

MASTER OF ARTS IN SOCIAL STUDIES EDUCATION (M.A.)

Director: Scott C. Billingsley

The Master of Arts (M.A.) in Social Studies Education program has two concentrations. The Licensure concentration is designed for experienced teachers who wish to increase their own knowledge, enhance social studies instruction for their students, and exercise professional leadership in social studies curriculum development within secondary schools. It builds upon and extends the multiple goals of UNC Pembroke's undergraduate social studies education program. The history and social science requirements are carefully structured to provide breadth of coverage and self-selected areas of concentration. The History/Social Science concentration is designed for students who do not hold or seek North Carolina teacher licensure but wish to pursue graduate study in history, enhanced by work in related social science fields.

The Master of Arts in Social Studies Education program will enable students to

1. Strengthen their history and social science knowledge base and analytical skills.
2. Enhance their understanding of the structure and methods of the individual academic disciplines and, therefore, their ability to make the material interesting and comprehensible to their students.
3. Become familiar with recent curriculum reform initiatives which have particular relevance for social studies teachers, including the essential thematic strands identified by the National Council for the Social Studies and the national standards developed for each content area.
4. Integrate recent scholarship and professional trends with their own classroom experiences.
5. Evaluate available technology resources (hardware and software) and determine their suitability for instructional purposes.
6. Assume professional leadership roles in curriculum development, instructional planning, and advocacy for social studies as an essential component of K-12 education.

Students will complete a capstone product of learning and, with the guidance of a project committee from the relevant academic discipline(s), prepare a professional presentation for colleagues prior to graduation.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS

- ** Current SSE licensure;
- ** A letter of application describing what the applicant hopes to gain from the program and, in light of her or his current philosophy of social studies education, how the applicant assumes the program will affect classroom practices.
- ** [Non-licensure degree candidates will be required to sign a waiver of licensure statement and will be exempted from the two-year teaching experience stipulation. They will not be expected to submit a recommendation from a school administrator.]

Requirements for a Master of Arts in Social Studies Education	Sem. Hrs.
Required Professional Studies Core	9
EDN* 5480 Advanced Foundations of American Education	
EDN* 5490 Effective Educational Leadership	
EDN* 5660 Applied Educational Research	
Pedagogical Expertise	3
SSE 5750 - Social Studies Curriculum Transformation	
History Content	12
Select one course from each category (9 credit hours):	
HSTS 5000-5190 (European History)	
HSTS 5200-5390 (Asian, African, Latin American History)	
HSTS 5400-5590 (United States History)	

History Content (cont.)

Select one additional course from the following (3 credit hours):

HST 5100 - Advanced North Carolina History

HST 5200 - History of the South

HSTS 5xxx (any of the above categories)

Social Sciences Content

12

Select two approved courses from one social science discipline. Both courses must be in the same field (6 credit hours):

Political Science

Geography

Economics**

American Indian Studies

Sociology

Select two approved courses from any social science field not selected for the concentration above. Courses may be in different fields (6 credit hours):

Political Science

Geography

Economics**

American Indian Studies

Sociology

Required Capstone: A Capstone Project will be submitted for review at the end of the program.

0

Total: 36**Requirements for a Master of Arts in Social Studies Education:****Sem. Hrs.****History/Social Science Concentration****Core Courses**

9

HST 5000 - Historical Methods

HST 5990 - Historical Research

SSE 5750 - Social Studies Curriculum Transformation

History Content

15-18

Select at least one course from each category:

HSTS 5000-5190 (European History)

HSTS 5200-5390 (Asian, African, Latin American History)

HSTS 5400-5590 (United States History)

Social Sciences Content

9-12

Select approved courses from the following social science disciplines:

Political Science

Geography

Economics**

American Indian Studies

Sociology

Required Capstone: A Capstone Project will be submitted for review at the end of the program.

0

Total: 36

Note: For course descriptions, see listings in the following graduate degree programs: *M.A.Ed.,

**MBA

COURSES

AMERICAN INDIAN STUDIES DEPARTMENT (AIS)

AIS 5050. Contemporary Issues of American Indians (3 credits)

This seminar-style course examines major issues of American Indians in the 20th century. Both local and national in scope, topics to be addressed include: politics, economics, treaty relationships with federal and state governments, education, alcohol and substance abuse, the environment, cultural identity, relations with non-Indians, religious freedom, land and water rights, tribal sovereignty, and other issues as they arise.

AIS 5150. Amerindian Oral Traditions (3 credits)

An examination of selected American Indian oral narrative traditions emphasizing a religio-literary assessment of mythical, anecdotal, and historical stories.

GEOLOGY AND GEOGRAPHY DEPARTMENT (GLY/GGY)

GLY 5010. Essentials of Earth Science (3 credits)

Advanced study of topics in geology, meteorology, oceanography, and solar system astronomy.

GGY 5030. Descriptive Regional Analysis (3 credits)

Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

GGY 5050. Geographics (3 credits)

Visualization of spatial data. Utilization of mapping software to create high quality graphics for interdisciplinary analysis in business, marketing, education, demographics, etc. Study of contemporary advances in computer mapping technology and geographic information systems.

HISTORY DEPARTMENT (HST/SSE)

Social Studies Education Courses

SSE 5500. Advanced Social Studies Curriculum and Instructional Methods (3 credits)

This course, which utilizes lecture, workshop, and demonstration formats, has several related components. It reviews history and social science content, introduces strategies for promoting active learning, and enables the student to integrate both into effective instructional plans. Students will also develop instructional technology competencies required for professional effectiveness.

SSE 5750. Social Studies Curriculum Transformation (3 credits)

This course enables students to transform social studies instruction by incorporating recent scholarship and innovative teaching strategies in the social studies classes they teach. Topics will be addressed in a way designed to facilitate synthesis of academic learning and classroom experience, and aligned with advanced professional standards. *Prerequisites: formal admission to the M.A. or M.A.T. in Social Studies Education Programs; SSE 5500 (for MAT students only).*

SSE 5810. Internship in Secondary Social Studies Education (3 credits)

Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 Social Studies licensure. *Prerequisite: Approval of the Social Studies Education Program Director.*

History/Social Science Concentration Core Courses

HST 5000. Historical Methods (3 credits)

This course deals with methods of historical research, the critical evaluation of sources, primary as well as secondary, and the writing and oral presentation of an historical essay. Accordingly, one major course requirement is a research paper based on primary and secondary sources. Because the *process* of historical research is as important as the research *product*, this paper will be the culmination of a series of steps (completed both within and outside the classroom) designed to help each student master the elements of research and effective written and oral presentation.

HST 5990. Historical Research (3 credits)

This course serves a capstone learning experience for M.A. in Social Studies Education students in the

History/Social Sciences Concentration. Students will complete and present a directed, supervised research project. Graded on a Pass/Fail basis. *Prerequisite:* A complete proposal should be approved no later than the close of registration. Approval requires the signature of the supervising faculty member and of the History Department Chair.

Asian, African, Latin American History

HSTS 5200-5260 - Topics in Asian History (3 credits)

These courses examine a specific region, period, or theme in Asian history. Topics will vary, determined by the instructor's specialty.

HSTS 5270-5330 - Topics in African History (3 credits)

These courses examine a specific region, period, or theme in African history. Topics will vary, determined by the instructor's specialty.

HSTS 5340-5390 - Topics in Latin American History (3 credits)

These courses examine a specific region, period, or theme in Latin American history. Topics will vary, determined by the instructor's specialty.

European History

HSTS 5000-5090 - Topics in European History to 1500 (3 credits)

These courses examine a specific region, period, or theme in European history prior to 1500. Topics will vary, determined by the instructor's specialty.

HSTS 5100-5190 - Topics in European History since 1500 (3 credits)

These courses examine a specific region, period, or theme in European history since 1500. Topics will vary, determined by the instructor's specialty.

United States History

HSTS 5400-5490 - Topics in U.S. History to 1890 (3 credits)

These courses examine a specific period or aspect of U. S. history prior to 1890. Topics will vary, determined by the instructor's specialty.

HSTS 5500-5590 - Topics in U.S. History since 1860 (3 credits)

These courses examine a specific period or aspect of U. S. history since 1860. Topics will vary, determined by the instructor's specialty.

Additional History Electives

HST 5100 - Advanced North Carolina History (3 credits)

An advanced study of the development of North Carolina from colonial beginnings to the present.

HST 5200 - History of the South (3 credits)

A political, economic, and cultural study of the southern region with emphasis on the characteristics which make it distinctive.

HSTS 5591-5599 - Topics in History (3 credits)

These courses will focus on one topic which does not fit within any single geographic category used above.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION DEPARTMENT (PLS)

PLS 5400. Systems of State and Local Government (3 credits)

Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decision making process of respective political subdivisions.

PLS 5450. American Political Process (3 credits)

Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.

SOCIOLOGY AND CRIMINAL JUSTICE DEPARTMENT (SOC)**SOC 5010. The Changing Family (3 credits)**

Family relations in crosscultural and contemporary American perspectives. History, present status, and direction of future change.

SOC 5020. American Pluralism—Race and Ethnicity in American Life (3 credits)

The American character hinges upon a complex racial and ethnic pluralism that has existed since the establishment of the United States as a republic and before. This course is intended to explore the dynamics of the social construction of racial and ethnic identity, as well as the historical and contemporary relations among various racial and ethnic groups within the United States, from a sociological standpoint.