know and analyze arguments on these topics. Success is defined as the ability to develop a critical argument on specific questions related to these topics and the ability to interpret the issues and readings in some skill and depth. Note especially the instructions on the mid-term and final exam.

This course also provides an overall framework to synthesize and integrate the various perspectives into a set of critical thinking questions, such as why do individuals obey a government, a political movement or an ideology? What is at stake when specific individuals choose to disobey or resist? How do individuals within a government relate to and categorize each other, and what are the implications of this process for freedom and oppression? How do students answer these questions for their own lives and choices? Note the attached paper topic and the take-home exam questions for specific examples of these questions.

SC 101 [95] (Self and Society) is centrally concerned with culture and its effects on human experience and behavior. It is assumed that humans are fundamentally products of their society and its culture. In the sample syllabus for this course culture and diversity are the basis for the first two assignments and the first examination. In the “Culture and the Organization of Everyday Life” section the instructor discusses different cultures and different subcultures of

contemporary American society. This theme of cultural diversity is addressed directly in the section on “Power and Stratification: Class, Racial/Ethnic and Gender Inequality” and is the basis for another assignment and examination.

Culture and cultural diversity also are central themes in the comparative-historical approach to sociology, as exemplified in **SC 102 [100]** (Societies and Institutions). The sample syllabus for this course illustrates this fact in the requirement for students to study a society other than their own and make comparisons between these societies. Students learn about the different cultures where different beliefs prevail and behavior varies correspondingly.

Cultural comparison and appreciation for diversity is at the core of historical study. **HS 101 [54]** examines both the rise and decline of European civilization as a primary force in global development, but also the clash of cultures and cultural integration that accompanied Europe's encounter with the rest of the world. 300-level courses address these themes in more particular and precise times and places. Please see attached syllabi for a multitude of examples, including Dr. Donovan's assignment of The Devastation of the Indies and Dr. Cheape's use of The Strange Career of Jim Crow. Our third world courses focus even more intently on themes such as imperialism, cross-cultural exchange, and the power of cultural identification.

1.1.2 Test Evidence

In **PS 101 [71]**, the extent to which students have learned this content is tested in three ways:

- i) students are required to communicate verbally answers to questions on the reading in each class period — see the attached syllabus and the discussion of “Participation,” as well as the attached sample questions. The benchmark for success is the ability to demonstrate familiarity with the reading in class — see the section on “Participation” in the syllabus;
- ii) students are required to write four papers specifically explaining the assigned reading— see the attached syllabus and the discussion of “Papers,” as well as the attached paper topic. The benchmark for success is grammatical and stylistic correctness; ability to integrate quotations from the readings; ability to organize a coherent argument — see the instructions for the paper topics, attached;
- iii) students are required to write an in-class essay on their knowledge of the issues in class at the midterm— see the attached midterm exam questions— and a take-home final exam integrating their knowledge of the issues in class—see the attached final exam questions. The benchmark for success is the quality of critical thinking and argumentation and the skill and depth with which the readings are used — see the instructions for the midterm and final exams.

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.1.3 Performance Evidence

Students are required to perform tasks that show that they have learned the intended content and learned it at the appropriate level:(i) daily, in required course discussions; (ii) at the midterm and final exam dates; (iii) at the four times that the written paper assignments are due. See the

attached syllabus. All three of these performance tasks indicate that the students know the content. All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

1.2 Theme Two: Time, Continuity, and Change

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

1.2.1. Programmatic Evidence

This is the basic subject matter of history. Our students are taught to think critically about change and continuity over time. Multiple interpretive viewpoints are stressed. History is viewed as a plastic, variable set of understandings of past events and processes, not a series of immutable "facts" that convey a single and uniform meaning. But facts are still facts, and students are made sensitive to the peculiarities of time, place, and perspective, including our own.

Examples from **HS 101 [54]** include: the stated focus on the long- and short-term consequences of events in the Objectives section; the focus on the differences of perspective given by the instructor and the text; multiple coverage of revolutions, e.g. "War and Revolution in Week 9; and the focus on interpreting major historical change in the Requirements section.

1.2.2 Test Evidence

The exams and other requirements in **HS 101 [54]** all include treatment of this central theme. See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.2.3 Performance Evidence

All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

1.3 Theme Three: People, Places, and Environment

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environment.

1.3.1 Programmatic Evidence

These represent the physical dimensions of the topics covered in 1.2. History is a discipline that prizes precision as well as the formulation of useful generalities - nowhere is this clearer than in the importance of place, climate, and identity. These topics are so basic to our enterprise that it seems futile to try to separate them out - they make up the essential fabric of our

courses.

In **HS 101 [54]** students address this theme in the Urban History Project. In **HS 340 [61]** the focus of classes from Sept. 24 - 29 is on Social Geography, Rank and Status. In **HS 341 [67]** the changing patterns of life and place in the urban world is addressed in section I and Agricultural change and protest is covered in section II.

1.3.2 Test Evidence

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.3.3 Performance Evidence

All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

1.4 Theme Four: Individual Development and Identity

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

1.4.1 Programmatic Evidence

The content of this standard is provided in both **PY 101 [89]** (Introductory Psychology) and **PY 104 [92]** (Social Psychology). Relevant chapters in the text accompanying **PY 101 [89]**, Kassir, S. (1998) *Psychology* 2nd Ed. Upper Saddle River, NH: Prentice Hall, and its study guide are # 3,4,5,6,12,14,15, and 18.

In addition to acquiring the knowledge presented in the required text, students are also assigned journal articles and are expected to integrate outside readings and lectures with class discussions. Students in this introductory course are strongly encouraged to develop their critical thinking skills and use these when discussing practical applications of the materials presented. They are required to not only learn psychological theories and principles, but to apply them to their everyday lives. Examples relevant to teaching both middle school and secondary school students are often presented. These freshmen utilize their own high school experiences when discussing applications. A major focus of the course (see Course Objectives in accompanying syllabus) is that of enabling students to reflect upon their own goals and objectives in life and recognize the influence of others in contributing to their individual identities. They are further encouraged to "analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups" (p.369, NCSS Program Standards).

In **PY 104 [92]**, Baron, R.A., & Byrne, D. (1997) *Social psychology: Understanding human interaction*. 8th Ed. Boston: Allyn and Bacon, the chapters particularly relevant to this theme

include # 2-6 and 9-11. In this required course, students are exposed "to the many social determinants of attitudes and behavior and, in so doing, increase their knowledge base of relevant psychological concepts and current research. Also, students examine their own attitudes and prejudices in a critical manner to allow for more objective processing of social psychological issues" (p. 1, Syllabus for **PY 104 [92]**). This course speaks directly to antecedents of both prosocial and antisocial attitudes and behaviors and encourages students to reflect upon their own development in these areas.

Sociology is also a key discipline in the study of human social development. This topic is generally organized under the rubric of "self" and is one of the major themes in **SC 101 [95]** (Self and Society). In the sample syllabus this topic is the focus of the section entitled "Acquiring a Social Self – Socialization." Individual development is addressed again in the section on "Family, Friends, and Love" in which students learn about forming intimate relationships with others. Students learn that who we are is a function of our upbringing (socialization), not only in our early years within the family, but also in peer groups throughout our lives. Indeed identity formation is a key to the study of deviance and stigma (see sample syllabus on "Deviance" and "Health and Illness").

1.4.2 Test Evidence

The extent to which students have learned this content in the two Psychology courses is tested in several ways: i) By regularly scheduled tests (requiring a minimum of 60 to pass); ii) Irregularly scheduled quizzes; iii) Participation in class projects, discussions, and debates ; iv) Write-ups of out-of-class activities. See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.4.3 Performance Evidence

Evidence that students have assimilated the content of these courses is manifested by: 1) Their ability to perform adequately on the tests and quizzes 2) Their ability to relate materials to their individual lives by participation in class discussions oriented toward the application of knowledge. 3) Their willingness to gain extra credit by researching in depth some topic of personal interest. All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

1.5 Theme Five: Individuals, Groups, and Institutions

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups and Institutions.

1.5.1 Programmatic Evidence

The content of this standard is provided briefly in **PY 101 [89]** (Introductory Psychology), and in great depth in **PY 104 [92]** (Social Psychology). Relevant chapters in the text required for **PY**

101 [89] include # 3,5,15,16, and 17. In this introductory course, students are introduced to: a) the concept of social perception and how our impressions of others are formed and maintained; b) issues of social influence and antecedents of conformity, and c) precursors of altruistic or aggressive attitudes and behaviors. In addition, a culminating chapter (#14) is devoted to multicultural perspectives, gender issues, and the cognitive and motivational roots of prejudice.

The interaction between individuals and groups constitutes the core content of **PY 104 [92]**. Students are led to understand the effects of ethnicity, socioeconomic status, gender, age, and sexual orientation as these relate to social perception and to status in society. The tendency for persons to conform to normative expectations is stressed, and ways to counteract these tendencies is emphasized. The origin of beliefs and values is studied, and students are challenged to explore and evaluate their own.

The content of this standard is also covered in two courses, **PS 101 [71]** and **PS 102 [82]**. Of the “Indicators of Capabilities,” these courses:

- help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- explain to learners the various forms institutions take, and explain how they develop and change over time;
- assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- ask learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- challenge learners to evaluate the role of institutions in furthering both community and change; guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

Students are expected to know different views on the purposes of political association, the foundations of individual rights and obligations, the belief systems about the “good” and the “virtuous” that influence institutions and individuals, the specific institutions of American politics and the relationships of individuals to those institutions, how those institutions have changed over time; different ways to evaluate the role of such institutions, historically and in the present, and how behavioral and social science is used to explain patterns of institutional change and individual interaction with institutions.

Note especially the “Course Objectives” discussion in the syllabus for **PS 102 [82]**, the “Objectives” section in the syllabus for **PS 101 [71]**, the readings and lecture topics on “Creating a Constitutional Democracy,” which includes Madison and Marshall, and “The American Political Tradition,” in the syllabus for **PS 102 [82]**. Topics on public opinion, interest groups, elections, political parties, the presidency, the bureaucracy, policy making, the courts, and civil rights, in **PS 102 [82]** are also relevant.

Role and Status are fundamental sociological concepts for explaining human behavior at the

individual level. All microsociology courses, such as **SC 101 [95]** (Self and Society), are based on the foundation of these concepts which run through all course content. Social status consists of the positions people occupy in society, and roles are the expectations attached to particular statuses. Students learn that their behavior and that of others is as much dependent upon the statuses into which they are thrust as it does on their individual make-up. As students come to appreciate that others are likewise influenced by their positions, they can better understand why people behave the ways they do and more importantly how that behavior might be influenced. Change the situation people are put in and their behavior will change. Groups are one of the major loci of social positions, so we teach about roles through the study of groups: peer groups, family groups, etc. The sample syllabus shows several examples of such studies in Section III.

Our macrosociology course [**SC 102 [100]** (Societies and Institutions)] focuses on the institutional level of analysis. It examines the history (and prehistory) of human society, from early hunter-gatherers to today's postindustrial societies. Students are taught how beliefs and behavior are appropriate to the societies in which people live, and how behavioral norms change with changes in social institutions. The student learns how to understand social institutions as part of a larger society and comes to appreciate how different institutions can serve the same function in different societies. By understanding the historical roots of a given social institution, students can learn why an institution exists in its current form, and why it may be unsuited to the current needs of the society.

1.5.2 Test Evidence

The extent to which students have learned this content is tested in several ways. In the Psychology courses::

- i) By regularly scheduled tests (requiring a minimum of 60 to pass).
- ii) In-class debates about controversial topics
- iii) Optional quizzes and research projects
- iv) Attendance at lectures, seminars, and colloquia; reflective commentaries on these.
- v) Class participation

In the Political Science courses, the extent to which students have learned this content is tested in three ways:

- i) students are required to take three written, essay examinations in both **PS 101 [71]** and **PS 102 [82]**. The benchmark for success is the "inclusiveness and mastery of detail, reasoned support of argument, and consistency and organization of presentation" of the writing in each exam, for **PS 101 [71]** (see syllabus); and "work which achieves the objectives for the course," "surpasses the objectives for the course," or exhibits "outstanding achievement" for **PS 102 [82]** (see syllabus);
- ii) students are required to take periodic quizzes on the reading and lecture material in both **PS 101 [71]** and **PS 102 [82]**. The benchmark for success is the extent to which the written answers reflect regular class attendance, for **PS 101 [71]** (see syllabus); and "work which achieves the objectives for the course," "surpasses the objectives for the course," or exhibits "outstanding achievement" for **PS 102 [82]** (see syllabus).
- iii) students are required to take an additional comprehensive final exam in **PS 102 [82]**. The benchmark for success is "work which achieves the objectives for the course," "surpasses the

objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]** (see syllabus).

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.5.3 Performance Evidence

In Psychology, evidence that students have assimilated the content of these courses is manifested by:

- 1) Their ability to perform adequately on tests and quizzes
- 2) Their ability to argue persuasively during class discussion and debate
- 3) Their ability to evaluate and critique in writing the content and style of co-curricular presentations.
- 4) Their ability and willingness to share with classmates their reflections on their own socialization process as their knowledge expands during reflection on course materials.

In Political Science, students are required to perform tasks that show that they have learned the intended content and learned it at the appropriate level (i) daily, in required course discussions; (ii) at exams, which are usually in essay form; (iii) in the writing of regular quizzes. See the attached syllabuses.

All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

1.6 Theme Six: Power, Authority and Governance

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority and Governance.

1.6.1 Programmatic Evidence

The content of this standard is provided in **PS 101 [71]** and **PS 102 [82]**. These courses:

- enable learners to examine the rights and responsibilities of the individual in relation to his or her social groups, community, and nation;
- help students to explain the purpose of government and how its powers are acquired, used, and justified;
- provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- ask learners to describe the way nations and organizations respond to forces of unity and diversity affecting order and security;
- have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- help learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;
- challenge learners to apply concepts such as power, role, status, justice, and influence to the

- examination of persistent issues and social problems;
- guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

Students are expected to know the rights and responsibilities of the individual in relation to his or her social groups, community, and nation in the weeks 1, 2, 3, 7 and 11 in the course **PS 101 [71]** and in the sections on “Civil Liberties” in the course **PS 102 [82]**. Students are expected to know the purpose of government and how its powers are acquired, used, and justified in weeks 1, 2 and 3 in **PS 101 [71]** and in the first three weeks of **PS 102 [82]**. Students are expected to know issues involving the rights, roles, and status of individuals in relation to the general welfare in weeks 1, 2, 3 and 15 in **PS 101 [71]**, and in the sections on “Public Opinion” and “Civil Liberties” in **PS 102 [82]**. Students are expected to know the way nations and organizations respond to forces of unity and diversity affecting order and security throughout **PS 101 [71]**, because this is the major theme of the entire course, and in the section on “Interest Groups” in **PS 102 [82]**. Students are expected to know conditions, actions, and motivations that contribute to conflict and cooperation within and among nations in weeks 3, 4, 8, 9 and 10 in **PS 101 [71]**. Students are expected to know the basic features of the American political system, and identify representative leaders from various levels and branches of government in **PS 102 [82]**, especially the sections on “Political Parties,” “Electing the President,” “The President in Action,” “Electing Congress,” “Congress in Action,” and “Courts and the Federal System.” Students are expected to know concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems most prominently in **PS 101 [71]** in weeks 11, 12, 13, 14 and 15, when white privilege, racism, sexism and discrimination against the disabled are assigned themes. Students are expected to know how governments attempt to achieve their stated ideals at home and abroad in the first and last weeks of **PS 102 [82]**, when the themes of founding of the United States and the civil rights movement are discussed.

In many ways history is an anthropology of the past, closely analyzing the detail of social structure, belief systems, and cultural practices in past societies. But it is also, very clearly, a study of how power is arranged, stratified, seized, and resisted in particular circumstances. Social history is as much a study of power, authority, and governance as is straight political history. Students who take History courses learn to recognize those similarities in the history of institutions including but not restricted to government. The interplay of these three areas is another basic component of the appended syllabi.

1.6.2 Test Evidence

The extent to which students have learned this content is tested in four ways:

- students are required to take three written, essay examinations in both **PS 101 [71]** and **PS 102 [82]**. The benchmark for success is the “inclusiveness and mastery of detail, reasoned support of argument, and consistency and organization of presentation” of the writing in each exam, for **PS 101 [71]** and “work which achieves the objectives for the course,” “surpasses the objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]**.and “the skill with which [the student] demonstrate[s] familiarity with the reading” and “the quality of [the student’s] argument and [his] critical thinking (see Politics, Spring 2000, midterm exam);

- ii) students are required to take periodic quizzes on the reading and lecture material in both **PS 101 [71]** and **PS 102 [82]**. The benchmark for success on (ii) is the extent to which the written answers reflect regular class attendance, for **PS 101 [71]**; and “work which achieves the objectives for the course,” “surpasses the objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]**;
- iii) students are required to take an additional comprehensive final exam in **PS 102 [82]** and **PS 101 [71]**. The benchmark for success on (iii) is “work which achieves the objectives for the course,” “surpasses the objectives for the course,” or exhibits “outstanding achievement” for **PS 102 [82]**, and “the quality of [the student’s] critical thinking and argumentation,” for **PS 101 [71]** (see Politics, Spring 2000, final exam attachment);
- iv) students are required to participate verbally in class discussion in a manner that reflects their familiarity with the assigned themes and readings for all three courses. The benchmark for success on (iv) is preparation based on the assigned reading for all three courses.

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.6.3 Performance Evidence

Students are required to perform tasks that show that they have learned the intended content and learned it at the appropriate level i) daily, in required course discussions; ii) at exams, which are usually in essay form; (iii) in the writing of regular quizzes. See the attached syllabi.

All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

1.7 Theme Seven: Production, Distribution and Consumption

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution and Consumption of Goods and Services.

1.7.1 Programmatic Evidence

The Introduction section of **SC 101 [95]** relates the impact of economic factors in the development of societies from hunter-gatherers through the post-industrial age. The discussion of poverty in the section on the Urban Scene also covers these topics. Chapters 5,7,8,9,12 and 14 of the Sanderson text for **SC 102 [100]** also deals with these themes.

In **HS 101 [54]** relevant topics include Economy and Society and a segment on Working Class/Middle Class issues. **HS 340 [61]** deals with these issues in the U.S. Reconstruction in a section on the Slave Labor System and the Southern Economy. This theme is dealt with in the context of post-reconstruction U.S. history in **HS 341 [67]**, Section II (Labor Strife) and Section II (New Deal and Great Society).

1.7.2 Test Evidence

These themes are tested in tests 1 & 2 in **HS 341 [67]**. See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.7.3 Performance Evidence

All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

1.8 Theme Eight: Science, Technology and Society

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology and Society.

1.8.1 Programmatic Evidence

This theme is dealt with primarily in **SC 102 [100]**, **HS 101 [54]**, **HS 340 [61]**, **HS 341 [67]**. Preindustrial Societies are treated in **SC 101 [95]**. The Industrial Revolution is covered in the Bowditch text in **HS 101 [54]** and in sections of **HS 340 [61]**. The Scientific Revolution and the impact of Science and Technology on current life are discussed in several parts of **HS 101 [54]**: Chapter 17 of the Noble, Strauss et al. text; the section on the Atomic Age & Modernization; and the discussions of the films “Atomic Café” and “On the Beach.”

1.8.2 Test Evidence

The Midterm Exam, the Short Papers, and the Final Exam in each of the History Courses tests the learning in these areas. See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.8.3 Performance Evidence

All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

1.9 Theme Nine: Global Connections

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

1.9.1 Programmatic Evidence

This theme applies to two courses, **PS 101 [71]** and **PS 102 [82]**. In PS 102 [82], we:

- help learners to explain conditions and motivations that contribute to conflict, cooperation,

- and interdependence among groups, societies, and nations;
- have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- have learners illustrate how individual behaviors and decisions connect with global systems.

In **PS 101 [71]** we:

- enable learners to explain how belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- have learners illustrate how individual behaviors and decisions connect with global systems.

The content of this standard in regard to conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, the role of international and multinational organizations in the global arena, and how individual behaviors and decisions connect with global systems is provided **PS 101 [71]** in the sections covered by the Philip Gourevitch text on the United Nations, the United States and ethnic conflict in Rwanda in the 1990s.

The content of this standard in regard to how belief systems and other cultural elements can facilitate global understanding or cause misunderstanding, the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality, and the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns is provided in **PS 101 [71]** in the sections that link social justice concerns to material well-being, that is, weeks 4, 6, 7, 11, 12, 13 and 15.

1.9.2 Test Evidence

For the indicators provided by **PS 101 [71]**, the extent to which students have learned this content is tested in ways that results are reported for each student is evident in the role of the final examination and the weekly quizzes, both requiring critical thinking. For the indicators provided

by **PS 101 [71]**, the content learning is tested through short papers requiring critical thinking, verbal participation requiring preparation and critical thinking, and the final examination.

See also **DEDU 439** Course Requirements [34], Debate [35], Mini-Lesson [36], Unit Plan [38], and Peer Teaching Critique [42,44].

1.9.3 Performance Evidence

For **PS 101 [71]**, students are required to write short analytic papers on the intended content, discuss the content verbally in class, and complete a final examination on the content. See attached syllabus and assignments.

All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

1.10 Theme Ten: Civic Ideals and Practices

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

1.10.1 Programmatic Evidence

The content of the following standards are provided in **PS 102 [82]**:

- assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizen's rights and responsibilities;
- facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view;
- provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- create opportunities for learner participation in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action.

At the knowledge level, students are expected to know the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law in the sections “Creating a Constitutional Democracy” and “The American Political Tradition.” Students are expected to know how to identify, analyze, interpret, and evaluate sources and examples of citizen’s rights and responsibilities in the sections “Civil Liberties” and “Political Participation.” Students are expected to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view in the sections “Interest Groups,” “Civil Liberties” and “Public Opinion.” Students are expected to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic throughout the course. Students are expected to analyze and evaluate the influence of various forms of citizen action on public policy in sections “Electing the President,” “Electing Congress,” “Interest Groups,” “Civil Liberties” and “Political Participation.” Students are expected to analyze a variety of public policies and issues from the perspective of formal and informal political actors in the sections “Interest Groups,” “Bureaucratic Politics” and “Policy and Process.” Students are expected to evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making in the section “Public Opinion.” Students are expected to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government in the sections “The American Political Tradition,” “Creating a Constitutional Democracy,” and “Civil Liberties,” as well as thematically throughout the course. Students are expected to construct policy statements and action plans to achieve goals related to issues of public concern in the section “Policy and Process.” Students are expected to participate in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action throughout the course.

In the History Department, **HS 101 [54]**, **HS 340 [61]** and **HS 341 [67]** most clearly address this topic, although all history courses do to some extent. **HS 101 [54]** concentrates on the development of western ideas about government, citizenship, and democratic thought. **HS 340 [61]** and **HS 341 [67]** explore how those ideas were developed, compromised, and strengthened in American life. The development of an informed, critical intelligence on matters of citizenship is a key component of history courses. As representative syllabi demonstrate, the tone of these courses is not celebratory but analytical.

1.10.2 Test Evidence

The extent to which students have learned this content is tested in ways that results are reported for each student as follows: i) three exams requiring critical analysis of readings and lectures on the indicators discussed above; ii) several quizzes requiring evidence of familiarity with specific concepts relating to the indicators; iii) a comprehensive final examination requiring each student to demonstrate critical thinking ability and familiarity with the issues described above; and iv) verbal participation in class. Students are expected to know the information in all four testing tools. See also **DEDU 439 Course Requirements [34]**, **Debate [35]**, **Mini-Lesson [36]**, **Unit Plan [38]**, and **Peer Teaching Critique [42,44]**.

1.10.3 Performance Evidence

Students are required to perform tasks that show that they have learned the intended content at the appropriate level in all four of the aspects of the course outlined above, in test evidence. All four demonstrate that students know the content. Performance evidence occurs a periodic intervals throughout the semester and at the very end of the semester. All students must maintain a 2.5 GPA to be admitted to Internship. They must achieve a 154 on the PRAXIS II Social Studies Content and a 164 on the PRAXIS II Social Studies Pedagogy to be certified in the state of Maryland. All students must complete a portfolio and pass a performance-based team review [53].

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

3.1 Substantial Instruction in Academic Areas within the Social Studies Field

The institution provides and expects prospective social studies teachers to complete subject matter content courses (history/social science) that include a United States history, world history (including both western and non-western civilizations), political science (including U.S. Government), economics, geography, and behavioral sciences.

3.1.1 Programmatic Evidence

The Social Studies Education program at Loyola is structured to prepare candidates for certification in the State of Maryland at the Secondary Level, which covers grades 7 through 12. Candidates in the Social Sciences are required to take at least one course in each of four different disciplines from the areas of Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology. Each candidate's course of studies requires a minimum of 48 credit hours, or 40% of the total academic program, in History and Social Sciences. This includes a minimum of 33 hours in the major discipline, 9 hours in History, and 3 hours each in two other social studies areas (see Table on page 5).

3.2 Course or Courses on Teaching Social Studies

The institution provides and expects prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

3.2.1 Programmatic Evidence

Candidates are required to complete both a 3-credit general secondary methods course (ED 429) and a 4-credit secondary social studies methods course (**DEDU 439 [26]**). The latter is taken at the campus of the College of Notre Dame in Maryland, which is physically adjacent to the Loyola campus.

DEDU 439 [26] builds on the Maryland High School Core Learning Goals for Social Studies and on the Standards of the learned societies in U.S. and World History, Civics and Government, and Geography.

Class sessions 5 through 10 deal with specific and varied approaches to teaching social studies including goals and objectives, unit plans, lesson plans, direct and indirect instruction, and questioning strategies. Session 11 addresses issues of gender and culture as they impact instruction.

Ann Scholtz, SSND, Ph.D. is the Instructor for **DEDU 439 [26]**. She has taught social studies at the 7 - 12 level and has taught this course for a number of years. She has made presentations on Social Studies Education to numerous professional societies and is a member of several professional organization, including NCSS.

3.3 Qualified Social Studies Faculty

The institution provides faculty in the social studies education components of the program who are recognized as exemplary teachers and as scholars in the fields of social studies and social studies education.

3.3.1 Programmatic Evidence

Faculty use a variety of techniques in their instruction including discussion, debate, film, and lecture, e.g. the use of films and field trips in **HS 340 [61]**. Specific models for social studies instruction are introduced in **DEDU 439 [26]**.

The Table on page 8 documents that the majority of the faculty who teach in this program are full-time, tenured or tenure-track and hold the Ph.D.

Methods instructors and Field Experience/Internship supervisors are faculty who have had extensive experience in teaching social studies. Relationships are maintained with schools through the various PDS partnerships in the Department.

3.4 Clinical School Experiences in Social Studies Settings

The institution provides and expects prospective social studies teachers to complete multiple clinical experiences in social studies classrooms. These experiences begin early in a candidate's professional program and culminate in an integrative capstone of a substantial amount of time, and they are closely supervised by qualified social studies education professionals.

3.4.1 Programmatic Evidence

Field Experiences and Internships are described on page 6. The **Field Experience/Internship [48]** syllabus provides an outline of the tasks and accomplishments required for successful completion. required in the Special Education course and in Phase I and II of Internship, students are placed in diverse PDS schools under the supervision of a certified, school-based mentor as well as a university-based supervisor.

**SECONDARY SOCIAL STUDIES METHODS
DEDU 439**

Fall 1999

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COURSE DESCRIPTION

Secondary Social Studies Methods examines the nature, objectives, and place of the social studies in American middle and high schools. Students review current research on social studies theory, develop skills in planning and evaluation, and practice various strategies for teaching social studies.

COURSE OBJECTIVES

1. Students will demonstrate an understanding of the theory of social studies education by participating fully in class discussions and activities and successfully completing the final examination.
2. Students will demonstrate their understanding of instructional planning and assessment by writing unit and sequential daily plans, as well as plans for evaluating student learning.
3. Students will demonstrate their mastery of a variety teaching techniques and strategies by using them effectively in their peer teaching experiences.
4. Students will demonstrate their appreciation of the importance of social studies teaching and learning by consistently choosing to participate fully in all of the class activities.

COURSE OUTLINE

September 7---Introduction to Social Studies Methods

1. Social Studies Teacher as Decision Maker
Ellis, 31-33.
2. Clarifying Your Own Philosophy of Education
3. Where do we go from here?
 - a. Preview Texts
 - b. Preview Assignments
 - c. Clarify Questions about the Syllabus

September 13---The Nature of Social Studies Education and the Learner

1. Social Studies Defined
Ellis, Chapter 1.
Ellis, Chapter 2.
Expectations of Excellence, vii-xii, 3-7.
2. Developmental Psychology and the Social Studies
Ellis, Chapter 3.
3. The Nature of the Discipline

DUE: Handout: *Developmental Psychology and the Social Sciences*

September 17--Foundations of Social Studies

1. The Social Sciences
Ellis, Chapter 5.
2. State Standards
Maryland High School Core Learning Goals: Social Studies. (Handout)
3. National Standards
Expectations of Excellence, 13-45.
Saxe, National History Standards: Time for Common Sense. (Handout)
Cohen, Moving Beyond Name Games: The Conservative Attack on The US History Standards. (Handout)
You might also like to skim the following materials to see what all the excitement is about.
National Standards for U.S. History
National Standards for World History
National Standards for Civics and Government
National Geography Standards

Due: Motivation Lesson Plan (a.m. class)

Orals Discussion---Saxe v. Cohen

September 20--Social Studies Content

1. It's Not Just About Facts
Ellis, Chapter 10, 171-178.
2. History
Ellis, Chapter 10, 167-178.
Maryland High School Core Learning Goals: Social Studies.
National Standards for U.S. History (skim appropriate sections).
3. Geography
Ellis, Chapter 11, 188-207.
Maryland High School Core Learning Goals: Social Studies.
Geography for Life: National Standards, (skim appropriate sections).
4. Political Science
Ellis, Chapter 11, 207-216.
Maryland High School Core Learning Goals: Social Studies. National Standards for Civics and Government (skim appropriate sections).

DUE: Motivation Teaching Critique Rubric

September 21---Planning: Objectives

1. Planning: An Overview
Ellis, Chapter 7, 115-117.
2. Instructional Objectives and Behavioral Objectives
Ellis, Chapter 6.
Cognitive Domain (Handout)
Affective Domain (Handout)
Process Domain (Handout)
Expectations of Excellence, 5-10, 148-149, 152.
National Standards for History (see examples in Chapter 3)

DUE: Journal Article and Internet Site Reports on Unit Topic.

September 24---Planning: Units

1. Developing a Unit Plan
Ellis, Chapter 7, 124-129.
2. A Few Examples
Ellis, Chapter 10, 178-185.
3. Find examples of possible activities related to your unit
Expectations of Excellence, 109-141 (skim).
Maryland High School Core Learning Goals: Social Studies (skim).
National Standards (U.S. History, Geography, Civics, etc)

DUE: Unit Plan Description.

September 27—Planning: Lessons

1. The Mechanics of Lesson Planning
Ellis, Chapter 7, 119-124
Bring a Sample Lesson Plan from your Cooperating Teacher
2. Some Ideas for Learning Activities
Expectations of Excellence, 109-141 (skim).
Maryland High School Core Learning Goals: Social Studies. (skim)
Sample Instructional Activities
3. Practice Makes Perfect
Bring two ideas that you could develop for peer teaching.
See *Expectations of Excellence* and *Standards* for ideas.
Check journal articles and Internet sites for ideas.

DUE: Oral Report on 2 Ideas for Peer Teaching.

September 28--Strategies for Teaching and Learning: Direct

1. What the Research Tells Us about Teaching and Learning
Ellis, Chapter 4.
Expectations of Excellence, 11-13, 157-177.
Ellis, Chapter 9.
2. Teaching and Learning Strategies
 1. Lecture/Teacher Demonstration
 2. Class Discussion
 3. Reading and Writing
 4. Cooperative Learning
 5. Video/Multimedia Presentation

**DUE: Lesson Plan for Strategy Presentation.
Handout for Classmates.**

October 4---Strategies for Teaching and Learning: Indirect

1. Teaching and Learning Strategies
 1. Case Studies
 2. Group Investigation/Project
 3. Role Play/Simulation
 4. Interest Centers and Computer Assisted Instruction
 5. Reflective Thinking
2. Summary

**DUE: Lesson Plan for Strategy Presentation.
Handout for Classmates.**

October 5--Developing Questioning Strategies

1. Questions and Questioning
Ellis, 153, 235, 251-258.
2. The Art of Questioning
Dobkin, *The Art of Questioning*, 37-54. (Handout)

**October 6 Individual Appointments with Instructor
DUE: Written Outline of Peer Teaching Lesson**

October 8--Resources For The Classroom Teacher

1. Resources for the Social Studies Teacher
Ellis, Chapter 15, 288-290.
Risinger, *Webbing the Social Studies: Using Internet and World Wide Web Resources in Social Studies Instruction*. (Handout)

2. Peer Coaching Prep for Peer Teaching

DUE: Oral Report Describing Resource.

Handout for Classmates: Written Description of Resource.

Written Draft of Peer Teaching Lesson.

October 12--The Social Studies Professional and Review for the exam

1. Professional Organizations and Personal Development
Ellis, Chapter 15, 282-285.
2. Ethics
Ellis, Chapter 15, 285-288.
3. A Closer Look: Gender Issues
Ellis, 219-222.
4. A Closer Look: Multicultural Education
Ellis, 276-278.
5. Review notes and readings for the exam.

October 15--Final Exam---9:00 am

October 18-Drop by CND before 8:00 a.m. (The switchboard is open 24 hours a day.)

DUE: Unit Plan.

Peer Teaching Critique.

N.B. Exams, unit plans and peer-teaching critiques may be picked-up after November 3.

REQUIRED TEXTS

Ellis, Arthur K., Jeffrey T. Fouts, and Allen D. Glenn. *Teaching and Learning Secondary Social Studies*. NY: HarperCollins Publishers, 1991. **Available in the CND Bookstore.**

Maryland State Department of Education. *Maryland School Performance Program High School Core Learning Goals: Social Studies*. Baltimore, MD: MSDE, 1997. **Available on September 2 in the Curriculum and Instruction class.**

Task Force of the National Council for the Social Studies. *Curriculum Standards for Social Studies: Expectations of Excellence*, Bulletin 89. Washington, DC: National Council for the Social Studies, 1994. **Available in the CND Bookstore.**

The American Promise: Teaching Guide. Los Angeles, CA: Farmers Group, Inc., 1996. **Available from the Social Studies Instructor.**

BOOKS ON RESERVE

Loyola-Notre Dame Library

Arends, Richard I. *Learning to Teach*, 3rd ed. NY: McGraw-Hill, Inc., 1994.

Cooper, James M., ed. *Classroom Teaching Skills*, 6th ed. Boston: Houghton Mifflin Co., 1999.

Dobkin, William S. et al. *A Handbook for the Teaching of Social Science*. Boston: Allyn and Bacon, Inc., 1985.

Ellis, Arthur K. et al. *Teaching and Learning Social Studies*. NY: HarperCollins Publishers, 1991.

Gunter, Mary Alice, Thomas H. Estes and Jan Schwab. *Instruction: A Models Approach*, 3rd ed. Boston: Allyn and Bacon, 1999.

Schwartz, James E. and Robert J. Beichner. *Essentials of Educational Technology*. Boston: Allyn and Bacon, 1999.

Social Science Education Consortium, Inc. *Teaching the Social Sciences and History in The Secondary Schools*. Belmont CA: Wadsworth Publishing Co, 1996.

Task Force of the National Council for the Social Studies. *Curriculum Standards for Social Studies: Expectations of Excellence*. Bulletin 89. Washington, DC: National Council for the Social Studies, 1994.

Center for Civics and Government. *National Standards for Civics and Government*.
The Geography Education Standards Project. *Geography for Life: National Geography*

Standards.

National Center for History in the Schools. *National Standards for United States History*. Los Angeles, CA: National Center for History in the Schools.

National Center for History in the Schools. *National Standards for World History*. Los Angeles, CA: National Center for History in the Schools.

PROFESSIONAL JOURNALS

Social Education. National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016.

Social Studies for the Young Learner. National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016.

Theory and Research in Social Education. College and University Assembly of National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016.

RECOMMENDED INTERNET SITES

Web sites are continually changing their structure and content, so the information listed may not always be available. However, here are just a few suggestions to get you started:

General Reference

Ask: ERIC: ERIC Document Retrieval Service (EDRS)
<http://eric.syr.edu/>

The Eric Clearinghouse for Social Studies/Social Science Education
http://www.indiana.edu/~ssdc/eric_chess.htm

History/Social Studies Site for K-12 Teachers
<http://www.excp.com/~dboals.html>

Internet Resources for Social Studies Education
<http://www.indiana.edu/~ssdc/internet.html>

Kathy Schrocks Guide for Educators
<http://www.capecod.net/schrockguide/>

Library of Congress
<http://lcweb.loc.gov/catalog/>

Social Studies Sources
<http://education.indiana.edu/~socialst/>

Civnet
<http://civnet.org/>

Geography

- Altapedia Online
<http://www.atlapedia.com/index.html>
- City.Net
<http://www.city.net/>
- GlobalLearn
<http://www.globalearn.org/>
- Virtual Tourist II World Map
<http://www.vtourist.com/vt/>

Global Education

- The American Forum for Global Education
www.globaled.org
- Global Education Sites
<http://wwwilt.columbia.edu/k12/livetext/topics.html>
- Global School Net Foundation (GSN)
<http://www.gsn.org>
- International Affairs
<http://www/duke.edu/~gilliatt/internatl/index.html>
- The International Affairs Network
<http://www.pitt.edu/~ian>
- International Information
<http://www.eff.org/govt.html>
- Intercultural Exchanges, Kidlink
<http://www.kidlink.org>
- UNICEF Cyberspace Bus
<http://www.un.org/pubs/cyberschoolbus/>

History

- Holocaust Studies
<http://socialstudies.com/holo.html>
- Black History Database
<http://www.ai.mit.edu/~isbell/HFh/black/bhist.html>

Organizations

- The Close Up Foundation
<http://www.closeup.org/home.htm>
- National Council for the Social Studies
<http://www.ncss.org/>

News

- The Christian Science Monitor
<http://www.csmonitor.com/>
- Global Internet News Agency
<http://www.gina.com>
- Newspapers in Education
detnews.com/nie/
- Press of the World

<http://www.pressoftheworld.com/>

The Virtual Newspaper

<http://www.gulf.net/~kate/virtnews/index.html>

Search Engines

AltaVista

<http://www.altavista.digital.com/>

Lycos

<http://www.lycos.com/>

Yahoo!

<http://www.yahoo.com/>

Yahooligans! (Yahoo for Kids)

<http://www.yahooligans.com/>

NB: How to Cite the Web

Structure:

Author. *Title of Item*. [Online] Available <http://Address.filename>, date of document
or download.

Example:

DiStefano, Vince. Guidelines for Better Writing. [Online] Available <http://www.usa.net/~vince/home/better-writing.html>, January 9, 1996.

COURSE REQUIREMENTS

1.1.2;1.2.2;1.3.2;1.4.2;1.5.2;1.6.2;1.7.2;1.8.2;1.9.2;1.10.2

1. Students will demonstrate a theoretical understanding of social studies education by:
 - a. Reading and active participation in each class (10%).
 - b. Developing a presentation on a teaching strategy (5%).
 - c. Performance on the final exam (20%).
2. Students will demonstrate their ability to plan for instruction by:
 - a. Developing a unit plan description (5%).
 - b. Locate and analyze educational resources, such as journal articles and Internet resources, etc. (10%).
 - c. Developing a 3-4 week (15-20 day) unit plan (20%).
3. Students will demonstrate effective teaching practice by
 - a. Producing and teaching a 10 minute motivational activity (5%).
 - b. Developing and teaching a lesson to their peers (20%).
 - c. Critiquing their own and others' teaching (5%).

N.B. Assignments are to be completed on time and in accordance with the guidelines set out in the syllabus. All assignments **must be typed** and will be evaluated on form and content. Late assignments will be penalized.

GRADING SCALE

A	=	95-100	=	22-24	pts.	=	3.60-4.00
B+	=	90- 94	=	19-21	pts.	=	3.10-3.50
B	=	85- 89	=	17-18	pts.	=	2.60-3.00
C+	=	80- 84	=	15-16	pts.	=	2.10-2.50
C	=	70- 79	=	12-14	pts.	=	1.55-2.00
D	=	60-69	=	9- 11	pts.	=	1.00-1.50
F	=	Below 60	=	0- 8	pts.	=	0-0.90

ASSIGNMENTS

The Debate about Standards **1.1.2;1.2.2;1.3.2;1.4.2;1.5.2;1.6.2;1.7.2;1.8.2;1.9.2;1.10.2**

The release of the National History Standards by UCLA's National Center for History in the Schools created a controversy that continues to today and calls into question the wisdom and efficacy of the creation of both national and local learning standards. I would like you to examine the controversy explicated in the two articles cited below and be prepared to explain your own position on the issue.

Saxe, David Warren. "National History Standards: Time for Common Sense,"
Social Education 60(1), 44-48, 1996. (Handout)

Cohen, Robert. "Moving Beyond Name Games: The Conservative Attack on The
US History Standards," *Social Education* 60(1), 44-48, 1996. (Handout)

You might want to take the time to review the *National Standards for United States History*, published by National Center for History in the Schools. The text is on reserve in the Loyola/Notre Dame Library. You might also wish to look carefully at the Maryland High School Core Learning Goals (available from Dr. Steinhagen).

DUE: September 17
Oral Discussion

Motivation Mini-Lesson

1.1.2;1.2.2;1.3.2;1.4.2;1.5.2;1.6.2;1.7.2;1.8.2;1.9.2;1.10.2

Each student is required to present a 10-minute lesson motivation to the methods seminar group. Using *The American Promise Teaching Guide*,

1. Plan a motivation activity that could be used to
 - a. Introduce a social studies lesson.
 - b. Provide a rationale for the learning activity(s) in a lesson that would follow.
 - c. Capture the students' interest and attention.

2. Write a *Mini-Lesson Plan* that includes:
 - a. A brief narrative (3-5 sentences) describing what you hope to accomplish and why it is important for student learning.
 - b. 1 or 2 behavioral objective(s) related to the topic.
 - c. A step-by-step outline describing exactly what you and your students will *do*.

1. Review the video-tape your work and complete the rubric you developed in *Curriculum and Teaching in the Secondary School*.

2. Please present the following items to your social studies methods instructor:
 - a. Mini-Lesson Plan---**Due September 17** (before you teach).
 - b. Completed *Teaching Critique Rubric*---**Due September 20**.

Scoring Rubric:

This assignment is worth 5% of the course grade.

Written Mini-Lesson is worth ½ of the assignment grade

- a. Rationale (0-1 point possible)
- b. Behavioral Objective (0-1 point possible)
- c. Outline of the Activity (0-2 points possible)

Critique is worth ½ of the assignment grade

- a. Self Critique (½)
- b. Instructor's Critique (½)

DUE: Mini-Lesson Plan---September 17

Critique with Methods Instructor---September 20

Journal Articles and Internet Site

The National Council for the Social Studies (NCSS) is the largest and most important professional organization concerned with social studies education. Members of the class are expected to become familiar with the publications of the NCSS, most especially the journal, *Social Education* and other professional resources available in print or electronic form.

Each student must prepare brief reports on 1 journal article from *Social Education* and 1 internet site which are directly related to the social studies unit he or she will be preparing to teach.

Report Form

Unit Title:

Bibliographic Information:

Brief Summary and Critique of Contents of the Article or Site:

Ideas You Might Use in Your Unit:

N.B. Please attach a copy the article and a short print out from the internet site.

Scoring Rubric:

This assignment is worth 10% of the course grade.

- a. Article selection and bibliographic information (0-1 point possible).
- b. Summary and critique are fully developed and insightful (0-2 points possible).
- c. Ideas for unit are appropriate and fully developed (0-1 point).

DUE: September 21

Unit Plan Description

1.1.2;1.2.2;1.3.2;1.4.2;1.5.2;1.6.2;1.7.2;1.8.2;1.9.2;1.10.2

Each student will prepare a unit plan that he/she can use during the student teaching experience. Please take time **now** to speak with your cooperating teacher about which courses you will be teaching, when and where you will begin, how you will gradually add courses to your teaching load, etc. Then choose one course for which you would like to prepare and teach a 3-4 week unit. Complete the unit-plan description below and ask your cooperating teacher to review and sign your description.

Course: (Title, Grade Level, Ability Level, Etc.)

Unit Title:

Length: (Number of Weeks, Lessons, etc.)

Unit Overview: (Rationale and Brief Statement of Contents)

Unit Goals and Objectives (*Core Learning Goals, Expectations, Indicators of Learning*):
(As given in the Text, Curriculum Guide or as outlined by your School Supervisor)

Working Bibliography: (List of major resources i.e. text(s), books, films, etc. normally used with this unit)

Scoring Rubric

This assignment is worth 5% of the course grade.

- a. Description of the course, unit title and time frame are complete and (0-1 point).
- b. Unit overview is a thoroughly developed narrative describing the unit contents and explaining the rationale for the unit (0-1 point).
- c. Unit goals and objectives are listed (0-1 point).
- d. Form and content of the working bibliography is complete and correct (0-1 point).

DUE: September 24

Oral Report on Peer Teaching Ideas

Each student is to prepare two (2) ideas that he or she might use to develop a lesson for the peer teaching assignment. These will be shared with the class for comments, suggestions, and discussion. The presenter should be able to describe in some detail:

1. The content to be taught. (i.e. facts, concepts, generalizations, skills, and/or values).
2. Rationale for teaching the proposed lesson content.
3. What the teacher might be doing during the lesson to facilitate learning.
4. What students will be doing during the lesson to master the content.

Student Presentations on Teaching Strategies

There are any number of very effective teaching strategies which teachers can employ to help students accomplish important learning goals. Each of you will have the opportunity to become an expert on one such strategy and to teach your peers how to use the strategy effectively. Each of you is to prepare and teach a lesson about one of the strategies listed below.

1. Presentations must be limited to 20 minutes.
 2. Prepare a handout for the class that
 - a. briefly explains the proper use of the strategy.
 - b. includes a bibliography of resources used in preparation of the presentation.
 3. Prepare a lesson plan following the format provided in the syllabus.
- NB:
- a. Please make the presentations as interactive as possible.
 - b. Where possible try to demonstrate the strategy(s) you will be teaching.

Teaching Strategies (Choose One):

1. **Lecture/Teacher Presentation/Demonstration**

Arends, Richard I. *Learning to Teach*, 3rd ed. NY: McGraw-Hill, Inc., 1994.

Ellis, Arthur K. et al. *Teaching and Learning Social Studies*, NY: HarperCollins Publishers, 1991.

Gunter, Mary Alice et al. *Instruction: A Models Approach*, 3rd ed. Boston: Allyn and Bacon, 1999.

Social Science Education Consortium, Inc. *Teaching the Social Sciences and History in the Secondary Schools*, Belmont CA: Wadsworth Publishing Co, 1996.

2. **Class Discussion**

Arends, Richard I. *Learning to Teach*, 3rd ed. NY: McGraw-Hill, Inc., 1994.

Dobkin, William S. et al. *A Handbook for the Teaching of Social Science*, Boston: Allyn and Bacon, Inc., 1985.

Ellis, Arthur K. et al. *Teaching and Learning Social Studies*, NY: HarperCollins

Publishers, 1991.

Gunter, Mary Alice et al. *Instruction: A Models Approach*, 3rd ed. Boston: Allyn and Bacon, 1999.

Social Science Education Consortium, Inc. *Teaching the Social Sciences and History in the Secondary Schools*, Belmont CA: Wadsworth Publishing Co, 1996.

3. **Reading and Writing**

Ellis, Arthur K. et al. *Teaching and Learning Social Studies*, NY: HarperCollins Publishers, 1991.

Dobkin, William S. et al. *A Handbook for the Teaching of Social Science*, Boston: Allyn and Bacon, Inc., 1985.

4. **Cooperative Learning**

Arends, Richard I. *Learning to Teach*, 3rd ed. NY: McGraw-Hill, Inc., 1994.

Cooper, James M. ed. *Classroom Teaching Skills*, 6th ed. Boston: Houghton Mifflin Co., 1999.

Gunter, Mary Alice et al. *Instruction: A Models Approach*, 3rd ed. Boston: Allyn and Bacon, 1999.

Social Science Education Consortium, Inc. *Teaching the Social Sciences and History in the Secondary Schools*, Belmont CA: Wadsworth Publishing Co, 1996.

5. **Video/Multimedia Presentation**

Ellis, Arthur K. et al. *Teaching and Learning Social Studies*, NY: HarperCollins Publishers, 1991.

Schwartz, James E. and Robert J. Beichner. *Essentials of Educational Technology*. Boston: Allyn and Bacon, 1999.

6. **Case Studies (see also inquiry and using primary source materials)**

Arends, Richard I. *Learning to Teach*, 3rd ed. NY: McGraw-Hill, Inc., 1994.

Dobkin, William S. et al. *A Handbook for the Teaching of Social Science*, Boston: Allyn and Bacon, Inc., 1985.

Ellis, Arthur K. *Teaching and Learning Social Studies*, NY: HarperCollins, 1991.

Gunter, Mary Alice et al. *Instruction: A Models Approach*, 3rd ed. Boston: Allyn and Bacon, 1999.

Social Science Education Consortium, Inc. *Teaching the Social Sciences and History in Secondary Schools*, Belmont CA: Wadsworth Publishing, 1996.

7. **Group Investigation/Group Project**

Arends, Richard I. *Learning to Teach*, 3rd ed. NY: McGraw-Hill, Inc., 1994.

Ellis, Arthur K. *Teaching and Learning Social Studies*, NY: HarperCollins Publishers, 1991.

8. **Simulation/Role Play**

Dobkin, William S. et al. *A Handbook for the Teaching of Social Science*, Boston:

Allyn and Bacon, Inc., 1985.

Ellis, Arthur K. *Teaching and Learning Social Studies*, NY: HarperCollins Publishers, 1991.

Social Science Education Consortium, Inc. *Teaching the Social Sciences and History in the Secondary Schools*, Belmont CA: Wadsworth Publishing Co, 1996.

9. **Interest Centers and Computer Assisted Instruction**

Ellis, Arthur K. *Teaching and Learning Social Studies*, NY: HarperCollins Publishers, 1991.

Schwartz, James and Robert J. Beichner. *Essentials of Educational Technology*. Boston: Allyn and Bacon, 1999.

10. **Reflective Thinking**

Ellis, Arthur K. *Teaching and Learning Social Studies*, NY: HarperCollins Publishers, 1991.

Gunter, Mary Alice et al. *Instruction: A Models Approach*, 3rd ed. Boston: Allyn and Bacon, 1999.

Scoring Rubric

This assignment is worth 5% of the course grade.

- a. The written lesson is worth ½ (see *Lesson Plan Rubric*).
- b. Presentation is worth ½ (see *Teaching Critique Rubric*).

DUE: September 28 or October 4

Lesson Plan

Handout for Classmates

Teaching Resources

Bring information about one resource that you or your supervising teacher have found helpful in planning or teaching social studies. It might be a text, a multimedia program, a piece of software, a game, a website, etc.

Please prepare a handout for your classmates which provides:

1. A brief written description of resource.
2. Your critique of the resource.
3. Information about how others might obtain the material.
4. Cost of the resource.

Peer Teaching and Critique

1.1.2;1.2.2;1.3.2;1.4.2;1.5.2;1.6.2;1.7.2;1.8.2;1.9.2;1.10.2

Each student will have the opportunity to teach one 20-25 minute lesson to his/her peers. Students are encouraged see the instructor at least twice prior to their peer teaching date to discuss the lesson plan, teaching strategies, etc.

The lessons are to follow the format for social studies lesson plans as discussed in class (sample follows). Please provide a copy of the lesson plan for the instructor at the time of your peer teaching.

Following the lesson each student is to review the video-tape of her/his peer teaching and

- a. Complete the observation critique form (available from the instructor).
- b. Write a brief (1-2 page) self-critique focusing on:
 - 1) What went well?
 - 2) What changes would you make in content and/or pedagogy were you to teach the lesson again?
 - 3) What specific teaching skills need further attention?

Scoring Rubric

The lesson plan and execution is worth 20% of the course grade.

- a. Your lesson plan must conform to the attached *Social Studies Lesson Plan Guide*. The point value of each component of the plan is listed on the guide sheet.
- b. Your instructor will evaluate execution of the plan. Assessment will include the critique of personal factors and teaching skills that have been shown to affect student learning. See the attached *Teaching Critique Rubric*.

The self-critique is worth 5% of the course grade.

- a. Identify what went well---be specific and indicate exactly how learning was facilitated or enhanced (0-1 point).
- b. Describe changes you would make and explain why and how these particular changes could increase student learning (0-1 point).
- c. Identify specific personal factors and teaching skills that require further refinement (0-1 point).
- d. Critique sheet is complete and demonstrates insight (0-1 point).

**DUE: Peer Teaching Lesson Plan---Day You Teach
Critique---October 18**

Social Studies Lesson Plan Guide

Lesson Topic:

Unit Title:

Description of Students: (0-1 point)
(Brief description of age, grade, ability, etc.)

Dimension of Learning: (0-2 points)

Core Learning Goals, Expectations, Indicators of Learning: (0-2 points)
(As given in the Text, Curriculum Guide or as outlined by your School Supervisor)

Content Focus for this Lesson---Unit Generalization: (0-2 points)

Lesson Contents: (0-2 points)
(Write a brief narrative describing the contents of the lesson and providing a rationale for its inclusion.)

Lesson Objectives: (0-3 points)
Cognitive Objective(s)
Affective Objective(s)
Process Objective(s)

Materials Needed:

Procedure:
(Write a step-by-step outline of what you and the students will be doing during the lesson that includes the following:)

- Introduction (0-2 points)
 - Motivation (How will capture students' attention or explain the rationale?)
 - Context (What is the connection of this lesson to the rest of the unit?)
 - Objectives (How will you share the lesson objectives with the students?)
- Outline Sequence of Learning Activities (0-4 points)
- Closure (0-2 points)
- Assignment (0-2 points)

Evaluation of Student Learning: (0-2 points)
(How will students demonstrate that they accomplished the objectives?)

Teacher Evaluation of the Lesson:
(How would you evaluate the effectiveness of this lesson? What revisions would you suggest?)

Teaching Critique Rubric
1.1.2;1.2.2;1.3.2;1.4.2;1.5.2;1.6.2;1.7.2;1.8.2;1.9.2;1.10.2

Student Teacher: _____ Date: _____

Topic: _____ Observer: _____

SCALE: 0---Poor 1---Fair 2—Average 3—Excellent 4---Superior

PERSONAL FACTORS

1. Did the teacher appear poised and relaxed?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____
2. Could you hear and understand him/her?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____
3. Did he/she develop a positive rapport with his/her students?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____
4. Did the teacher model speech patterns that avoid expressions such as "OK," "All Right," "So . . ." "Um," etc?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____

TEACHING SKILLS

5. Were the objectives of the lesson clear?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____
6. Was the lesson well organized? Did it flow?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____
7. Did the teacher include an introduction to the lesson?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____
8. Did he/she succeed in maintaining student interest?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____
9. Did he/she summarize the learning?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____
10. Were the concepts, skills and values he/she taught important and appropriate?
0 _____ 1 _____ 2 _____ 3 _____ 4 _____

Unit Plan

Each student is expected to write a 3-4 week unit plan that he/she will use during student teaching. The unit plan should be thoughtfully and thoroughly developed and must contain all of the items outlined below.

Social Studies Unit Plan Guide

Course:

(Title, Grade Level, Ability Level)

Unit Title:

Time:

Unit Goals:

(*Core Learning Goals, Expectations, Indicators of Learning, Instructional Objectives, etc.* As given in the Text, Curriculum Guide or as outlined by your School Supervisor)

Unit Overview: (0-1 point)

(Write a brief narrative explaining your rationale for teaching the unit and a describing the content of the unit. What is it that you hope students will know, value and be able to do at the end of the unit and why is it important for students to master this content?)

Unit Generalization(s) to be Taught: (0-2 points)

List Key Concepts, Values and Skills to Be Taught: (0-2 points)

Unit Objectives: (0-3 points)

Knowledge:

Attitudes:

Skills:

Block Plan: (0-2 points)

(Attach Plan---Topic/Strategy)

Unit Resources: (0-2 points)

(Attach an Annotated Bibliography)

Lesson Plans: (0-10 points)

(Attach 5 Sequential Lesson Plans. At least one lesson plan must be multicultural in focus and one lesson plan must incorporate the use of technology.)

Assessment: (0-2 points)

(Attach an assessment tool that you have developed and can use to evaluate student learning for the 5 lessons to evaluate student learning. Please include the rubric you will use for evaluating students' performance on the assessment.)

Unit Block Plan: Topic/Strategy

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Scoring Rubric

This assignment is worth 20% of the course grade.

- a. Your unit plan must conform to the *Social Studies Unit Plan Guide* (see above).
- b. The point value of each component of the plan is listed on the guide sheet.

DUE: October 18

Class Participation

During the final exam you will have the opportunity to evaluate your own participation in Secondary Social Studies Methods and assign yourself a grade. Please consider your faithfulness in completing the reading assignments; the quality of your contributions in small group activities and large group discussion; attention in class; attendance, promptness, etc.

A.	=	3.60-4.00
B+	=	3.10-3.50
B	=	2.60-3.00
C+	=	2.10-2.50
C.	=	1.55-2.00
D	=	1.00-1.50
F	=	0.00-0.90

Scoring Rubric

Your self-evaluation is worth 10% of the course grade.

Due: October 15

Exam

The exam will be comprehensive and include both “objective style” questions and essay questions.

Scoring Rubric

The exam is worth 20% of the course grade.

Loyola College
Professional Development Schools – Secondary
Course Syllabus: Observation/Field Experience
Fall, 2000

Instructors: Ms. Kathleen A. Sears
410-617-2122(Loyola)
or 410-472-2945
email: ksears@loyola.edu

Dr. Peggy C. Golden
410-617-5378

Course Description:

Through field based observation and participation, interns will become familiar with teaching responsibilities and reassess their interest in secondary education. Interns will become oriented to the school community and will work directly with secondary students. These experiences and related assignments will facilitate the development of a personal philosophy of teaching and encourage the application of sound educational theories.

Course Objectives

The interns will:

- Develop an understanding of the student population by studying demographic information, cultural and ethnic composition, and other aspects of the community that affect educational support for adolescents.
- Engage in thoughtful reflection and analysis of a school in the context of a school system to include an awareness of the structure, goals and policies, human and instructional resources, school-wide and system-wide instructional and assessment program, and guidelines.
- Observe and participate in classrooms becoming aware of a variety of teaching styles, classroom management techniques, elements of instructional planning, instructional programs and strategies, and classroom organization.
- Develop an awareness of the specific needs of adolescents that are influenced by varying achievement levels, learning styles, developmental progress, and cultural heritage.
- Develop an understanding of being a reflective practitioner; conceptualizing a teaching philosophy; exploring professional resources, professional development opportunities, professional responsibilities, and collegial relationships.
- Develop instructional opportunities for adolescents to engage in meaningful learning.

Course Requirements:

- Regular attendance and participation
- Observation, instructional planning, and teaching in the classroom setting
- Lesson plans written by you for any small group or whole class lessons you teach.
- A log for each visit citing activities and reflections in the school setting
- Summaries, reflections and reactions on **three** books from the attached list or others approved by the instructors
- Facility with oral and written expression
- Understanding of and appreciation for the differences and similarities in the needs of others
- Self evaluation and receptivity to the evaluations of others
- Additional requirements based on individual needs

Grading:

Pass/fail grades are given for field experience in the secondary school. Students must meet all course requirements at a satisfactory level to receive a passing grade. Regular feedback will assure that students are aware of their progress.

Field Observation and Participation:

- Engage in reflection and analysis of school and classroom activities and the characteristics of adolescents.
- Be an active participant in the classroom by responding to teacher and student interests; by planning and preparing instructional activities; by taking initiatives to assist students; by establishing a professional rapport with school staff and students; and by exhibiting professional behavior with regard to appearance, promptness, dependability, and comments about or to others.
- Evaluation will be a collaborative judgment by the mentor teacher, site-based coordinator, and the college coordinator.

Weekly Logs:

- Note activities in which you participated.
- Relate your observations and experiences to your readings and class discussions from coursework.
- Note what you have learned.

Book reactions: (2-3 pages due by October 5, November 8, December 8)

- Prepare a written reaction to each book summarizing key points, reacting to ideas presented, and indicating possible use in teaching profession.
- Support your position by incorporating knowledge you have gained from your readings, previous coursework and observation experiences.
- Evaluation will be based on quality and clarity of writing; interrelationship of ideas to readings, coursework, and internship experiences.

Lesson Plan Format (If there is a prescribed lesson plan format in your school, use it instead.)

- I. **Objectives:** Describe **what is to be learned by the student**. An objective does not describe the teacher's behavior. Teacher behavior is described in the Instructional Procedure.
- II. **Motivation:** This describes how you plan to get the students' attention and motivate them to remain involved in the lesson. It often refers to a previous learning activity and/or the learners' prior knowledge.
- III. **Instructional Procedure:** This is the logical sequence of steps taken by the teacher and/or students that will flow from the motivation to the middle and the end of the lesson.
- IV. **Closure/Summary:** This describes how the lesson is brought to an end.
- V. **Assessment:** How will you know what the students have learned? The assessment should reflect and measure your original objectives.
- VI. **Alternatives/Options:** Explain what you plan to do if your current plan fails, takes less time

than you expected, or reflects a schedule is changed.

- VII. **Transitions:** Either during or between lessons, explain how you will get the students ready for each part of the lesson and/or for subsequent lesson(s).

Lesson plans must be approved (initialed) by the mentor teacher before the lessons are taught.

Professional Development Schools – Secondary Internship

Key Items/Factors to Observe – As you visit throughout the school and in classrooms, look for WHAT WORKS in the following:

Behavior management

Personal characteristics of effective teachers

Classroom arrangement

Use of bulletin boards and chalkboards

Learning centers

Use of overhead projectors

Use of computers

Support for special needs students

Classroom procedures and routines: sharpening pencils, cleaning desks, lavatory breaks, attendance, preparation for dismissal, home/school communication, office/classroom communication

Assessment techniques

Grading

Involvement of parents

Teaching strategies

Teacher to teacher support

Tie your observations and your readings together as you write your journal entries.

Loyola College

Professional Development Schools – Secondary Internship

Checklist of Key Activities:

- _____ orientation to the secondary school setting: different grade levels, special areas, support services, resources, interdisciplinary connections
- _____ understanding of and appreciation for the multitude of teacher responsibilities
- _____ lesson planning
- _____ lesson teaching
- _____ interaction with parents
- _____ interaction with other staff members
- _____ variety of experiences with adolescents
- _____ research findings, approaches, best practices
- _____ being aware of and preparing for developmental levels, readiness, assessment, special needs
- _____ awareness of community aspects that affect educational support for adolescents
- _____ understanding the profession; developing a philosophy; exploring professional resources, developmental opportunities, responsibilities, relationships
 - Participating with mentor in professional development experiences
 - Co-leading with mentor in staff development presentations
 - Observing, participating as appropriate in site-based team, department, and school improvement team meetings
 - Participating in PTA activities
 - Observing pupil services team conferences, parent conferences as appropriate

USING FIELD EXPERIENCE AS PREPARATION FOR STUDENT TEACHING

- ❖ Prepare and present a lesson in your content area incorporating all the elements of an effective lesson.
- ❖ Practice correct manuscript and cursive writing skills by:
 - Writing the daily objectives on the board.
 - Creating charts for instructional use.
 - Writing comments such as “Good Job” or “Good Try” or “Super” in journals and on seat work. Be specific about what is a “Good Job” e.g., good sentence structure.
- ❖ Learn specific areas and media resources:
 - Select books from the media center.
 - Become familiar with and use AV equipment.
 - Use computers and available programs.
- ❖ Become familiar with school system resources
 - Read curriculum guides.
 - Administer and record curricular assessment.
 - Tutor and work with individual students.
 - Read and work with large and small groups.
 - Survey classroom resources.
- ❖ Practice good human relations skills:
 - Look for opportunities to interact with students
 - Demonstrate energy, interests, and enthusiasm.
 - Participate with students in their activities.
 - Help students with academic concerns.
 - Take the initiative in attending before and after school activities in the school, attend sports events, plays, etc.

PROFESSIONAL DEVELOPMENT SCHOOL
Internship
Team Review Process
1.1.3;1.2.3;1.3.3;1.4.3;1.5.3;1.6.3;1.7.3;1.8.3;1.9.3;1.10.3

Team

The team will consist of two external evaluators, mentors, and college coordinator.

A facilitator will make sure the focus is maintained and facilitate the process as indicated below. This person will not be involved in making the decision.

One external evaluator will be from local school system and one will be a teacher from another Loyola PDS.

Preparation

1. The team will gather for introduction and learning session on assessment.
2. All members of the team will review portfolios which will be available in a designated secure location in the school.
3. Review of the portfolio and written report will be based on the INTASC standards.

Gathering of team, facilitator and intern

1. The team will review the process and decide on questions to be asked of intern.
2. Intern will be invited to join the team.
 - 4) Intern will discuss the portfolio in terms of growth and present one item from the portfolio. (5 to 10 minutes)
 - 5) Intern will answer questions of clarification. (20 minutes)
3. The team will discuss in order to make decision.
4. The team will inform intern of decision with supportive reasons.
5. The team will write narrative.
6. Narrative will be shared with intern by the college coordinator.

**LOYOLA COLLEGE
DEPARTMENT OF HISTORY**

HISTORY 101**B.DONOVAN****FALL 1998****309****HOURS Wednesday 10:20-12:00****E-MAIL;****Wednesday 2:20-4:20****AND BY APPOINTMENT****OFFICE H****TEL 2891;****DONOVAN****OBJECTIVES:**

History 101 is the first part of History core requirement. It is intended to give you a foundation to put many of the core and elective courses you will take into a cultural perspective

1.1.1. To do so, much of the semester will focus on how historians study the past and how we explain what happened, why it happened, and the short and long term consequences of events.

1.2.1 We will also focus on how "average" people and their families dealt with changes in politics, economic structures, culture, in social thinking, and how those changes shaped the way Europe and Europeans interacted with the rest of the World. Because of the immense size of our topic, lectures will often vary from themes already well covered in the text. It will be your task to integrate the lectures, readings, and other material presented in the following weeks. You will be expected to critically think and read about the topics covered and to discuss and write about them in an intelligent and coherent fashion.

REQUIRED TEXTS

Noble, et. al Western Civilization

This is the main text and reference for the class. You should skim the chapter that corresponds to the lectures before the class, and read more closely anything you don't understand in the lectures. At the beginning of each class I will mention the points of the readings that you should take care to know. I will not simply go over the text and very often my lectures will have different emphases and different interpretations than do Noble et al. **1.2.1** The mid-term and final exams will cover topics in both the texts and lectures.

Las Casas	<u>Devastation of the Indies</u> 1.1.1
Machiavelli	<u>The Prince</u>
Defoe	<u>Robinson Crusoe</u>
Browning C.,	<u>Ordinary Men</u>
Solzhenitsyn	<u>A Day in the Life of Ivan Denisovich</u>

and various reserve readings

CLASS CALENDAR

READINGS

WEEK ONE

- 1/12 Introduction to the course watch "The Cathedral" on
Channel 51--times announced
1 \ 14 Medieval Background

WEEK TWO

- 1/18 Renaissance The Prince Discussion
1\21 Europe encounters the World Read "Discovery of the Brazilian
the Frontier" Library Reserve;

WEEK THREE

- 1 /26 Europe Divided
1\28 Religious Wars
Quiz # 1

WEEK FOUR

- 2/2 Absolutism
2\4 Scientific Revolution **1.8.1**

WEEK FIVE

- 2/9 Economy and Society **1.7.1**
2\11 The Era of Revolutions "Great Cat Massacre"
Discussion"

WEEK SIX

- 2/16 The Era of Revolutions (2)
2/ 18 MID-TERM EXAM

WEEK SEVEN

- 2/23 Working Class /Middle Class **1.7.1** READING PACKET Discussion
2/25 MID TERM EXAM

SPRING BREAK MARCH 1-7

WEEK EIGHT

- 3/9 Western Imperialism

3/11 Entering the Age of Uncertainty

WEEK NINE

3/18 The Road to World War I

3/18 War and Revolution **1.2.1**

WEEK TEN

3/23 The search for Order

3/25 Depression and Dictatorship

WEEK ELEVEN

3/30 Left and Right Dictatorships

WEEK TWELVE

4/6 Dictatorship & War II

4/8 World War II Ordinary Men Discussion

WEEK THIRTEEN

4/13 Post War-- Cold War

4/15 Atomic Age and Modernization **1.8.1**
Quiz #2
and Discussion of "Atomic Cafe" and "On the Beach"

WEEK FOURTEEN

4/20 The Rise of the "Third World"

Extended Paper due

4/22 End of the Cold War

WEEK FIFTEEN

4/27 New world order and disorder

FINAL 101.04 MAY 1 @ 9:45; 101.08 MAY 6 @ 9:00

COURSE REQUIREMENTS AND GRADING

Mid-term examination	20%
final examination	20%
Urban history project	20%
Extended Papers	20%
Quizzes & class discussion	10%
Time Line	
office appointment	

Your grade in this course will be based on tests, a paper, quizzes, and class participation. You will have a midterm on 2/25 and a final examination. Both tests will consist of two essay questions on broader themes. The intent is to see how clearly you know the "basic facts" and whether you can use them for interpreting major historical changes. I will give out a list of seven questions before the final from which I shall pick two.

Each of you must make an appointment to see me in my office before Oct. 12, failure to do so will result in a mid-term deficiency report. Failure to do so before 2/25 will cost 3 points on the final grade.

QUIZZES

You will have 2 quizzes that will be taken on the dates indicated above. Each quiz will be given at the beginning of class and lasts 15-20 minutes. If you are late for a quiz, you must still take it in what is left of the allotted time. We will follow with a class discussion based on the question. You will be graded on both the quiz and discussion. It is impossible to receive an A for a quiz without taking an active part in the discussion. Excused absences for quizzes are only given for exceptional reasons at my discretion.

EXTENDED PAPERS

In addition you will write two extended paper this semester. These papers will be between eight and ten pages. One paper will deal with Robin Crusoe. The second paper deals with the issues raised in A Day in the Life. All papers must be typed, preferably on a word processor, and must be turned in to me at the beginning of the class period. Because we will discuss the papers in class you must be in class for the entire period to receive full credit. Papers slipped underneath my door during or after class will not be accepted, they must be handed to me in person. One letter grade will be taken off for each day the paper is late.

The **URBAN HISTORY PROJECT** is worth 10% of your final grade. The class will form into small groups of four or five students and will approximately 10 hours over the semester participating in a community outreach project inside the city. Sister Missy Gugerity of campus ministries, will describe what projects are operating, the dates available, and what that participation will include. A short reflection paper of two pages will be required that will tie your experience to some of the themes developed during our study of urban groups. Those who do not wish to participate, will write a 6 to 8 page paper on the same theme but based on written materials found in the library. You must show up at the day and time of the service. The Center will take no phone calls after 4:00 Friday afternoon. Missing your service is the same as missing a quiz and points will be deducted from your grade. There will be no make up dates in the late semester if you've missed yours without permission from values and service. **1.3.1**

LATE PAPERS, EXAM AND CLASS ABSENCES: Late papers will be graded off according to the plan explained above. You are expected take exams and quizzes on the scheduled days. You. Points will be deducted after two absences, and three late arrivals. The History Department does not give excused absences for students to catch trains, planes, etc. before a holiday or weekend; nor are transportation arrangements a valid reason to leave class early.

HONORS CODE VIOLATIONS

Cheating on quizzes and tests will result in an immediate F. Plagiarizing oral written work will also result in an F. Guidelines on what constitutes plagiarizing will be passed out before the extended paper.

History of Modern Western Civilization
History 101 sections 03 and 07 Spring 1999

Dr. Katherine Stern Brennan

Humanities Center 321 **Ext 2424** Please Use My Voice Mail

You may also reach me at:KSTBrennan@aol.com

Office Hours: TuesThurs: 12:15-1:30pm and 3-4pm

Fridays: Hours announced ahead of time generally 1-3pm

This course constitutes an introduction to European history and cultures from the Discovery of the New World to the Cold War. (1490-1945) The course will examine the enormous changes in the social and political structures of different European countries from the era of the agricultural economy to the time of huge industrial complexes. **1.2.1** The required outside reading is divided into two groups. The first group, including the books by Cipolla and Wiesel will allow us to experience different dialogues on the competition between faith and reason. The second group, including Voltaire, the essays in Bowditch and Gaskell, will allow us to examine the impact that economic and political shifts that occurred between 1734 and 1900 had on women children and men. **1.2.1** In this way we should end the semester with a firm understanding of the social, political, and cultural changes that have taken place in Europe.

Students are expected to think critically, to discuss intelligently, and to read perceptively. The course grade is based on the sum of individual parts: classwork: 17%; midterm is 20%; papers 35%, and the final exam is worth 28% of your grade. The importance of writing lively prose will be stressed and discussed. Late unexcused papers will be marked down a grade a day. Class participation is considered a key component of your grade. Learning is an active sport not a spectator activity. **1.8.2**

Plagiarism:

Remember that the legal definition of plagiarism is: " the act of appropriating the literary composition of another, or parts, or passages of his writing, of the ideas, or the language of the same, and passing them off as the product of one's own mind." (Black's Law Dictionary 5th edition) We will review the process of citation frequently in class, but the ultimate responsibility to understand plagiarism is yours. Deliberate failure to do so will result in course failure.

Required Books:

Bowditch, ed., Voices of the Industrial Revolution **1.8.1**

Cipolla, Faith and Reason

Noble, Strauss et al., Western Civilization **1.8.1**

Gaskell, North and South

Voltaire, Letters on England

Wiesel, Night

Assignments:

- January 12: Paper work, Map Work; Rules of the Road; Renaissance
14: Europe and the World: Noble Strauss Chapter 13
19: Protestant Reformations
Noble/Strauss Chapter 14
21: Catholic Reformation and Age of Religious Wars
Noble/Strauss Finish ch 14 and 15 561-569
26: Society and Culture
Noble/Strauss Rest of chapter 15

28: Building States and Societies
Noble/Strauss chapter 16
- February 2: Overseas Trade and management
Noble/Strauss chapter 16
4: Scientific Revolution **1.8.1**
Noble/Strauss chapter 17
9: Discussion of Cipolla's Faith and Reason
Finish the book!
11: Finish discussion and PAPER DUE
16: Enlightenment/Midterm Review
N&S chapter 18 660-670 Read Voltaire
18: Midterm
23: 18c Culture and Revolution
N&S ch 18 670-95 and Voltaire
25: Class discussion of Voltaire
Adam Smith
[Origins of French Revolt
N&S ch 19 700-720]

HAPPY SPRING BREAK

- March 9: French Revolution
N&S ch 19 700-720
11: Napoleon, Restoration and Revolution
N&S ch 19 720-737 ch 20
16: Industrial Revolution **1.8.1**
N&S ch 21 Bowditch, Adam Smith
18: Bowditch, Malthus, Riccardo selections
Marx selection
23: Finish Marx

- Construction of Nation States
N&S ch 22 811-829 Gaskell discussion
- 25: Stability and change: France, Great Britain, Russia
N&S ch 22 829-840
Discussion E. Gaskell North and South
- 30: Optimism and Industrial Strength
N&S ch 23 Gaskell paper due APRIL 1-5 EASTER/PASSOVER BREAK
- April 6: International Tensions and Imperialism
N&S ch 24
- 8: World War I
N&S ch 25
- 13: Age of Anxiety
N&S ch 26
- 15: Hope and Despair
N&S ch 27 and Wiesel
- 20: World War II
N&S ch 28 and Wiesel
- 22: Faith and Reason

History 340.01 & 340.02: America Through Reconstruction

LOYOLA COLLEGE IN MARYLAND

Professor Angela M. Leonard; Hum Rm316; x2673
webdev.loyola.edu/aleonard

MWF 10-10:50; 11-11:50 a.m.; BE 12
Fall Semester 1999 Office Hours: Tues. between 11-2
or by appt.; aleonard@loyola.edu

Course Description

History 340 is a survey of diverse dimensions of America's history and cultures. Through the use of primary documents and some secondary sources, issues of race, class, and gender are underscored, as well as the unique perspective of America's domestic minorities. This course begins with the European invasion of America and concludes with the 'reconstruction' of a 'nation divided'. It addresses critical junctures in the American past, such as: the meeting of different cultures; the revolutionary struggle for national independence; the founding of a democratic republic; the industrialization of a new nation; the spirit of romantic and evangelical reform; and the basis and consequence of sectional differences--i.e. slavery and the Civil War.

Format

Unless otherwise indicated, class will meet thrice a week: Mondays and Wednesdays for lectures, and Fridays for discussion of readings and lecture topics. However, each class meeting will stress individual participation. To stimulate discussion, students may receive occasionally a handout of some points for consideration, or questions will be presented at the end or beginning of class. Neither the questions nor the handouts should not be treated as comprehensive overviews of assigned material.

Requirements and Grading Criteria

- A. Attendance, Class Participation (discussions) and Pop/Take-Home Quizzes (2-3) 20%
- B. 3 short written assignments (1 Detailed Outline, 1 Short Essay, and 1 Critical Book Report) 50%
- C. Final Examination 30%

All written assignments will require a synthesis of knowledge acquired from the lectures, assigned readings and discussions. Quizzes and the final exam may consist of narrative questions, time-lines, identifications, multiple choice, quotes, or simply a take-home essay(s). Two weeks before written essays are due you will receive specifics about the assignment. Essays must be typed or word-processed, double-spaced, grammatically and syntactically correct, and no

more than five pages.

The class participation grade is determined by the substance and quality of your remarks and not the number of times you speak. To succeed in this area, preparation of assigned readings--prior to class--is fundamental, as well as active engagement in dialogue with other members of the class. You should always be prepared to lead a class discussion of assigned topics.

Late work and Make-up assignments: Extensions and make-up requests are only granted in instances of verifiable illness or family emergency. All other excuses are considered unacceptable, and failure to perform the required assignment will result in an automatic grade of zero.

*You may earn (up to a total of five points) Extra Credit in this course if your project is pre-approved by me. Along this line of thought, I recommend that you consider touring local museums in Baltimore and Washington, D. C., which probably have on display exhibits that fall within the scope of this course. For example, The Great Blacks in Wax Museum (Baltimore). I would also recommend a number of videos (documentaries and historically based feature films). Several are listed below. You are encouraged to watch non-required, but recommended films for extra-credit, provided you write a critical report that states the reasons why the film has relevance to the themes in the course. The same policy applies with visiting campus speakers; you will be encouraged to attend related lectures, especially those sponsored through the Humanities Series. Toni Morrison's *Paradise* is a recommended text. Feel free to write an essay for extra credit about this novel that addresses the ways in which she situates her imaginative vision into an historical context.

Fourth Credit Option: Any students interested in this possibility, please see me.

Field Trips: Smithsonian Lectures, Museums; On-Campus Guest Speakers

A few out-of-class activities may be planned for the semester. Some of you may find the times for these activities are in conflict with your academic or work/job schedules. Because this may be the case, please advise me at the beginning of the term of your weekly itineraries; also inform me of your availability on Saturdays. For each of these activities, students will receive attendance credit. In addition, a 2-3 page report of each event will be required. Those who cannot attend should consider a make-up alternative in consultation with me.

**I reserve the right to make any changes in this syllabus that I deem appropriate or necessary during this term. For instance, when speakers, films, or other events complement some of the themes addressed in this course, the schedule of classes will be adjusted to accommodate those opportunities. You will receive notice of these changes in class or through E-mail.

Major Readings

Enduring Vision (text, 3rd ed) referred to as EV; Enduring Voices (documents, 3rd ed.) referred

to as EV

Elaine Breslaw, Tituba, Reluctant Witch of Salem

Eric Foner, Free Soil, Free Labor, Free Men

Other handouts as assigned

Recommended/Reserve Reading

Eric Foner, America's Unfinished Revolution; or America's Reconstruction: People and Politics after the Civil War

George George Rable, But There Was No Peace (tentative; may become required)

TBA

Films and Documentaries

NOVA: Mystery of the First Americans

1492: Conquest of Paradise

Witches of Salem: Horror & Hope

Goree: Door of No Return

The Chesapeake Planter (documentary)

Digging for Slaves (documentary): New York African Burial Grounds (documentary)

Ship of Slaves: The Middle Passage (documentary)

Thomas Jefferson: A View from the Mountain; Ken Burn's Documentary of Thomas Jefferson

Indians, Outlaws and Angie DeBo (documentary)

When the Lion Wrote History (documentary)

A Woman Called Moses (tentative; feature film)

Glory (feature film)

Others TBA

Recommended Films

Christopher Columbus: The Discovery (tentative, feature film)

Native Americans Tell Their Own Story

Witchcraft in America (documentary; The Crucible (feature film)

Son of Africa [Olaudah Equiano]

Africans in Americas (documentary, 4 episodes)

Equal Justice Under the Law Series: Marbury v. Madison; Gibbons v. Ogden; and McCulloch v. Maryland

New York: A Documentary Film

Lincoln (documentary, multi-vol. Series)

Topics and Assignments

(This is only a sample of topics for a given week.)

Week of
Sept. 8-13

Topics: Introduction; Loyola History Dept. Style Sheet

First Americans; Encounters of Cultures; European Expansion (or Seizure); Similarities between Irish and Native Americans

Sept. : Documentary: Mystery of the First Americans

Out-of-class, Feature Film (required): 1492: Conquest of Paradise: (view on Loyola Cable Channel --will air at 5:00 and 9:00 p.m. (Sept. 10-13)

Readings & Discussion: EV Chs. 1-2; "Privileges and Prerogatives Granted to Christopher Columbus" (handout)

Recommended Feature Film: Christopher Columbus: The Discovery during scheduled times.

Sept. 15 Reflection Paper: Describe the discursive links between the handout and the film; no more than 3 pages.

Sept. 15-24

Topics: Reasons for Migration; Patterns of Life in New England (I)-- New England Democracy, Witchcraft, & Religious Intolerance

Readings & Discussion: "Mayflower Compact," "Fundamental Orders of Connecticut" (handouts); Salem Documents

Documentary (required): Witches of Salem: Horror & Hope (in class viewing)

Sept. 17--Out-of-class Begin Critical Book Report

Recommended Documentary and Feature Film: Witchcraft in America; The Crucible

SEPT. 27 Critical Essay/Book Report: Tituba, Reluctant Witch of Salem

Sept. 24-29

Topics: Colonial Settlement (II): Southern Colonies and Middle Colonies Social Geography; Rank and Status **1.3.1**

Documentary: (required): The Chesapeake Planter (in class viewing)

Readings & Discussion: EV Ch 3; Morgan, Edmund, "Slavery and Freedom: The American Paradox" (on reserve)

Sept. 29-Oct. 8

Topics The Slave Trade and American Chattel Slavery

Readings and Discussion: EV Ch. 4; Study guides to films

Documentary (required): Digging for Slaves; and A Ship of Slaves (in class viewing);

Recommended Documentaries: New York African Burial Ground ; Goree--Door of No Return; Son of Africa

Oct. 8-13

Topics: Great Awakening ; Transatlantic Conflict--American Revolution

Readings & Discussion: EV Chs. 5-6; Resolutions of the Stamp Act Congress;Paine (handout);

Declaration of Independence (See Appendix in EV)

Documentary (required): View one of the following --Thomas Jefferson A View from the Mountain (Oct. 11-14); OR

Jefferson (Ken Burns' Documentary) (Oct. 18-22); both will air at 5:00, 7:30, and 10:00 p.m on the dates stated; (view on Loyola Cable Channel) .

OCT. 15 MID-SEMESTER HOLIDAY; MID-SEMESTER GRADES DUE

Oct. 18-25

Topics/Lecture: New Nation as a Democratic Republic; "The Great Constitutional Discussion, 1786-1789"; The First Party System; Federalism;

Jefferson

Readings & Discussion: EV Ch. 7; Articles of Confederation; Constitution and Bill of Rights; EV Ch. 8

Documentary (required): note above

Oct. 25--Take Home Quiz; Thomas Jefferson and Sally Hemings--What is this very current Controversy All About? (more details to come)

Recommended Documentary: Africans in America, Episode 3 (on reserve)

Oct. 27- Nov. 1

Topics: Pre-Capitalist Rural Manufacturing; The Transportation Revolution; Industrialization; Women in Industry

Readings & Discussion: EV Chs. 9; Caleb Snug (handout)

Oct. 29--No Class; begin viewing required documentary; see below.

Recommended Documentary: Africans in America (on reserve)

Nov. 3-5

Topics: Jacksonian Era: Immigration; Indian Removal; Expansion-West and Southwest; Mexican War

Readings & Discussion: EV Chs. 10, 13

Documentary (required):Indians, Outlaws and Angie De Bo (view on Loyola Cable Channel 53, Oct. 29, 31. Nov. 3, at 5:00, 7:30, and 10:00 p.m.)

Recommended Documentay: Broken Rainbow (view on Loyola Cable Channel 53, Nov. 4-6, at 5:00, 7:30, and 10:00 p.m.)

DETAILED OUTLINE DUE-- Before End of the Semester: Daniel R. Mandell's "Shifting Boundaries of Race and Ethnicity: Indian-Black

Intermarriage in Southern New England, 1760-1880" (on reserve)

Nov. 8-12 **1.7.1**

Topics: Slave Labor System and the Southern Economy; Antislavery and Pro-Slavery Arguments
Readings & Discussion: EV Ch. 12; George Fitzhugh, Sociology of the South, and the Southern Non-Slaveholder (excerpts, handouts)

Documentary (required):When the Lion Wrote History (view on Loyola Cable Channel 53, Nov. 10-14, at 5:00, 7:30, and 10:00 p.m.)

Nov. 15-22

Topics: Age of Reform (I): Antislavery--Colonization and Abolitionism; Free Blacks in the North

Readings & Discussion: EV Ch. 11; (on reserve); Thoreau "Civil Disobedience" (handout)

Required Feature Film: A Woman Called Moses (optional; view on Loyola Cable Channel, Nov. 19-21; 5 and 9 p.m.)

NOV. 15, Attend Lecture, Prof. Thavolia Glymph (Penn State Univ) 7 p.m., KH 02)

Topics: Age of Reform (II): Cult of Domesticity; Women's Rights

Readings & Discussion: Welter, "Cult of True Womanhood" (on reserve); "Declaration of Sentiments" (handout)

NOV. 22 SHORT ESSAY DUE--Common Strain in Early 19th Century Reforms (more details to come)

Nov. 22-24

Topic/Lecture: Violence and the Antebellum South--"The Nose, The Lie & The Duel in the Antebellum South"

THANKSGIVING RECESS-----NOV. 25-29, 1998

Nov. 29-Dec. 3

Topics: Emerging Sectionalism & The Coming of the Civil War (I): Manifest Destiny Westward Expansion

Readings & Discussion: Foner, Free Soil (Chs. 3-6); EV Ch. 13

Dec. 6-10

Topics: Coming of the Civil War (II): Crisis of Second Party; System; Kansas-Nebraska Act; Secession and Civil War; Election of 1860

Readings and Discussion: Foner, Free Soil (finish); EV Ch. 14

Topics: Emancipation, Lincoln; Unification & Reconstruction

Readings: EV Ch. 15

Recommend Documentary and Feature Film: LINCOLN (mutli-episode, on reserve); Glory (on reserve)

Recommended: Foner, America's Unfinished Revolution; George Rable, But There was no Peace

FINAL EXAMINATION: HS 340.01--Dec.17, 9:00 A.M.; HS 340.02--Dec. 16, 9:00 A.M.

THEMES 1,2,3,10

History 341
The U.S. From Reconstruction to the 1990s

Fall Semester 1999

Professor Cheape
324 Humanities Center
Office Hours: M-W-F
1:00-3:00 p.m. and by
chance or appointment
Ext. 2635

History 341 covers the last one hundred thirty years of the American experience. By examining U.S. social and economic life as well as its political, diplomatic, and cultural history, the course focuses on the basic questions about what present-day Americans share with their nineteenth century ancestors, how our lives differ from theirs, and why and how the changes occurred. To examine these questions the course has a four-part framework: Generation I--completion of the industrial, urban network (1860s-1890s); Generation II--reaction and reform (1890s-1920s); Generation III--trial and centralization of power (1930s-1960s); and Generation IV--limits to power (1970s-1990s).

Materials

The following are available at the college bookstore:

Joseph Conlin, The American Past. Part 2: A Survey of
American History Since 1865

John Cary & Julius Weinberg, The Social Fabric. Vol. II

C. Vann Woodward, The Strange Career of Jim Crow **1.1.1**

John Kasson, Amusing the Million

William Riordon, Plunkitt of Tammany Hall

Paul Conkin, The New Deal

Assignments on reserve at the library are marked (*). Also strongly recommended is the Loyola College Writing Handbook: A Guide to Writing in All the Disciplines. (This book is normally used in WR113 and is on sale in the college bookstore.)

Framework and Schedule:

- I. Introduction (Sept. 8-10)
(There will be a session on the writing assignments on Sept. 13.)
- II. Advent of Modern America, 1860s-1890s

- A. Why begin here? Reconstruction and the U.S. in the 1860s and 1870s (Sept. 15-17)
- B. Force for change: the Industrial Revolution (Sept. 20-24)
- C. Change and continuity in work (Sept. 27-29)
- D. Changing patterns of life and place: urban world (Oct. 1-4) **1.3.1**

Test I (Oct. 6)

- II. Reform in Peace and War, 1890s-1920s
 - A. Challenges unmet: 1890s discontent (Oct. 8-18) **1.3.1**
 - 1. Agricultural change and protest
 - 2. Gilded Age politics and Populism
 - 3. Depression, labor strife, nativism, and others
 - 4. 1896: change and continuity
 - B. Progressivism (Oct. 20-27)
 - 1. Roots and ideology
 - 2. The national movement

Test 2 (Oct. 29)

- C. Foreign policy (Nov. 1-5)
 - 1. Advent of American imperialism
 - 2. Progressives and the limits of expansion
 - 3. World War I: Progressive crusade
- D. The 1920s: Extension of the Progressive era (Nov. 8-10) **1.8.1**
 - 1. Automobiles in American life
 - 2. Isolationism and normalcy
 - 3. Progressive continuities in the 1920s
- III. Big Government and World Power, 1930s-1960s
 - A. Crash, paralysis, and New Deal (Nov. 12-17)
 - 1. FDR and new political coalitions
 - 2. New Deal: Ideas, content, performance, and impact
 - B. World War II (Nov. 19)
 - C. The Cold War (Nov. 22-Dec. 1)
 - 1. Origins
 - 2. Cold War, foreign and domestic
 - D. Great Society (Dec. 3-6)
 - 1. Affluent generation
 - 2. Civil Rights movements
 - 3. 1960s and expanding protests
- IV. Limits to Power, 1970s-1990s

- A. Vietnam (Dec. 8)
- B. Watergate and malaise (Dec. 10)

Reading Assignments:

Sept. 8-17:	Robert Wiebe, <u>Search for Order</u> , chps. 1-2*; Conlin, chp. 25; Cary & Weinberg (C&W), chp. 1 (Williamson, "After Slavery")
Sept. 20-24:	Conlin, chps. 27-28
Sept. 27-Oct. 1:	Conlin, chps. 29-30; C&W, chps. 4-6; Moses Rischin, "The Immigrant Ghetto"*
Oct. 4-8:	Conlin, chp. 31-32; C&W, chp. 3; Riordon, all
Oct. 11-13:	Conlin, chp. 26 ; C&W, chps. 2, 9; Woodward, introduction and chps. 1-3
Oct. 18-22:	Conlin, pp. 585-89 & chps. 34-35; Kasson--all; Allen Davis, "The Settlement House"*
Oct. 25-29:	Conlin, chp. 36
Nov. 1-5:	Conlin, pp. 589-603 & chps. 37-38; C&W, chp. 10 Ernest May, "War Comes With Spain"; John Cooper, "WWI: European Origins and American Intervention"
Nov. 8-12:	Conlin, chps. 39-41; C&W, chps. 11-14; Conkin, chp. 1
Nov. 15-19:	Conlin, chps. 42-44; C&W, chps. 15-16; Conkin, chps. 2-4
Nov. 22-Dec. 3:	Conlin, chps. 45-48; C&W, chp. 17; Ronald Steel, "Pax Americana"*; Woodward, chps. 4-6; C&W, chp. 18
Dec. 6-10:	Conlin, chps. 49-51; C&W, chps. 19-21

Other Assignments:

1. There will be two tests (Oct. 6 and Oct. 29) and a final exam. All three will consist of essay questions based on course readings and lectures. The tests and exam will be open-book and open-note, and the answers will be graded for comprehensiveness, thought, clarity, and support. The final exam will be a take-home exam (given out on the last day of our class), which will be due no later than noon, Tuesday, December 14. The broad nature of the questions, the need to use concrete evidence, and the constraints of time will require thorough mastery of the material before tams the tests and the exam.

2. The course's paper assignments require the student to choose a particular topic or event in U.S. history between 1866 and the 1980s. He/she should then read a historical account of the subject as told directly by a primary participant. Based on this document, there will be three sequential papers. For the first paper each student will write a short (2-3 page) essay which answers the question: "What is the primary participant's interpretation of some historical issue or event in which he/she was directly involved?" This paper needs to identify the person, topic, and account; outline the author's argument; provide proper citations to evidence (footnotes or endnotes in correct form); and include an annotated, prospective bibliography (also in correct form). Outlining the argument requires identifying a central question or issue and the original writer's thesis or answer (in the introduction) and demonstrating the original writer's argument by laying out his/her main points with a brief explanation and some evidence for each point (in the body of the paper).

Then, using the best other sources available on the subject (normally at least five to seven secondary works), the student should evaluate the original presentation in both the second and third papers, each of which answers the general question: How "good" is the primary account as history? In other words how complete is the account? How accurate? How perceptive? What conclusions were drawn and how sound are they? What are the author's strengths and weaknesses as a historian?

The second paper is a short essay which serves as a brief presentation (about 2-3 pages) of what will eventually become the full-length case in the third and final paper. The second paper includes an introduction and a clear statement (in paragraphs) of the student's argument, that is, his/her thesis and major points (each with a little explanation and evidence) about the value of the primary account. The third paper is a complete version (8-10 text pages), presenting the student's full-length case with all of its subpoints and a full discussion of the evidence. Just like the first paper, the second and third papers should be fully documented with footnotes or endnotes, and in each paper there should be an annotated bibliography. (For all three papers, see the History Style Sheet for the correct forms for the notes and the bibliography.)

The primary account can take many forms. It may be found in a portion of the participant's autobiography or in a first-hand history of the event presented in an article or a book or some other document written by the participant. Remember that the account must be primary, that is, written by a participant; it must be historical (dealing with the question of what happened and why); and it must deal with U.S. history in the period covered by this course.

The first paper is due by noon, Monday, October 4. The second paper is due by noon, Monday, October 25. The final, full-length paper is due by noon, Friday, November 19.

Other Points:

All assignments (tests, exam, papers, and class attendance) must be completed in order to pass the course.

POLITICS

PS 101.03, Spring 2000

Tuesdays and Thursdays, 3:05 - 4:20

Professor J. Holc
 Beatty 306B, ext. 2922
 e-mail: jholc@loyola.edu

Office hours:
 Tuesdays and Thursdays,
 4:30 - 6:00 p.m. and by app't

Readings: Thomas Hobbes, Leviathan
 Frantz Fanon, The Wretched of the Earth
 Andersen & Hill Collins, Race, Class, and Gender
 Nancy Mairs, Waist-High in the World
 Philip Gourevitch, We Wish to Inform You that Tomorrow We Will Be Killed With Our Families **1.9.1**

Requirements:	three short papers	40%
	participation	30%
	midterm exam	15%
	final exam	15%
	letter to me	0% but required to pass

1.5.1

Objectives: This course will be guided by the following question: why do we obey? What I mean by this question is, on what basis do people, anywhere, follow any kind of political power? What is the more important factor in maintaining **power**: fear, loyalty, or material benefits? Are other factors at work? Why do people protest or resist power? Which theory of power best explains the relationship of people to the government, state, or system that is “sovereign” over them?

There are many ways to teach a course on these themes. The way I have chosen emphasizes who we are, that is, “identity.” The concept of **identity** compels us to ask, Who is the person obeying, resisting or shaping power? We are all individuals, but we are also all gendered and all “raced.” What is the difference between theories of power that acknowledge these differences and those that do not? How does identity affect the ability to challenge or change the political system? In turn, how does a dominant political system or theory influence identity?

We will follow these two concepts, power and identity, through a series of readings, papers and discussions. *The main objective of this course is to enable each student to critically assess our group of theorists and formulate his or her own view of the relationship of power and identity, and apply that view to himself or herself.*

Bookstore: The bookstore will give you all your books when you show them your course schedule, but it is very important that you check what you have been given against the list above. When an assignment is due, it will be you who will be responsible for having that book. If you really can't find the book, let me know and I'll help you find a copy.

1.1.2

Participation: As is evident by the weight of the requirements, participation is very important to the success of the class. I ask you to prepare **study questions** each week and to participate in class based on those questions. These questions are not "busy work" or even homework. Their aim is to help you read the material, which is often challenging; to help you focus in on the main issues of the text; and to give you a concrete basis on which to participate in class. Although they may seem difficult at first, almost all students tell me that these questions are the best part of my courses. I will hand out the study questions each week in class. Students are responsible for being familiar enough with the assigned reading to answer the questions in class. The best way to achieve this familiarity is to write out the answers for yourself, but that is not required. Whatever style you choose, you must be able to talk about the reading in regard to the questions; even if you do not have the "right" answer, you should be able to talk about how you went about looking for it.

These questions give you the chance to demonstrate your knowledge and your critical abilities. You will never be caught off guard by a question that you did not expect and you will be able to hear different kinds of answers from your fellow students. This method gives me the ability to evaluate your participation in the fairest way possible, by holding every student responsible in the same way. The questions also provide you with a guide to how you are doing in class. If you are having trouble preparing answers or reading the material, you should come in to see me so that we can work together on ways to help you do the best that you can in this course.

Each time we meet, I will circulate a sheet of paper. If you sign the paper, you are stating that you are prepared to participate in class and that I may call on you to answer any of the study questions. (You may also volunteer, of course.) One of my teaching goals is to allow every student in the entire class the chance to participate, so at times I may look past frequent volunteers and wait for quieter people to be ready to talk. If you sign the sheet, but are not prepared, I will cross your name off the sheet at the end of class.

We will engage in class discussion every class meeting. I expect you to sign the sheet every class except for five. That is, you can pass on the sheet five times in the course of the semester without signing it, and your grade will fall within the range of A to B-. Every time that you do not sign the sheet after your five free days, you fall into the next category, C to C-. If you choose not to sign the sheet more than ten times, you fall into yet another category, D to F. Where you fall within each range depends on the quality of your participation. You may, of course, come to class and even participate if you have not signed the sheet. Please hoard your absences! Too many can really torpedo your grade. You cannot sign the sheet if you are more than ten minutes late for class, and frequent lateness will hurt your grade. This grading system should give all of us lively, interesting and useful class discussions in which we are *all* engaged and actively learning! In the end, you will have learned more in this class as a participant than if you had just been an observer.

Please stop by my office anytime to talk about the reading, the assignments or any issues you have with the course. **All study questions, handouts and paper topics will be available outside my office door**, so you can stop by and pick them up if you have lost yours or missed

class.

1.1.2

Papers: I will assign three papers. These will be papers on a topic assigned by me, to be written drawing on the readings in class. These three papers constitute a large proportion of your grade (40%). So that you may have every chance to get the best grade you can, you may rewrite each paper once, after I have graded it and given you comments. Your grade for the paper will then be an average of the initial grade for the original paper, and the rewritten paper. You don't have to rewrite the papers; you can rewrite just one or two or all three; you have to rewrite the paper within a specific time period. My goal in offering you the chance to rewrite the paper is to help you feel that you have done the best job possible.

If you skip class the day a paper topic is handed out, just pick one up outside my office door. You may hand papers in late for five additional points per day. You will have to find a way to turn your work in on Saturday or Sunday, if you are a late paper-writer. I suggest sending it to me by e-mail.

The first paper assignment will be a little unusual. You will earn part of your grade (10%) by turning in a very short essay on an author from class; I will return that essay to you with a grade and comments, and you can incorporate that work into your first paper any way that you wish.

Midterm and final exam: These will be essay tests. The questions will be similar to the paper topics I have handed out in class.

Letter to me: Write a letter addressed to me introducing yourself. Include your phone number, your major, related courses you have taken and any job, travel or other experiences that have shaped who you are and what your interests are. It can be handwritten or typed. *It must also include the full name and phone number of one other person in this class.*

Office hours: In addition to the regular office hours at the top of this syllabus, I often schedule extra office hours before tests and papers. Please feel free to make appointments with me if you have any issues about the class to talk about. I often meet with students about study questions, their papers, grades, the reading--in addition to setting up appointments and asking questions after class, you can call me (ext. 2922) or e-mail me (jholc@loyola.edu).

Grading: Papers, participation and exams will be graded on a numerical scale from fifty to one-hundred. The grading scale for this course is as follows:

A =	94-100	C =	74-76.99
A- =	90-93.99	C- =	70-73.99
B+ =	87-89.99	D+ =	67-69.99
B =	84-86.99	D =	64-66.99
B- =	80-83.99	D- =	60-63.99
C+ =	77-79.99	F =	59 and below

The Loyola course catalog notes that "a 'C' denotes work which achieves the objectives for the course." If your work matches exactly what was asked of you, and nothing more, it will earn a "C." In other words, a "C" means "adequate." To earn grades of "B" or "A," students' work should go beyond the minimum expected. The Loyola catalog notes that a "B" is a "mark of distinction." A "B" is earned by work that is more than adequate; it stands out because of its greater detail and depth, or its strong argumentation and writing. An "A" is reserved for work that is outstanding. Think about this term: "outstanding" is a way of saying "stands out," that is, stands above or beyond what is simply a very good job. In this class, an "A" denotes work that is not only more than adequate, but that stands out by demonstrating **intellectual initiative**. This is an abstract term and hard to grasp at first. It might take the form of creativity, originality, critical analysis or risk-taking. I will point you in the direction of achieving an "A" in my comments on your papers.

A special note: This syllabus is a contract between the students and the professor. Your obligations are to come to class prepared; to complete the writing assignments to the best of your ability; and to respect the professor and your fellow students. My obligations are to keep our classes challenging and engaging; to grade you fairly and in a way that helps you improve and learn; to give you a voice when you have something to say; to be available for your questions and concerns; to facilitate discussions so that our classroom environment is a positive one for you; to respect you; and to give your learning a structure. If during the course you feel that this contract is not working for you, I hope we can find a way to talk about it.

This course involves issues that are guaranteed to make us uncomfortable at times and even offended or angry. My biggest challenge as a teacher is to provoke you into thinking about issues that are disturbing, yet still allow you to feel respected and safe in voicing your view. For our contract of mutual respect to work, we will have to find a way to disagree without taking offense or offending someone else and to keep our minds open.

- Week 1 (Jan. 18, 20): Thomas Hobbes, *Leviathan*, chapters 13 & 14. **1.6.1**
- Week 2 (Jan. 27): Hobbes, *Leviathan*, chapters 17, 18, 19, 21, 26, 27 & 30. **1.6.1**
- Week 3 (Feb. 1, 3): Thucydides, "Pericles' Funeral Oration," handout. **1.6.1**
John Locke, "Two Treatises of Government," handout.
Short essay due on Friday, Feb. 4th.
- Week 4 (Feb. 8, 10): Frantz Fanon, *The Wretched of the Earth* **1.6.1; 1.9.1**
- Week 5 (Feb. 15, 17): Michel Foucault, "Panopticism," handout.
First paper due on Friday, Feb. 18th.
- Week 6 (Feb. 22, 24): Film: "You Got to Move" **1.9.1**

Midterm exam on Thursday, Feb. 24

- Week 7 (Feb. 29, Mar. 2): Cornel West, "Race Matters," in *Race, Class, and Gender*.

1.1.1;1.6.1;1.9.1

Arturo Madrid, "Missing People and Others," in Race, Class, and Gender.
Film: "True Colors"

Week 8 (Mar. 14, 16): Philip Gourevitch, We Wish To Inform You..... **1.1.1;1.6.1**

Week 9 (Mar. 21, 23): Philip Gourevitch, We Wish To Inform You.....
Second paper due on Friday, March 24th

Week 10 (Mar. 28, 30): Philip Gourevitch, We Wish To Inform You. **1.1.1;1.6.1**

Week 11 (Apr. 4, 6): Dickson Eyoh, "From the Belly to the Ballot"
1.1.1;1.6.1;1.9.1

Peggy McIntosh, "White Privilege and Male Privilege," in Race, Class, and Gender.

Week 12 (Apr. 11, 13): Film: "The Color of Fear" **1.1.1;1.6.1;1.9.1**
Cherrie Moraga, "La Guera," in Race, Class and Gender.

Week 13 (Apr. 18): Audre Lorde, "Age, Race, Class and Sex," in Race, Class and Gender.
1.1.1;1.6.1;1.9.1
Third paper due on Wednesday, April 19th

Week 14 (Apr. 25, 27): Nancy Mairs, Waist-High in the World. **1.1.1;1.6.1**

Week 15 (May 2): Audre Lorde, "The Transformation of Silence into Language and Action," handout. **1.1.1;1.6.1;1.9.1**

final exam: TUESDAY, May 9th at 9:00 a.m.

I will calculate your grades the following way:

participation	30%
midterm exam	15%
final exam	15%
letter to me	0% but required to pass
papers	40%

Your "papers" grade is an average of all your papers, calculated the following way:

first short paper grade x .10 plus first
long paper grade x .30 plus second long
paper grade x .30 plus
third long paper grade x .30 =Your paper average

Grades for the final exam and for the course will not be available over the phone or through e-mail. I'll be happy to mail you your work to your home. Leave me your address when you turn in your final exam.

II. Final exam: Your final is a take home final and is due on Tuesday, May 9th, by 12:00 p.m. at my office, Beatty 306B. You can turn it in early. You must turn in a printed copy; however, if you are traveling or having printer problems, you can e-mail your paper to me, if you send or give me a hard copy as soon as you can afterward. You should feel free to talk to me about your work-just e-mail (Jholc@loyola.edu) or call to set up an appointment (2922).

POLITICS, Spring 2000

midterm exam

1.1.1;1.1.2

Answer **one** of the following questions in an essay form. You will be graded according to 1) the skill with which you demonstrate familiarity with the reading and 2) the quality of your argument and your critical thinking.

1. Is "order" what all subjects should want, first and foremost? What price should subjects be willing to pay for this order? Explain how **three** of the following theorists would answer that question: Fanon, Hobbes, Locke, Pericles, Drakulic. In your opinion, in what ways can this search for order lead to dehumanizing consequences for subjects, and in what ways can it enrich subjects' humanity? (Note: I have no pre-set definition of "humanizing" in mind!)

2. In her article, "Letter from Croatia," Slavenka Drakulic argues that "nationalism and democracy do not belong together." Why not? Explain her argument, and then fully explain how first Pericles, and then Frantz Fanon, would respond. In your opinion, does Drakulic's view of subjects allow for dissent or not? Does her view contribute to a unified commonwealth, or risk return to the state of nature, or neither?

3. In his book, Leviathan, Thomas Hobbes argues that the sovereign has a duty to teach the subjects and keep them informed of the reasons for the sovereignty. He also, in chapter 30, lists particular things subjects are to be taught, such as "they ought not to be in love with any forme of Government" other than their own. What does Hobbes's theory argue about the relationship of teaching and *knowledge*, on the one hand, to *obedience*, on the other hand? How would **two** of the following authors respond to this argument: Pericles, Drakulic, Locke, Fanon. In your opinion, what are the costs and risks of subjects acquiring knowledge that is different from the sovereign's

Study questions for March 14: Arturo Madrid, "Missing People and Others," in Anderson and Hill Collins, Race, Class and Gender. **1.1.1;1.1.2**

1. What does Madrid mean when he says that his "ancestors' presence in what is now the United States antedates Plymouth Rock...?"
2. Why is Madrid frequently asked where he is from? What is his "ultimate answer?"
3. When he says his appearance and speech "create a text that confuses the reader," what does he mean? Who is "the reader?"
4. What does he mean by "mental sets that define America?"
5. How is it that immigrants to Madrid's region seemed more able to claim true "American-ness" than Madrid and the people like him who predominated in his region?
6. What does Madrid seem to mean by "otherness?"
7. How can it be that by trying "to deny" his otherness, school "only accentuated it?"
8. What does school teach, in Madrid's view?
9. In both the first two paragraphs on p. 22, Madrid talks about his immediate environment, but also mentions the larger culture. He says "*los americanos* were omnipresent" and that people of his community were absent "from the larger cultural.. spaces..." What does he mean by this idea of a larger, omnipresent culture?
10. Does Madrid protest learning English? What did his "successful" education/socialization mean about his first language?
11. What is the "true text" of individuals like Madrid? Who "reads" this text?
12. What does being "the other" mean to the individual so treated? What does it produce? Why, in your view?
13. Why is being "the other" contradictory?
14. The paragraph beginning, "If one is *the other*.." is an important one. For the themes in this class, I relate this paragraph to subjects, ideal subjects and non-ideal subjects. I propose viewing "the other" here as a potential dissenting subject, or maybe a non-ideal subject. What is threatening about *the other* to the "non-other" subjects, those passing as "normal Americans?"
15. How do the "normal Americans" tend to view the subject labelled as "*the other*," still in Madrid's paragraph in the middle of p. 23?

16. What might "unidimensionally" mean here? What does it mean to view a subject "unidimensionally?" How does viewing a subject this way possibly alleviate the anxiety a non-ideal subject provokes in a "normal American?"
17. In a Hobbesian society, where potential dissenters are both discouraged and pointed out to remind the "non-dissenting" subjects of the consequences of dissent, how might the relationship of "normal Americans" to *the other* help the sovereign? Hinder the sovereign?
18. On p. 23, Madrid talks about different reactions of himself and other people to the label of "the other." What are some of these reactions?
19. Which reactions might help the sovereign? Which hinder the sovereign?
20. Did the presence of many Mexican-Americans and Mexicans at UCLA help Madrid feel more included in the "normal American" category?
21. In the paragraph beginning, "Needless to say," Madrid says that "persons like me" were not present as employees or students, but then he says they were "not even part of the institutional or individual mind-set..." What does that distinction mean?
22. What is Madrid's point about a *floc de tierra*? Link this to his point in the paragraph beginning, "Some of us entered institutional life"
23. What is Madrid's point about "entry points" and their "conflictive" nature? What is a disadvantage of entering an institution by demand rather than being welcomed or invited in?
24. "The nature of the entrance and the nature of the space occupied have greatly influenced the view and attitudes of the majority population within those institutions." Explain.
25. How does Madrid define the "well-being of a society?" What are the pros and cons of this view?
26. What is the difference between creating an institution that reflects the culture of the majority, and an institution that reflects "the diversity of our society?"
27. What about the difference between an institution that reflects the culture of the ideal subject, or the non-dissenting subject, and an institution that reflects "the diversity of our society?"
28. Is there any disadvantage for subjects of living in a commonwealth with absolutely no dissent? Of living in a commonwealth of complete order and stability?

POLITICS, Spring 2000

Study questions for Tuesday, March 21st: C. Moraga, "La Guera" **1.1.1;1.1.2**

1. Explain your own view of the quote by Emma Goldman.
2. What is "la guera?" What does it do for your ability to pass as an average American? What does it do to your "otherness?"
3. "From all of this, I experience, daily, a huge disparity between what I was born into and what I was to grow up to become." Explain.
4. Explain in your own words her point about starvation.
5. In what way is "lesbianism... a poverty?" What does this statement assume about what subjects need, and what impoverishes them, in general?
6. "The danger lies in ranking the oppressions." Explain.
7. "The danger lies in failing to acknowledge the specificity of the oppression." Explain.
8. "The danger lies in attempting to deal with oppression purely from a theoretical base." Explain.
9. "But to fail to move out from there will only isolate us in our own oppression--will only insulate, rather than radicalize us." Explain.
10. Explain the main point of the paragraph beginning, "And yet, oppressed groups are forgetting all the time..."
11. What is the "real battle?"
12. Explain the main point of the paragraph beginning, "Time and time again..."
14. With what fact must Moraga reckon, on page 22?
15. To whom is Moraga opposed? Men? Whites? Heterosexuals?
16. Would Moraga feel that her real freedom is guaranteed by Locke's rights?

POLITICS, Spring 2000

Second long paper assignment, due 4/3

1.1.2

Write a paper on one of the following questions. Your paper should be typed or word-processed, spell checked, proofread for grammatical and typographical errors, and is due on Monday, April 3rd, at 5:00 p.m. at my office, Beatty 306B. You may slide it under the door or place it in my mailbox in the Political Science Department office. The paper should be about 5-6 pages long, but can be as long as you like. *It must incorporate at least two quotations from each course reading that you are discussing.* The following is an example of how to cite an author:

In Hobbes' view of liberty, "every man has a Right to every thing; even to one another's body." (Hobbes, p. 190)

If you use the author's words instead of your own, or any author's words instead of your own (including another student's), that is plagiarism and it is against the law--you will fail the paper no matter how hard you worked on it. I know it is tempting to use formulations that are in the reading, so to help you catch yourself I will take off three points every time you use more than three words in a row from another author. To be on the safe side, just always use quotes. A paper with a lot of quotes is not of lesser quality than a paper with fewer quotes!!

A key to success in this paper is paragraph organization. Your argument must be clear and the reader must be able to follow it; your claims must be backed up by evidence from the text. Keep your paragraphs short and include only one major point per paragraph.

A few other reminders: number the pages of your paper; include page numbers after quotations; take care to know the difference between a semicolon (;) and a colon (:); don't use "it's" when you mean "its;" think about developing a quotation or idea in depth once in a while, rather than always using a lot of short fragments of quotations; *assume your reader is Loyola College freshman or sophomore who has read nothing of Hobbes, or any other readings in this course.*

AMERICAN POLITICS PS 102.03

Beatty Hall, Room 11

M, W, F Noon-1 p.m.

Instructor: Dr. Kevin Hula Tel.: 617-2133	Beatty Hall, rm. 306-H KHULA@LOYOLA.EDU http://www.loyola.edu/dept/politics/hula.html
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Office Hours:

Although I am generally on campus all day, I do teach other classes, go to the library, and have to go to several meetings every week. For your convenience, I have set up the following times when I will always plan to be in my office if you want to come by. You don't need an appointment or anything like that. If these times don't fit into your schedule, I'm happy to meet with you at other times, too. Just give me a quick call if you want to come at some other time to make sure I'm not in a meeting somewhere else on campus.

Tuesdays, 9:30 a.m. - Noon

Wednesdays, 2:00 – 4:00 p.m.

and at other times by appointment

Course objectives: 1.5.1

For over 200 years, individuals have discussed how the United States is “unique” and “exceptional.” This course is intended to introduce students to the national institutions and political processes of American government that make it unique on the world stage. By the end of this course, students should have a good grasp on:

1. the American system of government and its constitutional roots.
2. the role of public opinion, private interests, and party organizations in shaping the actions of government.
3. the elective institutions of government, the means by which the President and members of Congress are chosen, and the manner in which they fulfill their constitutional roles.
4. the manner in which public policies are generated through the legislative process and the challenges legislation faces.
5. the role of the Courts in defining and protecting American rights and liberties.

All readings, lectures, course discussions, and paper assignments have been designed to help you achieve these objectives. The course blends a careful examination of the historical development of American institutions with public policy analysis and a careful examination of Constitutional issues such as civil rights and civil liberties.

Course Requirements and Grading Standards

Readings

All readings on this syllabus are required. The following books are available for purchase at the Loyola College Bookstore:

Lewis, Anthony. *Make No Law*. (New York: Random House, 1991)
Redman, Eric. *The Dance of Legislation*. (any edition)
Wilson, James Q. and John J. DiIulio. *American Government: the Essentials*. 7th ed.
(Boston: Houghton Mifflin, 1998)
Study Guide for *American Government*

Exams and other components of your grade

Your semester grade will consist of the following components:

Exam I in class February 9	15%
Exam II in class March 3	20%
Exam III in class April 3	20%
Quizzes (lowest quiz is dropped)	10%
Final exam during exam period: May 6	25%
Class participation	10%

Class participation refers to your preparation for class, on-time attendance, and active participation in classroom discussion. I expect that you will have read all assigned readings by the dates they are listed, and that you will be ready to discuss them and answer questions in class about them. Participation grades are given to encourage you to speak up and to add your thoughts, opinions, and analysis to those offered by your instructor, your classmates, and the authors you read. For classes in which readings from the Wilson textbook are assigned, I expect that you will prepare for class preparation by working through the relevant chapter of the student handbook and will be ready to discuss the study questions that appear at the beginning of the chapter. For other readings, I will generally distribute a set of study questions to guide your reading and our discussion in class. As a practical component, your participation grade has two parts: First, to reward students who are consistent in their attendance, I send a sign-up sheet around at the beginning of class. If you're here when class begins, you'll get points towards the participation grade. The second part of the participation grade is my evaluation of your preparation and contribution to the classroom discussion.

EXAM AND QUIZ ATTENDANCE: Please Note Carefully.

I expect you to take all quizzes and exams on the days they are scheduled. If you miss an exam, your grade is "zero" unless the absence is excused *in advance*. To be excused, absences (with the exception of deaths in the family) must be approved by me BEFORE they occur, and *written evidence must be presented to me confirming the cause of the absence upon your return*. In the case of illness, call me BEFORE the exam. Vacations are not excused absences. In the case of absences at the request of the university, requests must be approved at least one week prior to the date of the exam. *All make-up exams will be administered the week classes resume after Easter and will be comprehensive through the date of the make-up.*

Over the course of the semester I will give a number of quizzes. I understand that in the

course of the semester, a number of things might interfere with your quiz performance on a given day. Taking this into account, I will drop the single lowest quiz score for each student. In effect, this gives you one free quiz. If you have to miss class the day of a quiz (because of illness, travel with a sports team, etc.), this policy protects your overall grade, as the zero will be discarded. If you take every quiz, but do poorly on one, that grade is also discarded. Note, however, that I drop only ONE grade! If you do poorly on two quizzes, or miss a quiz and do poorly on another, only one quiz score is dropped. There are no make-up quizzes in this class.

Grading Standards

Grades on written assignments are earned using the standards printed in *the Undergraduate Catalog*, i.e.:

- A** *Excellent.* Denotes outstanding achievement and an unusual degree of intellectual initiative. It is the highest grade awarded.
- B** *Good.* Denotes work which surpasses the objectives for the course. It is a mark of distinction.
- C** *Satisfactory.* Denotes work which achieves the objectives for the course. It is the lowest grade given for an acceptable performance.
- D** *Unsatisfactory.* Denotes work of inferior quality compared to the objectives of the course. It is the lowest passing grade and a mark of inadequate performance.
- F** *Failure.* Denotes inadequate work below minimal standards of competence required to pass the course. A course with this grade does not satisfy prerequisite or degree requirements.

Academic Integrity

I expect that all work done for this class will be your own original work. Cheating (*e.g.*, giving or receiving aid on an assignment or exam, secretly copying off another student's assignment or exam), plagiarism, not reporting these offenses if one becomes aware of them, and other violations of the honor code will be penalized in accordance with the Honor Code by which all students are bound. Students who violate the Honor Code on any assignment can expect to receive a failing grade for the entire course *and* will be referred to the College's Honor Council where other, substantially harsher penalties may be handed out. Consider "academic integrity" a fundamental requirement for the course.

The mission of the Honor Code:

The Honor Code states that all students of the Loyola Community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments.

The students of this College understand that having collective and individual responsibility for the ethical welfare of their peers exemplifies a commitment to the

community. Students who submit materials that are the products of their own mind demonstrate respect for themselves and the community in which they study.

All outside resources or information should be clearly acknowledged. If there is any doubt or question regarding the use and documentation of outside sources for academic assignments, your instructor should be consulted. Any violations of the Honor Code will be handled by the Honor Council.

OUTLINE, READINGS AND ASSIGNMENTS

We will discuss the course readings on the dates noted below. You will be expected to have read them before that time so that you can participate in the discussion.

Part I: The American System

JANUARY 19: INTRODUCTION: ELECTIONS AND AMERICAN DEMOCRACY **1.6.1**

- No reading assignment

JANUARY 21: CREATING A CONSTITUTIONAL DEMOCRACY I **1.5.1;1.6.1;1.10.1**

- Wilson, *American Government*, Ch. 2 (pp. 19-38)
 - Work through *Study Guide* Chapter (you should do this for each class we have a reading for from the Wilson textbook, though I will not put it on the syllabus each day)
- ☒ Introductory letter due

JANUARY 24: CREATING A CONSTITUTIONAL DEMOCRACY II **1.5.1;1.6.1;1.10.1**

- Wilson, *American Government*, Ch. 2 (pp. 39-49)
- © Madison, *Federalist Papers*, Numbers 47, 48, 51 (excerpts).
- © Marshall, *Race and the Constitution*.

JANUARY 26: Loyola College closed due to snow storm

JANUARY 28: FEDERALISM **1.6.1**

- Wilson, *American Government*, Ch. 3 (all)
- ☒ Quiz 1

JANUARY 31: THE AMERICAN POLITICAL TRADITION **1.5.1;1.10.1**

- Wilson, *American Government*, Ch. 4 (all)

Part II: Opinions, Interests, and Organizations

FEBRUARY 2: PUBLIC OPINION I **1.5.1;1.6.1;1.10.1**

- Wilson, *American Government*, Ch. 5 (all)

FEBRUARY 4: PUBLIC OPINION II **1.5.1;1.6.1;1.10.1**

- © “Read Polls, Heed America”

- © “How Public Opinion Really Works”
- © “Should Women Have a Right to an Abortion?”
- ☒ Quiz 2

FEBRUARY 7: POLITICAL PARTICIPATION 1.10.1

- Wilson, *American Government*, Ch. 6 (all)

FEBRUARY 9: EXAM I [on all material through and including February 7]

FEBRUARY 11: INTEREST GROUPS I 1.5.1;1.6.1;1.10.1

- Federalist 10 (in Wilson, pp. A21-A25).
- © Packet on PACs

FEBRUARY 14: INTEREST GROUPS II 1.5.1;1.6.1;1.10.1

- Wilson, *American Government*, Ch. 9 (all)

FEBRUARY 16: POLITICAL PARTIES I 1.5.1;1.6.1

- Wilson, *American Government*, Ch 7 (pp. 163-183)
- © Plunkitt of Tammany Hall Packet

FEBRUARY 18: POLITICAL PARTIES II

- Wilson, *American Government*, Ch 7 (pp. 183-193)
- © Packet on Parties
- ☒ Quiz 3

Part III: Elective Institutions of Government 1.6.1

FEBRUARY 21: ELECTING THE PRESIDENT I: The Nominating Process 1.5.1;1.10.1

- Wilson, *American Government*, Ch 7 (pp. 189-192)
- © “Why Great Men are Not Chosen President”

FEBRUARY 23: ELECTING THE PRESIDENT II: Campaigns and Elections 1.5.1;1.10.1

- Wilson, *American Government*, Ch. 8.
- © Electoral College Packet.

FEBRUARY 25: ELECTING THE PRESIDENT III: Realignment 1.5.1;1.10.1

- © Woll, *Readings and Cases*, Numbers 26,27

FEBRUARY 28: THE PRESIDENT IN ACTION I

- Wilson, *American Government*, Ch. 12.
- ☒ Quiz 4

MARCH 1: THE PRESIDENT IN ACTION II

- © Woll, *Readings and Cases*, Numbers 38,39

MARCH 3: **EXAM II** [on material through and including MARCH 1

MARCH 6,8,10: SPRING BREAK

MARCH 13: BUREAUCRATIC POLITICS **1.5.1;1.10.1**

- Wilson, *American Government*, Ch. 13.

MARCH 15: ELECTING CONGRESS **1.10.1**

© Woll, *Readings and Cases*, Numbers 49,50.

☒ Quiz 5

MARCH 17: CONGRESS IN ACTION I

- Wilson, *American Government*, Ch. 11.

MARCH 20: CONGRESS IN ACTION II

© Woll, *Readings and Cases*, Numbers 55.

© Califano, *Imperial Congress*.

© Borger, *The Collapse of the Politburo*

Part IV: Public Policy 1.5.1;1.10.1

MARCH 22: POLICY AND PROCESS

- Redman, *Dance of Legislation*, Ch. 1-3

MARCH 24: POLICY AND PROCESS

- Redman, *Dance of Legislation*, Ch. 4-5

MARCH 27: POLICY AND PROCESS

- Redman, *Dance of Legislation*, Ch. 6-8 [Note: Plan ahead. This is a long reading.]

☒ Quiz 6

MARCH 29: POLICY AND PROCESS

- Redman, *Dance of Legislation*, Ch. 9-10

MARCH 31: POLICY AND PROCESS

- Redman, *Dance of Legislation*, Ch. 11-12

APRIL 3: **Exam III** [on material through and including MARCH 31

Part V: Courts, Rights, and Liberties 1.5.1

APRIL 5: COURTS AND THE FEDERAL SYSTEM I

© Federalist 78

© A Conservative Case for Judicial Activism

APRIL 7: COURTS AND THE FEDERAL SYSTEM II

- Wilson, *American Government*, Ch. 14.

APRIL 10: CIVIL RIGHTS **1.10.1**

- Wilson, *American Government*, Ch. 16.

APRIL 12: CIVIL RIGHTS II **1.10.1**

© Case packet

☒ Quiz 7

APRIL 14: CIVIL LIBERTIES I **1.10.1**

- Wilson, *American Government*, Ch. 15

APRIL 17: CIVIL LIBERTIES II **1.10.1**

- Lewis, *Make No Law*, Chapters 1-4 (pp. 2-33).

APRIL 19: CIVIL LIBERTIES III **1.10.1**

- Lewis, *Make No Law*, Chapters 5-7 (pp. 34-66).

☒ Quiz 8

APRIL 21,24: NO CLASS [EASTER]

APRIL 26 CIVIL LIBERTIES IV **1.6.1;1.10.1**

- Lewis, *Make No Law*, Chapters 8-10 (pp. 67-102)

APRIL 28: CIVIL LIBERTIES V **1.6.1;1.10.1**

- Lewis, *Make No Law*, Chapters 11-15 (pp. 103-163)

☒ Quiz 9

MAY 1: CIVIL LIBERTIES VI **1.6.1;1.10.1**

- Lewis, *Make No Law*, Chapters 16-17 (pp. 164-199)

MAY 3: REVIEW, CONCLUSIONS, AND OUTLOOK

- Bring questions.

COMPREHENSIVE FINAL EXAM: Saturday, May 6, 1 p.m. **1.5.2**

Py 101 Introductory Psychology**Dr. Faith Gilroy****Spring, 2000**

Text: Kassir S. (1998). *Psychology*: 2nd. Ed. Upper Saddle River, NJ: Prentice Hall.
 Study guide available in bookstore; recommended but not required.

Office: Beatty 222E

Phone: x 2332 Home: (not at dinner time, please) 410-255-9621

Secretary: x 2696 (for appointment)

Fgilroy@loyola.edu

Office hours:

Monday 1:00-3:00

Tuesday 11:00-12:00; 1:00-3:00

Thursday 1:00-4:00

Course Objectives: **1.4.1**

The primary objective of this introductory course in psychology is to expose you to the content and methodology of the discipline. You will be presented a broad overview of the topics of interest to psychologists, with the expectation that those of you who wish to pursue one of these in greater depth will later take a course covering that particular material. You will be taught the scientific techniques utilized by psychologists to gather data and arrive at conclusions, and you will be encouraged to develop your own critical thinking skills by analyzing the process by which this is done. You will be given opportunities to communicate your knowledge and opinions both by participating orally in class and submitting short papers related to course materials. In addition, you will be gaining greater insight and perspective. In short, after taking this course, you should be a more astute consumer of information concerning human behavior, and perhaps some of you will be motivated to explore further those topics of particular interest to you personally or in terms of your professional preparation.

Course requirements:

TESTS:

There will be two monthly tests (worth 100 points each) and a comprehensive final exam (worth 150 points). Each test will include both multiple choice items and essay questions that will measure ability to apply information, rather than merely memorize materials. See attachment concerning make-up policy..

QUIZZES: **1.4.2; 1.5.2**

To encourage regular attendance and preparation for this class, five unannounced quizzes (worth 5 points each) will be administered throughout the term. None can be made up but only the four highest grades will be counted.

PROJECTS: 1.4.2; 1.5.2

Three projects (worth 10 points each) are required during the course of the semester. These may include:

- a) Participation in research projects; specific directions will be forthcoming.
- b) Journal articles relevant to course materials to be read and analyzed according to format provided
- c) Specific lectures on campus which students may attend and evaluate. Only one may be counted toward fulfillment of requirement.

WITHIN TWO WEEKS OF COMPLETION OF EACH OF THESE PROJECTS STUDENTS WILL SUBMIT A SHORT (ONE-PAGE) TYPED DESCRIPTION AND CRITIQUE TO THE INSTRUCTOR.

10 points extra credit

In addition to projects above, highly motivated students may arrange with the instructor to present a 10-minute oral presentation or write a 5-7 page paper on a topic to be negotiated. Presentations will be made at the beginning of class during the last month, and papers will be due on Apr. 21.. See attachment for further explanation.

ASSIGNMENTS: 1.4.2; 1.5.2

Assignments will be made throughout the semester to be completed by the following class period. Students are responsible for these out-of-class assignments whether or not they were present when the assignment was made. In other words, if you must miss a class, be sure to check with a classmate, not just for class notes, but about preparation for the next class. For any written assignment not submitted on time, five points will be deducted from the final point cumulation.

OUTCOME MEASURES:

TESTS	possible 200 points
EXAM	possible 150 points
QUIZZES	possible 20 points
PROJECTS	possible 30 points
	400 points

FINAL POINT CUMULATION

93 A =372

90 A- =360

85 B+ =340

80 B =320

77 B- =308

73 C+ =292

70 C =280

67 C- =268

65 D =260
F <260

Your instructor is available throughout the course for consultation, discussion, and/or individual aid. Please make appointments through the Departmental Secretary (X2696). Although you may make an appointment at any of the listed times, on Tuesdays the time from 3:00-4:00 is RESERVED FOR INDIVIDUALS OR GROUPS FROM INTRODUCTORY PSYCHOLOGY. Let's work together to make this course a meaningful learning experience.

Date	Topic	Chapter
Week of:		
Jan 18	History and methods	1
25	Behavioral Neuroscience	2
Feb. 1	Psychophysics and perception	3
8	Consciousness	4
15	Test: Chapters 1-4	
17	Learning	5
22	Learning, Memory	5,6
29	Memory	6
Mar. 14	Statistics	Appendix
21	Intelligence	12
28	Test: Chp. 5,6, Appendix, 12	
30	Personality	15
Apr. 4	Personality, Abnormal	15, 16
11	Disorders, Treatment	16, 17
18	Health	18
25	Diversity	14
May 2	Cumulative final exam	

PY 104 SOCIAL PSYCHOLOGY
Spring, 2000

THEMES 1,4,5,7

Dr. Charles Lo Presto
Beatty Hall 221C
Tel #: 410.617.2541
email: ctl@loyola.edu

Course Objectives: To expose students to the many social determinants of attitudes and behavior and, in so doing, increase their knowledge base of relevant psychological concepts and current research. Also, to have students examine their own attitudes and prejudices in a critical manner to allow for more objective processing of social psychological issues. **1.4.1**

Text: Baron, R.A., & Byrne, D. (1997). *Social psychology: Understanding human interaction (8th ed.)*. Boston: Allyn and Bacon.

Office Hours: Are by appointment only and should be made with Nina Morrison, the department secretary, in Beatty Hall, Rm 220, extension 2696.

T: 9:00-10:00; 2:00-4:00
W: 8:45-9:30
R: 9:00-10:00; 2:00-3:30
F: 8:45-9:30

Lecture Schedule:

1. Chapter 1: The Field of Social Psychology
 2. Chapter 2: Social Perception
 3. Chapter 3: Social Cognition
 4. Chapter 4: Attitudes
- TEST I**
5. Chapter 5: Social Identity (**pp. 178-190 only**)
 6. Chapter 6: Prejudice and Discrimination
 7. Chapter 9: Social Influence: Changing Others' Behavior
 8. Chapter 10: Prosocial Behavior
- TEST II**
9. Chapter 11: Aggression
 10. Chapter 7: Interpersonal Attraction
 11. Chapter 8: Close Relationships
 12. Chapter 14: Social Psychology in Action (**pp. 520-541 only**)
- Study Day** Review (Thursday, May 4)
FINAL EXAM (Cumulative) Wednesday, May 10, 9 a.m. (MWF classes)

(No class: March 3-15; April 20-24)

OUTCOME MEASUREMENTS OF COURSE OBJECTIVES

Course Requirements:

1) You will have 2 tests and 1 final exam. Each test will be worth 100 points; the final will count as 200 points (i.e., 100 points for material previously covered on Tests I & II, and 100 points for material covered since Test II). Final letter grades will be awarded as follows:

- 463-500 = A (93-100)
- 448-462 = A- (90-92)
- 433-447 = B+ (87-89)
- 413-432 = B (83-86)
- 398-412 = B- (80-82)
- 383-397 = C+ (77-79)
- 363-382 = C (73-76)
- 348-362 = C- (70-72)
- 333-347 = D+ (67-69)
- 298-332 = D (60-66)
- below 297 = F

2) The remaining 100 points which comprise the 500-point total will be awarded on the basis of your participation in an in-class debate. Points will be given not only on a team basis but also on an individual basis. You will be judged on originality, strength of data, persuasiveness, and self-presentation. Topics and dates will be assigned.

3) All students are encouraged to read the attached Departmental Policy regarding make-up tests and assignments. There will be no exceptions to this policy!

Grade Improvement Options

I. Research Project

A student could conceivably add an additional **20 points** toward his/her grade by completing an original research project which must first be discussed with and O.K.'d by your professor. Students may work in groups of 3 or 4 and are expected to carry out their research and gather data. A formal, 3-5 page write-up (typed, double-spaced) in APA style is required. Your project should include:

- a) a brief review of 3 or 4 journal articles which relate to your research and provide a rationale for your hypothesis;
- b) a description of your methodology;
- c) a discussion of your results

The subject of your research must be appropriate for social psychology and must be submitted to the College's Human Participants Review Board before you can begin to carry out your work (I will supply you with the appropriate form). These reviews typically take 2 weeks; therefore you should plan well in advance if you desire to complete such a project. All completed projects are due in my office no later than **1 pm., Friday, April 28.**

II. Quizzes

Throughout the semester, several unannounced quizzes will be given. Each will consist of 5 questions and will be worth **5 points**. Quiz grades cannot detract from your grade and will only be used to **add** points to your semester average. It therefore behooves you to keep up with the reading and to attend class regularly.

III. Campus Lectures, Seminars, and Colloquia

Periodically, there will be on-campus presentations which you will be encouraged to attend. Attendance at these presentations (**maximum = 3**), along with a 1-2 page typed commentary/critique, can earn **3 points** apiece.

IV. Graduate Research Projects

You may earn grade points by participating in graduate psychology research projects (**maximum = 2**); graduate students will visit class to solicit your participation. Each project in which you participate typically earns **3 points**.

V. Class Participation and Attendance

Your input is greatly valued in this course. Although no points are added or subtracted to your grade on the basis of participation or attendance, students who consistently contribute to class discussions will receive the higher of two letter grades, should their final point totals place them in a borderline situation.

VI. Academic Integrity

All Loyola students are expected to conduct themselves with the utmost of academic integrity throughout their coursework and to adhere to Loyola's Honor Code (see attachment). Anyone found guilty of plagiarism or of cheating on tests or quizzes will receive a failing grade for this course.

SC 101.01 & .02
SELF AND SOCIETY
FALL 99

THEMES 1,4,5,7

Dr. Barbara Vann
Office: BE 310
410-617-2805
BVann@LOYOLA.EDU

Syllabus

Course Description: This is a course in **microsociology**. Its focus is the relationship between the individual and the social world, thus the title, Self and Society. The underlying theoretical assumption is that we **construct** our social reality. The way we do this is through the process of **interaction** with others. We learn the **rules** of social interaction--the **rules, norms, values**, etc., particular to our society--through the process of **socialization**. In other words, we learn to become social beings. Once we have learned these things, how do we **present our selves** to others, and how do others **perceive** us? And all this time, you thought all you had to do was "act naturally"!!

Required Texts:

Ferguson, Susan J. Mapping the Social Landscape: Readings in Sociology. 2nd ed. Mountain View, CA: Mayfield Publishing Co. 1999. [FER]

Karp, David A. and Yoels, William C. Sociology in Everyday Life. 2nd ed. Itasca, IL: F.E. Peacock, 1993. [K&Y]

O'Brien, Jodi and Kollock, Peter. The Production of Reality: Essays and Readings on Social Interaction. 2nd ed. Thousand Oaks, CA: Pine Forge Press. [OK]

Articles on library reserve. (LIBRARY)

Grading: Your grade will be based on three exams (25% each), writing assignments (20%), and attendance and participation (5%). Exam 3 is given during finals week. Please note: no make-up exams are given without my **prior** permission.

Office Hours: Tues 3:00-5:00; Thurs 3-4:30; and by appointment

Honor Code: This course is covered by the Loyola College Honor Code. All students of the Loyola Community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments and tests. Students are referred to the **Undergraduate Catalogue** and/or **Student Handbook** for information on and clarification of the honor code standards, types of violations, due process, and sanctions that may be imposed.

COURSE OUTLINE

I. Introduction

9/7-9 What is Microsociology?

The Sociological Imagination: Things are not always as they seem.

FER: Mills, "The Promise"

Romero, "Intersection of Biography and History"

Durkheim, "What is a Social Fact?"

9/14 Microsociological Methods

LIBRARY: Levin, "Symbolic Interaction & Qualitative Research"

OK: Garfinkel, "A Conception of and Experiments with 'Trust' as a Condition of Concerted Stable Actions"

Pp. 388-395 in Mehan & Wood, "Five Features of Reality"

FER: Weitz, "Personal Reflections on Researching HIV Disease"

ASSIGNMENT #1: "Exposing a Norm" -- Due 9/21 1.1.1

9/16 Culture & the Organization of Everyday Life **AV: A WORLD OF DIFFERENCE 1.1.1**

K&Y: Ch. 1

OK: Essay, "Shared Meaning as the Basis of Humanness"

Cassirer, "A Clue to the Nature of Man: The Symbol"

Hughes, "That Powerful Drop"

Miner, "Body Ritual Among the Nacirema"

Sacks, "Yes, Father-Sister"

FER: Velliquette and Murray, "The New Tattoo Subculture"

II. The Social Self

9/21-23 Acquiring a Social Self -- Socialization **AV: SECRET OF THE WILD CHILD 1.4.1**

K&Y: Ch. 2

OK: Davis, "A Final Note on a Case of Extreme Isolation"

Mead, "The Self, the I, and the Me"

Cooley, "Looking-Glass Self"

FER: Lorber, "Night to His Day: The Social Construction of Gender"

Messner, "Boyhood, Organized Sports, and the Construct of Masculinity"

ASSIGNMENT #2: INTERACTION IN EVERYDAY LIFE-- DUE 9/30

9/28- Interaction in Everyday Life

10/5 **K&Y:** Ch. 3

OK: Essay, "Meaning Is Negotiated through Interaction"
Goffman, "The Arts of Impression Management"
Snyder, "When Belief Creates Reality: The Self-Fulfilling Impact of First Impressions on Social Interaction"
Nelson, "Volunteer Slavery: My Authentic Negro Experience"
Davis, "Of Maids' Uniforms and Blue Jeans: The Drama, Status and Ambivalence in Clothing and Fashion"
Fuchs Ebaugh, "Creating the Ex-Role"
LIBRARY: Karp and Yoels, "The College Classroom"

10/7 **EXAM I (Ch. 1-3) 1.1.1**

III. Social Organization: Life in Groups 1.5.1

10/12-14 The Urban Scene **AV: THE HOMELESS HOME MOVIE**
K&Y: Ch. 4 **1.7.1**
LIBRARY: Coleman, "Diary of a Homeless Man"
OK: Snow & Anderson, "Salvaging the Self"
Staples, "Black Men and Public Space"
FER: Anderson, "The Code of the Streets"

ASSIGNMENT #3: URBAN INTERACTION-- DUE 10/19

10/19- Family, Friendship, and Love **1.4.1**
21 **K&Y:** Ch. 5
OK: Simon et al., "The Development of Feeling Norms Underlying Romantic Love among Adolescent Females"
Orenstein, "Fear of Falling: Sluts"
Blumstein, "The Production of Selves in Personal Relationships"
FER: Martin and Hummer, "Fraternities and Rape on Campus"

ASSIGNMENT #4: POWER DIFFERENCES DUE TO GENDER, RACE/ETHNICITY, OR CLASS-- DUE 10/28

10/26- Power and Stratification: Class, Racial/Ethnic, and Gender Inequality **1.1.1**
11/2 **K&Y:** Ch. 6
FER: Domhoff, "Who Rules America?"
Mills, "The Power Elite"
Rubin, "Is This a White Country, Or What?"
W.E.B. duBois, "The Problem of the 20th Century is the ...Color Line"
CONTINUED ON NEXT PAGE
Feagin & Sikes, "Navigating Public Places"
Valdes, "Con Respeto"
OK: Terkel, "Stephen Cruz"

OK: Scott, "Prestige as the Public Discourse of Domination"

Rollins, "Deference and Maternalism" **AV: YES MA'AM**
hooks, "Talking Back"
Kollok et al., "Sex & Power in Interaction: Conversational Privileges & Duties"

FER: Edin and Lein, "Making Ends Meet"
Espiritu, "The Racial Construction of Asian American Women and Men"
Williams, "The Glass Escalator"

11/4 EXAM II (Ch. 4-6)

11/9 Life in Bureaucracies
K&Y: Ch. 7
FER: Leidner, "Over the Counter: McDonald's"

11/11- Health and Illness **1.4.1** **AV: TITICUTT FOLLIES**
16 **K&Y:** Ch. 8
FER/OK: Rosenhan, "On Being Sane in Insane Places"
FER: Karp, "Speaking of Sadness: Taking Anti-Depressant Drugs"
McLorg & Taub, "Anorexia Nervosa and Bulimia: The Development of Deviant Identities"

V. Deviance (Disorder) & Order 1.4.1

11/18- **K&Y:** Ch. 9
23 **OK:** Essay, "Wrestling Contradictions in Everyday Life"
Conrad, "The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior"
Rosenthal and Jacobson, "Pygmalion in the Classroom"
Weinberg, "The Nudist Management of Respectability"
LIBRARY: Goffman, "Face-Work & Interaction Rituals"
FER: Bourgois, "In Search of Respect: Selling Crack in El Barrio"

11/25 HAPPY THANKSGIVING

IV. The Sociology of Dreaming

11/30 **LIBRARY:** Fine & Leighton, "Nocturnal Omissions: Steps Toward a Sociology of Dreams"

ASSIGNMENT #5: SOCIOLOGICAL ANALYSIS OF A DREAM--DUE 12/7

VI. Social Change and the Self

12/7 Aging **AV: Acting Our Age**
K&Y: Ch. 10
LIBRARY: Fontana, "Growing Old Between Walls"

12/9 Social Change

K&Y: Ch. 11

FER: Ritzer, "The McDonaldization of Society"

LIBRARY: Gergen, "The Dissolution of the Self"

FINAL EXAM (EXAM 3): SECTION .01 TUE DEC 14, 1:00 PM
SECTION .02 TUE DEC 14, 9:00 AM

Articles on Library Reserve:

Levin, "Symbolic Interaction & Qualitative Research"

Karp and Yoels, "The College Classroom"

Coleman, "Diary of a Homeless Man"

Goffman, "Face-Work & Interaction Rituals"

Fine & Leighton, "Nocturnal Omissions: Steps Toward a Sociology of Dreams"

Fontana, "Growing Old Between Walls"

Gergen, "The Dissolution of the Self"

SC 102
Societies and Institutions
Fall 1998

Professor: Michael Burton
Office: Beatty Hall #316
Hours: 8-9 am Tuesday/Thursday
5-6 pm Wednesday
Phone: (410)617-2557
E-mail: mgb@mailgate.loyola.edu

Introduction **1.5.1; 1.7.1**

This is a “big picture” course. It involves the comparative analysis of societies and their institutions. We will examine the evolution of human societies from the simplest hunter-gatherers of the ancient past to today’s most complex postindustrial megasocieties. We will try to understand the forces that drove this evolution, and to at least speculate on where societal evolution is headed. We will give special attention to what might be called the most “evolved” or “advanced” societies, primarily because they are likely to lead the way in shaping the future of societal evolution. A key feature of our focus on the most advanced societies will be your term project, a “country study,” about which see below.

Text

Stephen Sanderson, *Macrosociology: An Introduction to Human Societies* (3rd ed.), HarperCollins, 1995.

This is an excellent text and it is the only book you will have to purchase. I have not required other readings because I expect you to do a lot of reading for your country study.

Graded Work & Grading

1. **Three Exams:** Each worth 20% of your final grade. Exams will be primarily of the “objective” type: multiple-choice, fill-in, true-false questions. The purposes of the exams are to encourage and measure your learning of the text and lecture materials; these materials will in turn provide the intellectual framework that you will apply in your major written project, the country study.
2. **Term Project:** A country study, worth 40% of your final grade. See details below.
3. **Class Participation:** I will not assign a grade for class participation, but regular, well-informed, enthusiastic contributions to our discussions are very important. At semester’s end, I will judge whether your contributions merit raising your final average by 1 to 5 points; or whether they require reducing your final average. On the 15 days we discuss the readings, I will pass a sheet around for you to sign, indicating that you are prepared to discuss the materials for

that day. You may choose not to sign twice without penalty; not signing three times will cost 2 points off your final grade; not signing four times will cost 4 points off your final grade; and so on. If you simply sign 13 times or more I will add at least 2 points to your final average. Whether I add more points will depend on the quality of your discussion of the readings, your oral reports on your country and your contributions to general discussions of the country reports.

4. **Attendance:** Regular attendance is expected. You are allowed two unexcused absences during the semester. Notice that if you miss class you cannot sign the class participation sheet and will lose points accordingly unless you can provide a valid excuse -- for example, a death in the immediate family or an incapacitating illness (appropriate documentation required). Also, you can lose points by having unexcused absences on days when you are scheduled to talk about your country study.

5. **Grading Scale:** A = 94 -100; A- = 90-93; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 0 - 59.

The Term Project: A Country Study **1.1.1**

In the text, lectures and handouts, we'll learn quite a bit about the world's richest, most powerful country, the United States. Your country studies will focus on other highly advanced countries. The **purpose** of this assignment is to give you an opportunity to study one country in some depth. This will enable you to apply the analytical skills and information you learn from the text and lectures: you will be putting "meat" on the "bones" of the analytical framework provided by the text and lectures. This will strengthen your research and analytical skills, and in the process you'll learn quite a bit about a country other than the United States. My hope is that the experience will stimulate you to keep learning about other countries after the course ends, following the same procedures used in your country study. Let me give some details about the study:

Audience: Assume you are the personal aide to a very influential person here in the United States -- we'll be calling such people "elites." She or he holds a top position in a major organization: examples include branches of the government, major business corporations, key media outlets (e.g., newspapers, TV networks), universities, think tanks, religious groups, professional associations (e.g., American Bar Association, American Medical Association) labor unions, feminist and civil rights groups. This person is planning a trip to your country. It will mainly be a business trip to work with his/her counterparts there, but there will also be times when your boss interacts socially with these and other influential people in the country. Despite your boss's worldliness and high level of education, she/he knows very little about this particular country. She/he needs educating: about what's going on in her/his particular field in that country, as well as in other aspects of contemporary¹ life there that any well-educated foreigner should know. *Your task is to write a briefing paper that will prepare your boss for the trip.*

¹I emphasize "contemporary" life in the country to put some limits on your task. We would hope the boss will have some knowledge of the country's history but you lack the time to get much into that. A few brief references to key past events that have shaped the country's present will have to suffice.

Note that choosing the kind of work your boss does enables you to shape the work somewhat to your interests. That is, if you're interested in the business world, make your boss the CEO (Chief Executive Officer) of a major corporation and give special attention in the paper to business activities and the economy; if you like politics, focus on the political system and key political issues; if you're inclined toward journalism, give particular attention to the state of the field there; if medicine is your bag, emphasize the state of the country's health and the kind of medical research going on there. And so on. But remember that whatever emphasis you choose you must also provide a comprehensive view of the country.

Length & Weight: About 20 pages, not counting footnotes, references, tables, graphs or other illustrative materials. The report will be worth 40% of your final grade. Grading will be based on: the extent of your research, how well you incorporate concepts and information from the text and lectures, the insightfulness of your analysis, the quality of your writing (including organization, economy, grammar, spelling, use of appropriate style for references, and overall format), and the effectiveness of your oral reports and discussions (level of enthusiasm counts too).

The Countries: I've selected eight countries, meaning that three or four members of the class will be studying the same country. You will get to choose your country, with the order of choosing determined by lot. Students working on the same country will share information and hold discussions, but each student will produce a separate report. The countries are:

- (a) Australia
- (b) Canada
- (c) Germany
- (d) Great Britain
- (e) France
- (f) Italy
- (g) Japan
- (h) Sweden

My selection does not imply that these are necessarily the world's "most important" countries. For example, China, India and Russia have bigger populations and all three possess nuclear weapons; they obviously have the capacity to alter societal evolution everywhere; but their economies and technologies are not nearly as advanced those of the U.S. and the eight above, so they're not at the "cutting edge" of societal evolution -- and that's where we want to be.

Due Date: Final written reports will be due at final exam time. We will meet and discuss the reports in lieu of a final exam.

Guidelines: Essentially, you will need to gather and synthesize information on five major societal institutions: the economy, the polity, education, religion and the family. You may also want to consider the media, science, popular culture and "high" culture. We will spend a good deal of time in class discussing how to go about producing a successful report. And we will meet *in the library* with a reference librarian -- on September 24 (mark your calendar!) -- who will

show you ways to find information on your country. I recommend that you begin gathering information immediately. Here are some things you could/should be doing prior to the September 24 library meeting:

1. Read and digest the *Encyclopaedia Britannica* article on your country. This is strictly introductory, background material. Very little of it should end up in your report.
2. Read a novel about contemporary life in your country.
3. Try to find and begin listening to contemporary music from your country.
4. Try to find and begin viewing contemporary films from your country.
5. Start exploring the Internet for information. The reference librarian will show you some fancy ways to do this.
6. Contemporary social science books and articles on your country would obviously be valuable.

The point is to begin early on immersing yourself in information about your country.

A Caution: This kind of project is open to the temptations and dangers of plagiarism. To be sure you know exactly what plagiarism is, consult the College Catalogue's statement on "Intellectual Honesty" and relevant passages in the Student Handbook. Don't hesitate to talk with me about how to avoid it. If any part of your paper is plagiarized you'll receive an automatic 'F' in the course. I am aware that you could probably buy a paper somewhat like the one I'm asking you to do from those awful people who make their living selling term papers. You should realize that attempting to pass off such a paper as your own would not only be highly dishonest but also very dangerous because chances are I'd find out and you'd be sunk. At the very least you'd receive a poor grade because there's no way to do this paper properly without reading the text and attending class meetings.

Daily Schedule

Note: The schedule is subject to change. Be attentive for announcements.

9/1 - Introduction to the course.

9/3 - Ch. 1 - Sociology and the Scientific Study of Societies
Ch. 2 - Human Evolution and the Emergence of Human Society and Culture

9/8 - Ch. 3 - Sociocultural Systems and the Nature of Sociocultural Evolution
Ch. 4 - Preindustrial Societies **1.8.1**

9/10 - Ch. 5 - Precapitalist Economic Systems **1.7.1**
Ch. 6 - The Origin and Evolution of Social Stratification

9/15 - Ch. 7 - The Origins of Modern Capitalism **1.7.1**
Ch. 8 - Capitalism and Socialism Since the Industrial Revolution **1.7.1**

9/17 - Review

9/22 - EXAM 1

9/24 - Library Session on Term Paper Resources (Do not miss this!)

9/29 - Ch. 9 - Capitalism and Economic Underdevelopment **1.7.1**

10/1- Ch. 10 - Social Stratification in Industrial Societies

10/6 - Ch. 11- Political Evolution and the Origin of the State

10/8 - Ch. 12 - Capitalism, Socialism, and the Evolution of the State **1.7.1**

10/13 - Ch. 13 - Comparative Patterns of Racial and Ethnic Stratification

10/15 - Ch. 14 - The Gender Division of Labor and Gender Inequality **1.7.1**

10/20 - EXAM 2

10/22 - Ch. 15 - Marriage, Family, and Kinship in Comparative and Evolutionary Perspective

10/27 - Ch. 16 - The Development of the Modern Western Family
Brief written report due on the progress of your research.

10/29 - Ch. 17 - Educational Systems in Sociological Perspective

11/3 - Ch. 18 - The Forms and Functions of Religious Belief and Action

11/5 - Ch. 19 - Whither Humankind? The Future of Sociocultural Evolution

11/10 - EXAM 3

11/12 - Paper Session: Each student will give an approximately one minute report on where her/his research stands at this point: i.e., the kinds of information gathered, any preliminary writing done, plans for further work.

11/17 - Paper Session: Group discussions. Questions for me.

11/19 - More reports and questions.

11/24 - Full Drafts Due. Discussion.

11/26 - Thanksgiving

12/1 - Oral Reports on Country Studies. Drafts returned.

12/3 - Oral Reports on Country Studies

12/8 - General assessment and course evaluation.

Final Exam Date: Papers due and discussion of them.

Concluding Notes

1. All due dates and exam dates must be observed: no exceptions without a legitimate, well-documented excuse.
2. I want to give you as much individual attention as possible. Although I don't have many "official" office hours, I will be readily accessible. Don't hesitate to come by during my office hours, or to catch me for brief meetings just after class, or to set up an appointment, or to correspond with me by e-mail. Someone is paying dearly for the small classes and individual attention that only a small liberal arts college like Loyola can provide. I strongly urge you to take full advantage of this.

UNDERGRADUATE COURSE DESCRIPTIONS

All course descriptions are available on the web. Click on the links below to access course descriptions:

Economics

<http://www.catalogue.loyola.edu/catalogues/current/undergraduate/artsandsci/economicscrs.html>

Education

<http://www.catalogue.loyola.edu/catalogues/current/undergraduate/artsandsci/educationcrs.html>

History

<http://www.catalogue.loyola.edu/catalogues/current/undergraduate/artsandsci/historycrs.html>

Political Science

<http://www.catalogue.loyola.edu/catalogues/current/undergraduate/artsandsci/polyscicrs.html>

Psychology

<http://www.catalogue.loyola.edu/catalogues/current/undergraduate/artsandsci/psychcrs.html>

Sociology

<http://www.catalogue.loyola.edu/catalogues/current/undergraduate/artsandsci/sociologycrs.html>

GRADUATE COURSE DESCRIPTIONS

All course descriptions are available on the web. Click on the links below to access course descriptions:

Education

<http://www.catalogue.loyola.edu/catalogues/current/graduate/artsandsci/educationcrs.html>