21st Century Teachers Project  
Social Studies Education Component  
IUPUI  
Summer 2002  

SUMMARY OF ACTIVITIES

The Social Studies Education Team of the 21st Century Teachers Project at IUPUI for the Summer of 2002 consisted of five members: Sarah Drake from the School of Education, Margie Ferguson from the School of Liberal Arts, Joyce Gilly from Mooresville High School, Bob Osgood from the School of Education, and Phil Scarpino from the School of Liberal Arts. The team met several times as a full group between May 15 and June 27; in addition, a number of meetings were held between members of the group who were working together on specific aspects of the project. Many hours were also put into individual work by each team member. The following is a brief report and commentary on our activities and final products.

Charge of the Group

In the proposal approved for funding, the Social Studies Education Team (SSET) was charged with developing the following products and outcomes:

- A revised syllabus for the Secondary Social Studies Methods Course (M442) for the School of Education at IUPUI. This syllabus was to include a module or narrative that reviewed the parameters of the discipline as applied to the teaching of social studies in secondary schools.

- A revised syllabus for the secondary foundations course in the School of Education at IUPUI, H341: American Culture and Education. This revision was to include a strengthened field component; greater opportunities for service learning that would help develop students' political awareness; an enhanced policy component; and content that would be well coordinated with a social science major.

- A document detailing the initial identification and description of course work in the School of Liberal Arts that would represent or demonstrate a student’s social science content knowledge.

- In addition to the above documents, the SSET was asked to "review student teaching portfolios . . . with special attention to lesson planning and videotapes of teaching." The team was also asked to explore the feasibility of linking H341 with a course in the social science major.

Sarah Drake and Joyce Gilly assumed responsibility for the development of the M442 course. Bob Osgood assumed responsibility for the H341 course, and for serving as "convener" of the team. Margie Ferguson and Phil Scarpino assumed responsibility for the initial identification and description of appropriate course work in the School of Liberal Arts. All members of the team reviewed all documents and provided constructive critique for all aspects of the team’s work, and all team members reviewed each of the documents for their consistency and viability. Consequently, no part of the team’s work
was developed in isolation, and all team members participated in carrying out each of the team's responsibilities.

**Importance of the Social Studies Standards of the Indiana Professional Standards Board (IPSB)**

From the beginning the SSET recognized the importance of situating all documents and suggestions within the context of standards developed for the improvement of K12 education. There exist several sets of standards that relate to social studies education in K12 schools, and the team was not charged with gearing its work to a specific set. In developing its work the team agreed that it should focus its efforts on aligning all documents with the Standards for Teachers of Secondary Social Studies adopted by the Indiana Professional Standards Board. These standards represent a comprehensive and rigorous set of objectives in the areas of content area knowledge, performances/skills, and dispositions expected of all secondary social studies teachers. As the primary work of the teacher education program at IUPUI is the preparation of competent teachers for Indiana schools, it is the team's belief that these standards represent the most crucial and important set of expectations for teacher education at IUPUI to meet.

In addition, the team spent time reviewing another critical set of standards: the Indiana Academic Standards for High School Social Studies adopted by the Indiana Department of Education. Our review of these standards demonstrated that the small membership of our team, and limited academic backgrounds of that membership in the majority of content areas covered by the IDE standards, rendered it very difficult to specifically identify where each of these detailed standards might be addressed in the broad social science core and sequence of education courses required of our teacher education students. Nevertheless, our review clearly indicated that the content knowledge outlined in the IDE standards are well within the general content covered in the social science core required of teacher education students. But because the team felt that the IPSB standards were more applicable and appropriate to the particular charge of the SSET, the IPSB standards guided our activities and served as the referential framework for our deliberations.

**The Documents**

As specified by the proposal, the SSET produced three primary documents: the syllabus and module for the Secondary Social Studies Methods course (M442); a syllabus and narrative rationale for the American Culture and Education course (H341), including descriptions of extended field experience, service learning, and potential linkages with an SLA course; and a statement identifying and describing SLA course work that demonstrates a student’s social science content knowledge. Each of these documents provides extensive, explicit detail on the ways in which the content and activities of the various courses discussed address the range of IPSB standards for secondary social studies teachers. The documents clearly show that virtually all the standards identified by the IPSB for social studies teachers are addressed in one form or another as part of the SLA/M442/H341 course work. Each document contains an explanation of the rationale, method, context, and content of its development. The documents are followed by two sets of attachments: the formal Standards for Social Studies Teachers of the IPSB, and materials that the team used as background and context for our deliberations.
Comments/Recommendations re Student Teaching Portfolio

Although no formal document concerning portfolios was required or even requested by the 21CTP Social Studies proposal, the team did spend a morning reviewing student portfolios, including a videotape demonstration of a social studies student teacher. Our review of the portfolio preparation guidelines, sample portfolios of social studies student teachers, and the videotape produced the following recommendations:

- Demonstrating mastery of content knowledge through the portfolio is a difficult task. The nature of social studies is quite interdisciplinary and extremely broad, and the IPSB standards for social studies teachers and the K-12 academic standards set by the IDE cover an exhaustive range of content knowledge. As a result, demonstrating full mastery in a necessarily limited document such as a portfolio in a near-impossible task. However, the team did generate some suggestions. First, SLA faculty should be formally and permanently involved in the process of reviewing and assessing the portfolios, and through the portfolios the candidate’s level of preparation. The team is aware that SLA faculty have been involved in this manner as the School of Education pilots the portfolios in the block program; it is merely suggesting that this is a valuable practice and should be continued. In addition, the team recommends that the student be required to include in the portfolio samples of work from a small but representative selection of Social Science Core courses that clearly demonstrate mastery of both content knowledge and appropriate research and inquiry skills. The team recognizes that such samples could not assure quality across the board in terms of a student’s mastery of social science content appropriate and necessary for teaching in secondary schools. Nevertheless, including representative samples of SLA work would give the student an opportunity to show that she or he is not only capable of producing quality work but also of mastering appropriate content. This would represent only a piece of an extensive set of instruments assessing a student’s content knowledge that would also include grades in SLA courses, M442, and H341; scores on Praxis and other standardized content-referenced examinations; and evaluations from instructors, mentor teachers, and other professionals.

- Our review of the student teaching portfolio videotape led to additional suggestions designed to improve both the quality of the segment and its value to the assessment process. The team believes that each video segment should include footage from more than one camera position, allowing evaluators to see more of the room, more of the children, and more extensive depictions of teacher interaction with students and student interaction with each other. This will permit a more authentic and comprehensive demonstration of teaching competence. The team realizes this may involve extra technical expertise and expense, but believes it would be worth it. Also, it was suggested that each student prepare a brief written narrative describing the context for the taped segment to accompany the video. This should include basic information on the time and day of the session being taped, some context about the place of the taped lesson in the unit or in the classroom course of events, and any other information that would help evaluators understand and assess the conditions and activities of the session. Prior to the
session, the student should also be made aware of qualities, activities, or performances that might be of particular interest to hiring committees, so that the student might gear the session toward those concerns.

- In terms of the lesson plan itself, the team suggests that the student make very clear what academic standards are being covered or addressed in the session. It was also noted that each lesson plan should include a discussion of key questions that the student teacher might anticipate arising in the course of the session and how she or he would respond to such questions (especially if she or he were not certain of the correct response).

While the team certainly understands that videotapes and even portfolios can represent only a limited portion of a student’s talents and potential, it also believes that these suggestions would help improve the quality and the value of these products in preparing student teachers for successful professional experiences in schools.

Respectfully submitted on behalf of the Social Studies Education Team,

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Course Requirements and IPSB Standards

Students studying to be certified to teach social studies must develop knowledge in many content areas. The licensing rules established by the IPSB identify 9 standards in which students need to establish subject area competence (in addition to the standards for teaching skills). It is critical, therefore, to assure that the education students actually get here at IUPUI will prepare them to have the knowledge and skills necessary to be licensed and to teach their students once they have completed their degrees.

In this document, we take the IPSB Standards that relate to the disciplines of the social sciences and link them with required (and in some cases, recommended) classes that students will take in their course of study here at IUPUI. In order to explicitly link to courses that the majority of students will enroll in, we have limited ourselves to introductory courses in this document. After each Standard, we have inserted brief course descriptions for the course or courses that will satisfy that standard. We have also attached syllabi at the end of the document to provide a fuller description of each course.

TEACHERS OF SOCIAL STUDIES

Standard #1: Civic Ideals and Practices.

Teachers of Social Studies understand the ideals, principles, and practices of citizenship in a democratic republic and can use this knowledge to create meaningful learning experiences for students.

Performances
1. interpret and evaluate sources and examples of citizens' rights and responsibilities.
2. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
3. create a policy statement and plan of action which achieve one or more goals related to an issue of public concern.

Knowledge
1. 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.
2. recognize and analyze various forms of citizen action that influence public policy decisions.
3. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision making.

Dispositions
1. advocate a reasoned commitment to the civic values needed to function responsibly in a democratic society.

2. perceive the need to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues, while identifying, describing, and evaluating multiple points of view.

3. appreciate how many public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.

4. commit to engage in activities to improve the community based upon evaluation of possible options for citizen action.

Courses that provide content to meet the standard:

Y103 Introduction to American Politics addresses each of the elements of standard 1. 

Y103 Introduction to American Politics (3 cr.) Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base. (When offered, S103 Introduction to American Politics-Honors is an equivalent.)

Standard #2: Historical Perspectives.

Teachers of social studies understand the way human beings view themselves in and over time and can use this knowledge to create meaningful learning experiences for students.

Performances
1. create learning opportunities that demonstrate the ability to trace and analyze chronological periods and that examine the relationships of significant themes and concepts in history.

2. adapt curriculum, instruction, resources, and assessment to provide for a range of wide student differences.

3. create learning opportunities that help students exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.

4. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to allow for informed decision making about and action taken on public issues.

5. identify and describe selected historical periods and patterns of change within and across cultures.

Knowledge
1. comprehend that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
2. identify and describe selected historical periods and patterns of change within and across cultures.

3. evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Disposition
1. possess critical sensitivities such as empathy by reading first person accounts and skepticism by comparing varying viewpoints on a particular issue; this will allow students to study attitudes, values, and behaviors of people in different historical contexts.

2. commit to acknowledging that scholars may describe the same event or situation in different ways and to providing reasons or evidence for their views.

3. value understanding of societal concerns, standards, issues, and conflicts related to universal human rights.

Courses that provide content to meet the standard:

Students will be required to enroll in two introductory courses on American History H105 and H106 as well as Western Civilization I and II (H113 and H114). In addition, students will also be required to take H217, the Nature of History. These courses will offer students an excellent base in historical perspectives from both an American and a World focus.

H105-H106 American History I-II (3-3 cr.) I. Colonial period, Revolution, Confederation and Constitution, national period to 1865. II. 1865 to present. Political history forms framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism.

H113-H114 History of Western Civilization I-II (3-3 cr.) I. Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism, national monarchies. II. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, world wars.

H217 The Nature of History (3 cr.) An introductory examination of what history is, types of historical interpretation, common problems in history, and the uses of history.

Standard #3: Geographical Perspectives.

Teachers of social studies understand the nature and distribution of Earth's people, places, and environments and can use this knowledge to create meaningful learning experiences for students. Natural and human resources affect how people interact with their environment and each other.
Performances
1. possess mental maps that can be used to interpret political, physical, and cultural distribution patterns of present and past events.
2. are able to access or prepare maps and graphs, using technology as needed, to demonstrate spatial distribution and relationships.
3. demonstrate knowledge of Earth's dynamic physical systems and their impact on humans, including plate tectonics and vulcanism, degradation and aggradation, earth/sun relations, wind systems and ocean currents, the water cycle, weather and climate, and related patterns of natural vegetation and land use.
4. demonstrate an understanding of population dynamics and distribution, cultural diversity, and the level of economic development which exists on Earth; and are able to relate these to physical, cultural, historical, economic, and political circumstances.
5. are able to relate Earth's physical systems and varied patterns of human activity to world environmental problems.

Knowledge
1. know and understand the interrelationship of the five themes of geography: location, place, human/environment interaction, movement, and region.
2. prepare, interpret, use, and synthesize information from various representations of the Earth, such as maps, globes, photographs, paintings, and their own observations, to synthesize information and interpret spatial patterns.
3. know Earth's physical and human patterns and understand how people interact with their physical environment.
4. understand the concept of a Region, a human construct for organizing information to interpret Earth's complexity; know the physical and cultural characteristics that distinguish each of the world's culture regions, and the major countries within each world region.
5. understand that the flow of people, goods, and ideas links all parts of the world in an interdependent and ever-changing system that creates and spreads wealth unevenly.

Dispositions
1. recognize and critically evaluate for classroom use appropriate geographic resources, data sources, and tools such as globes, atlases, maps, map projections, aerial photographs, satellite images, geographic information systems (GIS), newspapers, journals, and databases.
2. value and encourage the use of mental maps at local, regional, national and world scales both to foster understanding of relative location, direction, size, and shape and to serve as a spatial foundation for all knowledge.
3. recognize and value the varieties of human imprints on Earth as a reflection of people's culture, technology, needs, ideals, and governance.
4. appreciate the need to assess the impact of physical and human geography on historical events, and, conversely, the role of the past in the development of present human spatial patterns.

Courses that provide content to meet the standard:

Students will enroll in two geography courses which will help them address standard 3 (G107 Physical systems of the environment and G110 Human Geography)

G107 Physical Systems of the Environment (3 cr.) Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, weather, and climate).

G110 Introduction to Human Geography (3 cr.) An introduction to the principles, concepts, and methods of analysis used in the study of human geographic systems. Examines geographic perspectives on contemporary world problems such as population growth, globalization of the economy, and human-environmental relations.

Standard #4: Government and Citizenship.

Teachers of social studies understand how people create and change structures of power, authority, and governance and can use this knowledge to create meaningful learning experiences for students.

Performances

1. apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

2. apply ideas, theories, and modes of inquiry drawn from political science to examine persistent issues and social problems.

3. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to resolving conflict.

Knowledge

1. grasp and are able to explain the purposes of government at the local, state, and national levels and are able to analyze how powers are acquired, used, and justified.

2. know and are able to compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and to identify representative political leaders from selected historical and contemporary settings.

3. understand ideas and mechanisms to meet the needs and desires of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
Dispositions
1. recognize and address persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

2. perceive and acknowledge that groups and organizations encourage unity and deal with diversity to maintain order and security.

3. recognize the conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Courses that provide content to meet the standard:

Again, Political Science Y103 addresses each of these goals.

**Y103 Introduction to American Politics (3 cr.)** Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base. (When offered, S103 Introduction to American Politics-Honors is an equivalent.)

Standard #5: Economics.

Teachers of social studies understand why and how people organize for the production, exchange, and consumption of goods and services and can use this knowledge to create meaningful experiences for students.

Performances
1. create learning experiences that develop key skills in economics: identifying economic problems, alternatives, and costs; analyzing economic incentives and the consequences of changes in economic conditions and public policies; and collecting, organizing, and interpreting economics data and reference sources.

2. demonstrate the ways in which scarcity necessitates the choices individuals and societies must make to satisfy wants.

3. apply economic concepts and reasoning when evaluating historical and contemporary social issues and public policies.

Knowledge
1. realize that we live in a mixed market economic system in which production, exchange, and consumption decisions are made through the market interacting with government and are influenced by tradition.

2. understand that increasing technological change and globalization have resulted in a highly interdependent world economy.

3. comprehend that because resources are scarce and often unevenly distributed across people and regions, specialization and systems of exchange are necessary to improve the well-being of both the individual and society.
Dispositions
1. believe that the study of economics should prepare students to function more effectively as workers, consumers, savers, investors, and citizens throughout their lives; in short, they help students to become effective participants in the global economy.
2. accept the scope of economics as the study of the allocation of scarce resources to satisfy unlimited wants.
3. acknowledge the ever-changing nature of the economy and the role of individuals in it.

Courses that provide content to meet the standard:

Students must enroll in E201 which will address Standard 5.

**E201 Introduction to Microeconomics (3 cr.)** P: sophomore standing. E201 is a general introduction to microeconomic analysis. Discussed are the method of economics, scarcity of resources, the interaction of consumers and businesses in the marketplace in order to determine price, and how the market system places a value on factors of production.

Standard #6: Current Events.

Teachers of social studies understand *global connections and interdependence* and can create meaningful learning experiences for students.

Performances
1. use print and electronic media, maps, globes, and atlases to provide students with information about events that are occurring.
2. create learning experiences about current issues that encourage research and problem solving.
3. describe and analyze the effects of changing technologies on the local and global communities.

Knowledge
1. understand the interdisciplinary nature of social studies and know how to make connections using current events.
2. know how to use a variety of resources, both primary and secondary, to better understand the causes and effects of current events on the student’s world.
3. understand that current events provide an arena for the study of global connections through the interplay of Earth’s physical and human systems.

Dispositions
1. value and understand that "today's current event is tomorrow's history" and that current events provide opportunities for the study of global connections and our interdependence on this planet.

2. appreciate the ever-changing nature of current events and the need to maintain a flexible classroom approach.

3. monitor ongoing current events and create classroom opportunities for students to see the relationship of these events to their lives.

Courses that provide content to meet the standard:

Many courses in the liberal arts examine current events in the country and the world. However, Political Science Y103 (American Politics) and Y219 (International Relations) will most closely address this Standard.

Y103 Introduction to American Politics (3 cr.) Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base. (When offered, S103 Introduction to American Politics-Honors is an equivalent.)

Y219 Introduction to International Relations (3 cr.) An introduction to the global political system, and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war.

Standard #7: Psychology.

Teachers of social studies understand individual development and identity and can use this knowledge to create learning experiences designed to promote student growth and reflection.

Performances
1. guide investigation into the relationship between social norms and emerging personal identities.

2. explore the processes that influence identity formation.

3. show different ways individuals develop and how personalities may change over a period of time.

Knowledge
1. possess knowledge of the ways group and cultural influences contribute to the development of a sense of self.

2. know how learning and physical development affect behavior.

3. realize the factors that affect mental health.
Dispositions
1. view themselves and their students as unique individuals who interact with other individuals and groups including family, school, community, country, and the world.
2. value how people meet their basic needs in a variety of contexts.
3. advocate the creation of learning opportunities by analyzing why people behave as they do.

Courses that provide content to meet the standard:
Students are required to enroll in Psychology as a Social Science (B104). This course will address Standard 7.

B104 Psychology as a Social Science (3 cr.) Equiv. to IU PSY P102 and PU PSY 120. Fall, spring, summer. Introduction to scientific method, individual differences, personality, developmental, abnormal, social, and industrial psychology.

Standard #8: Sociology.

Teachers of social studies understand interaction among individuals, groups, and institutions and can use this knowledge to create meaningful learning experiences for students.

Performances
1. analyze how groups and institutions influence people, events, and elements of culture.
2. apply how groups and institutions work to meet individual needs and promote the common good.
3. describe the role of institutions in furthering both continuity and change.

Knowledge
1. know how individuals, groups, and institutions are formed, controlled, and maintained in a society.
2. understand how roles, status, and social class describe the interactions and connections between individuals, groups, and institutions in society.
3. realize how individuals, groups, and institutions develop and change over time, thus furthering both continuity and change.

Dispositions
1. value the constant, but also ever-changing, content of sociology and the need for continuous growth to remain knowledgeable and current.
2. believe that social institutions play an integral part in the life of an individual.
3. appreciate how social institutions are formed and maintained or changed.
4. are sensitive to diversity issues.
Courses that provide content to meet the standard:

Students will be able to choose between two Sociology classes which will address Standard 8 (R100 Introduction to Sociology or R121 Social Problems).

R100 Introduction to Sociology (3 cr.) P: W131 or consent of the instructor. Consideration of basic sociological concepts, including some of the substantive concerns and findings of sociology, sources of data, and the nature of the sociological perspective.

R121 Social Problems (3 cr.) P: R100 or consent of the instructor. Selected current "problems" of American society are analyzed through the use of basic sociological data and the application of major sociological frameworks. Policy implications are discussed in light of value choices involved in various solutions.

Standard #9: World Cultures.

Teachers of social studies understand culture and cultural diversity and can use this knowledge to create meaningful learning experiences for students.

Performances
1. guide investigation of nations and cultures of the world in terms of their diversity, commonalities, and interrelationships.
2. select and integrate knowledge from the social sciences, the natural sciences, and the humanities in order to prepare students to live effectively in a world with limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.
3. recognize and accommodate the variety of learning styles and modes of expression students bring to the study of world cultures.

Knowledge
1. understand culture, human diversity, and the interconnections among peoples of the world.
2. possess an understanding of the interdisciplinary nature of the content of the subject matter of world cultures.
3. cultivate a perspective of the world which emphasizes interconnections.

Dispositions
1. realize that effective cross-cultural communication is fostered through understanding the historical, geographical, and economic roots of diversity.
2. possess an understanding of the interdisciplinary nature of the subject matter of world cultures.
3. cultivate a perspective of the world which emphasizes interconnections.
4. commit to connecting the study of world cultures to the students' own experiences.

Courses that provide content to meet the standard:

The World Cultures Standard will be addressed by multiple courses; most obviously Anthropology Culture and Society (A104). Various other courses will clearly also address this standard, including Political Science International Relations (Y219), History H113 and H114 (Western Civilization I and II) and Geography G110 (Human Geography).

**A104 Culture and Society (3 cr.)** A survey of cultural and social processes that influence human behavior, with comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the different expressions of these potentials. (Not open to students who have had A304.)
H341 is a 3-credit course that has been designed to serve as the gateway course into the secondary undergraduate teacher education program in the School of Education at IUPUI. Consequently, it will be taken by all students seeking secondary certification. As an introductory course, H341 is expected to address a wide range of topics, principles, and standards. These include several important topics related to understanding schools and teaching as well as the IUPUI Principles of Teacher Education and the various content area standards of the Indiana Professional Standards Board. The emphasis of this proposed syllabus is on addressing significant portions of the IPSB’s Standards for Social Studies in secondary education. It should be kept in mind, however, that the Social Studies standards are only one component of the course’s purposes, content, and methodology.

As a 3-credit course, H341 will meet once a week for the standard time period. This will allow sufficient time and opportunity to implement a key feature of the course: extensive field experience in middle and high schools designed to enhance student learning and provide crucial, substantive opportunities for H341 students to work with teachers and students in schools. Such visits will constitute approximately one-third of class time. The academic content of H341 will focus on the key topics of the history of American education; school organization, governance, and financing; the nature and characteristics of educational policy formulation; fundamental social issues related to diversity and equity in public education; essential topics in educational philosophy related to developing curriculum and implementing instruction; and basic information related to the professional lives of teachers. Because the focus of H341 content does not lie in one specific content area or academic discipline, the IPSB Standards in secondary social studies are addressed in a limited range of specific instances rather than in wholesale applications. Nevertheless, the course has been purposely designed to address as many of the IPSB social studies standards as practicable, with particular attention being devoted to the sub-domains of knowledge and dispositions of each of the thirteen general standards.

Course Objectives:
At the completion of H341, students will be able to:
- Identify and describe the general ways in which developments in our historical past have shaped the nature, structure, and purposes of public schools in contemporary American society.
- Describe and explain the general nature of school organization and financing in the United States.
- Delineate the relative roles of local, state, and federal levels of government in the financing and control of public schools.
• Identify and describe the conditions and perspectives that inform the development of educational policy at the national, state, and local levels.
• Articulate and explain the nature and importance of issues of social, cultural, gender-based, economic, and political equity and diversity as they relate to the teaching learning process and the experiences of students in schools.
• Identify and explain the fundamental approaches of subject-centered and student-centered instruction, including the fundamental differences between essentialist (direct instruction) and progressive (inquiry-based) approaches to teaching and learning.
• Describe the nature and characteristics of the professional lives of teachers in terms of training, compensation, working conditions, societal expectations, and professional development.
• Develop and employ proficiency in reflection and critical inquiry related to understanding course content, interpreting course experiences, and evaluating important issues in the study of education and the practice of teaching.

Course Readings:
The readings for H341 consist of a standard undergraduate educational foundations text, a foundations anthology of primary source readings, and an ethnography of a secondary school. These are designed to address a variety of performances, knowledge, and dispositions stipulated by the Social Studies standards of the IPSB. The readings are as follows:

• America's Teachers: An Introduction to Education (4th ed.), by Joseph Newman. This text is a thorough, balanced, and highly readable treatment of a wide variety of topics and issues necessary for a sound foundational understanding of the structure and processes of public education and public school teaching in the United States. While it covers all grade levels of public schools, it is especially strong in discussing social, political, and pedagogical issues related to secondary education. This text is especially helpful in introducing students to the realities and perspectives affecting educational policy at the national, state, and local levels.

• Educational Foundations: An Anthology, by Roselle Chartock. This is a comprehensive and unusually appropriate anthology of readings related to education and teaching. It covers a wide range of historical, philosophical, social, and professional issues in education and uses a variety of primary sources: government and historical documents, fiction, poetry, art, music, ethnography, position papers, and nonfiction personal accounts. A major strength lies in the opportunities the book presents for students to identify and engage selections that are of particular interest and importance to their personal and professional development.

• Small Victories, by Samuel Freedman; Class Dismissed, by Meredith Maran. Either of these two anthologies would be appropriate for this course, and I will likely allow students to select the one that they wish to read. Freedman’s book is the story of a year in a high school from both teacher and student perspectives. Maran’s book takes a detailed look at the school lives of three high school
students, in the process raising and discussing a multitude of issues important to
the study of the foundations of secondary education.

- In addition, students will be expected to read and analyze several documents
  selected by the instructor in response to student interest or unexpected topics
  raised in class. These might include historical documents, opinion pieces
  presented in newspapers or other print media, recent scholarly work, or articles
  discussing current events in education.

**Service Learning Component:**

Over the last ten years service learning has gained recognition as a powerful
approach to both teaching and learning. When understood and applied authentically,
service learning opens a world of opportunities to connect academic content with real
world experience as well as to engage students in community-based activities that
enhance personal growth and a sense of political awareness and social responsibility. It
can be and has been used effectively at both the college and K12 levels. Consequently,
students enrolled in the secondary education should not only experience service learning
in their own professional preparation; they should also learn about its purposes,
methodology, and possibilities so that they can use it appropriately in their own teaching.

H341 has thus incorporated a service learning requirement. This requires
constructing a *balanced* approach to implementing this component. Service learning is a
time-consuming and personal methodology that demands flexibility and adaptation to a
wide variety of community and student needs and interests. Even so, it is important—
especially with undergraduate students who are new to the concept—to maintain a strong
faculty presence in its planning and implementation. The following guidelines have been
established in an attempt to strike that balance:

- **Expectations:** Each student will be expected to engage in a service learning
  project that will involve a minimum of fifteen service hours during the semester.
  These hours can take place on a schedule that is mutually convenient between the
  site and the student.

- **Service sites:** Students will be strongly encouraged to perform their service
  obligations at a site which the instructor has a formal arrangement. These would
  include agencies such as the Hispanic Center, Julian Center, Children’s Bureau,
  Hawthorne Community Center, Christamore House, Noble of Indiana, Indy Parks
  and Recreation, or an Indianapolis public school. In unusual and exceptional
  circumstances, the instructor may approve a service learning project that takes
  place at a site arranged by the student.

- **Assignments:** Students will be required to prepare the following products: a
  journal describing and reflecting on the service experience; and a formal paper,
  linking the service experience to some aspect of course. Students also will be
  expected to attend and participate in two meetings specifically arranged to discuss
  the service learning experiences. These meetings will typically involve meeting
  with other H341 students, either in small groups or as a general whole.

- **Evaluation:** Students will be evaluated on the quality of the written products, the
  quality and extent of their participation in the meetings, and by the supervisor of
their service experience at the site. The service project itself will constitute 25% of the final grade in H341.

Evaluation of Student Performance:
Evaluation of student performance in H341 will be based on the following criteria:

- Service Learning Project 25%
- Midterm Examination 20%
- Book Critique 20%
- Annotated Bibliography 20%
- Class participation 15%

Linkage with the IPSB Standards for Secondary Social Studies Teachers

While there exist several sets of academic and professional standards that identify knowledge, performances or skills, and dispositions expected of teachers and students in secondary education, the guiding set of standards for H341 is the Social Studies Standards for Secondary Teachers set by the Indiana Professional Standards Board. H341 is a unique course for this project in that it emphasizes neither discipline-based content-area knowledge nor specific instruction in content-area instructional methodology. Consequently, there is little in terms of H341 content that provides teachers with the content-area knowledge to be taught 9-12 students, as detailed by the secondary content-area standards set forth by the Indiana Department of Education. In addition, the emphasis of the course lies much more in developing knowledge about the professional world of education rather than the teaching of specific pedagogical skills. Therefore, the IPSB standards most appropriate to the course are those addressing general foundational knowledge and particular professional and personal dispositions.

Even so, there is much in the way of the IPSB standards for secondary social studies teachers that H341 can and should address. The following provides a detailed outline of the course content to be covered on a weekly basis. The detail includes specific topics, specific reading and writing assignments, and the specific IPSB standards that these topics and assignments will address. Thus, although H341 is neither an integrated course within the teacher education blocks nor a discipline-based content course, it is still designed to address a wide range of vital professional and academic standards in the preparation of caring, competent teachers for Indiana schools in the 21st century.

Course Schedule:
H341 will meet once a week for the IUPUI standard 2 hour, 40 minute class session. The semester consists of fifteen weeks. Of those fifteen, ten class sessions will be conducted at IUPUI and five will be conducted at school or other field sites. The following is a tentative schedule of course topics and/or site visits for each week, with the IPSB standards to be addressed each week duly noted.
Note: Sessions held at IUPUI will involve a combination of lecture, small and large group discussion, in-class writing assignments, multimedia presentations, guest speaker presentations, and other activities. Sessions held at school sites typically involve a brief welcome, introduction, and perhaps school tour from a school representative, followed by approximately two hours of participant-observation time in classrooms, followed by a brief closing question-and-answer session. The two middle school and two high school site visits will be selected and arranged by the instructor. The final site visit will typically be selected and arranged by each student at a site of her or his preference—either a site previously visited by the whole class or a school site selected by the student for its personal interest. Another possibility would be for a visit to a site other than a school that will enhance a student’s understanding of course content (such as a community agency, a family, or other reasonable alternative).

Week I @ IUPUI Course introduction/Professional Lives of Teachers
No readings assigned
IPS B Standards Addressed:
- 8.P.3: Describe the role of institutions in furthering both continuity and change.

Week II @ IUPUI School organization/control/financing
Readings: Newman, Ch. 9; Chartock, Ch. 3
IPS B Standards Addressed:
- 4.K.1: Grasp and are able to explain the purposes of government at the local, state, and national levels and are able to analyze how powers are acquired, used, and justified.
- 8.P.1: Analyze how groups and institutions influence people, events, and elements of culture.
- 8.K.1: Know how individuals, groups, and institutions are formed, controlled, and maintained in society.

Week III @ IUPUI School organization/control/financing (cont.)
Readings: Newman, Ch. 10; Begin anthology (Freedman or Maran)
IPS B Standards Addressed:
- 4.P.1: Apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
- 5.D.2: Accept the scope of economics as the study of the allocation of scarce resources to satisfy unlimited wants.

Week IV off-campus Site visit to Middle School
Readings: continue with Freedman or Maran
IPS B standards addressed:
- 11.D.1: Recognize the need to foster a love of learning among their students.
- 11.D.2: Acknowledge responsibility for establishing a caring environment that supports a productive, open, and enriching learning environment.
- 11.D.3: Value virtues that students should emulate, such as honesty, responsibility, respect, fairness, compassion, and civic responsibility.
- 11.D.4: React appropriately to student behavior.
- 13.D.3: Acknowledge responsibility for discovering, developing, and refining practices which address individual needs of students.

Week V @ IUPUI Site visit debrief; historical perspectives on American education

Readings: Newman, Ch. 6; Chartock, Ch. 1; primary documents as assigned

IPSB standards addressed:
- 2.P.4: Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to allow for informed decision making about and action taken on public issues.
- 2.K.1: Comprehend that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 2.K.3: Evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
- 8.K.3: Realize how individuals, groups, and institutions develop and change over time, thus furthering both continuity and change.
- 8.D.3: Appreciate how social institutions are formed and maintained or changed.

Week VI off-campus Site visit to Middle School

Readings: continue with Freedman or Maran

IPSB Standards addressed:
- Same as Week IV, plus:
  - 4.P.1: Apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

Week VII @ IUPUI Equity, diversity, and social issues in education

Readings: Newman, Ch. 8

IPSB Standards addressed:
- 1.D.1: Advocate a reasoned commitment to the civic values needed to function responsibly in a democratic society.
- 1.D.2: Perceive the need to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues, while identifying, describing, and evaluating multiple points of view.
- 4.P.1: Apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
Week VIII  @ IUPUI  Equity, diversity, social issues (cont.)
Readings: Chartock, Ch. 5; continue with Freedman or Maran
IPSB Standards addressed:
  • 7.D.1: View themselves and their students as unique individuals who interact with
    other individuals and groups including family, school, community, country, and
    the world.
  • 8.K.2: Understand how roles, status, and social class describe the interactions
    and connections between individuals, groups, and institutions in society.
  • 8.D.1: Value the constant, but also ever-changing, content of sociology and the
    need for continuous growth to remain knowledgeable and current.
  • 8.D.2: Believe that social institutions play an integral part in the life of an
    individual.
    interconnections.

Week IX  @ IUPUI  Equity, diversity, social issues (cont.)
Readings: Finish Freedman or Maran
IPSB Standards addressed:
  • 1.D.4: Commit to engage in activities to improve the community based upon
    evaluation of possible options for citizen action.
  • 2.D.3: Value understanding of societal concerns, standards, issues, and conflicts
    related to universal human rights.
  • 4.D.1: Recognize and address persistent issues involving the rights, roles, and
    status of the individual in relation to the general welfare.
  • 6.D.2: Appreciate the ever-changing nature of current events and the need to
    maintain a flexible classroom approach.
  • 8.D.4: Are sensitive to diversity issues.

Week X  off-campus  Site visit to High School
No readings assigned
IPSB Standards addressed:
  • Same as Weeks IV and VI

Week XI  @ IUPUI  Philosophy of education/ Curriculum and
Instruction
Readings: Newman, Ch. 7
IPSB Standards addressed:
  • 9.P.3: Recognize and accommodate the variety of learning styles and modes of
    expression students bring to the study of world cultures.
  • 9.D.4: Commit to connecting the study of world cultures to the students’ own
    experiences.
  • 12.K.1: Understand that assessment must be congruent with instruction.
  • 12.D.2: Appreciate the use of a variety of assessments to identify and
    communicate student strengths in the social studies disciplines.
Week XII  @ IUPUI  Philosophy of educ./curr. And instr. (cont.)
Readings: Chartock, Ch. 2
IPSBS Standards addressed:
- 6.D.2: Appreciate the ever-changing nature of current events and the need to maintain a flexible classroom approach.
- 7.K.1: Possess knowledge of the ways group and cultural influences contribute to the development of a sense of self.
- 7.K.2: Know how learning and physical development affect behavior.
- 7.K.3: Realize the factors that affect mental health.
- 7.D.3: Advocate the creation of learning opportunities by analyzing why people behave as they do.
- 10.P.1: Utilize instructional technologies in the teaching and learning process.
- 10.K.1: Know how to select, modify, and prepare traditional and emerging instructional resources, materials, and equipment which improve student learning.
- 10.K.4: Know how to prepare lessons which encourage students to access information sources and refine critical thinking skills.

Week XIII  off-campus  Site visit to High School
Readings: Chartock, Chs. 4 & 6
IPSBS Standards addressed:
- Same as earlier site visit weeks

Week XIV  off-campus  Site visit (student choice)
Readings: Newman, Ch. 1
IPSBS Standards addressed:
- Same as earlier site visit weeks, plus:
- Others, dependent on student activity and interest

Week XV  @ IUPUI  Professional lives of teachers; course overview and closure
Readings: Newman, Ch. 5
IPSBS Standards addressed:
- 1.D.1: Advocate a reasoned commitment to the civic values needed to function responsibly in a democratic society.
- 13.P.1: Regularly engage in the process of professional growth through attending classes or participating in other continuing education activities.
- 13.P.2: Stay abreast of current research, trends, and information through activities such as reading professional journals, actively participating in professional organizations, observing master teachers, and collaborating with colleagues.
Course Assignments and IPSB Standards Addressed

Service Learning Project:
- 1.D.1: Advocate a reasoned commitment to the civic values needed to function responsibly in a democratic society.
- 1.D.4: Commit to engage in activities to improve the community based upon evaluation of possible options for citizen action.
- 11.D.3: Value virtues that students should emulate, such as honesty, responsibility, respect, fairness, compassion, and civic responsibility.
- TT 13: Reflect on their practice, on students’ performance, and developments in the field to continue their own growth as teachers.
- 13.K.2: Know their professional responsibility to be lifelong, self-directed learners and to develop and refine practices that attend to the social studies needs of students.

Take Home Midterm Exam:
- TT 13: Reflect on their practice, on students’ performance, and developments in the field to continue their own growth as teachers.
- 13.K.1: Seek information, assistance, and ideas about their practice from a variety of sources in an effort to improve classroom performance.

Book Critique:
- TT 13: Reflect on their practice, on students’ performance, and developments in the field to continue their own growth as teachers.
- Others, depending on nature of book selected.

Annotated Bibliography:
- TT 13: Reflect on their practice, on students’ performance, and developments in the field to continue their own growth as teachers.
- 13.P.2: Stay abreast of current research, trends, and information through activities such as reading professional journals, actively participating in professional organizations, observing master teachers, and collaborating with colleagues.
- 13.K.1: Seek information, assistance, and ideas about their practice from a variety of sources in an effort to improve classroom performance.
Linkages with School of Liberal Arts Courses at IUPUI:

Given the multidisciplinary character of H341, the possibilities of linkages with specific courses in the various academic departments of the School of Liberal Arts are intriguing and inviting. H341 is envisioned as a course that students would take the semester prior to their entering the School of Education program; typically it would thus be taken in the second semester of the sophomore year. In examining the courses the Social Studies Core for Middle School/High School teacher preparation in the social studies, three courses seem to have the greatest potential for linkages with H341. The development of such linkages at this time must necessarily remain at the exploratory stage, given the lengthy time needed to envision, plan, develop, execute, and evaluate such course partnerships. Nevertheless, linkages with ANTH A104 (Culture and Society), SOC R121 (Social Problems), and/or POLS Y103 (American Politics) would seem especially appropriate and advantageous.

- Discussions with Anthropology regarding the potential linking of a field-based education course and a 200 or 300 level Anthropology course have taken place. In conversations with Drs. Susan Sutton and Rick Ward of the IUPUI Anthropology Department, we explored the possibility of developing an Anthropology course that would provide students with the opportunity to engage in ethnographic field work in Indianapolis area public schools, linking that to an education course that provided an introduction to American education and the profession of teaching through course work and field experience. Logistical concerns such as scheduling, combined assignments, prerequisites, available course development funds, and staffing were identified as significant issues in the development of such a link, but the possibilities were attractive to both units. While A104 would be a possibility, Drs. Sutton and Ward conveyed their belief that a separate course for more advanced students would likely be more appropriate for such a linkage. It is clear that H341 would serve this purpose well, especially so given the anticipated relatively advanced experience and maturity of the students.

- A major component of H341 is the discussion of social issues in the United States and their profound effects on the nature and quality of public education in this country. SOC R121 focuses on social problems in American society. Clearly the connections between the two could be significant, even powerful. Of particular value is the instructive quality of schools and education in identifying, understanding, and responding to a wide range of social problems, as these are manifested clearly and in multiple ways in the education of children. Logistical concerns such as those identified for the anthropology course above constitute a serious concern here as well, but the content and the opportunity to use schools as a familiar, powerful framework for understanding social problems—and the chance to employ a strong background in social theory and research in the analysis of public schools—holds a great deal of promise.

- POLS Y103 represents a third significant possibility for linking SLA courses with H341. In a conversation with Bill Blomquist, former chair of the department, Y103 was mentioned as a course that would be of particular interest to students taking an educational foundations course such as H341. Dr. Blomquist mentioned specifically a course designed around a text written by Pat McGeever of the IUPUI Political Science Department. This model focuses on discussing American
politics within a personal framework, examining how knowledge of political systems and understandings about political processes could lead to the development of an effective personal political vision that would be especially appropriate for future teachers. General political theory covered in the course would also be most relevant to discussions of the organization, financing, and politics of public education in the United States, a core feature of H341 course content. Once again the logistics of such an arrangement, for the reasons cited above, present significant obstacles to developing such a link.

With these three courses the exploration of developing links between H341 and appropriate SLA courses may begin. Such links would represent a major step in integrating School of Education course work with that of the SLA, doing so in a fashion that would be especially meaningful for future teachers dedicated to taking an integrated, standards-based approach to teaching social studies in secondary schools.

However, constructing such links involves a great deal of time and effort, requiring extensive planning, discussion, and compromise between the School of Education and the individual departments. Scheduling linked courses between the two schools requires curricular and logistical planning well ahead of implementation; anticipating enrollments would be difficult at best; staffing the courses with qualified instructors willing and able to teach to the strengths of the links would remain a consistent challenge. For these reasons alone, it is suggested that any linkage be established one course at a time and not implemented unless instructors committed to cooperative planning and working with unusual scheduling requirements could be identified and successfully recruited well in advance.

Respectfully submitted,

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M442 – Social Studies Methods
Syllabus Overview

Purpose of the Course

In 1992, the National Council for the Social Studies offered the following definition for this field of study:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.¹

Teachers who are certified in social studies are required to possess knowledge about a wide range of disciplines in the humanities and social sciences. In order to be effective, teachers of social studies must act as scholarly content specialists. Therefore, it is imperative that social studies teachers possess both subject matter knowledge and subject specific pedagogical knowledge in the disciplines that they teach. A bifocal vision that emphasizes both subject area content knowledge and an understanding of pedagogy and student learning will best contribute to social studies teachers’ ability to educate students who are capable of living as responsible citizens in a democracy.²

To prepare social studies teachers for their role as subject matter specialists and experts in subject specific instructional knowledge, teaching practices that emphasize content based inquiry must serve as the basis for social studies methods courses at the secondary level. In accordance with the standards established by the Indiana Professional Standards Board, teachers of social studies must demonstrate competencies in three areas:

performance, knowledge, and disposition. Subject matter knowledge and pedagogical content knowledge are inherently part of these dimensions.

**Areas of Focus**

Students who complete M442, Secondary Social Studies Methods, must be aware of issues pertaining to standards in Indiana, current laws regarding teaching, and specific pedagogical practices that contribute to effective teaching in the various disciplines that comprise social studies. The following set of guidelines for a syllabus consists of important issues and specific practices in teaching social studies with which educators must be familiar.

It is recommended that students in M442 become aware of current issues and debates that exist within the disciplines in social studies. First, it is imperative to establish what is meant by “social studies.” The 1992 NCSS definition provides an alphabetical listing of social science disciplines and the humanities. It does not suggest any organizing structure or relationship among the disciplines. In the 1980s, Engle and Ochoa called for the establishment of “decision-making” as the heart of the social studies.³ Many teachers then and now, however, organize their teaching of social studies around specific academic disciplines instead of the practice of decision-making. It should be understood that several practicing teachers consider themselves to be history teachers or economics teachers and regard social studies to be the collective name of their department.

Although many educationists may argue that the team concept being used at the middle schools is more conducive to a social studies design, even middle schools focus on the specific content areas, for example, of World History during seventh grade and United States History during eighth grade. The prevalence of these practices at both the middle and high school levels deems it necessary that universities focus on content preparation

for future teachers.

Given the collaboration between the School of Liberal Arts and the School of Education on which the 21st Century Teachers Project is based, this course outline emphasizes the importance of teachers truly understanding the disciplines they teach. In order to do so, it is suggested that M442 students engage in a project early in the semester that requires them to engage in discussions with professors in the School of Liberal Arts and ask them about the paradigms and practices that guide their discipline. The following questions might serve as the basis for an panel discussion:

- What are the guiding principles of the discipline? How have they changed over time? In what direction is new scholarship moving?
- What are the organizing structures of the discipline? What are the questions the discipline asks itself?
- What methodology do practitioners use? What tools of inquiry are used by past and present scholars?
- In what ways does this discipline interact with and borrow from other disciplines?

Students should also draw upon the standards established by the Indiana Professional Standards Board for teachers of social studies in order to write questions for the discussion. If the standards are to be considered legitimate, than they should reflect the scholarship of professional academics in the respective disciplines. Therefore, the performance, knowledge, and dispositions of teachers in a specific discipline should be related closely to the modes of thinking used by academic scholars in that discipline. Teachers must act as scholars and forge a connection between disciplinary structures and age appropriate methodology as outlined in the standards. Once pre-service teachers gain a more complete understanding of the ideas, concepts, and controversies within and among the disciplines in social studies, they can move toward applying and adapting their content knowledge and methodological understanding to subject specific pedagogical
practices.

While enrolled in M442, students will be expected to create lessons in which they integrate scholarship in their discipline, state standards, and cognitive learning theories. They must be able to demonstrate that teachers can exhibit both the qualities of a scholar and a methods specialist. To grow as a teacher one’s teaching must relate to and reflect one’s scholarship.

By the time students are ready to take M442 they should be familiar with their student teaching assignment as well as the content areas for which they will be responsible. The objective of M442 should be to have students prepare workable lesson plans that can be used during their student teaching. As a result of Indiana Public Law 221, it should be very easy for cooperating teachers to be able to inform student teachers which areas they will be covering during their instructional time. In order to experience success during student teaching, pre-service teachers must have adequate opportunities to engage in and receive feedback on the creation of lesson plans.

The Indiana Professional Standards Board created standards in nine disciplines and/or areas in social studies, and it is important for the M442 class to provide opportunities for students to develop teaching strategies pertaining to these areas. Since many social studies teachers are expected to be able to teach history, that discipline will serve as a model for the purposes of this narrative. The following example illustrates preliminary reading in which student teachers need to engage in order to create lessons that incorporate the aforementioned scholarship and teaching methodology.

Teachers of history must be familiar with historiography. If teachers do not understand the interpretive nature of history and are not familiar with the methodology used by historians, then they will be confined to using the textbook and relying on pre-

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4 Standards exist for: civic ideals and practices; historical perspectives; geographical perspectives; government and citizenship; economics; current events; psychology; sociology; and world cultures. The IPSB also established standards pertaining to: instructional resources/technology; learning environment; assessment; and reflection.
designed lesson plans. In short, if teachers are not capable of thinking historically then there is little chance that they will encourage their students to do so.⁵

In order to introduce students to the concept of historical thinking and the practices therein, it is recommended that they read selected chapters from Sam Wineburg’s work, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Wineburg, a cognitive psychologist at the University of Washington, Seattle who holds an adjunct appointment in history, argues that thinking historically is a distinctive process and must be taught. His studies suggest that thinking and learning in history differs from the processes undertaken in other subject areas, and therefore teaching history is different as well.⁶ Teachers cannot teach history unless they possess historical understanding; content knowledge and the ability to differentiate among sources, elaborate on details, and integrate different topics or themes are vital characteristics of a teacher of history. History teachers must first look to the discipline to gain historical understanding. Then they must employ subject specific pedagogical knowledge in order to create age appropriate lessons that represent contextual, content driven inquiries into the past.

To further assist pre-service teachers in this endeavor, it is suggested that they read selected chapters from the book, *Knowing, Teaching, & Learning History: National and International Perspectives*. The chapters in this book, edited by Peter N. Sterns, Peter Seixas, and Sam Wineburg, are organized under the following topics: current issues in history education; changes needed to advance good history teaching; research on teaching and learning in history; and models for teaching.⁷ Entire chapters or excerpts from

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⁵ A recent study at the University of California – Davis documents the relationship between how students understand history in relationship to their teachers’ involvement in professional development programs sponsored at the university level. See Kathleen Medina et al., “How Do Students Understand the Discipline of History as an Outcome of Teachers’ Professional Development?” California History and Social Science Project, 2000.


⁷ Peter N. Sterns, Peter Seixas, and Sam Wineburg, *Knowing, Teaching, & Learning History: National and*
chapters should be read by students to enhance their understanding of the teaching of history and its implications as an epistemological and cultural act.

Another reading provides an important theoretical structure and specific examples of practices in which history teachers should engage. The chapter entitled, “Civic Intelligence and Liberal Intelligence in the History Education of Social Studies Teachers and Students,” which appears in volume one of John Patrick and Robert Leming’s *Principles and Practices of Democracy in the Education of Social Studies Teachers*, calls for history-centered civic education courses. The chapter outlines ways teachers can engage students in deliberation through the use of primary sources. It also connects the teaching of history to civic education.\(^8\) The aforementioned readings can provide a framework through which students of history can become teachers of history and learn to develop lessons that will engage high school students. Similar readings will be utilized for the other disciplines in social studies identified in the IPSB standards for social studies teachers.

Once pre-service teachers have acquired an appropriate and deep level of understanding about the scholarship and pedagogical content knowledge pertaining to their social science or humanities discipline, they will be expected to engage in the construction of lesson plans. The lesson plans must reflect not only an understanding of the facts, but each lesson should be in some way applicable to the secondary student’s life or at least level of understanding. Lesson plans, regardless of the specific content, should incorporate current events that can be related to whatever topic is under discussion.

In developing lesson plans, the criteria should be based on the future teacher’s research rather than materials provided by textbook publishers. Lesson plans must

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include supplemental readings – preferably primary sources – and demonstrate the student teacher’s understanding and application of scholarly discussions within the discipline.

To illustrate a complete understanding of all the sources available, students must work with local historical institutions and demonstrate a familiarity with the institution’s resources. Pre-service teachers will also be required to utilize sources available to them through the Internet, and they must make evident their ability to differentiate between reliable sources and poor examples of scholarship. In accordance with the ISPB licensing rules regarding instructional resources and technology, student teachers must demonstrate proficiency in the use of computers and the ability to incorporate the use of multimedia presentations into their lessons.

Assessment

In a social studies methods class, students will be assessed based on their ability to demonstrate their knowledge about teaching various disciplines in the social sciences and humanities. A major part of this assessment will involve evaluating students’ abilities to create comprehensive unit plans that incorporate central themes and ideas that resonate through their disciplines of focus. The students should also demonstrate an ability to draw upon a variety of sources both at the local, state, national, and international level. These lesson plans must represent scholarship within the discipline they are teaching; students will neither be permitted nor encouraged to download vast quantities of lesson plans from the Internet. Synthesizing ideas from many sources is a fundamental aspect of good teaching, but students will be expected to design lessons that reflect their knowledge and understanding of the disciplinary structures of their subject of focus. Students must also demonstrate a mastery of current events and create lessons that link scholarship with contemporary issues. A sample lesson plan would include connecting the events of September 11, 2001 to Federalist 23 and 41 (see attached example of a lesson plan). This
lesson plan must include very specific instruction beyond the outline provided here and a list of possible questions that the teacher might ask the students and that the students might ask the teacher. It is very important that a teacher is able to anticipate students’ responses to a lesson and the ways in which students think, learn, understand, and evaluate the topic of study. A critical aspect of teaching is demonstrating an ability to create an atmosphere that not only enables but encourages students to invest themselves in the "ownership" of an idea.

Rubrics that evaluate students’ knowledge, reasoning, and communication abilities will be used for formal assessment purposes in M442. Students will also be required to develop their own assessment strategies and rubrics for the lessons they design as part of the requirements for the course.

A major concern of student teachers is classroom management. Therefore pre-service teachers will be required to develop classroom management plans in M442. Good lessons contribute to effective classroom management, but it is also necessary for student teachers to develop a specific classroom management plan. The plan must fall within the guidelines of their cooperating teacher and the policies of the school in which they will student teach. Classroom management plans must include precise language that is easily understood by students and that communicates a mutual respect between the teacher, the students, and the school community.
References


Syllabus Overview
M442

Assessment Suggestions

1. Write an essay in which you respond to the following questions. What is history? What are the social sciences? What are the elements of good teaching?

2. Read and analyze a chapter from *Knowing, Teaching, & Learning History*. Write an essay in which you explain why that particular chapter interested you. What was the main theme? What were the strong points? What areas were not well defined? What impact will the ideas in this chapter have on your teaching?

3. Develop a lesson plan that incorporates primary sources. The plan must be submitted in the specified format and must include three different sources that can be used to assist your students in meeting the objectives of the lesson. You will submit this lesson plan to your classmates for peer review. You will then turn in the revised version.

4. Locate two articles in professional journals. One article should be from an education journal and the other should be from a journal that represents scholarship in a discipline. For example, you might select an article about the Homefront in the United States during World War II from the *Magazine of History*. You might then select an article written by a historian in *American Historical Review* pertaining to the same topic. Write a response to the two articles. Summarize the main points in each. In what ways do they fit together and build on each other? Where do they differ? How does the article from the discipline assist you in teaching the content more effectively? In what ways does the article written primarily for teachers help you? What are the shortcomings in each article?

5. Create a unit plan that demonstrates your ability to conceptualize and develop ideas. The unit plan should include descriptions of ten lessons within the plan. Two complete lesson plans must be included.

Suggested Calendar

Week 1: **Introduction to Course.** What is social studies? How does this field of study differ from the primary disciplines within the field? Handouts and in class readings, selections from Engle and Ochoa, Barr, Barth, and Shermis, and Gagnon. Handout copies of the Indiana State Standards. Discuss how the debates within social studies differ in theory and practice.

*IPSB Standard 1; Pre-service teachers will begin to evaluate and display an understanding of the ideas, principles, and practices of citizenship in a democratic republic. Students will display an understanding of debates within the field of study. Assignment #1 will acknowledge the pre-service teacher's understanding of the importance of integrating Civil Ideas and Practices in all social studies disciplines.*
Week 2: **Panel Discussion.** Professors from the School of Liberal Arts discuss their respective disciplines. Students submit assignment #1. Students will divide into small groups to explore the state of social studies. Discussion should focus on the readings, the panel discussion, and the standards. Students should consider where they fit into the scheme of social studies. Students should think about whether they consider themselves to be a social studies teacher, a social science teacher, and/or a history teacher.

*IPSB Standard 2;* The panel discussion will afford pre-service teachers the opportunity to discuss the different disciplines within the field of social studies. Pre-service teachers will integrate this knowledge into developing lesson plans that will create meaningful learning experiences for their students.

Week 3: **The Practice of Teaching.** During an in class writing assignment, students will outline their identity as a teacher and their disposition toward teaching. Students will discuss sections of Philip Jackson’s, *The Practice of Teaching*, Theodore Sizer’s *Horace’s Compromise*, and John Dewey’s *Experience and Education*.

*IPSB Standard 7 & 8;* Pre-service teachers will use this opportunity to discuss their changing identity as practicing teachers. By incorporating differing educational ideologies, pre-service teachers should gain an understanding of the importance of evaluating their students as individuals and the influence group dynamics has on a classroom setting.

Week 4: **Objectives and Questioning Strategies.** Prior to attending this class, students will have needed to visit their student teaching site, look at the school improvement plan, and draw a map of the school and the surrounding community. The class session will focus on asking good questions and leading an effective, deliberative discussion while considering the characteristics of one’s students. As part of this process, students will review Howard Gardner’s Multiple Intelligence’s, Bloom’s Taxonomy, and Maslow’s Hierarchy of Needs. Pre-service teachers will be able to synthesize theories and develop appropriate objectives that will meet the needs of all of their students.

*IPSB Standards 7 & 8;* Application of Week 3. Pre-service teachers will perform onsite evaluations of their future students and evaluate the influence the community has on the individual student as well as the group as a whole.

IPSBS Standards 1&2: After evaluating themselves as teachers and the community in which they will be teaching, pre-service teachers will explore the importance and application of IPSBS Standards 1 & 2.

Week 6: What is History? Vital Themes and Narratives and Habits of Mind. Creating a history museum and using source analysis guides. Students will bring a primary source to class that is from the discipline they will teach. Discussion of selections from Historical Thinking and Other Unnatural Acts and Patrick and Leming’s book.

IPSBS Standards 2 & 3; Pre-service teachers will display an understanding of important historical periods and transitions. They will evaluate the influence different cultures have had on all areas within the social studies fields. Pre-service teachers should be able to show how history, culture, economics, and environment influence the analysis of historical, political, and economic events.

Week 7: Sources. Using political cartoons, maps, documents, photographs, graphs, charts. Workshop session. Students bring one example of each of these sources to class. Students should select examples that are related and can be used to develop a lesson.

IPSBS Standards 3& 6; Regardless of their individual disciplines, pre-service teachers will display an ability to utilize different types of documents to enhance student learning. Students will illustrate how current events influence and can be incorporated into their lesson plans.

Week 8: Lesson Plan Development. First lesson plan due for peer review in class. (Possibility of having practicing teacher to come in a critique the lesson plans and provide constructive feedback.)

IPSBS Standards 1-10; Pre-service teachers will develop a lesson plan that not only illustrates IPSBS Standards 1-10, but also meets student standards as required by the Indiana Department of Education.

Week 9: Using Supreme Court Cases. Examples of using Court cases to teach about topics or themes in various disciplines. Revised lesson plans due – assignment #3

IPSBS Standards 1-10 with special emphasis on Standard 4; Revised lesson plan should reflect the incorporation of the first ten standards. Students will also be required, regardless of their discipline, to use Supreme Court cases to aid student understanding about the roles individual citizens and our government have in all the areas of social studies.
Week 10: **Using the Standards/Using Local Resources.** Examination of the Indiana Standards. 
*IPSB Standards 5 & 8;* Pre-service teachers will go into the community and find local sources that can aid them in developing effective, meaningful lesson plans. There should be special acknowledgement of how economics influences all the disciplines in social studies.

Week 11: **Using Local Resources.** Local institutions discuss their facilities and sources the have for teachers. University faculty sponsored programs to provide resource information. 
*IPSB Standards 5, 8 & 9;* Continuation of Week 10.

Week 12: **Teach a Lesson to Peer Groups.** Use lesson from assignment #3 and teach to a small group of peers. Assignment #4 due. 
*ISPB Standards 1-11;* Lesson plan should incorporate all ISPB Standards as well as the student standards established by the DOE. Pre-service teachers should not only teach their lesson to a peer group but should also portray the environment they plan to use to aid in developing effective student interaction.

Week 13: **Assessment, Rubrics, and Classroom Management.** 
*IPSB Standard 12;* Pre-service teachers will discuss formal and informal methods of assessment. Pre-service teachers will determine what forms of assessment they will use for their lesson plans.

Week 14: **Textbooks.** Discussion of Frances Fitzgerald’s *America Revised.* Students should bring to class a copy of the textbooks they will be using. (Possibility of having a sale’s rep from a textbook company come to class.)

Week 15: **Teach the Revised Lesson to Peer Groups.** Use one of the two lessons in the unit plan and teach to a small group of peers. Assignment #5 due. 
*IPSB Standards 1-12;* After careful revisions, pre-service teachers should teach a lesson that incorporates all the IPSB Standards as well as the student standards required by the DOE. Assessment of each pre-service teacher’s lesson plan should include an analysis of how the standards were achieved.

Week 16: **Closing Activities and Portfolio Review.** 
*IPSB Standard 13;* A discussion among pre-service teachers should compel them to reflect on their plans to continue their growth as teachers.
The Federalist Papers and the events of September 11, 2001

Answer the following questions by applying Federalist 23 and Federalist 41 to the events that occurred on September 11th.

1) According to Federalist 41, what responsibilities does the national governments have in providing national security?

2) In regards to September 11th, do you think our government met the responsibilities outlined by Madison? Be sure and defend your answer.

3) Madison described a “readiness for war in time of peace.” Do you think the United States is prepared to react effectively to the terrorist attacks? Why or why not?

4) In reference to the actions that are being taken by President Bush, how does Federalist 41 explain limitations of his power as commander and chief?

5) What are Madison’s ideas about dangers to the rights and liberties of individuals from the exercise of power by a government to provide national security?

6) In reference to question five, how is our government protecting the rights of Muslim Americans now?

7) In reference to Federalist 23, does Hamilton’s ideas on powers needed by government to provide national security pose any dangers to the rights and liberties of individuals?

8) How does Hamilton’s ideas relate to the rights of suspected terrorists?

9) Hamilton discusses the dangers to individual rights and liberties if a national government is too weak to exercise power needed to provide national security. Many people are arguing that the United States’ security policy is too weak. Based on your information, do you think the US has fallen victim to Hamilton’s warning? Why or why not? Fully explain your answer.

10) Compare and contrast the ideas of Hamilton and Madison on national security. To what extent do they agree or disagree? Based on you personal knowledge do you agree or disagree with Madison or Hamilton? Be sure and explain your position.

11) How do you think national defense and security are related to civil liberties and citizenship in a free society?

12) Refer to Article I, Sec. 7,8,9; Article II, Sec. 1 and 2 of the Constitution. Identify the powers and duties of the executive and legislative branches of our government in regards to national security. How does our Constitution protect citizens from either branch becoming too powerful?

13) Find two current events related to our government’s reaction to the terrorist attack. Discuss how the current articles connect to the ideas of Madison and Hamilton.
THE necessity of a Constitution, at least equally energetic with the one proposed, to the preservation of the Union, is the point at the examination of which we are now arrived. This inquiry will naturally divide itself into three branches -- the objects to be provided for by the federal government, the quantity of power necessary to the accomplishment of those objects, the persons upon whom that power ought to operate. Its distribution and organization will more properly claim our attention under the succeeding head. The principal purposes to be answered by union are these -- the common defense of the members; the preservation of the public peace as well against internal convulsions as external attacks; the regulation of commerce with other nations and between the States; the superintendence of our intercourse, political and commercial, with foreign countries.

The authorities essential to the common defense are these: to raise armies; to build and equip fleets; to prescribe rules for the government of both; to direct their operations; to provide for their support. These powers ought to exist without limitation, BECAUSE IT IS IMPOSSIBLE TO FORESEE OR DEFINE THE EXTENT AND VARIETY OF NATIONAL EXIGENCIES, OR THE CORRESPONDENT EXTENT AND VARIETY OF THE MEANS WHICH MAY BE NECESSARY TO SATISFY THEM. The circumstances that endanger the safety of nations are infinite, and for this reason no constitutional shackles can wisely be imposed on the power to which the care of it is committed. This power ought to be coextensive with all the possible combinations of such circumstances; and ought to be under the direction of the same councils which are appointed to preside over the common defense.

This is one of those truths which, to a correct and unprejudiced mind, carries its own evidence along with it; and may be obscured, but cannot be made plainer by argument or reasoning. It rests upon axioms as simple as they are universal; the MEANS ought to be proportioned to the END; the persons, from whose agency the attainment of any END is expected, ought to possess the MEANS by which it is to be attained. Whether there ought to be a federal government intrusted with the care of the common defense, is a question in the first instance, open for discussion; but the moment it is decided in the affirmative, it will follow, that that government ought to be clothed with all the powers requisite to complete execution of its trust. And unless it can be shown that the circumstances which may affect the public safety are reducible within certain determinate limits; unless the contrary of this position can be fairly and rationally disputed, it must be admitted, as a necessary consequence, that there can be no limitation of that authority which is to provide for the defense and protection of the community, in any matter essential to its efficacy that is, in any matter essential to the FORMATION, DIRECTION, or SUPPORT of the NATIONAL FORCES.

Defective as the present Confederation has been proved to be, this principle appears to have been fully recognized by the framers of it; though they have not made proper or adequate provision for its exercise. Congress have an unlimited discretion to make requisitions of men and money; to govern the army and navy; to direct their
operations. As their requisitions are made constitutionally binding upon the States, who are in fact under the most solemn obligations to furnish the supplies required of them, the intention evidently was that the United States should command whatever resources were by them judged requisite to the "common defense and general welfare." It was presumed that a sense of their true interests, and a regard to the dictates of good faith, would be found sufficient pledges for the punctual performance of the duty of the members to the federal head. The experiment has, however, demonstrated that this expectation was ill-founded and illusory; and the observations, made under the last head, will, I imagine, have sufficed to convince the impartial and discerning, that there is an absolute necessity for an entire change in the first principles of the system; that if we are in earnest about giving the Union energy and duration, we must abandon the vain project of legislating upon the States in their collective capacities; we must extend the laws of the federal government to the individual citizens of America; we must discard the fallacious scheme of quotas and requisitions, as equally impracticable and unjust.

The result from all this is that the Union ought to be invested with full power to levy troops; to build and equip fleets; and to raise the revenues which will be required for the formation and support of an army and navy, in the customary and ordinary modes practiced in other governments. If the circumstances of our country are such as to demand a compound instead of a simple, a confederate instead of a sole, government, the essential point which will remain to be adjusted will be to discriminate the OBJECTS, as far as it can be done, which shall appertain to the different provinces or departments of power; allowing to each the most ample authority for fulfilling the objects committed to its charge.

Shall the Union be constituted the guardian of the common safety? Are fleets and armies and revenues necessary to this purpose? The government of the Union must be empowered to pass all laws, and to make all regulations which have relation to them. The same must be the case in respect to commerce, and to every other matter to which its jurisdiction is permitted to extend. Is the administration of justice between the citizens of the same State the proper department of the local governments? These must possess all the authorities which are connected with this object, and with every other that may be allotted to their particular cognizance and direction. Not to confer in each case a degree of power commensurate to the end, would be to violate the most obvious rules of prudence and propriety, and improvidently to trust the great interests of the nation to hands which are disabled from managing them with vigor and success. Who is likely to make suitable provisions for the public defense, as that body to which the guardianship of the public safety is confided; which, as the centre of information, will best understand the extent and urgency of the dangers that threaten; as the representative of the WHOLE, will feel itself most deeply interested in the preservation of every part; which, from the responsibility implied in the duty assigned to it, will be most sensibly impressed with the necessity of proper exertions; and which, by the extension of its authority throughout the States, can alone establish uniformity and concert in the plans and measures by which the common safety is to be secured? Is there not a manifest inconsistency in devolving upon the federal government the care of the general defense, and leaving in the State governments the EFFECTIVE powers by which it is to be provided for? Is not a want of co-operation the
infallible consequence of such a system? And will not weakness, disorder, an undue
distribution of the burdens and calamities of war, an unnecessary and intolerable increase
of expense, be its natural and inevitable concomitants? Have we not had unequivocal
experience of its effects in the course of the revolution which we have just accomplished?

Every view we may take of the subject, as candid inquirers after truth, will serve to
convince us, that it is both unwise and dangerous to deny the federal government an
unconfined authority, as to all those objects which are intrusted to its management. It will
indeed deserve the most vigilant and careful attention of the people, to see that it be
modeled in such a manner as to admit of its being safely vested with the requisite powers.
If any plan which has been, or may be, offered to our consideration, should not, upon a
dispassionate inspection, be found to answer this description, it ought to be rejected. A
government, the constitution of which renders it unfit to be trusted with all the powers
which a free people ought to delegate to any government, would be an unsafe and
improper depository of the NATIONAL INTERESTS.

Wherever THESE can with propriety be confided, the coincident powers may
safely accompany them. This is the true result of all just reasoning upon the subject. And
the adversaries of the plan promulgated by the convention ought to have confined
themselves to showing, that the internal structure of the proposed government was such as
to render it unworthy of the confidence of the people. They ought not to have wandered
into inflammatory declamations and unmeaning cavils about the extent of the powers. The
POWERS are not too extensive for the OBJECTS of federal administration, or, in other
words, for the management of our NATIONAL INTERESTS; nor can any satisfactory
argument be framed to show that they are chargeable with such an excess. If it be true, as
has been insinuated by some of the writers on the other side, that the difficulty arises from
the nature of the thing, and that the extent of the country will not permit us to form a
government in which such ample powers can safely be reposed, it would prove that we
ought to contract our views, and resort to the expedient of separate confederacies, which
will move within more practicable spheres. For the absurdity must continually stare us in
the face of confiding to a government the direction of the most essential national interests,
without daring to trust it to the authorities which are indispensable to their proper and
efficient management. Let us not attempt to reconcile contradictions, but firmly embrace a
rational alternative.

I trust, however, that the impracticability of one general system cannot be shown. I
am greatly mistaken, if any thing of weight has yet been advanced of this tendency; and I
flatter myself, that the observations which have been made in the course of these papers
have served to place the reverse of that position in as clear a light as any matter still in the
womb of time and experience can be susceptible of. This, at all events, must be evident,
that the very difficulty itself, drawn from the extent of the country, is the strongest
argument in favor of an energetic government; for any other can certainly never preserve
the Union of so large an empire. If we embrace the tenets of those who oppose the
adoption of the proposed Constitution, as the standard of our political creed, we cannot
fail to verify the gloomy doctrines which predict the impracticability of a national system
pervading entire limits of the present Confederacy.
Federalist 41

To the People of the State of New York:

The Constitution proposed by the convention may be considered under two
general points of view. The FIRST relates to the sum or quantity of
power which it vests in the government, including the restraints imposed
on the States. The SECOND, to the particular structure of the
government, and the distribution of this power among its several
branches.

Under the FIRST view of the subject, two important questions arise: 1.
Whether any part of the powers transferred to the general government be
unnecessary or improper? 2. Whether the entire mass of them be dangerous
to the portion of jurisdiction left in the several States?

Is the aggregate power of the general government greater than ought to
have been vested in it? This is the FIRST question.

It cannot have escaped those who have attended with candor to the
arguments employed against the extensive powers of the government, that
the authors of them have very little considered how far these powers
were necessary means of attaining a necessary end. They have chosen
rather to dwell on the inconveniences which must be unavoidably blended
with all political advantages; and on the possible abuses which must be
incident to every power or trust, of which a beneficial use can be made.
This method of handling the subject cannot impose on the good sense of
the people of America. It may display the subtlety of the writer; it may
open a boundless field for rhetoric and declamation; it may inflame the
passions of the unthinking, and may confirm the prejudices of the
mistrusting: but cool and candid people will at once reflect, that the
purest of human blessings must have a portion of alloy in them; that the
choice must always be made, if not of the lesser evil, at least of the
GREATER, not the PERFECT, good; and that in every political institution,
a power to advance the public happiness involves a discretion which may
be misapplied and abused. They will see, therefore, that in all cases
where power is to be conferred, the point first to be decided is,
whether such a power be necessary to the public good; as the next will
be, in case of an affirmative decision, to guard as effectually as
possible against a perversion of the power to the public detriment.

That we may form a correct judgment on this subject, it will be proper
to review the several powers conferred on the government of the Union;
and that this may be the more conveniently done they may be reduced into
different classes as they relate to the following different objects: 1.
Security against foreign danger; 2. Regulation of the intercourse with
foreign nations; 3. Maintenance of harmony and proper intercourse among
the States; 4. Certain miscellaneous objects of general utility; 5.
Restraint of the States from certain injurious acts; 6. Provisions for
giving due efficacy to all these powers.

The powers falling within the FIRST class are those of declaring war and
granting letters of marque; of providing armies and fleets; of
regulating and calling forth the militia; of levying and borrowing
money.
Security against foreign danger is one of the primitive objects of civil society. It is an avowed and essential object of the American Union. The powers requisite for attaining it must be effectually confided to the federal councils.

Is the power of declaring war necessary? No man will answer this question in the negative. It would be superfluous, therefore, to enter into a proof of the affirmative. The existing Confederation establishes this power in the most ample form.

Is the power of raising armies and equipping fleets necessary? This is involved in the foregoing power. It is involved in the power of self-defense.

But was it necessary to give an INDEFINITE POWER of raising TROOPS, as well as providing fleets; and of maintaining both in PEACE, as well as in WAR?

The answer to these questions has been too far anticipated in another place to admit an extensive discussion of them in this place. The answer indeed seems to be so obvious and conclusive as scarcely to justify such a discussion in any place. With what color of propriety could the force necessary for defense be limited by those who cannot limit the force of offense? If a federal Constitution could chain the ambition or set bounds to the exertions of all other nations, then indeed might it prudently chain the discretion of its own government, and set bounds to the exertions for its own safety.

How could a readiness for war in time of peace be safely prohibited, unless we could prohibit, in like manner, the preparations and establishments of every hostile nation? The means of security can only be regulated by the means and the danger of attack. They will, in fact, be ever determined by these rules, and by no others. It is in vain to oppose constitutional barriers to the impulse of self-preservation. It is worse than in vain; because it plants in the Constitution itself necessary usurpations of power, every precedent of which is a germ of unnecessary and multiplied repetitions. If one nation maintains constantly a disciplined army, ready for the service of ambition or revenge, it obliges the most pacific nations who may be within the reach of its enterprises to take corresponding precautions. The fifteenth century was the unhappy epoch of military establishments in the time of peace. They were introduced by Charles VII. of France. All Europe has followed, or been forced into, the example. Had the example not been followed by other nations, all Europe must long ago have worn the chains of a universal monarch. Were every nation except France now to disband its peace establishments, the same event might follow. The veteran legions of Rome were an overmatch for the undisciplined valor of all other nations and rendered her the mistress of the world.

Not the less true is it, that the liberties of Rome proved the final victim to her military triumphs; and that the liberties of Europe, as far as they ever existed, have, with few exceptions, been the price of her military establishments. A standing force, therefore, is a dangerous, at the same time that it may be a necessary, provision. On the smallest scale it has its inconveniences. On an extensive scale its consequences may be fatal. On any scale it is an object of laudable circumspection and precaution. A wise nation will combine all these considerations; and, whilst it does not rashly preclude itself from any resource which may become essential to its safety, will exert all its prudence in diminishing both the necessity and the danger of resorting
to one which may be inauspicious to its liberties.

The clearest marks of this prudence are stamped on the proposed Constitution. The Union itself, which it cements and secures, destroys America united, with a handful of troops, or without a single soldier, exhibits a more forbidding posture to foreign ambition than America disunited, with a hundred thousand veterans ready for combat. It was the liberties of one nation in Europe. Being rendered by her insular situation and her maritime resources impregnable to the armies of her neighbors, the rulers of Great Britain have never been able, by real or artificial dangers, to cheat the public into an extensive peace establishment. The distance of the United States from the powerful nations of the world gives them the same happy security. A dangerous establishment can never be necessary or plausible, so long as they continue a united people. But let it never, for a moment, be forgotten that they are indebted for this advantage to the Union alone. The moment of its dissolution will be the date of a new order of things. The fears of the weaker, or the ambition of the stronger States, or Confederacies, will set the same example in the New, as Charles VII. did in the Old World. The example will be followed here from the same motives which produced universal imitation there. Instead of deriving from our situation the precious advantage which Great Britain has derived from hers, the face of America will be but a copy of that of the continent of Europe. It will present liberty everywhere crushed between standing armies and perpetual taxes. The fortunes of disunited America will be even more disastrous than those of Europe. The sources of evil in the latter are confined to her own limits. No superior powers of another quarter of the globe intrigue among her rival nations, inflame their mutual animosities, and render them the instruments of foreign ambition, jealousy, and revenge. In America the miseries springing from her internal jealousies, contentions, and wars, would form a part only of her lot. A plentiful addition of evils would have their source in that relation in which Europe stands to this quarter of the earth, and which no other quarter of the earth bears to Europe.

This picture of the consequences of disunion cannot be too highly colored, or too often exhibited. Every man who loves peace, every man who loves his country, every man who loves liberty, ought to have it ever before his eyes, that he may cherish in his heart a due attachment to the Union of America, and be able to set a due value on the means of preserving it.

Next to the effectual establishment of the Union, the best possible precaution against danger from standing armies is a limitation of the term for which revenue may be appropriated to their support. This precaution the Constitution has prudently added. I will not repeat here the observations which I flatter myself have placed this subject in a just and satisfactory light. But it may not be improper to take notice of an argument against this part of the Constitution, which has been drawn from the policy and practice of Great Britain. It is said that the continuance of an army in that kingdom requires an annual vote of the legislature; whereas the American Constitution has lengthened this critical period to two years. This is the form in which the comparison is usually stated to the public: but is it a just form? Is it a fair comparison? Does the British Constitution restrain the parliamentary discretion to one year? Does the American impose on the Congress appropriations for two years? On the contrary, it cannot be unknown to the authors of the fallacy themselves, that the British Constitution fixes no limit whatever to the discretion of the legislature, and that the American ties down the legislature to two years, as the longest
admissible term.

Had the argument from the British example been truly stated, it would have stood thus: The term for which supplies may be appropriated to the army establishment, though unlimited by the British Constitution, has nevertheless, in practice, been limited by parliamentary discretion to a single year. Now, if in Great Britain, where the House of Commons is elected for seven years; where so great a proportion of the members are elected by so small a proportion of the people; where the electors are so corrupted by the representatives, and the representatives so corrupted by the Crown, the representative body can possess a power to make appropriations to the army for an indefinite term, without desiring, or without daring, to extend the term beyond a single year, ought not suspicion herself to blush, in pretending that the representatives of the United States, elected FREELY by the WHOLE BODY of the people, every SECOND YEAR, cannot be safely intrusted with the discretion over such appropriations, expressly limited to the short period of TWO YEARS?

A bad cause seldom fails to betray itself. Of this truth, the management of the opposition to the federal government is an unvaried exemplification. But among all the blunders which have been committed, none is more striking than the attempt to enlist on that side the prudent jealousy entertained by the people, of standing armies. The attempt has awakened fully the public attention to that important subject; and has led to investigations which must terminate in a thorough and universal conviction, not only that the constitution has provided the most effectual guards against danger from that quarter, but that nothing short of a Constitution fully adequate to the national defense and the preservation of the Union, can save America from as many standing armies as it may be split into States or Confederacies, and from such a progressive augmentation, of these establishments in each, as will render them as burdensome to the properties and ominous to the liberties of the people, as any establishment that can become necessary, under a united and efficient government, must be tolerable to the former and safe to the latter.

The palpable necessity of the power to provide and maintain a navy has protected that part of the Constitution against a spirit of censure, which has spared few other parts. It must, indeed, be numbered among the greatest blessings of America, that as her Union will be the only source of her maritime strength, so this will be a principal source of her security against danger from abroad. In this respect our situation bears another likeness to the insular advantage of Great Britain. The batteries most capable of repelling foreign enterprises on our safety, are happily such as can never be turned by a perfidious government against our liberties.

The inhabitants of the Atlantic frontier are all of them deeply interested in this provision for naval protection, and if they have hitherto been suffered to sleep quietly in their beds; if their property has remained safe against the predatory spirit of licentious adventurers; if their maritime towns have not yet been compelled to ransom themselves from the terrors of a conflagration, by yielding to the exactions of daring and sudden invaders, these instances of good fortune are not to be ascribed to the capacity of the existing government for the protection of those from whom it claims allegiance, but to causes that are fugitive and fallacious. If we except perhaps Virginia and Maryland, which are peculiarly vulnerable on their eastern frontiers, no part of the Union ought to feel more anxiety on this
subject than New York. Her seacoast is extensive. A very important district of the State is an island. The State itself is penetrated by a large navigable river for more than fifty leagues. The great emporium of its commerce, the great reservoir of its wealth, lies every moment at the mercy of events, and may almost be regarded as a hostage for ignominious compliances with the dictates of a foreign enemy, or even with the rapacious demands of pirates and barbarians. Should a war be the result of the precarious situation of European affairs, and all the unruly passions attending it be let loose on the ocean, our escape from insults and depredations, not only on that element, but every part of the other bordering on it, will be truly miraculous. In the present condition of America, the States more immediately exposed to these calamities have nothing to hope from the phantom of a general government which now exists; and if their single resources were equal to the task of fortifying themselves against the danger, the object to be protected would be almost consumed by the means of protecting them.

The power of regulating and calling forth the militia has been already sufficiently vindicated and explained.

The power of levying and borrowing money, being the sinew of that which is to be exerted in the national defense, is properly thrown into the same class with it. This power, also, has been examined already with much attention, and has, I trust, been clearly shown to be necessary, both in the extent and form given to it by the Constitution. I will address one additional reflection only to those who contend that the power ought to have been restrained to external -- taxation by which they mean, taxes on articles imported from other countries. It cannot be doubted that this will always be a valuable source of revenue; that for a considerable time it must be a principal source; that at this moment it is an essential one. But we may form very mistaken ideas on this subject, if we do not call to mind in our calculations, that the extent of revenue drawn from foreign commerce must vary with the variations, both in the extent and the kind of imports; and that these variations do not correspond with the progress of population, which must be the general measure of the public wants. As long as agriculture continues the sole field of labor, the importation of manufactures must increase as the consumers multiply. As soon as domestic manufactures are begun by the hands not called for by agriculture, the imported manufactures will decrease as the numbers of people increase. In a more remote stage, the imports may consist in a considerable part of raw materials, which will be wrought into articles for exportation, and will, therefore, require rather the encouragement of bounties, than to be loaded with discouraging duties. A system of government, meant for duration, ought to contemplate these revolutions, and be able to accommodate itself to them.

Some, who have not denied the necessity of the power of taxation, have grounded a very fierce attack against the Constitution, on the language in which it is defined. It has been urged and echoed, that the power "to lay and collect taxes, duties, imposts, and excises, to pay the debts, and provide for the common defense and general welfare of the United States," amounts to an unlimited commission to exercise every power which may be alleged to be necessary for the common defense or general welfare. No stronger proof could be given of the distress under which these writers labor for objections, than their stooping to such a misconstruction.

Had no other enumeration or definition of the powers of the Congress been found in the Constitution, than the general expressions just cited,
the authors of the objection might have had some color for it; though it would have been difficult to find a reason for so awkward a form of describing an authority to legislate in all possible cases. A power to destroy the freedom of the press, the trial by jury, or even to regulate the course of descents, or the forms of conveyances, must be very singularly expressed by the terms "to raise money for the general welfare."

But what color can the objection have, when a specification of the objects alluded to by these general terms immediately follows, and is not even separated by a longer pause than a semicolon? If the different parts of the same instrument ought to be so expounded, as to give meaning to every part which will bear it, shall one part of the same sentence be excluded altogether from a share in the meaning; and shall the more doubtful and indefinite terms be retained in their full extent, and the clear and precise expressions be denied any signification whatsoever? For what purpose could the enumeration of particular powers be inserted, if these and all others were meant to be included in the preceding general power? Nothing is more natural nor common than first to use a general phrase, and then to explain and qualify it by a recital of particulars. But the idea of an enumeration of particulars which neither explain nor qualify the general meaning, and can have no other effect than to confound and mislead, is an absurdity, which, as we are reduced to the dilemma of charging either on the authors of the objection or on the authors of the Constitution, we must take the liberty of supposing, had not its origin with the latter.

The objection here is the more extraordinary, as it appears that the language used by the convention is a copy from the articles of Confederation. The objects of the Union among the States, as described in article third, are "their common defense, security of their liberties, and mutual and general welfare." The terms of article eighth are still more identical: "All charges of war and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress, shall be defrayed out of a common treasury," etc. A similar language again occurs in article ninth. Construe either of these articles by the rules which would justify the construction put on the new Constitution, and they vest in the existing Congress a power to legislate in all cases whatsoever. But what would have been thought of that assembly, if, attaching themselves to these general expressions, and disregarding the specifications which ascertain and limit their import, they had exercised an unlimited power of providing for the common defense and general welfare? I appeal to the objectors themselves, whether they would in that case have employed the same reasoning in justification of Congress as they now make use of against the convention. How difficult it is for error to escape its own condemnation!

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