



OFFICE OF THE VICE-PRESIDENT
FOR ACADEMIC AFFAIRS

APR 23 1979

State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

GLASSBORO STATE COLLEGE

April 24, 1979

Dr. Lawson J. Brown
Vice President for Academic Affairs
Glassboro State College
Glassboro, New Jersey 08028

Dear Dr. Brown:

In response to the April 20, 1979 letter you received from Dr. H. M. Porterfield and Professor Sidney H. Kessler, I would like to state that the course proposal in question entitled "Using the Concepts/Process Skills of "New" History in the Teaching of Elementary School Social Studies," was not a proposal for a content course in history, but, rather, was intended to be a methods course to help elementary school teachers learn more effective teaching strategies in dealing with history materials at that level.

Before beginning with even the preliminary discussions on the possibilities of this proposal we sought and were given consultant help from the History Department. I am further constrained to state that there was never at any time thought of or attempt to take over any courses or seminars of the History Department.

Six weeks ago I called Professor Kessler and requested an in-person conference and specifically stated to him at that time that we did not want to encroach on History's "turf." He seemed very favorable to the idea then, and said he thought the matter could be handled properly if he took it up with his department and got a consultant to work with us. A week later I received a note from Professor Kessler stating that Dr. Robert Harper would be our consultant.

Dr. Harper first met with Professor Alvino and myself in an orientation session, and then with Mrs. Alvino in an extended period of time to help her develop this course. We both appreciated his gracious cooperation in terms of his ideas and time spent with us. We felt that we were being well guided and we were under the impression that the History Department approved since Dr. Harper had been designated consultant, was working closely with Mrs. Alvino, and we heard no objections at that time.

When I learned only last Friday morning, April 20, 1979 that some members of the History Department were objecting to this course, I immediately had it deleted from our Advanced Certificate Proposal in Social Studies Education, and made certain it was not considered that morning by the Divisional Review Committee, chaired by Dr. Mario Tomei. Also on Friday, April 20 I called both Professor Kessler, the chairperson, and Dr. Harper, our consultant, informing them that the course had been removed from consideration by the review committee. I also told them at that time we were deleting it from our proposal. Since this course was never reviewed nor approved Professor Kessler's name has not been falsely used in approval of the course. This course has been destroyed, and I can assure that it will never be revived in any manner.

To say that we were shocked by the two letters that you and we received from the History Department is a gross understatement of our feelings in this matter. We approached the History Department in a professional way on this course, and to learn that we were not consulted in return and treated professionally is quite a disappointment.

Sincerely yours,

~~Patricia K. Brown~~
Ethel F. Brannan, Chairperson
Social Studies Curriculum
Committee
Department of Curriculum and
Instruction: Elementary
Education/Early Childhood

cc: Dr. Mark M. Chamberlain
Dr. Alan B. Donovan
Dr. Janice Weaver
Dr. Marion Hodes
Prof. Sidney H. Kessler
Dr. R. M. Porterfield
Dr. Gabriel Buzash
Dr. Robert Harper
Prof. Esther Alvino
Dr. Dickinson Gardiner
Dr. Mario Tomei

1. TITLE:

Course Title: Using the Concepts/Process Skills of "New History" in the Teaching of Elementary Social Studies

Department: Curriculum and Instruction; Early Childhood/Elementary Education

Sponsor: Assistant Professor Esther G. Alvino, member Departmental Social Studies Education Committee

2. ESSENCE:

Course Level: Graduate Course
Earned Credit: 3 semester hours

Prerequisite: No prerequisites are required for this course, although successful completion of an undergraduate course in Elementary School Social Studies is desirable. Either prior or concurrent enrollment in Analysis of Classroom Teacher Behavior and in Contemporary Curriculum Processes/Elementary School Social Studies will be encouraged.

Curricular Pattern:

This course is one of three elective courses in Elementary School Social Studies Education and also one of a total of six courses to be taken by those who are working for a Certificate of Advanced Study in Elementary School Social Studies Education. Course will be offered--Fall, 1979.

3. DETAILS:

Staff and Resources: The sponsor of this course has taught courses in this field and is qualified to teach the course. Several other members of the Departmental Social Studies Curriculum Committee are also qualified.

Uniqueness of Course: The concepts of space, time, and change, a framework within which all events can be placed, have indeed been influenced by technological advancement.

Continual investigation, exploration, and clarification of these concepts are necessary so that members of a society recognize their roles and the roles of others as they relate to the concepts of space, time, and change.

This course will focus on the record of mankind with emphasis upon the interrelatedness of the concepts of space, time, and change and provide students the opportunity to develop process skills as they relate to the teaching about people and historical relevancy.

Specific Objectives:

Upon completion of the course, the students will be able:

- a. To research and identify a variety of tools or methods used by historians to interpret the past.
- b. To conduct an historical inquiry utilizing a variety of tools or methods as they are used by historians.
- c. To develop a teaching unit and materials which exemplify the concepts of space, time, and change.
- d. To identify historical parallels or relationships when viewing a contemporary problem.
- e. To develop an awareness and appreciation for the "roots" concept by formulating an instructional model for "oral history".
- f. To conduct an "Interpretation of Data" teaching strategy.

Evaluation:

The student's abilities to complete successfully the course objectives will be evaluated through the following:

- a. The development of a term paper related to an historical inquiry.
- b. The development of a teaching unit and materials as they relate to the concepts of space, time and change.
- c. The oral presentation of an instructional model for "oral history".
- d. The oral presentation of the "Interpretation of Data" teaching strategy.

The course will offer 3 semester hours. Students will have the option of applying 12 semester hours to a Masters degree program, therefore the P/RC will not be offered.

4. TOPICAL OUTLINE:
- a. Historiography - the history of history as it applies to the human experience.
 - b. Conceptual Structure of History
 - c. Tools and methods for historical investigation and inquiry (the act of questioning, identification of primary sources, the identification of secondary sources, etc.)
 - d. Unit Development
 - e. Oral History
 - f. Teaching Strategy: "Interpretation of Data" (cause-effect relationships)
 - g. Contemporary Issues and Curriculum Design
5. RATIONALE:
- This course is proposed for those in the teaching profession who desire additional professional growth in teaching competencies in the discipline of Social Studies at the Elementary School level.
- The conceptual structure of history allows students the opportunity to examine the record of man more closely.
- As teachers acquire additional knowledge about history and additional instructional skills, their roles and responsibilities as change agents in relation to curriculum content become more relevant.
6. RESULTS OF CONSULTATION:
- Dr. Janice Weaver, Dean of Professional Studies
Reaction: Favorable
- Dr. Marion Moles, Chairperson and member of the Department of Curriculum and Instruction: Early Childhood/Elementary Education
Reaction: Favorable
- Dr. Betty Brannon, Chairperson, and members of the departmental Social Studies Education Committee - Professors Jean Anderson, Gabriel Euzash, Charles Page, Ruth Span, Donald Zimmerman
Reaction: Favorable

Dr. Gabriel Luzash, Chairperson and members of departmental committee for Graduate Programs -- Dr. Robert Blough, Dr. Betty Brannan, Dr. George Brent, Dr. Livingston Cross, Professor Larry Gurst, Dr. Halvin Kraver, Dr. Elaine Lee, Dr. Louis Molinari, Professor Charles Page, Dr. Randall Robinson, Professor Yvonne Rodrigues, Dr. Judy Washington, Dr. Donald Zimmerman
Reaction: Favorable

Professor Sidney Kessler, Chairperson, History Department and Dr. Robert Harper, History Department.
Reaction: Favorable

7. ADDITIONAL
INFORMATION
COMMENTS:

No comments to date.

8. CATALOGUE DESCRIPTION: This course is designed to assist teachers in acquiring and using concepts/process skills of "New History" at the elementary school level. The conceptual structure of history as the record of men, women and children at every level of society will be explored and reviewed.



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DEPARTMENT OF HISTORY

April 20, 1979

Dr. Lawson Brown
Vice President for Academic Affairs
Glassboro State College

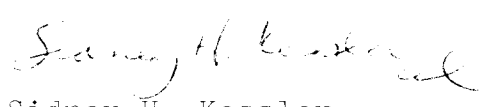
Dear Dr. Brown:

The History Department has just been informed of the new graduate course proposal by the Departmental Social Studies Education Committee in the Professional Division. The sponsor of this course is Assistant Professor Esther G. Alvino. The History Department registers a strong protest over the specific objectives and topical outline of this course proposal. As drawn up by the Department Committee, the course is a summary of the History Department courses entitled Historiography and Seminar in Methodology. The only faculty members at Glassboro State College qualified to teach this course are in the History Department. We urge that all action on this course be stopped until the History Department may meet in full session and prepare a more lengthy and better documented protest over this invasion of our discipline.

The History Department is both qualified and prepared to offer such a course to all students. Offered by the Professional Division this constitutes a violation of all academic standards either at Glassboro State College or in the eyes of Middle States accrediting committee.

Sincerely yours,


Dr. R.M. Porterfield


Sidney H. Kessler
Chairperson

RMP/cl
cc: Dr. Mark M. Chamberlain
Dr. Alan B. Donovan
Dr. Janice Weaver
Mrs. Esther Alvino
Dr. Ethel Brannan
Dr. Marion Hodes
Dr. Gabriel Buzash



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 07025

May 9, 1979

TO: Dick Gardiner, Chairman
Faculty Senate Curriculum Committee

FROM: R. D. Zahn, Professor
Foundations of Education Department

SUBJECT: COURSE ENTITLED GLOBAL PERSPECTIVE IN ELEMENTARY SCHOOL SOCIAL STUDIES

I have examined the course proposal. It seems to me that the rationale is defensible and the objectives sensible.

RDZ/kh

A handwritten signature in cursive script, appearing to read "R. D. Zahn".



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 07028

May 10, 1979

Dr. Ethel Brannan
Professor of Elementary Education
Robinson Academic Building
Glassboro State College

Dear Ethel:

After a brief review of the Curriculum Proposal for the Certificate of Advanced Study: Elementary Social Studies Education, the Foundations Department's reaction is favorable.

A couple of questions were raised that you might wish to clarify.

On page 4, Structure or Organization of courses, why the selection of two disciplines, geography and economics rather than others of the social disciplines? You do mention others (brackets below). Do the above then become part of the total possible electives?

Could a student with a previous concentration in one of the social sciences receive individual consideration in light of these concentrations?

We wish you success in your endeavors.

Sincerely,

Fred Detrick, Department Chairperson
Foundations of Education Department

FD/kh