

New York University Bulletin



UNDERGRADUATE 2010-2012

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Social Studies Education

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Diana Turk
Program Director

A New Generation of Teachers

Social studies classes should be the locus of middle and high school student learning about American society and the world, past and present. It is in social studies that students are supposed to prepare for their role as citizens by studying history, economics, geography, and government. The opportunities for exciting learning in social studies seem unlimited, since students can grapple with the great issues of our world: war and peace; democracy versus autocracy; poverty; racial, class, and sexual inequality; prejudice; technological change; and corporate economic dominance. Our Program in Teaching Social Studies, Grades 7-12, is dedicated to producing a new generation of middle and high school teachers who are equipped to take students beyond the world of bland textbooks and multiple choice tests, to generate real student interest in history, the social sciences, and the challenges of active citizenship.

Strong Liberal Arts Orientation

To teach social studies effectively, you have to start with a strong mastery of the content areas that students will be exploring with

you. Since history is the core discipline in the social studies curriculum of New York and many other states, our program includes extensive historical study, which will introduce you to global and U.S. history and then enable you to develop an area of specialization, such as modern Europe, in which you will complete advanced course work and a research seminar (in small class settings). To build a cross-disciplinary understanding of society and civilization, you will take a wide range of courses in the humanities, social sciences, foreign language, the natural sciences, and mathematics.

Educational Emphasis

The curriculum's course work in educational methods and theory builds on this strong foundation in the social sciences and the humanities. As you develop expertise, for example, in American history, your education classes will examine ways that you can use your knowledge to teach this subject effectively to young people. Social studies courses will familiarize you with ways to integrate history, literature, and the arts and will provide instruction in how to involve students in inquiry-based history workshops, which will engage them in analyzing

historical controversies and primary sources. You will learn how community studies and local history can involve students in major research projects that relate to their own lives and neighborhoods and will encounter the latest programs to foster citizenship and participatory democracy via service learning. You will be exposed to research on how adolescents and children learn, and you'll study the most innovative methods and materials being used in high school and middle school social studies classes. Other education course work will teach you how to deal with student reading and writing problems and ensure that you enter teaching with a strong grasp of the special education and educational policy issues that affect schooling.

The City as a Social Studies Laboratory

New York City is the home of some of the leading innovators in social studies education, and our social studies program involves these pacesetters in its course work. You will learn from them about projects that have succeeded in evoking student interest in politics and community studies, such as the Educational Video Center, which teaches high school

students how to make documentary films about local issues. Our students have also explored ways that new technologies can be used to bring history to life by developing primary source activities for the Franklin and Eleanor Roosevelt Institute's New Deal Web site and teaching materials for the "Witnessing the Early American Experience" Web site. Our program is a source of innovation on the New York educational scene and has involved our students in designing curricula for our urban school partners—so that, instead of merely completing course assignments, students have an opportunity to help in efforts to reform social studies education in the real world of public school students and teachers.

Nationally Recognized Faculty

Members of our faculty have participated in the key debates on issues such as multiculturalism, national history standards, and service learning that have shaped the fields of social studies over the past decade. Faculty publish regularly in leading social studies journals, including *Social Education* and the

Organization of American Historians Magazine of History, and have also published influential books on education and community, school reform, and American history. They have spearheaded social studies curriculum reform projects in primary, middle, and secondary schools. Faculty in our program collaborate with colleagues in allied fields, most notably English education, Jewish education, and educational theatre, with whom we have

developed courses that integrate the approaches of our respective disciplines. This collaboration helps our student teachers learn to take interdisciplinary approaches to social studies and to truly bring history alive to their own students.

Education in Comparative Perspectives

You are strongly encouraged to spend a semester abroad in one of NYU's many study abroad sites in Accra

(Ghana), Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, or Tel Aviv.

Fieldwork and Student Teaching

In your junior year, you will begin your student teaching experience by observing middle and secondary school teachers and their students in their classrooms. Such observations in New York City's public schools, along with methods courses taught by vet-



eran teachers, will prepare you for your senior year of student teaching. In the fall semester of your senior year, under the guidance of a cooperating teacher as well as an NYU supervisor and methods teacher, you will assume responsibility for teaching a daily middle school social studies class. This is followed in the spring with a semester of high school student teaching in social studies, which again will involve a collaborative effort among you, your cooperating school teacher, and your NYU faculty mentor.

Senior Honors

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students

develop their questions and projects. During the second semester, students work independently on their projects under the direction of their own faculty supervisors, with whom they hold regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

Helping You Start Your Career

Many of our students receive their first job offers from the schools where they do their student teaching internships, and the New York City Department of Education recruits on campus at the end of each semester. There are also many opportunities in New York City to work for non-profit international agencies that employ educators.

Other Programs to See:

- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- Foreign Language Education

YOUR CAREER OPPORTUNITIES

Our program in social studies education prepares you for teaching middle and secondary school social studies anywhere in the United States or overseas. To qualify for initial certification in New York and most other states, you take the National Teachers Examination after graduation.

Our program also provides excellent preparation if you wish to work in other positions related to social studies education, such as a textbook editor in publishing or a curriculum developer in an educational agency.

Following is a small sampling of the positions obtained by recent graduates:

- Secondary school teacher at, for example, Hunter College High School, Stuyvesant High School, Norman Thomas High School, and Brooklyn Technical High School
- Educational filmmaker on an Australian aboriginal project
- Consultant on social studies curriculum materials
- Congressional aide on education issues
- Guidance counselor, Cleveland Board of Education

TEACHING SOCIAL STUDIES, GRADES 7-12

The 128-point curriculum in social studies education, grades 7-12, includes courses in the liberal arts, the student's major area of study, and the area of pedagogy. The program requires at least 60 points in liberal arts courses

and a major area of study that permits students to explore the histories of Asia, Africa, or Latin America. Studies in U.S. history and the Western world, as well as a focus on social sciences and comparative politics, are

also part of the curriculum. The pedagogical core provides students with a knowledge base in educational history and sociology. Emphasis is placed on the educational development of the adolescent and the role of the

teacher within the school community. The course of study culminates in two semesters of student teaching in public or independent school settings.

SAMPLE CURRICULUM WORKSHEET

Freshman Year 33 Points			
FALL SEMESTER		SPRING SEMESTER	MAJOR
LIBERAL ARTS	Quantitative Reasoning. V55.0101 4	LIBERAL ARTS	Inquiries into Teaching and Learning I. E27.0001 4
Foundations of Contemporary Culture: Texts and Ideas. V55.04•• 4	Natural Science Course by Advisement 4	Foundations of Contemporary Culture: Cultures and Contexts. V55.05•• 4	U.S. History to 1865. V57.0009 .4
Writing the Essay. V40.0100 . . .4	MAJOR	The Advanced College Essay. E52.0110 4	TOTAL <u>16</u>
Fundamentals of Mathematics. E12.0001	New Student Seminar. E03.0001 0		
<i>or</i>	Field Observations in Schools and Other Educational Settings. E27.0005 1		
	TOTAL <u>17</u>		
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Sophomore Year 32 Points			
FALL SEMESTER	MAJOR	SPRING SEMESTER	Specialization: Introductory History Course. V57.♦♦♦♦4
LIBERAL ARTS	History of East Asia Since 1850. V57.0053	LIBERAL ARTS	Comparative Politics. V53.0500 4
Natural Science Course by Advisement	<i>or</i>	Economic Principles I. V31.0001 4	TOTAL <u>16</u>
<i>or</i>	History of East Asia to 1850. V57.0052	MAJOR	
Nutrition and Health. E33.0119 4	<i>or</i>	Human Development I. E63.0020 2	
Speech Communication. E21.0033 4	History of African Civilization to the 19th Century. V57.0055	Human Development II: Application for Educators of Early Adolescents and Adolescents. E63.0023 2	
(If exempt by examination, substitute will be a liberal arts concentration course.)	<i>or</i>		
Liberal Arts Elective 4	History of African Civilization During the 19th and 20th Centuries. V57.0056		
	<i>or</i>		
	History of Latin America. V57.0082 4		
	TOTAL <u>16</u>		

Junior Year 30 Points

<p>FALL SEMESTER</p> <p>LIBERAL ARTS</p> <p>Foreign Language I4 Education as a Social Institution. E20.10153</p>	<p>MAJOR</p> <p>Current Trends and Problems in Social Studies. E23.11354 Global History, Geography, and the Social Studies. E23.1800 . .4</p> <p>TOTAL 15</p>	<p>SPRING SEMESTER</p> <p>LIBERAL ARTS</p> <p>Foreign Language II4</p> <p>MAJOR</p> <p>Classroom Practicum: Teaching Social Studies. E23.10393</p>	<p>Specialization: Advanced History Course. V57.4</p> <p>Post-1865 U.S. History, Geography, and the Social Studies. E23.10734</p> <p>TOTAL 15</p>
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Senior Year 33 Points

<p>FALL SEMESTER</p> <p>MAJOR</p> <p>Specialization: Seminar History Course. V57.4</p> <p>Language Acquisition and Literacy Education. E27.10304</p>	<p>Supervised Student Teaching of Social Studies in the Secondary School. E23.19224</p> <p>Teaching of Social Studies in the Secondary School II. E23.10402</p> <p>Drug and Alcohol Education/ Child Abuse Identification/ School Violence Prevention: The Social Responsibilities of Teachers. E27.19991</p> <p>TOTAL 15</p>	<p>SPRING SEMESTER</p> <p>MAJOR</p> <p>Integrating History and Literature with Adolescents. E27.10204</p> <p>Community Studies: Political, Social, Historical. E23.1925</p> <p>or</p> <p>Politics Course by Advisement. V53.4</p>	<p>Teaching Students with Disabilities in General Education Classrooms. E75.10054</p> <p>Supervised Student Teaching of Social Studies in the Middle School. E23.19114</p> <p>Teaching Social Studies in the Middle School. E23.10372</p> <p>TOTAL 18</p>
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GRAND TOTAL: 128 Points