

Rhode Island College

Cover Sheet

Portfolio Summary

This form is to be used as the cover sheet for your portfolio. Please complete the following information:

Name: Student Identification Number 0256676

Address:

Telephone:

Email: @hotmail.com

Program: Social Sciences Secondary Education

Anticipated date of student teaching: Fall 2010

Hours completed to date (including current semester) _____

Date of Portfolio Submission: August 2010

Academic Advisor: Dr. Ellen Bigler

Overall GPA 3.0 Program GPA (required disciplinary courses): 2.75

Please list below in the appropriate boxes the standards indicators (sub-standards, e.g., 1.1a) you have satisfied with your portfolio artifacts.

<i>1.0 Interdisciplinary Thematic Standards</i>	<i>List of Indicators (Sub-standards) Addressed in the Portfolio Artifacts Submitted (See Standards)</i>
1.1 Culture (1.1)	1.1 h
1.2 Time, Continuity and Change	1.2 a, 1.2 b
1.3 People, Places and Environments	1.3 a, 1.3 g, 1.3 j
1.4 Individual Development and Identity	1.4 b, 1.4 c, 1.4 g
1.5 Individuals, Groups and Institutions	1.5a
1.6 Power, Authority and Governance	1.6 c, 1.6 g
1.7 Production, Distribution and Consumption	1.7 c, 1.7 f
1.8 Science, Technology and Society	1.8 c, 1.8 d
1.9 Global Connections	1.9 b, 1.9 h
1.10 Civic Ideals and Practices	1.10ba, 1.10c, 1.10h
<i>2.0 Disciplinary Standards</i>	
2.1 History (to be included by all students)	2.1 f

SOCIAL SCIENCES/ SECONDARY EDUCATION CONTENT PORTFOLIO

For: All Students in the Social Sciences/ Secondary Education programs¹
Due: If enrolling in Fall Student Teaching, due no later than April 15 (semester prior to Student Teaching)
If enrolling in Spring Student Teaching, due no later than Nov 15 (semester prior to Student Teaching)
To: Dr. Ellen Bigler, HBS 217-1 (456-8385 or ebigler@ric.edu for questions)

Note: You are advised to meet with Dr. Bigler to discuss the construction of the portfolio and any questions you may have **at least one month prior** to the due date. Please remember that your portfolio must meet departmental standards if you are to go on in the program the subsequent semester. If you hand it in at the due date you have no time left to correct or resolve any aspect of it.

Why a Content Portfolio? The content portion of the undergraduate programs in the various social sciences leading to secondary Social Studies/History certification is designed to produce teachers well prepared to meet the educational demands of the twenty-first century, and thoroughly literate in the multicultural and cross-cultural issues of the contemporary world. Teacher preparation programs such as ours respond to a national mandate for greater program accountability and documentation that the next generation of public school teachers have proven mastery of content needed to be effective teachers. In order to document your mastery of content in your areas of certification, you will construct a Content Portfolio with various **artifacts** (pieces of work selected from past courses to demonstrate your competence in your content area) that demonstrate your strengths in the several areas of the social studies and in history.

Directions: Attached are the 10 *Interdisciplinary Thematic Standards* (1.0) that your professional organization, the National Council for the Social Studies (NCSS), deems essential for all social studies educators to meet. In addition, the NCSS standards for discipline-specific teaching, *History* (2.1), *Geography* (2.2), *Civics and Government* (2.3) (Political Science), and *Economics* (2.4), are included.

1) You need to begin by closely reviewing these standards. **All students** use the *Interdisciplinary Thematic Standards* (1.1-1.10). **In addition**, students majoring in Political Science use the **Civics and Government Standards (2.3)**; students majoring in Economics use the **Economics Standards (2.4)**; and students majoring in Geography address the **Geography Standards (2.2)**.

2) You will document content knowledge for each of these standards by explaining how an artifact from a required course addresses particular standards. An **artifact** is considered to be substantial evidence (e.g., term papers, critical book reviews, critical essays) of your work in required courses. Your portfolio is to include one substantial artifact² from at least each of the following required courses (or a substitute course approved by your advisor where there was no appropriate artifact produced in the required course):

¹ Anthropology/Secondary Education, Economics/ Secondary Education, Geography/ Secondary Education, Political Science/ Secondary Education, Social Science/ Secondary Education and RITE students seeking Secondary Education Social Studies certification

² Students majoring in Geography, Economics, and Political Science also select a seventh artifact from their 300-level courses in their discipline to demonstrate their strengths in meeting their particular disciplinary standards (2.2-2.4).

- HIST 200
- HIST 201 **or** HIST 202 **or** an upper level U.S. History course
- a non-Western upper level history course required in the program (HIST 340-349)
- GEOG 400 **or** another upper-level (300s) geography course
- POL 202 **or** an upper level (300s) Political Science course
- your choice of two artifacts, one from a course in anthropology (NCSS standard #1.1), and one from a course in sociology (NCSS 1.5), or a social science course that meets NCSS Standard 1.1 or 1.5.
- Students **majoring** in Political Science, Geography, or Economics select one artifact from a required upper-level course in their disciplines and use it to address the discipline-specific standard

³ The submissions must be copies of the original artifacts which were submitted to, evaluated by, and commented upon by your instructor. (The professor's signature is not required.) The primary objective in selecting this wide range of artifacts is to **demonstrate your competency in a broad range of the social studies content areas deemed essential by your professional organization**, the National Council for the Social Studies (NCSS). As you review the NCSS Standards and their indicators on the following pages, you need to decide which standards indicators (listed under each standard) each artifact addresses.³ **Typically you can align each artifact with the particular discipline at the heart of any given standard.** For instance, Standard 1.1, with its focus on culture, is likely to be satisfied by an artifact from an anthropology course. When you have found at least one artifact for each standard (you may use one artifact for up to two standards), write a **two to three-paragraph explanation for each standard**, explaining how the attached artifact(s) meets the standards indicators that you check off (see attached Standards).

4) Personal Assessment. After you have done this for all required standards, review the entire document. Now you need to write a one-page "Personal Assessment," which is an evaluation of your strengths in meeting standards, and an explanation of how you will acquire strengths in any area that you find yourself weaker in (for instance by describing the courses you will be taking to fulfill program requirements).

What you need to do to complete your Content Portfolio:

- 1) Use a one-inch 3-ring binder. Detach and fill out the top part of the attached Cover Sheet (last page of this packet). Put it in the front of the binder.
- 2) A. Take each selected, graded artifact and write the course title (e.g., GEOG 400) on the top of the first page.
B. Align your artifacts with the appropriate NCSS Standards. (See the "discipline" that each standard tends to align with.) Then write the title of the course (in which you produced the artifact) next to each "standard indicator" (bulleted) that it addresses. (see sample page) **Note that you are not expected to demonstrate competency in all indicators; however, it is expected that you will be able to address all standards to some degree.** Now fill out the bottom of the Cover Sheet.
C. Punch three holes in each of the Standards pages, which now have the courses where you met those standards (as seen through the artifacts you selected) written next to the appropriate sub-standards. Place these standards pages (with the notations of which artifacts satisfy particular standards noted) in your portfolio.

³ Note that these indicators are written from the perspective of an educator's ability to teach such concepts to his or her students. You, on the other hand, are demonstrating at this point in your educational career only that you have mastered necessary content and understandings and are prepared to learn how to teach them. This is the purpose of this exercise and it is what you are asked to document in this portfolio. In the Social Studies Practicum and in Student Teaching you learn how to design and deliver lessons to effectively teach these concepts and understandings. But without the content background, you will be unable to design lessons that allow you to teach effectively.

- 3) Put each of the course artifacts in separate clear plastic sleeves. Place them behind the appropriate standard(s). Following each standard, include your 2-3 paragraph assessment of how it meets the standards you checked off.
- 4) Include your “Personal Assessment” (overview, one page) following your artifacts. This should note your strengths and areas you feel you need to work on in your student teaching experience.
- 5) Include a current (unofficial is fine) copy of your transcript, with the courses you selected artifacts from highlighted. Please remember that this will take some time, and that this portfolio constitutes an important component in documenting your strengths in your content area. Begin early; meet with your adviser and put together a portfolio that truly represents your mastery of content.

***SOCIAL SCIENCES/ SECONDARY EDUCATION
CONTENT PORTFOLIO RUBRIC***

Student Name: 0256676 **Evaluator(s):** Ellen Bigler

Totals (from page 2): (4)_x_1_ (3)_x_6_ (2)_x_ (1)_x_

Final Score*: Excellent (25-28)
(Circle) **Satisfactory (21-24) (22)**
Minimal (14-20)
Unacceptable (7-13)

*Note that a score of "1" on any component of this rubric will require the student to redo it and satisfactorily address that element of the portfolio.

Reviewer Comments:

For the most part your choices of works to illustrate your mastery of the thematic standards were very solid. At times you needed to more explicitly address the indicators you had chosen. Another edit would have strengthened your writing. Please see comments throughout.

	4	3	2	1
CONTENTS	Portfolio contains all of the required material with appropriate substitutions.	Portfolio contains most of the required material with appropriate substitutions.	Portfolio contains some of the required material with appropriate substitutions.	Portfolio contains little of the required material/ Contains inappropriate substitutions.
CHOICE OF DOCUMENTATION	Samples show student progress and knowledge of NCSS Thematic Standards.	Samples show student progress and some knowledge of NCSS Thematic Standards.	Samples show some student progress and some knowledge of NCSS Thematic Standards.	Random selection of Samples. No knowledge of NCSS Thematic Standards displayed.
ORGANIZATION	Portfolio is completely and neatly organized. A Reader can easily find things.	Portfolio is well organized. A Reader has little difficulty finding things.	Portfolio is fairly well organized. A Reader may have a little difficulty finding things.	Portfolio shows some attempt at organization. A Reader has difficulty finding things.
MECHANICS	There are no errors in spelling, punctuation or grammar.	There are few errors in spelling, punctuation or grammar.	Errors in spelling, punctuation or grammar are evident.	Errors in spelling, punctuation or grammar are numerous.
ARTIFACT EXPLANATIONS	All explanations clearly and accurately relate the artifacts to the appropriate NCSS Standards.	Most explanations clearly and accurately relate the artifacts to the appropriate NCSS Standards.	Some explanations clearly and accurately relate the artifacts to the appropriate NCSS Standards.	Few of the explanations clearly and accurately relate the artifacts to the appropriate NCSS Standards.

PERSONAL ASSESSMENT	Personal Assessment accurately captures the student's mastery of NCSS Thematic Standards.	Personal Assessment for the most part captures the student's mastery of NCSS Thematic Standards.	Personal Assessment generally captures the student's mastery of NCSS Thematic Standards.	Personal Assessment does not accurately capture the student's mastery of NCSS Thematic Standards.
OVERALL PORTFOLIO IMPACT	The portfolio demonstrates well the student's skills, abilities, and knowledge in preparation for student teaching.	The portfolio helps to demonstrate the student's skills, abilities, and knowledge in preparation for student teaching.	The portfolio does little to demonstrate the student's skills, abilities, and knowledge in preparation for student teaching.	The portfolio does not demonstrate the student's skills, abilities, and knowledge in preparation for student teaching.

1.0 INTERDISCIPLINARY THEMATIC STANDARDS

Matrix Item 1.1

CULTURE (Commonly met through anthropology courses, etc.)

Title of artifact: Class Matters: History 350

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Culture Diversity.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity. They should:

_____ 1.1a. Enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;

_____ 1.1b. Guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references;

_____ 1.1c. Assist learners to apply an understanding as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;

_____ 1.1d. Encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change;

_____ 1.1e. Ask learners to give examples and describe the importance of cultural unity and diversity within and across groups;

_____ 1.1f. Have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

_____ 1.1g. Guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;

X_____ 1.1 h. Have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems

History 350

Essay on Class

Class distinction: healthy vs. unhealthy food options

Discovering the different items available in grocery stores in terms of class is astonishing. My decision, or rather interest in this subject came to me first when I posted a blog on our Class Matters discussion website. The article I posted was from an internet source, it opened my eyes to the “options” that different social classes have in terms of grocery items. The article discusses what foods are offered at particular grocery stores and why individuals choose to shop where they do. The article gave an example of choice and how many people who are suffering from poverty are hungry and are making unhealthy choices because the unhealthy options that are laden with calories, which are often empty calories. I chose to compare Whole Foods grocery items compared to Price Rite’s grocery items and I contrasted the Whole Foods Market in Cranston to the Price Rite in Cranston. There are remarkable differences between the two stores. The differences range from atmosphere, prices, customers, employees, websites, and grocery options. The stores obviously cater to two distinctive markets and have found their niche in the retail business of selling food.

The differences are clear right from the moment you enter the parking lot. The Whole Foods parking lot has clearly marked parking spaces, carriage corrals, and the front of the store is decorated with fall colored mums and bordered with outside tables for customers to enjoy outside dining or coffee from the espresso bar within the store. When you enter the building, the lighting is dimmed slightly and jazz music in the background for your listening pleasure. The entrance to the store gives a marketplace feel to the atmosphere; one could imagine they were at a farmers market from the stocked shelves with an assortment of fresh produce, a variety of flowers, and staff working busily about ready to help any customer with questions they may have about any particular product. I also noticed the attention to detail by the staff members in the produce section and in the entire store; they were busy fixing any product that may be out of line on the shelves.

I immediately thought about cultural capital when I walked into Whole Foods. There is a “do-gooder” feeling when entering and shopping at Whole Foods. It is a bridge, or at least I believe that the customers and

employees seem to be doing a good deed by shopping or working at the market. I think the experience and the choice to shop there connects to social capital as well. The Whole Foods shopper is a conscious shopper; a “citizen consumer”. Whole Foods has marketed to a conscious consumer who has choice, resource, and status distinction.⁴ The customer base as I observed gave a clear distinction of class consciousness as well as distinction. The products offered are clearly for the conscious citizen; on display there were bags labeled “Feed the Children in Rwanda.” By purchasing a bag, a customer is not only helping to save the environment but is also globally conscious of the poverty around the world.

Walking into Price Rite was a little different, although, I was greeted by a young lady with a big smile standing next to fall colored bouquets of carnations saying, “Hi, welcome to Price Rite.” The parking lot itself was a mess; carriages everywhere, the lines for parking spaces were so faded that I first had pulled into a handicapped space. I did notice that they had about ten handicap parking spaces which were more than Whole Foods offered. The store music was blaring, it was not only loud, and it was bad. While picking through the produce that was obviously second rate or less fresh, I was singing along to Bryan Adams; not my favorite. Other than the produce area looking disheveled, the store was clean and bright, almost had an antiseptic feel to it. The produce was remarkably cheaper than the produce offered at Whole Foods. Items such as broccoli and cauliflower were two dollars cheaper a pound, however, the broccoli at Price Rite definitely had seen better days. Whole Foods broccoli was on ice and placed in a bin perfectly spaced so each floret was not to be crushed. Bananas were thirty cents more at Whole Foods but mangoes were exactly the same price, this week at Whole Foods the mangoes were part of the “Madness Sale.”

Cheeses, there was a clear distinction, or rather proof of cultural capital in the Whole Foods cheese department. The “average joe” would never know where to begin in the cheese area. They offered cheeses from Italy, Ireland, Finland, France; you name it, they had it. There was cheese with truffles, apricots,

⁴ **Josée Johnston, *The citizen-consumer hybrid: ideological tensions and the case of Whole Foods Market*, Theory and Society, Vol, 37, No. 3, June, 2008 (Springer Netherlands).**

chocolate, herbs, and prosciutto. Walking through Price Rite's cheese aisle, I stumbled on any kind of processed cheese one could imagine; American, Colby, cheddar, jalapeño, mozzarella, and queso blanco. Accompaniments that I could enjoy with my prepackaged pre-sliced cheese would be deli choices that were also prepackaged and pre-sliced. Such selections to go with my cheeses were olive pimento loaf or turkey ham that was chopped and formed and filled with twenty percent water. It was clear to me that the major difference between choices that are offered at the different markets to me other than price was process. Natural means no artificial ingredients or added color and is only minimally processed. Price Rite's aisles are stacked with canned, processed, and packaged foods. About sixty percent of the grocery items were the Price Rite brand, which is cheaper than the name brands. Whole Foods also offers their store label brand which is called 365. There is a value aisle which is all 365 products for the family that is on a budget. In looking at their display, "Real food on a budget," I noticed a family would have to be on a pretty big budget to shop in this aisle. Items such as frozen corn were as cheap as the frozen corn at Price Rite but they had berries that were five dollars a bag. Not many people on a budget would consider buying frozen blueberries for five dollars a bag.

I think the biggest difference in choice and price was the meat selections. Price Rite's meat options, for the most part were much cheaper than at Whole Foods. For instance, chicken breasts were .99 cents a pound compared to Whole Foods air-chilled chicken breast that were 4.99 a pound. Chicken legs were .69 cents a pound and Whole Foods offered chicken legs at .99 cents a pound, another "Madness Sale" item. The air-chilled alternative is, instead of bathing newly slaughtered chicken in bins that hold gallons of ice cold water to get the poultry to twenty-six degrees; the air-chilled process sprays the chicken with cold air to get it to the right temperature instead of bulking the weight up with excess water. The air-chilled also reduces the spread of bacteria within the water baths and saves gallons of water as well as disposing the bacteria filled waste.

Both websites discussed health, environment, and economics. Price Rite's website explained their dedication to their name-brand product as well as their dedication to the family. The website had options to click on food sanitation tips and how to be healthy individuals. I noticed the only healthy tips the website discussed was to be active, Price Rite's health option was to get involved in sports, playgrounds, and the outdoors; no mention of healthy options within their store. Whole Foods on the other hand gave recipe ideas,

healthy options in terms of choices, and a “value tour” which introduced the customer to the items that are affordable and healthy. Both stores mentioned the importance of environment and to bring bags to help save the environment. Whole Foods website once again shows the clear difference in social and cultural capital. The website discusses healthcare, low interest loan options for the customer, personal wellness program for employees, and the Whole Foods Artist Discovery Series. All of these additions show the experience and what type of class or individual shops at Whole Foods compared to the Price Rite shopper. I do not think the Price Rite Shopper cares about the local artist and how they will be discovered.

The difference in the two markets shows how class can be affected, especially in terms of health and what is produced and offered by these markets. The unhealthy choices offered by Price Rite, encourages a class to make unhealthful choices because of the low prices that are offered. The shoppers at stores such as Price Rite are not consciously choosing to add to the overproduction of grains such as corn in order to produce corn syrup which adds to the over processed foods that fill the shelves of stores such as Price Rite and it is an unconscious and unhealthy continuation of class distinction. I am not sure if Whole Foods is living in a dream world and I do not know if they can reach the different socioeconomic classes but there is an effort to add value to health. Products such as store brand beans, some cereals, pasta, oats, frozen vegetables, and even some fruits are comparable to Price Rite’s prices. I think the real cost of cheaper food can be harmful to one’s health, our environment, and the future of the generation and their choices. Illnesses such as obesity and asthma have been linked to lower classes in addition to the foods they consume. Markets such as Price Rite have a value to the shopper who is on a budget but I think it is an added “filler” to keep a particular class down.

Assessment

Having analyzed the differences between Whole Foods and Price Rite, allowed me to understand and explain how class is apparent throughout our society. These analyses allowed me to take an in depth look and compare markets, which in turn, helped me understand patterns and functions within our societal environment.

It enabled me to explain how groups are portrayed and to address how a particular group within our may be at a disadvantage. Understanding society and class will assist me in my teaching ability and help me reflect on the differences within our society. Examining patterns and differences will help me understand the needs of cultures within our society.

Applying the theory of supermarkets, food, and its effect on society, which is something so basic but extremely informative, facilitated a theory of possible health patterns among members of our society due to class distinctions. The basic theory of unhealthy foods in particular areas in an environment, produces many ideas and helps explain how markets encourage healthy or unhealthy eating depending on what “group” or class a member of society belongs to. Understanding the inner-workings of society is invaluable and will be of assistance in education.

Comment [t1]: Are you talking about how they are portrayed or how businesses “sell” to them?

Comment [t2]: ?

Comment [t3]: Given what you checked off as the sub-standard you could easily talk here about the value of students using observation to gain insights into society

Matrix Item 1.2

TIME, CONTINUITY AND CHANGE (History courses etc.)

Title of artifact: History 371: Reading Course in History

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change. They should:

- 1.2 a. Assist learners to understand 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;
- 1.2 b. Have learners apply key concepts from the study of history — such as time, chronology, causality, change, conflict, and complexity — to explain, analyze, and show connections among patterns of historical change and continuity;
- 1.2 c. Ask learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
- 1.2 d. Guide learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- 1.2e. Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;
- 1.2 f. Enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

The Story of American Freedom

Independent Study/History 371

May 13, 2010

Eric Foner, *The Story of American Freedom*. New York: W. W. Norton & Company, 1998.

Throughout American history, the word freedom has taken on many different shapes, forms, meanings, and identities. The author of the book, *The Story of American Freedom*, Eric Foner, discusses and questions the American ideology of freedom, its definition, and the boundaries freedom produces within our society. Eric Foner delves into the conception of freedom and how it is parallel to the birth of our country. While analyzing the conception of liberty, he argues that freedom is synonymous with politics, civil rights, economy, and morality. The term freedom can be viewed, as Foner alludes to, as individuals or groups who are the “haves” and the “have-nots.” Foner states, “American Freedom itself is not a single idea, but a complex of values changing with time.” His point of this ever-changing idealistic notion of freedom is illustrated throughout the book. Foner touches upon colonial freedom and the basis of religious freedom, the road to Revolution, and our country’s independence and contradiction of equality and liberty. The New Deal and its new view on freedom; freedom from want, and Foner discusses the Cold War and its contradictions and then last era, the sixties, where freedom became more of an individualistic notion, almost a spiritual concept to society. While reading this book, Foner narrates a journey of American history, and discusses the many facets and components that played a role in the most essential word in America; freedom.

Eric Foner describes American freedom, what it stands for and what it was based upon, as a contradiction. “Freedom and liberty”, as Foner states are used interchangeably in our American vocabulary. Our country’s Founding Fathers based this nation’s identity on the basis that “all men are created equal.” Foner debunks this American ideology, by reminding the reader that white landowning men only employed colonial American freedom. This contradiction, which Foner points out, is that freedom is complicated and it is “subject to whoever is creating freedom.” Understanding freedom in American culture is to understand what America has undergone throughout history. Additionally, Foner suggests throughout the book, but particularly in the first few chapters, that freedom was apparent due to individuals who were not free. For example, the Revolutionary

period was a battle for independence, essentially freedom from the Mother Country and to remove the burden that American colonists assumed. This fight or this revolt was fundamentally about being free and independent. But as Foner argues, who was free? Freedom catered to white property-owning men. Women, blacks, immigrants, and indentured servants were not free. So the story of freedom really depends on who is telling their version of the freedom story. Foner discusses the inconsistencies of liberty within gender, race, and wealth. Freedom effected individuals politically, socially, and economically in the early stages of our country's beginning.

In understanding the meaning of *The Story of American Freedom*, is to understand that no matter how conflicting the stories of American freedom are, the idea that Foner is making in this book, is that regardless of how unfair or what boundaries were set on un-free peoples, there truly was and still is this unprecedented belief in American freedom, as if we invented the word and concept. Foner discusses how the whole world views America as the "land of the free" or "being American means to be free." According to Foner, to be free is essential and one of the most powerful entitlements that an individual or nation could possess. As the story of American freedom unfolds, Foner reminds us that freedom has been contested through demonstrations, strikes, freedom rides, parades, etc. We the people have reshaped the meaning of freedom to whatever happens to be important to individuals or the nation at that period in time. Freedom has been repackaged and reinvented throughout our history. Foner gives examples of the Four Freedoms Speech by Franklin D. Roosevelt, and how freedom was no longer freedom from government but the ideals of American people had changed after the Great Depression. American freedom after the depression changed to "freedom from want" and "freedom from fear." American now wanted government to protect their people and to contradict what the nation was built upon, autonomy. Foner calls this a "love-hate relationship" that society has with government and liberties. Foner addresses the central notion of pure freedom to Americans, is written in the Bill of Rights. The Bill of Rights epitomizes how Americans view and value civil liberties. But as Foner maintains, these liberties were not always a freedom, especially at the time of the Cold War, which he addresses as a "contested part of American freedom."

Boundaries, a theme throughout the book, are interesting and valid points Foner makes in terms of freedom. In the Early Republic, he discusses the boundary of politics and economy and how that shaped the beliefs of the idea of freedom. One boundary was the mere fact that universal human rights were not given to individuals who were incapable of obtaining this undeniable right. Women and non-whites were considered incompetent and unequal to white men. As a result, the contradiction of human and inalienable rights was only destined for the wealthy white man. Breaking down freedom versus inequality throughout history is what Foner expresses as an attainment of power. The powerless are the group that is subjected to the imbalance of freedom and is illustrated all through our history. Combining the concept of slavery and the rise of our independent nation, Foner almost discredits the idea that all men are created equal and demonstrates the hypocrisy of our Founding Fathers, one in particular, Thomas Jefferson.

Foner also employs the theory of the South's fight for freedom and independence during the Reconstruction era. He explains the side of the South in terms of their ideology of freedom, freedom to do what they want within their boundaries to whomever they wanted. He argues that the South, however, as inhumane as slavery was, he discusses that the South was fighting for freedom and independence of the Confederacy. Ending slavery in the South would put an end to their economic freedom. The South fought to continue to keep slavery; otherwise it would be the end of their prosperous economic opportunity, as well as their freedom to continue self-govern. Freedom for the South, Foner uncovers, was at the expense of slavery. So his argument stands strong, he discusses liberty and freedom and the fact that it had different meanings to different individuals or groups at that period in time.

As the tale of freedom unfolds in our American history, so does the meaning of the word. People begin to see injustices as the antithesis of freedom. While African Americans begin to gain so-called freedom, the very concept of inequality through individuals unable to relish in such liberties as education, labor, property owning, etc. become the symbol of what freedom should be. The birth of these new freedoms transformed passion and opened some doors to Americans that were unable to advance within society. This new ideology of freedom took on the meaning of civil liberties and rights of the people. Women began to notice the unfairness that had been dealt to them in their place in American society. They too, were lacking freedoms such as, the

ability to have freedom to labor, divorce, sexual relations, own property, or indulge in equal citizenship.

Women wanted more than to just marry a man and raise children, and as women began to bring their ideals to the forefront of “societal views,” Foner informs us that, the view of “manhood” of the freedman was at risk.

Republican women were not free, they were enchained by the paternal society that existed and held them back to enjoy any type of freedom that America offered. The “land of the free” was once again branded and set aside for a particular group.

A new concept of freedom was born, which was freedom to be productive. This came about during the laissez-faire style of government. Foner takes in depths look at industrialization, capitalism, modernization, and the free market system. He shows how this combination of modern industry, reshaped the definition of freedom. As industrialization expanded and increased throughout the United States, large groups of people were left out of the experience of the free market system and became a direct source of capital for those who were able to employ and benefit from the free market system. Foner uses the growth of capitalism and big business as an example of how people lost freedom during this time period. As unskilled wage laborers became the central part to the equation of capitalism, so did the expansion of the freedom to be productive. This idea that people conjured as class became more apparent within American society, and those who were not able to be “productive,” really were not free.

This conception of freedom of production and the notion that many could not take part in this industrial triumph, I think really shaped the class system within our society. This started a revolution of classes and Foner produces amazing arguments to back this idea up. Low wage laborers were not part of the decision making for this industry; they just became the puppets to the master plan of capitalism. Industrialization became the freedom to take advantage and to subject the powerless or bring a large part of society to wage-labor enslavement. The country’s dependence on industry became the heartbeat of society. People came from all over the world to search for freedom, but as the competitive market continued, a new injustice and unequal society formed. While this new competitive industrious culture was forming, people’s character was at the forefront of debate. This was a time when the upper class did not except the notion of poverty. Poor people were thought to be “deserving” of their failure and to be “undeserving” of rights as an individual. They were viewed as less

moral, lacked character, and irresponsible. Capitalism and laissez faire style of government ensured economic autonomy for some and reshaped economic individual freedoms for others.

The New Deal was another change to the definition of freedom. With its packaging of being a protector and a security blanket, the New Deal created a type of freedom that had ever been considered by Americans before. This new government accountability style of freedom really coincided with the principles and ideas of security. This was not only an entirely new concept for Americans, but it was a national change within politics and the public's view on economics. The Roosevelt administration changed the way Americans viewed government, and really transformed government's pledge to the population. This transformation in governmental policies and securities, once again, showed the disparities and barriers between the American populations/races and added to the discourse of some depending too much on this new freedom of security. Roosevelt and his ideas of redefining the concept of equality, was in his words, "a greater security to the common man." Once again, common man often meant white men, so the fight for racial and gender non-freedom's came to a head.

The New Deal was not the only lending hand to get Americans out of a deep depression of unemployment. World War II helped transform America and get Americans back into the production lines of employment. Patriotism spread throughout the country and opened up a new debate to whom and what was American. As Foner points out in his book, whenever freedom was redefined so was society. Freedom and liberty sharpened and showed restrictions of others. Women joined the workforce and began to feel freer while "their men" were off fighting for the free world. Gaining a sense of independence illustrated what they had been restricted to; life was changing and women wanted to continue to be in the "public sphere." The fever for freedom spread and those who were not reaping the benefits of freedom understood the hypocrisy of our nation and its imbalance. Foner hones in on America's desire to implement freedom to others around the world. He discusses the contradiction of this value system that our country was bound to impart on other countries and label all mankind as the "free world." America's idealistic version of democracy was imposed on our nation as well as others in search of freedoms.

The Civil Rights movement, as Foner explains, transitions into a spiritual individualistic search for freedom. This again changes the concept of freedom and reinvents freedom and what it means to American society. Foner describes this crucial life-altering movement as a “rally to be free.” The sixties and its time of freedom inspired individuals to claim freedom within our American culture and its multifaceted layers of society. Deprivation of freedom seemed to reverberate around African Americans, as well as white Civil Rights activists. The dire need to seek for equality through the goal of gaining freedom, expanded within the Civil Rights movement. I think there is no greater accomplishment and barrier breaking movement than this time in our American history. This was a pinnacle time in which, finally, a group who was considered a powerless and non-free group gained some ground to what freedom was supposed to feel like. Foner expresses that the feminist movement was another groundbreaking movement, in terms of women gaining access to personal freedoms. I agree that the progress for women was extremely important, but I see no other change more significant than the Civil Rights movement.

Foner considers American freedom, as something the rest of the world does not cherish as we Americans do. Our ode to freedom is represented through war, the Bill of Rights, the American flag, democracy, our founding fathers, Rosie the Riveter, the Civil Rights movement, and many other narratives throughout our history. Eric Foner’s book, *The Story of American Freedom*, illustrates the trials and tribulations of American people and our journey to try and seek what we feel in our heart as true freedom and liberty. He shows through this book that the story of our country has not been perfect and idealistic, but we hold this word and meaning of freedom to epitomize what it means to be American. I think Foner explains the importance of the freedom dichotomy, those who are free and those who are not within our history. He illustrates through this book, how we have evolved and where we are moving towards in our country and in our world. The fight for freedom has been an ongoing battle and is a social, political, and economical dispute. Our American belief in freedom is devotion, as Foner explains, and no other country or people deem it to be as important. This ever-changing concept is central to American citizens and will continue to be at the forefront of our country’s culture.

Assessment

The concept of freedom and American history has been a constant and ever-changing theory. This assignment, provided me with an in depth look as to what the theory of freedom meant and means to our particular society. I gained knowledge and understand how the dichotomy of the term freedom has changed over time. Looking at the term freedom itself, helped me understand the complexity of the meaning and how it truly is different depending on what period of history it is employ.

Comment [t4]: In?

Comment [t5]: ?

Analyzing Eric Foner's book, *The Story of American Freedom*, illustrates the trials and tribulations of American people and our journey to try and seek what we feel in our heart as true freedom and liberty. It gave me insight as to how complex our society is when it comes to explaining what freedom means. It also illustrated the connections throughout American History and to see the patterns of change of the ideology of freedom. Understanding the density of freedom and its meaning, guided me to experience and seek evidence of how we as a society have changed, reconstructed, and molded the notion of freedom.

Comment [t6]: spelling

Comment [t7]: ?

Comment [t8]: Awkward phrasing.

Matrix Item 1.3

PEOPLE, PLACES, ENVIRONMENTS (geography courses etc.)

Title of artifact: SED 406: Social Studies Lesson Plan

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments. They should:

1.3a. Enable learners to construct, use, and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;

1.3b. Have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;

1.3c. Teach students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;

1.3d. Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;

1.3e. Challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;

_____ 1.3f. Ask learners to describe how people create places that reflect culture, human needs, current values and ideals, and government policies;

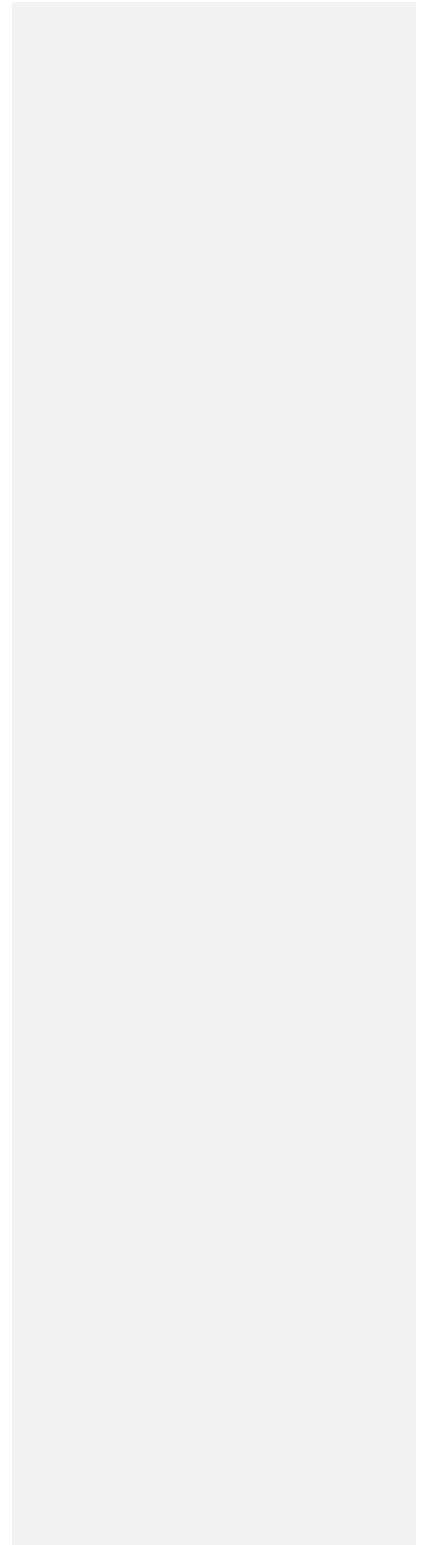
X 1.3g. Challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;

_____ 1.3h. Have learners explore the ways Earth's physical features have changed over time, and describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;

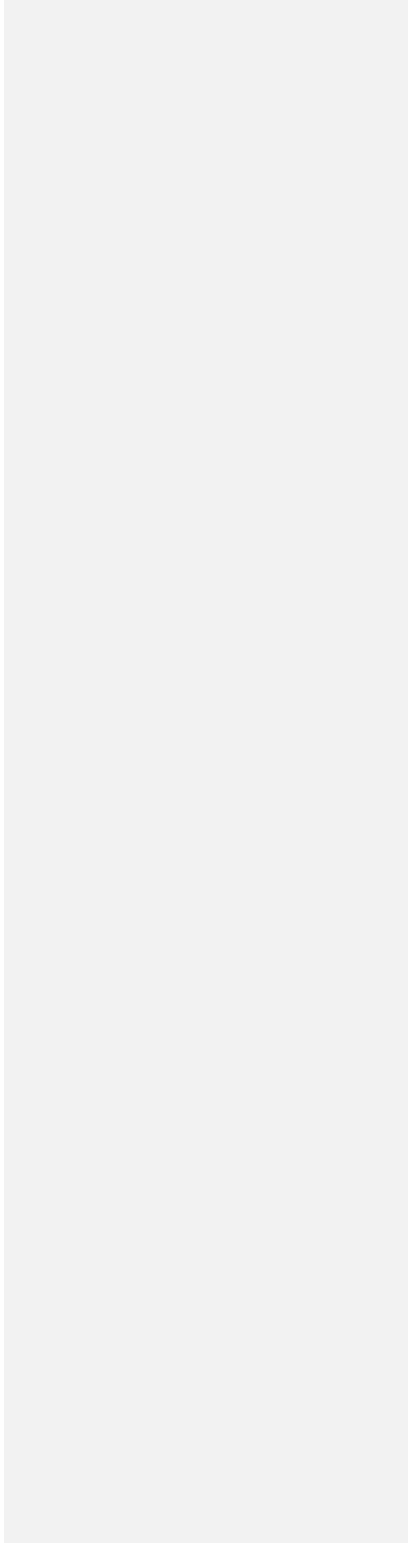
_____ 1.3i. Provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;

X 1.3j. Challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

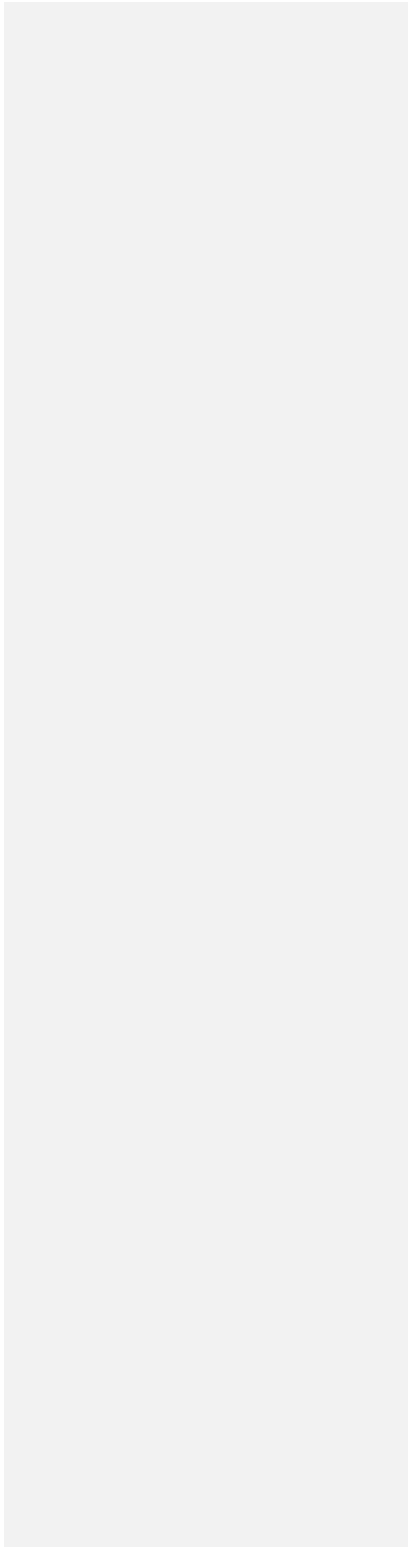
Lesson Goals	The purpose of this activity is to provide an opportunity for American History students to gain practical experience in the basic types of challenges that may exist in the establishment of an early colony.
Learning Objectives	Students will: 1. Learn the importance of geographic location which can determine the survival and progress of a colony. 2. Examine the effects that cultural background and specific historical events have upon the development of a colony. 3. Review examples of documents that have established laws and regulations for historic colonies and to determine the specific regulations and laws to be established for their colony design. 4. Study the various types for colonial walls/ stockades and list the important



	<p>reasons for these borders or blockades.</p> <p>5. Learn the basic concepts of flag design and the basic types of symbolism expressed by many flags or banners.</p>
<p>Instructional Materials and Resources</p>	<p>1. American History reference material on the early English colonies in North America. Illustrations of early colonial construction and maps displaying the geographic locations of English colonies.</p> <p>2. Several copies of early colonial laws such as the Fundamental Orders of Connecticut, the Mayflower Compact and the Maryland Act of Toleration.</p> <p>3. Various artwork supplies and bulletin boards for colonial designs (i.e. flag, map, and colony description)</p>
<p>Standards</p>	<p>NSS-C.5-8.1: Civic Life, Politics, And Government</p> <p>NSS-C.5-8.2: Foundations Of The Political System</p> <p>NSS-C.5-8.3: Principles of Democracy</p>



	<p>NSS-C.5-8.16: Role of Government</p> <p>NSS-G.K-12.1: The World In Spatial Terms</p> <p>NSS-G.K-12.2: Places and Regions</p> <p>NSS-G.K-12.3: Physical Systems</p> <p>NSS-G.K-12.4: Human Systems</p> <p>NSS-G.K-12.4: Environment And Society</p> <p>NSS-USH.5-12.1: Era 1: Three Worlds Meet (Beginnings To 1620)</p> <p>NSS-USH.5-12.2: Era 2: Colonization And Settlement (1585-1763)</p>
Anticipatory Set	<p>A blank map will be on the Smartboard as the students enter the room. Above the map will be the question...Think about where the 13 original American colonies were located on the map?</p>



Activities and Tasks

1. Choose a geographic location of their new colony on a fictitious regional map including various common physical features. The students must consider the geographic features necessary for survival and future development of their colony design.
2. Create a brief history describing the major historical events and people concerning the founding and development of their colony. The students should realize the effect of cultural background upon the development of a colony.
3. Establish a character to create the laws thought necessary should determine the type of government they wish to create and what laws will be needed to guarantee those chosen rights.
4. Design the construction of the first community shelters or village. The students should consider the subject of size of population; stockades for defense, students should examine other early colonies such as Jamestown, Virginia and

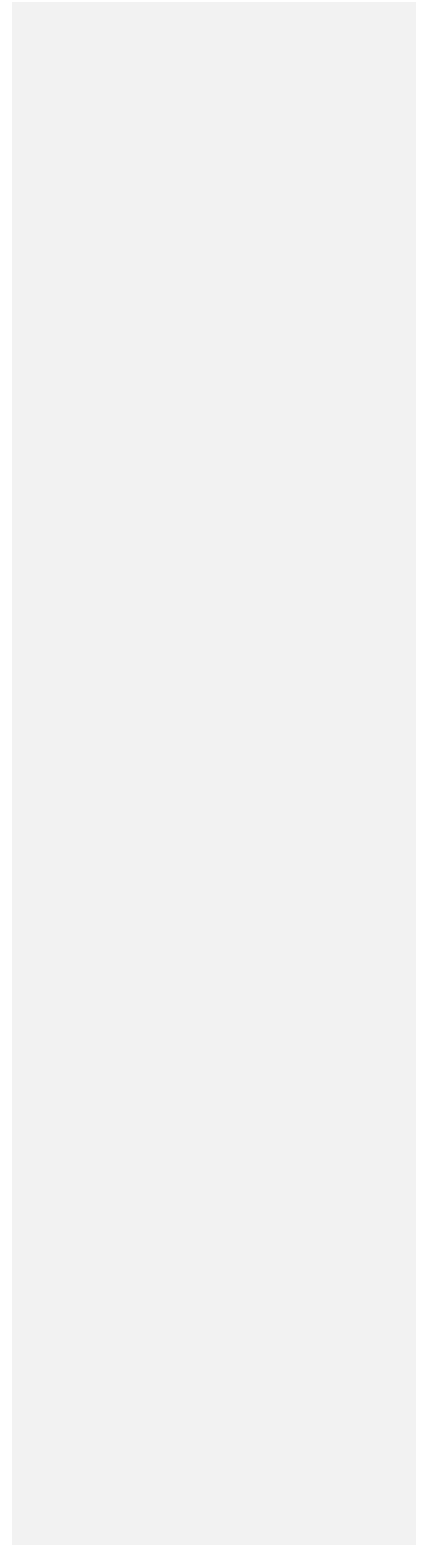
other historical colonial designs.

5. Design a colonial flag or banner to represent the colony created. The students should consider the basics of flag design and determine the symbolism of specific figures and choice of color. The students should examine the various stages of development of our American flag.

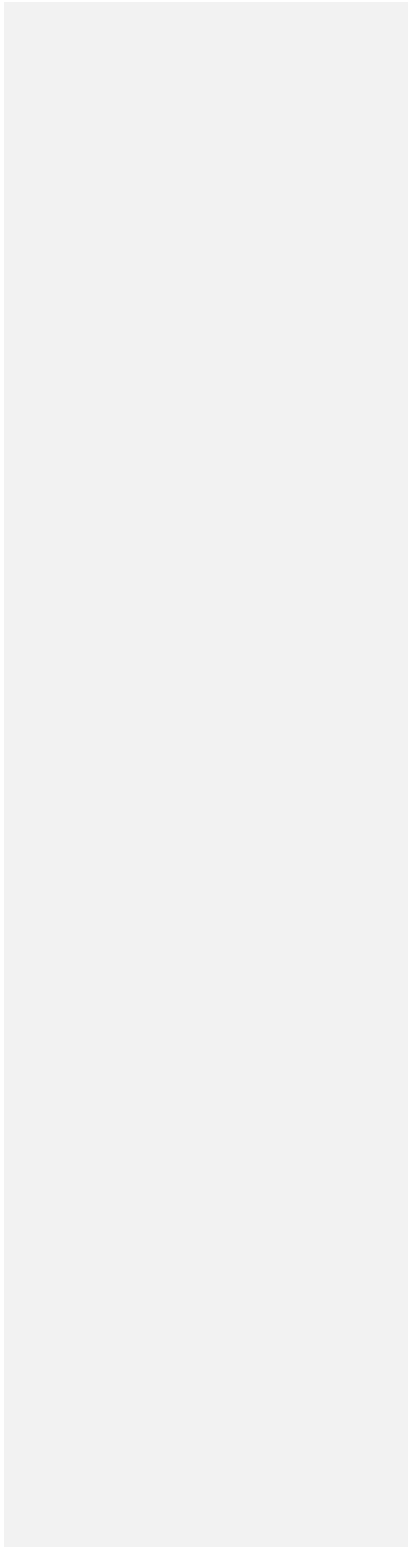
6. Compare and contrast the various sections of the assignment which will be displayed by discussion.

Assessment

The students will be assessed in various ways:



	<ol style="list-style-type: none">1. Rubric for the Brief history description2. Group work/participation3. Creativity of flag and colony land and government knowledge4. Rubric for presentation of colony
Learner Factors	The students will comprehend the obstacles and problems that had to be overcome to accomplish the founding of an early colony.



Assessment

Constructing this lesson plan for SED 406 about American colonization enabled me to demonstrate understanding of early colonization and its geographic location and physical features of the land, and the environment. Devising this lesson plan helped me to consider and evaluate the resources and effects of early American colonization. The importance of the assignment was to provide students with the knowledge and to explain and demonstrate the obstacles and problems that had to be overcome to accomplish the founding of an early colony. This lesson provides understanding of people, places, and environments.

Understanding geographic location and activating knowledge through the study of climate, environment, and communities, enables me to understand the complexities of human beings and physical environment.

Demonstrating the importance of location and analyzing history through geography provides me with the appropriate knowledge to provide proper instruction. In developing this lesson plan, I hope to employ the lesson with my students and use geography as a way to understand many aspects of environments.

Comment [t9]: ? Needs reworked here for greater clarity.

Matrix Item 1.4

INDIVIDUAL DEVELOPMENT AND IDENTITY (psychology, social science, anthro...)

Title of artifact: History 350: Class Matters

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity. They should:

_____ 1.4a. Assist learners in articulating personal connections to time, place, and social/cultural systems;

 X 1.4b. Help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;

 X 1.4c. Assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;

_____ 1.4d. Have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;

_____ 1.4e. Guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;

_____ 1.4f. Enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;

_____ X 1.4g. Have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;

_____ 1.4h. Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;

_____ 1.4i. Enable learners to examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.

Class Matters: 350

Interview/Final Paper

Middle class can often be measured as a category of mixed people who are of different race, culture, values, and political beliefs, and often the people within the middle class category are white.⁵ The person interviewed, an educated white male, according to Betsy Leondar, the author of *Class Matters*, is in the upper middle class grouping, because he discusses being middle class, mainly because of his access to education, his family values, and his profession. He also discusses that he has no major investments or capital, other than a home and still depends on his salary to live day-to-day.⁶ He referred to class as being a “mentality” meaning, he considers it to be sometimes a state of mind or attitude. This approach, as he discussed, is more of a social or cultural approach to looking at class. Often people take from their surroundings and are molded into what they see or experience within their environment, hence the term, “product of your environment.” He talks about how environment or where one grows up or where one works may affect an individual’s idea about what class category they fall into.

Class distinction, according to the interviewee, can be in connection with political beliefs, authority, and power. William Grieder, in *Building A Moral Economy*, discusses how power is crucial to the inequalities and unbalance within our society and status.⁷ I would articulate that he feels the same way in terms of power and status among the classes of our society. Class distinction is connected to power, status, and access. He distinguishes the importance of power and status as well as education, in reference to class. He also points out the difficulty individuals have who do not have access to education, for example. Discussing his ideas on middle class and why he categorizes himself as middle class is mainly due to his belief in education. Cultural capital is an important factor to the explanation of class and where people fit in. Leisure is another distinction he makes in terms of class and cultural capital. His emphasis on time and what people choose to do and what they can do puts them into a social distinction. He discusses how life, to him is about enjoyment and not worrying about status and power. He distinctly points out that leisure is an advantage in one’s life, rather than wealth and

⁵ Leondar, Betsy, *Class Matters*, (Wright New Society Publishers, 2005), pg. 2.

⁶ Leondar, Betsy, *Class Matters*, pg. 2.

⁷ William Grieder, *Building A Moral Economy*, pg. 249.

capital. Bourdieu discusses how cultural capital can fragment society and cause obvious class distinctions. I think he would agree with Bourdieu's concept on education being a form of capital or an advantage to an individual. I think he sees education as the most valuable experience an individual can have to maintain or produce a higher status in one's life or class. Again leisure is another important factor in his life, so I would think he considers this a luxury and understands how this fits into the puzzle of class and status.

Daily life experiences seem to play a role in his class status. He sees himself "equal" to his colleagues at work. He is a teacher, so the level of salary, as he describes, "is almost the same and if it is not, eventually everyone gets to the same stage in terms of pay." He sees education and salary as a form of class and the higher the education, the more capital or cultural capital an individual possesses. Power or political access can be added to the walls built between classes. These two distinctions can enable a person to have social or class mobility. He describes himself as a person who is not interested in politics in that manner. Social mobility is "wonderful, when education is involved, the best form of capital, or means of social or political movement through education is the proper way to move through the strong lines of class and status." By this statement, I think he sees this as an honest way to move up in terms of where one is in their class or status. Rationalizing education, from what I understand, to him, is the almost honorable way to access power within society. Using these resources is where one's social status may or may not change.

Education seems to be his theme when discussing classes and their differences. He believes his parents pushed him and made it his "job" to be a good student and to finish high school and higher education. He discusses how education was his responsibility to his parents and to be a respectable member of his family, as well as society. Education was extremely important to him and his family. His father was a teacher and transferred his drive for education into his children. During an interview, he discusses how his father had a paper route to help pay for his tuitions at LaSalle Academy and Providence College. He remembers how his father talked about how he researched every avenue of financial aid and scholarships to help pay for his college education. Both his father's and mother's parents, as he refers, were working class, and his parents saw the importance of education and used that as a resource to move to a middle class status. He also discusses how previous working class generations and even the working class of today, have a certain type of dignity and as

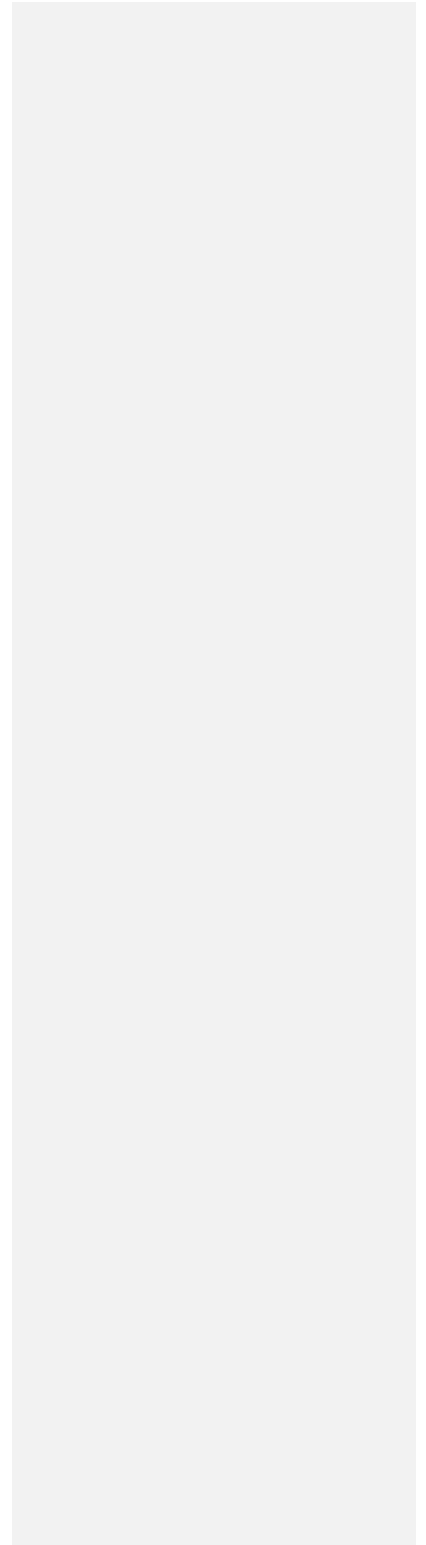
Michael Zweig stated in *The Working Class Majority*, “the importance of dignity should not be underestimated.”⁸ He viewed his parent’s dedication to education and hard work was a means to climb the class/status ladder and have more, in terms of resource through the capital of education. He thinks of his family through generations of the classic American story and how we as a society, have morphed education as the way to move through society rather than manual labor.

The man I interviewed is a veteran and discusses how he was not ready after high school to attend college. He chose to join the army because his grandfather was a veteran and his parents did not give him much choice in terms of what he was to accomplish after high school. He believes his parent’s strong values towards education directed him to the army. Meaning he was not given much choice; college or the army. He knew by joining the army, this would assist in paying for his education after he completed his time serving our country. When I asked him about the army and class, he remarked, “how it takes a certain person to join the army and class really does not have to do with the army.” Then he thought about that answer again, he said, “let me take that back, my students, kids that sign up for the army, often sign on because of their class, because they cannot afford to go to college.” He teaches at a high school in South Providence and made the connection to class but said he never thought about it until this interview, regarding class and the army when he joined, which was the late 80’s. He thought the army was more for individuals who needed guidance, so he does not necessarily think the army is made up of class. But he does recognize how one’s financial status could make a person choose the army. He discussed how there is a class system or ranking within the army that is equivalent to society, in relation to mobility and power. He thought mobility within the army was easier than mobility within our society.

My interview helped me see the different viewpoints individuals have on society and how many people do not think of class and society on a regular basis. They may think about the homeless or CEO’s that are controlling our country through capitalism, but I do not believe they consider the nuances that go along with class, status and power. Ben, my interviewee, realizes the complicated system that exists within a class system and he acknowledges how he is who he is because of his family values and education. I found it remarkable that

⁸ Zweig, Michael, *The Working Class Majority*, pg. 61.

this facet of his life (education) was so important to him and his family, because this was the exact opposite of what I was taught growing up, hence college later in life. He also has a grasp on why power is synonymous with class. He understands the reality of cultural and social capital and how it relates to individuals class and status. Understanding the views of others and the inner workings of society facilitates perception of others and individuals.



The interview that I conducted for History 350: Class Matters helped me see the different viewpoints individuals have on society and how many people do not think of class and society on a regular basis. By conducting this interview, I was able to identify and describe the influences of education in an individual's life. By examining the interviewee and his notions of society and class, I was able to explain and infer stereotypes and class distinctions through the views of an individual.

Understanding the effects of class, power, and status helps provide insight to society as well as individuals. This assignment demonstrates knowledge of the nuances and intricacies of societal/social stratification. It also allowed me to look into education, in terms of where people see themselves in terms of status through education. It helped to describe the way a member of society understood and thought of his status within society. This invaluable, in-depth look into an individual's life, as well as perspective, is another way to help me grow as a person, and as an educator.

Comment [t10]: You address this particular indicator quite well in the paper.

Matrix Item 1.5

INDIVIDUALS, GROUPS, INSTITUTIONS (sociology, anthropology etc.)

Title of artifact: Sociology 312: Midterm

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individuals, Groups, and Institutions.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions. They should:

1.5a. Help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;

1.5b. Help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;

1.5c. Explain to learners the various forms institutions take, and explain how they develop and change over time;

1.5d. Assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;

1.5e. Ask learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;

1.5f. Challenge learners to evaluate the role of institutions in furthering both continuity and change; guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;

1.5g. Assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems

Sociology 312 Midterm

October 19, 2009

1. Social inequalities are often connected with social and cultural capital. “Educational attainment, as might be expected, is in many ways linked to divisions in the stratification system as both an outcome of this system and a means of its maintenance” (Kerbo, 45). Education is a form of cultural capital that can expand one’s inequalities within our class driven society. Education can help move individuals within the class system itself, I think, that education can help an individual maintain and rank differently in a society. “Social differentiation, which occurs quite simply, when we find people with distinct individual qualities and social roles” (Kerbo, 9). People are often differentiated by their class and are not viewed as individuals. People are classified by their income, education, gender, occupation, and by organizations. Social roles within a society continue to grow which often leads to a large economic gap between classes.

“Education is becoming more important for both achievement and ascription as our society becomes more advanced and the education level of the general population increases” (Kerbo, 398). Economic expansion and capitalism fosters inequality because it creates specific types of jobs (i.e. most requiring a college degree in which many households cannot afford the growing cost of higher education) and receive the financial returns.

“Inequality may emerge from social differentiation because some roles or social positions place some people in a position to acquire a greater share of valued goods and services” (Kerbo, 9). Prestige or social capitalism fosters inequality and continues to marginalize positions within a society. “The strong may be able successfully to demand greater rewards and, consequently, greater respect” (Kerbo, 10). The strong prey on the weak, the weak could be considered less financial stability or physical strength,

but I believe in terms of class, this quote refers to financial status which always equals power. “If we define equal opportunity as a situation in which sons born into different families have the same chances of success, our data show that America comes nowhere to achieving it” (Kerbo, 397). Education can be used as a form of capital to move through the lines of class status, but there is little fluidity in terms of class and mobility because of kinship and social capital. Kinship and capital lead to educational resources and opportunities. “With respect to income, the advantage of college graduates is even greater, and growing” (Kerbo, 400). “People have come to expect that individuals and groups with certain positions will be able to demand more influence and respect and accumulate a greater share of goods and services” (Kerbo, 10). Accumulation of goods and services can refer to cultural capital and the accumulation of knowledge which can produce more achievement within a society or class. “Both cultural capital and social capital are strongly related to a person’s class background, and thus the class background effects class and status attainment (or rather class ascription) are greater than the status attainment models that have estimated in the past” (Kerbo, 397).

“Income inequalities, job satisfaction, conditions of work, and differing amounts of political and economic power are clearly among the most important consequences of class in the United States” (Kerbo, 222). Class differences underline the inequalities and the boundaries that exist among our society. I think class and the issue of class is not open for discussion among individuals because of the denial and unfairness in resources and political powers. The balance of power will always be in command of the elite or politically powerful individuals. “Social mobility, especially the elite level, is functional for those at the top” (Kerbo, 391). “Most industrial societies have continued to expand and advance economically so that changes in the occupational structure have produced more upward than downward mobility” (Kerbo, 391). As long as the United States remains a capitalistic society, a free market society, social mobility will remain the same, nonexistent.

2. “Social Stratification means that inequality has been hardened or institutionalized, and there is a system of social relationships that determines who gets what and why” Kerbo, 10). The hierarchical system or stratification system has been blueprinted since our forefathers started a country based in freedoms and

equality. The wealth gap has continued to grow between the “haves” and the “have-nots” and will continue to determine the structure of class. “Class divisions are based upon three main criteria: a person’s position in the occupational structure, a person’s position in authority structures, and a person’s ownership of property, which we can call property structure” (Kerbo, 11). This is the basis of a system that will continue to prejudge and inherently ignore merit of any individual. Historically the masses could not vote because they did not own property or own some type of position of authority among the powerful citizens of our country. Our nation was born under this class stratification system and fosters the immobility of those who are less fortunate. “Social mobility in the United States has declined considerably beginning in the 1980’s” (Kerbo, 12).

“The United States already had the highest level of income inequality among industrial nations” (Kerbo, 13). Globalization, as I see it “unequal access to motivation or channels of recruitment put our country in this position and became the catalyst to the growing gap in our socioeconomic system. “A major cause of inequality has been a big loss of jobs to Americans-jobs that paid higher and lower ends of the income scale” (Kerbo, 13). Our country as a whole bred the inequalities and the large scale stratification between classes. “The nature of a country’s particular system of social stratification can no longer be fully understood without reference to that country’s position in the modern world system” (Kerbo, 17).

“Two of the most important types of inequality are inequalities of income and wealth” (Kerbo, 20). Such inequalities can be a motivating factor in the big picture of life. If there is nothing to strive for, or little motivation in a society’s economy, there will be a rise in the lower income bracket or class. Inequalities foster not only among wealth and income but continue to reach race and ethnicity. “Race, ethnicity, and class are related to each other in complex ways, with racial divisions often having, to some degree, class divisions at their base” (Kerbo, 21). The distribution of wealth, income, or occupational opportunity is limited in categories such as race, ethnicity, and gender. Economically the system is segmented because of an individual’s background or sex. “Male-female inequality is due to sex discrimination.” (Kerbo, 23).

Another form of inappropriate motivation is the subject of kinship and inheritance. Wealth is passed from generation to generation without possible merit or earning of this wealth. “Substantial wealth is also important because it can be transferred from generation to generation more easily than income, producing greater inheritance of position and opportunity within a stratification system” (Kerbo, 31). Family holdings of inheritance produce more wealth even though there may not be proper earning of this income/wealth. Inheritance adds to the unfair system that takes place in the United States and adds to the idea of social mobility.

“Social stratification systems that have existed throughout history, but five general types are most commonly described: primitive communal, slavery, caste, estate, or feudal, and class systems” (Kerbo, 50). Societies have always been ranked or exercised some typed of hierarchal system and with these systems come economic inequalities and disparities. We can see all of these inequalities in different forms through the stratification system; it is through power, status, and economic influence. “In most societies all three are present and are usually interrelated” (Kerbo, 51). The aspect of human societies has functioned on the ideologies or beliefs that there is a natural emergence of inequality and working on the ideology of merit or motivation is almost impossible.

Assessment (NB: Received a grade of A+ on the final)

The Sociology 312 midterm assignment enabled me to explain and demonstrate knowledge about class, power, and status. I analyzed interpretations of how class, power, and status effects individuals and groups within society. I demonstrated knowledge of different roles individuals construct within society as well as explain why society continues to maintain a hierarchal system. Understanding connections between individuals and intricate elements within a society enables me to realize keys concepts of class distinctions.

My assignment demonstrated my knowledge and understanding of the social stratification system throughout history. I will use the knowledge that I have gained from this assignment to further examine societies, culture, and institutions. I explained how the institution of education is a connection to social status and add to economic, political, and social systems within societies. Learning about inequalities among society adds to my growth as a future educator. This was an invaluable way to explain and to learn about the roles of class, power, and status.

Comment [t11]: Nice work on this, your sociology training comes through.

Comment [t12]: awkward

Comment [t13]: ?

Matrix Item 1.6

POWER, AUTHORITY, GOVERNANCE (political science, history etc.)

Title of artifact: History 201: Op-ed

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance. They should:

_____ 1.6a. Enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;

_____ 1.6b. Help students to explain the purpose of government and how its powers are acquired, used, and justified;

 X 1.6c. Provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;

_____ 1.6d. Ask learners to describe the way nations and organizations respond to forces of unity and diversity affecting order and security;

_____ 1.6e. Have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;

_____ 1.6f. Help learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;

 X 1.6g. Challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;

_____ 1.6h. Guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

History 201 (Evaluation: B- This essay is kind of confusing and does not get to the point)

If the South Won Op-ed

During the revolutionary war, or after the Southern Confederacy won the war, they now refer to it as the Northern uprising; things might have been entirely different if the South had a backer to assist financially. The North had vast reserves of money as the central banks and much more of the old, money was centered there. The need was met when a secret deal was brokered with France. This deal afforded the Southern secessionists with the badly needed influx of cash to better equip their soldiers, acquire a small naval presence, and tip the tides of the war. After several additional years of fighting, there was a cease fire called during 1860 until 1862, where the South began a military buildup. Ultimately breaking the agreement, and invading the north. This invasion left the economic and industrially superior north barren of industry and former wealth. This difference in the war, ultimately would lead the black populations to a quicker recovery that the emancipation proclamation set forth by Abraham Lincoln.

As the north was no longer the industrial capital of the United States, (yes it was still called that), as the U.S. economy had to respond by building many more factories and other industries, as and where better than in the winners backyard. This move away from their former agricultural economy began to change the way that the people employed throughout the rapidly industrialized south. This turn had an immediate impact on the workers as occurs in any emerging industrialized state, workers collectively organize to force the owners who are becoming increasingly wealthy to concede to improve working conditions, salary scales, equity among hiring/firing practices, and overall elevate the working poor to a new middle class.

Well during the economic southern boom, there was a great migration of northerners to the South, to fill the need for workers. These folks resented the Southerners for winning, but desperately needed to survive and there was little employment at home. As these displaced northerners began working with slaves in the south, the solidarity among workers began to take hold. As the decades leading up to the Spanish American War, (yes this also took place and we took more of their former lands as it was closer to the southern ruling states, and therefore more of a personal thing), and then into World War 1 where the strong relationship with France necessitated even more industry to emerge in the south in order to fuel the build-up of the various emerging

technologies for the battle field. As this massive industrialization was built in the south, the southern working class solidified, and began their working class revolution just like in France, England, and Russia. Former slaves and beaten northerners saw themselves as the same people in opposition to the southern ruling class and as they organized each group took up every level of organization.

Many actions that usually accompany industrialization and class struggle were played out in the new south and this struggle as it ultimately does throughout history leads to tow conclusions, concessions or revolution. Barring revolution for the second time in 40 years, there was concessions, and this would have firmly solidifies the former slaves into the middle class much faster than the slow southern agricultural economy did. If the southern secessionists had succeeded, the black population would have become the working class, demanding their rights with a bargaining chip much stronger that single slaves refusing to work and individual farm, they would have had high concentrations of workers in cities each with the power to organize which could slow production and force concessions. In addition these action, as well as the reliance on former slaves to get very lucrative work done, would lead to an elevated view of this group, ultimately supporting my thesis that if the south had won, blacks would have the affect of emancipation through the organization of workers into union and/or political arms of workers supporting progressive rights.

Assessment

The assignment I completed in History 201 about the Civil War and the political differences of power and authority enabled me to learn about southern white resistance and the withdrawal of federal supervision. I was able to understand key concepts about the Civil War and analyze the possibility of another outcome of the war. This assignment gave me an understanding of the notion of power and different roles people played within society in American History. This assignment allowed me to explain the importance of slavery to the South and how economics added to the Civil War.

Explaining key concepts and allowing me to analyze possible outcomes of the war is a challenging way to learn important information about that significant time in American History. The op-ed assignment helped me identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict, while additionally, learning the principle concepts and reasons for succession.

Comment [t14]: 1.6 b. "Help students to explain the purpose of government and how its powers are acquired, used and justified" is also in play here.

Comment [t15]: spelling

Matrix Item 1.7

PRODUCTION, DISTRIBUTION AND CONSUMPTION (economics courses, history courses...)

Title of artifact: History 350: Class Matters: Essay on Class

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Production, Distribution, and Consumption.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services. They should:

_____ 1.7a. Enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;

_____ 1.7b. Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;

 X 1.7c. Help learners compare the costs and benefits to society of allocating goods and services through private and public sectors;

_____ 1.7d. Explain to learners the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;

_____ 1.7e. Guide learner analysis of the role of specialization and exchange in economic processes;

_____ X _____ 1.7f. Provide opportunities for learners to assess how values and beliefs influence economic decisions in different societies;

_____ 1.7g. Have learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;

_____ 1.7h. Challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;

_____ 1.7i. Ask learners to distinguish between the domestic and global economic systems, and explain how the two interact;

_____ 1.7j. Guide learners in the application of knowledge of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;

_____ 1.7k. Help learners to distinguish between economics as a field of inquiry and the economy.

History 350

Essay on Class

Class distinction: healthy vs. unhealthy food options

Discovering the different items available in grocery stores in terms of class is astonishing. My decision, or rather interest in this subject came to me first when I posted a blog on our Class Matters discussion website. The article I posted was from an internet source, it opened my eyes to the “options” that different social classes have in terms of grocery items. The article discusses what foods are offered at particular grocery stores and why individuals choose to shop where they do. **The article gave an example of choice and how many people who are suffering from poverty are hungry and are making unhealthy choices because the unhealthy options that are laden with calories, which are often empty calories.** I chose to compare Whole Foods grocery items compared to Price Rite’s grocery items and I contrasted the Whole Foods Market in Cranston to the Price Rite in Cranston. There are remarkable differences between the two stores. The differences range from atmosphere, prices, customers, employees, websites, and grocery options. The stores obviously cater to two distinctive markets and have found their niche in the retail business of selling food.

The differences are clear right from the moment you enter the parking lot. The Whole Foods parking lot has clearly marked parking spaces, carriage corrals, and the front of the store is decorated with fall colored mums and bordered with outside tables for customers to enjoy outside dining or coffee from the espresso bar within the store. When you enter the building, the lighting is dimmed slightly and jazz music in the background for your listening pleasure. The entrance to the store gives a marketplace feel to the atmosphere; one could imagine they were at a farmers market from the stocked shelves with an assortment of fresh produce, a variety of flowers, and staff working busily about ready to help any customer with questions they may have about any particular product. I also noticed the attention to detail by the staff members in the produce section and in the entire store; they were busy fixing any product that may be out of line on the shelves.

I immediately thought about cultural capital when I walked into Whole Foods. There is a “do-gooder” feeling when entering and shopping at Whole Foods. It is a bridge, or at least I believe that the customers and employees seem to be doing a good deed by shopping or working at the market. I think the experience and the

Comment [t16]: proofread

choice to shop there connects to social capital as well. The Whole Foods shopper is a conscious shopper; a “citizen consumer”. Whole Foods has marketed to a conscious consumer who has choice, resource, and status distinction.⁹ The customer base as I observed gave a clear distinction of class consciousness as well as distinction. The products offered are clearly for the conscious citizen; on display there were bags labeled “Feed the Children in Rwanda.” By purchasing a bag, a customer is not only helping to save the environment but is also globally conscious of the poverty around the world.

Walking into Price Rite was a little different, although, I was greeted by a young lady with a big smile standing next to fall colored bouquets of carnations saying, “Hi, welcome to Price Rite.” The parking lot itself was a mess; carriages everywhere, the lines for parking spaces were so faded that I first had pulled into a handicapped space. I did notice that they had about ten handicap parking spaces which were more than Whole Foods offered. The store music was blaring, it was not only loud, and it was bad. While picking through the produce that was obviously second rate or less fresh, I was singing along to Bryan Adams; not my favorite. Other than the produce area looking disheveled, the store was clean and bright, almost had an antiseptic feel to it. The produce was remarkably cheaper than the produce offered at Whole Foods. Items such as broccoli and cauliflower were two dollars cheaper a pound, however, the broccoli at Price Rite definitely had seen better days. Whole Foods broccoli was on ice and placed in a bin perfectly spaced so each floret was not to be crushed. Bananas were thirty cents more at Whole Foods but mangoes were exactly the same price, this week at Whole Foods the mangoes were part of the “Madness Sale.”

Cheeses, there was a clear distinction, or rather proof of cultural capital in the Whole Foods cheese department. The “average joe” would never know where to begin in the cheese area. They offered cheeses from Italy, Ireland, Finland, France; you name it, they had it. There was cheese with truffles, apricots, chocolate, herbs, and prosciutto. Walking through Price Rite’s cheese aisle, I stumbled on any kind of

⁹ **Josée Johnston, *The citizen-consumer hybrid: ideological tensions and the case of Whole Foods Market*, Theory and Society, Vol, 37, No. 3, June, 2008 (Springer Netherlands).**

processed cheese one could imagine; American, Colby, cheddar, jalapeño, mozzarella, and queso blanco.

Accompaniments that I could enjoy with my prepackaged pre-sliced cheese would be deli choices that were also prepackaged and pre-sliced. Such selections to go with my cheeses were olive pimento loaf or turkey ham that was chopped and formed and filled with twenty percent water. It was clear to me that the major difference between choices that are offered at the different markets to me other than price was process. Natural means no artificial ingredients or added color and is only minimally processed. Price Rite's aisles are stacked with canned, processed, and packaged foods. About sixty percent of the grocery items were the Price Rite brand, which is cheaper than the name brands. Whole Foods also offers their store label brand which is called 365. There is a value aisle which is all 365 products for the family that is on a budget. In looking at their display, "Real food on a budget," I noticed a family would have to be on a pretty big budget to shop in this aisle. Items such as frozen corn were as cheap as the frozen corn at Price Rite but they had berries that were five dollars a bag. Not many people on a budget would consider buying frozen blueberries for five dollars a bag.

I think the biggest difference in choice and price was the meat selections. Price Rite's meat options, for the most part were much cheaper than at Whole Foods. For instance, chicken breasts were .99 cents a pound compared to Whole Foods air-chilled chicken breast that were 4.99 a pound. Chicken legs were .69 cents a pound and Whole Foods offered chicken legs at .99 cents a pound, another "Madness Sale" item. The air-chilled alternative is, instead of bathing newly slaughtered chicken in bins that hold gallons of ice cold water to get the poultry to twenty-six degrees; the air-chilled process sprays the chicken with cold air to get it to the right temperature instead of bulking the weight up with excess water. The air-chilled also reduces the spread of bacteria within the water baths and saves gallons of water as well as disposing the bacteria filled waste.

Both websites discussed health, environment, and economics. Price Rite's website explained their dedication to their name-brand product as well as their dedication to the family. The website had options to click on food sanitation tips and how to be healthy individuals. I noticed the only healthy tips the website discussed was to be active, Price Rite's health option was to get involved in sports, playgrounds, and the outdoors; no mention of healthy options within their store. Whole Foods on the other hand gave recipe ideas, healthy options in terms of choices, and a "value tour" which introduced the customer to the items that are

affordable and healthy. Both stores mentioned the importance of environment and to bring bags to help save the environment. Whole Foods website once again shows the clear difference in social and cultural capital. The website discusses healthcare, low interest loan options for the customer, personal wellness program for employees, and the Whole Foods Artist Discovery Series. All of these additions show the experience and what type of class or individual shops at Whole Foods compared to the Price Rite shopper. I do not think the Price Rite Shopper cares about the local artist and how they will be discovered.

The difference in the two markets shows how class can be affected, especially in terms of health and what is produced and offered by these markets. The unhealthy choices offered by Price Rite, encourages a class to make unhealthful choices because of the low prices that are offered. The shoppers at stores such as Price Rite are not consciously choosing to add to the overproduction of grains such as corn in order to produce corn syrup which adds to the over processed foods that fill the shelves of stores such as Price Rite and it is an unconscious and unhealthy continuation of class distinction. I am not sure if Whole Foods is living in a dream world and I do not know if they can reach the different socioeconomic classes but there is an effort to add value to health. Products such as store brand beans, some cereals, pasta, oats, frozen vegetables, and even some fruits are comparable to Price Rite's prices. I think the real cost of cheaper food can be harmful to one's health, our environment, and the future of the generation and their choices. Illnesses such as obesity and asthma have been linked to lower classes in addition to the foods they consume. Markets such as Price Rite have a value to the shopper who is on a budget but I think it is an added "filler" to keep a particular class down.

Assessment

Having analyzed the differences between Whole Foods and Price Rite, allowed me to understand and explain the levels of competition and industry. Reflecting on this assignment, I have a better understanding of specialization of product and consumption of the buyer. I acquired knowledge of production for particular markets and consumers. Understanding economics and the nuances of goods and services enables me to promote a level of economic safety and welfare.

Applying the theory of supermarkets, food, and its effect on society, which is something so basic but extremely informative, facilitated a theory of possible health patterns among members of our society due to class distinctions. The basic theory of unhealthy foods in particular areas in an environment, produces many ideas and helps explain how markets encourage healthy or unhealthy eating depending on what “group” or class a member of society belongs to. Understanding the inner-workings of society is invaluable and will be of assistance in education.

Comment [t17]: Parts of this are redundant (discussed earlier in “culture”). 1.7b could certainly be addressed here.

Comment [t18]: ??

Matrix Item 1.8

SCIENCE, TECHNOLOGY AND SOCIETY (in history classes etc.)

Title of artifact: History 308: Sonya Rose Precis

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology, and Society.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology. They should:

_____ 1.8a. Enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;

_____ 1.8b. Provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;

 X 1.8c. Have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;

 X 1.8d. Prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;

_____ 1.8e. Help learners to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and ethical standards from diverse world cultures;

_____ 1.8f. Encourage learners to formulate strategies and develop policy proposals for influencing public discussions associated with science/technology/society issues.

Sonya Rose Precis

History 308

June 17, 2009

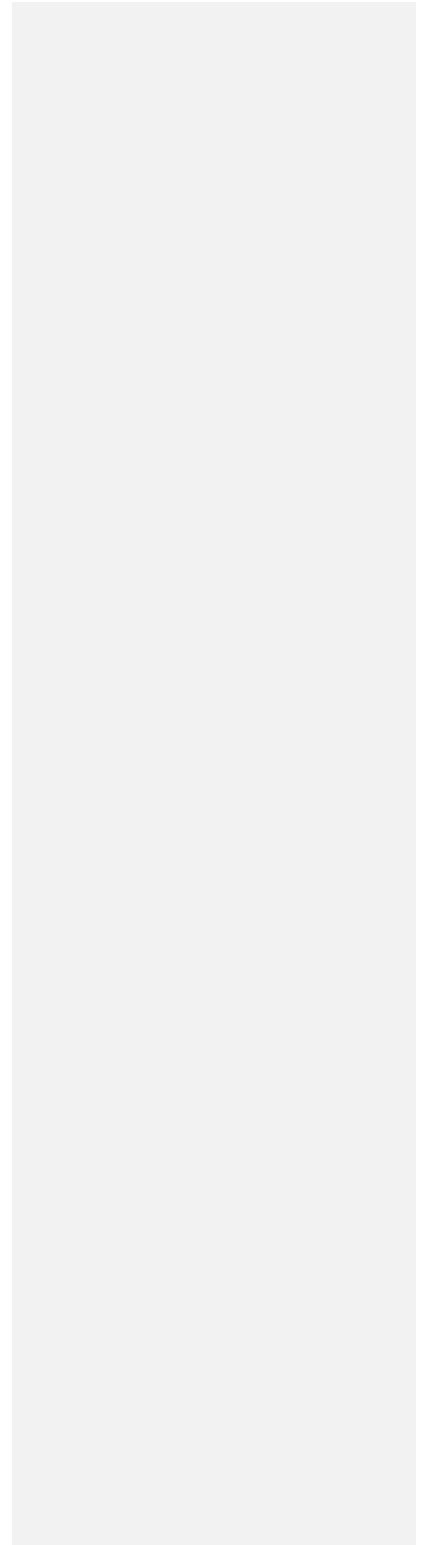
In *Gender Segregation in the Transition to the Factory: The English Hosiery Industry, 1850-1910*, Sonya Rose discusses the transition of gender roles and with industrialization, it created an additional facet to the entire gendered system. Society transitioned to a system that depended on new system of production and wages in order to survive. Economically, families had to take part in the new system that was emerging. Rose explains how women's lives changed in an era of social and economic alteration.

Sonya Rose's main focus is women working in the hosiery industry. Domestic work was the customary occupation of pre-industrial women; their role or duties consisted of childcare, cleaning, gardening, cooking, and sewing. Domestic occupation was a job within itself. The new system of labor was an extension of the female responsibility and function in the home. As capitalism and industrialization of products materialized, families worked as a unit to better their economical situation. Women became a part of the workforce that initially began as a putting-out system. The family unit worked together to accomplish one goal: production. The family unit was an enterprise working together for survival; there was an importance woven into the interdependent relationship between men and women.

The role of women remained the same as in they were behind the scenes working; men were viewed as the contributors to the household and to the method of production. The putting-out system sustained the belief that females were dependent on men and that they were not capable of being independent. The family unit and the ideologies of the familial system continued to be patriarchal even as women earned wages and contributed to the household.

The notion that women were secondary carried over in the workplace; society then and today has a hierarchal system in terms of gender. Capitalism and the drive for more as well as efficient production increased gender consciousness and gender segregation. In the eyes of industrialization men were capable of running bigger and more advanced machines while women were in charge of tasks that involved more intricate

handwork. Industrialization formed conflicts between men and women, it individualized sex and the roles individuals carry out in society. The difference in pay and positions within the workforce demonstrated the division of gender as well as the notion of women being secondary to men. There is a contradiction in the notion of women being secondary because women were viewed as moralistic, they raised future generations, purified the household; for these reasons society is inconsistent in their ideologies.



Assessment

In completing my History 308 Précis on the Industrial Revolution and women's role during this significant period allowed me to understand the effects of technology upon a society. The change in industry also changed the role of women and men and added to many societal changes. Identifying the advancement in technology through industrialization connects with the influence of core values that existed during the specific time period. This assignment did not only give me more insight and knowledge of the Industrial Revolution but allowed me to analyze the impact on society, especially women.

Honing in on the impact, specifically women, aids to the effect technology had on a particular group.

This also added to the concept of gender and its importance to all members and their roles. The notion of gender became more apparent as technology advanced and men and women were working in factories rather than men only working outside of the home. Understanding advancement in technology aids in understanding human environment interactions.

Comment [t19]: Good choice to use to demonstrate this particular thematic standard!

Comment [t20]: Awkward

Comment [t21]: Reference unclear

Matrix Item 1.9

GLOBAL CONNECTIONS (history, anthropology etc.)

Title of artifact: History 200: Women of World War I

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence. They should:

_____ 1.9a. Enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;

X 1.9b. Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;

_____ 1.9c. Provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;

_____ 1.9d. Challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;

_____ 1.9e. Guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;

_____ 1.9f. Have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;

_____ 1.9g. Help learners to describe and evaluate the role of international and multinational organizations in the global arena;

X 1.9h. Have learners illustrate how individual behaviors and decisions connect with global systems.

Women's Identities During World War I

History 200 (Grade on paper was a B+)

The dawn of the twentieth century ushered in the beginning of the modern era, bringing with it a great war. German troops were accused of cruelty and violence on the neutral country Belgium. German intrusion became a cause for allied nations and the "Great Powers" to rationalize their pursuit in war. The portrayal of vicious and unjustified acts committed on the citizens of Belgium was enough for the Europe to become entangled in a world war. Some of the more incendiary imagery that soared through newspapers included ruthlessness toward the Belgians to include brutality towards women.¹⁰ One could imagine the British viewing Belgium as a child that needed to be saved, and so they found it necessary to right the wrongs against their European neighbor.¹¹ Britain validated its reasons to enter the war; protection of the family unit and the world. Avenging the atrocities of the Germans was the only way to make a contribution to the war.¹²

The relationships between the two gender groups were clear before the First World War, and on some levels remained so. Women felt passionate and obligated to engage themselves in as much as men. The brutality of women by the Germans enhanced women's need to persuade men to sacrifice and preserve the safety of the home.¹³ Their contributions were equally as important as the men who enlisted in the war. Vera Brittain wrote in her diary on October 1, 1914, "Women get all the dreariness of the war but none of the exhilaration."¹⁴ Some women wanted to exercise their patriotism and have more involvement on the front lines. Although British women were unable to participate in battle, they were asked to exercise patriotism and show their enthusiasm towards the war. Patriotism heightened because women's duty was to keep the world safe by volunteering their men to become soldiers. They were asked to send their sons, husbands, brothers, or

¹⁰ Michael Neiberg, *The World War One Reader*, (New York: New York University Press, 2007), 14.

¹¹ Janet Watson, *Fighting Different Wars: Experience, Memory, and the First World War in Britain*, (New York: Taylor & Francis, 1994), 138.

¹² Tammy Proctor, *Female Intelligence: Women and Espionage in the First World War*, (New York: New York University Press, 2003), 109.

¹³ Gullace, *The Blood of Our Sons: Men, Women, and the Renegotiation of British Citizenship During the Great War*, (New York: Palgrave MacMillan, 2002), 54.

¹⁴ Vera Brittain, *The Chronicle of Youth: The Great War Diary*, ed. Alan Bishop and Terry Smart, (New York: William Marrow and Company, 1982), 102.

sweethearts. Men who did not enlist in the war were considered feminine and undeserving of any woman's companionship. Enlistment brought a preservation of social order during the time of war.¹⁵ The most proper role for women was to maintain morale. The Great War launched modernism; it created a new world and broke free from the old. The war transformed technology, people, views and traditions. Enthusiasm for the war rushed people into the new century, changing the perceptions and the roles of women immensely. Excitement and patriotism directed overall attitudes of the people of England.¹⁶ Men and women initially assumed their roles within the more traditional social structure where: the male response was to enlist or work to support the war effort; and the female response was to simply support more indirectly, assisting the men's efforts in some capacity. Patriotism morphed in two forms; enlistment and support. Responding with action was the patriotic attitude of wartime.¹⁷ Enlistment early on in the Great War in England was strictly voluntary. As time passed there was a need for conscription. The British government relied on female persuasion to gain more recruitment. Official propaganda used romantic insinuations and sexual persuasion in hopes to entice future soldiers. Music attempted to convince men of their chance to become a hero in the eyes of their lady's. A popular song stated, "Now your country calls you to play your part in war, and no matter what befalls you we shall love you all the more... We shall cheer you, and thank you, kiss you when you come back again."¹⁸

War enthusiasm soon encompassed the lives of the English, and the excitement of patriotism directed the overall attitudes of its citizens. Women were thought to be shameless in the first few months of war, as young girls, caught up in the moment admired the masculinity of the new recruits and expressed this sentiment, going against the traditional, well-reserved, Victorian moral standard.¹⁹ Vera Brittain describes the new world as "topsy-turvey."²⁰, where the new ideas stemming from the romanticized war efforts began to transform the way people thought and expressed themselves. The Great War began a departure from long existing cultural

¹⁵ Gullace, 43-44.

¹⁶ J. M. Winter, *Sites of Memory, Sites of Mourning: The Great War in European Cultural History*, (London: Cambridge University Press, 1998), 4.

¹⁷ Janet Watson, 180.

¹⁸ Rebecca Jennings, *A lesbian History of Britain: Love and Sex between Women since 1500*, (Oxford: Greenwood World Publishing, 2007), 91.

¹⁹ Jennings, 91-93.

²⁰ Sandra Gibert, *Soldier's Heart: Literary Men, Literary Women, and the Great War*, *Signs* (Spring, 1983): 425.

morals, altering life among the citizen's of England with no regard, particularly the way in which women were viewed both by themselves and the male dominated public perception.

Government propaganda can also be implicated in shaping females and their positions at home. The First World War constructed and deconstructed myriad roles that women had played and would go on to play. With the vacuum of man power dedicated to the war efforts, immense responsibility was now bestowed upon women during the war period. The government depicted women as one of the biggest reasons for enlistment, men were ensuring safety by battling those things evil and vile, and upon return they would enjoy a great future with their precious commodity. "Women not only functioned in this campaign as the direct voice of conscience but appeared more subtly as the objects soldiers fought to defend."²¹ The media initiatives encompassed a sexual mode of persuasion which to some appeared to be too provocative and threatening.²² In one aspect, women were used to promote the war effort, and the other, they were scorned for breaking the mold of conservatism, neither of which was initiated by the English women themselves.

Backlash was not solely reserved for women; men were also caught up in the fervor of war propaganda. Organizations such as "The Order of the White Feather," initiated their importance of honor by distributing white feathers to men who did not involve themselves in war. The women dispersed flowers to any man that was not in uniform. The practice of the "sorority" was to accost men who were not wearing khaki, the indication of military, and publicly humiliated them by questioning their masculinity.²³ Some devotedly patriotic girls thought that, "all healthy unmarried men should be in uniform."²⁴ In essence, many men were discriminated and portrayed as effeminate by not enlisting in the efforts to protect. This, once again goes to the propaganda machine that was influencing public opinion and sentiment towards the war effort, male roles were being defined. Notions of gender and stories about "The Order of the White Feather" presented feelings of role reversal and how power of suggestion facilitates specific ideologies. Women were viewed as nurtures and the women who bestowed white feathers were uncharacteristic of the encouragement that was conventional.

²¹ Nicoletta Gullace, *White Feathers and Wounded Men: Female Patriotism and the Memory of the Great War*, *The Journal of British Studies* (April 1997): 183.

²² Susan Grayzel, *Women's Identities at War: Gender, Motherhood, and Politics in Britain and France During the First World War*, (Chapel Hill and London: University of North Carolina Press, 1999), 4.

²³ Jennings, 92-93.

²⁴ Watson, 251

Female warmongers employed cruelty as their weapon to coerce the minds of young men to enlist. Public humiliation was their main approach to recruit men. The men who stayed behind were scrutinized for their choice; choosing protection rather than acting as the protector.

Propaganda's main theme was gender and sexuality. Official posters raised such questions as, "Is he worthy of you?" or "If your young man neglects his duty to his King or his Country, the time may come when he will *Neglect You*."²⁵ These forms of advertisements concentrated and implicated women as part of the recruiting process. Additionally, mothers were targeted to engage in recruitment ideology. A tabloid *John Bull* pointed out, "Your breasts have suckled a lion brood/ The bravest of the brave...But sons must fight, lest ye be shamed/ By the woman defiling-foe."²⁶ There were many means of persuasion employed by government and media that employed blatant manipulation.²⁷

"World War I was the first war of the modern era to demand the full participation of both combatants and noncombatants."²⁸ It is often referenced as the "total war" because of the impact it had on every aspect of life. The increase in patriotism ran rampant among countries waging in war. Men enrolled in military services and women joined organizations such as The Red Cross. Gender identities were clear at the war's outset, but began to change as the war waged on. Women's identities became clear because of the constant reminder of responsibility and obligation. Vera Brittain vocalized her desire to enlist in the army, even with its barbarism; she thought the war was a duty not only for her country, but for God.²⁹ For most women the closest they could get to war, was nursing or maintaining the home front. The need for female participation was introduced and women jumped at the chance to take part. Women involved felt patriotic, which was to be considered a reward in itself.³⁰ This feeling had greater implications as women became more empowered in society.

Womanhood was redefined while conflict and struggle continued. When the war began, women mobilized into the workplace. Prior to the war, the main focus of women was domestic work and child bearing.

²⁵Jennings, 91-93.

²⁶Gullace, 55.

²⁷Gullace, 184-185.

²⁸Grazel,, 2.

²⁹Watson, 250-251.

³⁰ Sharon Ouditt, *Fighting Force, Writing Women: Identity and Ideology in the First World War*, (London: Routledge, 1994), 13

The British demanded that “girls with time to spare should at once start work.”³¹ Mothers, married, and unmarried girls jumped at the chance to gain employment and support their country at the same time. The money that women earned during the war was not extra; it was need to maintain the household. Prior to the war they were not considered the head of household, money earned by women was referred to as “pin money.”³² As the head of the household and securing the bills, traditionally a man’s role must have been both awkward and exhilarating for women of the time. By taking on the roles of their fathers and husbands, women must have felt proud. At the same time their must have been feelings of relief because the terrible business of killing was finally at an end. The despair came from the return to the subordinate and traditional roles. Along with employment, milestones were established for women, such as equal pay and participation in trade unions.³³ This progress in women’s rights in the workforce lasted as long as the war, but issues arose upon the war’s end. Old world ideologies of women in the workforce returned, and post-war women’s roles were challenged once again as many were asked to relinquish their jobs.

As the war efforts continued, and the government did its best to send troops across the English Channel to fight on their countries behalf, women were being recruited into another traditionally male dominated profession: Espionage. As men and women joined the overt ranks as soldiers and nurses, a small percentage of very brave and patriotic women engaged in covert intelligence operations. Women were perfect for the use of luring men to give up all they know to the “enemy.” Military officials used sexuality as a device to steal important documents, photographs, or strategies. The ideal female spy was vengeful, egotistic, and ready to exploit men at any cost. The ideal spy had to possess the ability to steal secrets from men, exercising their femininity.³⁴ The concept was not new to the First World War, but it was a newer practice used by Great Britain. Russia and Germany often employed females to master the work of enemy. Britain and France for example, realized the power of a women and how it could be utilized. The war opened up multiple ways to incorporate females into the world of espionage and intelligence. One such way was very simple- women were

³¹ Jane Potter, *Boys in Khaki, Girls in Print: Women’s Literary Responses to the Great War 1914-1918*, (Oxford: Clarendon Press, 2005), 81-82.

³² Deborah Thom, *Nice Girls and Rude Girls: Women Workers in World War I*, (New York: St. Martin Press 1998), 44.

³³ Thom, 3-5.

³⁴ Dr. Magnus Hirschfield, *Sexual History of the World War*, (New York: Cadillac Publishing Co., 1946), 198-199.

used to incorporate their sexuality on sex-starved soldiers. Countries employed primitive and elementary tactics of sexual attraction between men and women to get ahead in war. Wartime gender substitution allowed women to emerge in the work force and fill their obligation to their country.³⁵

During the war, relationships emerged between men and women which were not sanctioned by the church, which led to pregnancies. These children were considered legitimate in the eyes of the state because of their patriotic paternal lineage. The children of soldiers were not treated as bastard children, which was not normal procedure back then, even though some mothers were unwed because they were sired by soldiers on leave.³⁶ Controversy about the “war babies” emerged within the newspapers due to the ethical implications and how this could possibly lead to a moral decay in society. Vera Brittain responded to the hypocritical ideologies of the State, by discussing social masculine hierarchy and the state’s ability to ignore illegitimacy at the time of war but not at any other time.³⁷ Although a contentious issue, the state gave these women allowances to assist their upbringing while the fathers were away in battle as the decline in population was enormous and the contribution to the population outweighed any moral backlash.

As demobilization of the soldiers began, the British government commanded a new demand from the women, which was preservation of the population. They encouraged women to return to the practice of child bearing as the returning men needed solace, and as many men died or severely injured, it was in the best interest of the government to replenish its stock of manpower. The mother's job was to build the Empire; the British were concerned with preserving the family and the future of the county.³⁸ The war was referred as population suicide, and it was the mother’s responsibility to stay healthy and renew the English home.³⁹ With men returning home and munitions production ending, females were pushed back into their domestic roles.

Special days were “invented” to remind women of their importance and how they, were responsible for the future of England. Mothers Day and National Baby Week were made “holidays,” so the nature of family was redirected. Caring for the young and staying home to perform the highest duty was the best way to serve

³⁵ Gail Braybon, *Women Workers in the First World War: The British Experience*, (London: Croom Helm Ltd., 1981), 45.

³⁶ Grayzel, 94-95.

³⁷ Thom, 89.

³⁸ Ouditt, 131-141.

³⁹ Thom, 41.

the Empire.⁴⁰ Maintaining or boosting the population was communicated and stressed as a national maternal duty. Another summons thrown into the faces of wartime women was the "Fill the Cradles" campaign. This campaign was an effort to organize women to return to domestic work and begin working on the re-growth of the population. The idea of promoting pregnancy was to compensate for the many lives lost in the war. Mothers were considered national assets and were prioritized in areas such as the workplace and government welfare.⁴¹

The war transformed and brought on role reversal during a time when men needed women. Nurses possessed notions of divinity. Alonzo Earl Foringer's 1918 Red Cross War Relief poster, "Greatest Mother in the World" produces images of a powerful Virgin Mary embracing a soldier resembling an infant. This poster applied symbolism by creating a "greater-than-life" Virgin Mary to demonstrate the new position women were enduring from their former oppressors.⁴² They experienced pride because their new socioeconomic status which added rejuvenation and feminism. Middle-aged women who were unattached reaped the benefit of war; it was their chance to gain employment, travel by volunteering for the cause, or earning money to better oneself. Lottie Alleynene shared her excitement of being middle-aged and female during wartime, "what a splendid chance-terrible as it is...many women are losing so much...but for us middle-aged unattached ones-why it is nothing but pure luck."⁴³

Women gained power and freedom during World War I, and when the war ended they were not willing to return to their prior positions or status. Many women became the "bread-winners" and provided for themselves, their family and their country. Women were no longer powerless and subservient; their identities were now branded.⁴⁴

Some women became peace-organizers while the world was at war. Realizing the war lasting longer than imagined, the home front observed the struggle in which allied countries were going through. Focusing on peace and bringing soldiers home was another duty women acquired. A peace organizer Mrs. Fawcett wrote in a statement from *The Common Cause*, "Now it is time to resolute effort and self-sacrifice on the part of

⁴⁰ Culleton, *Working Class Culture, Women, and Britain, 1914-1921*, (New York: St. Martin's Press, 1999), 151.

⁴¹ Culleton, 149-151.

⁴² Gilbert, 436.

⁴³ Potter, 138-139.

⁴⁴ Gilbert, 436.

everyone of us to help our country...give aid and succor to women and children brought face to face with destitution in consequence of war....Let us show ourselves worthy of citizenship, whether our claim is recognized or not."⁴⁵ Women were torn with peace and patriotism.

War elevated both genders in the same respect as new identities. Women viewed their positions as a form of compensation for their contributions and support during the war.⁴⁶ The war brought a sense of national pride to men and women. Men who served in the war had returned home an identity of a soldier. They had dignity knowing they fought for their country and their family. Women also felt a sense of accomplishment because of their sacrifice during the war. The war brought a reconstruction to the gender system of England. They worked toward greatness and achieved the freedoms and liberties they sought after.

⁴⁵ Quote in Ouditt, 137-138.

⁴⁶ Gullace, 4.

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Gilbert, Sandra M., *Soldier's Heart: Literary Men, Literary Women, and the Great War*. Signs, Vol. 8, No. 3, Women and Violence, (Spring, 1983), pp. 422-450.

A fascinating perspective on gender roles and how women may have perceived men during the time of war. The article questions the supposed natural innocence of women and their outlook of the new position because of World War I.

Assessment

For History 200, my final paper was on women and World War I. It explained how the war affected women and how life had changed around the world because of this enormous global conflict. The paper highlights the different perspectives of women at the time of World War I. This paper allowed me to learn about the many hardships and triumphs women were given at this time in history. The assignment provided me with the ability to learn about the many viewpoints of the war for both men and women. With the war, many new opportunities opened the doors to women, this was a culmination of the joint efforts or roles women played in the war.

The war began a gender system among different countries and contributed to conflicts amongst societies themselves as well as around the world. Challenging the ideology of women working at home was another aspect of this assignment. This paper clearly states the various roles and changes women experienced. The war did not only give women more freedom and positions in the workforce, women were seen in a different light during and after the war. In essence, this paper taught me the many facets of life's experience for women and men. Analyzing the various sides of women and war has enabled me to learn fascinating historical perspectives.

Comment [t22]: Nice choice but you seem to be running out of steam here. This would have benefited from another draft and a more explicit link to the indicators.

Comment [t23]:

Comment [t24]: awkward

Comment [t25]: ? Unclear

Comment [t26]: reword

Comment [t27]: empty

Matrix Item 1.10

CIVIC IDEALS AND PRACTICES (political science, history...)

Title of artifact: History 362: Precis

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices. They should:

1.10a. Assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;

1.10b. Guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;

1.10c. Facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues — identifying, describing, and evaluating multiple points of view;

1.10d. Provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;

1.10e. Help learners to analyze and evaluate the influence of various forms of citizen action on public policy;

1.10f. Prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;

1.10g. Guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;

1.10h. Encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;

1.10i. Support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;

1.10j. Create opportunities for learner participation in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.

History 362

Précis (Grade received = A-)

Pasley, Jeffery, [Beyond the Founders: New Approaches to the Political History of the Early American Republic](#). Cotlar, Seth, Chapter 10 Précis, "Federalists' Transatlantic Cultural Offensive".

In Chapter ten, "Federalists' Transatlantic Republic," Seth Cotlar discusses the effects of government and the birth of various political opinions. A number of opinions were viewed, as radical and atheist and others were perceived as aristocratic and monarchial. However, the two perspectives brought political thinking into the lives of the American people.

Federalist ideologies were conservative and limiting therefore, the new nation began to question and rethink society. 1798 was a year that transformed American politics. Cotlar argues that anti-revolutionary ideas spread because of the political crisis America was about to enter. The Alien and Sedition Acts were passed due to the Federalist fear of a French inspired utopian democracy. The "founders" or white men overseeing the nation believed that revolutionary ideologies were damaging to society. As a result of this fear, the Federalists called for a "silence" among the nation. The Federalists' pushed patriotism and ordered citizens to embrace the system that was already in existence. Noah Webster, a New England Federalist spoke of the ignorance and despotism that occurs in other countries such as Europe and Africa. For those reasons, he announced that Americans should feel lucky and thankful for their strong government. Another persuader of the existing government, Jedidiah Morse compared the story of Adam and Eve to the "founders" and America. He described it as a "political paradise and to eat off the trees of liberty." The use of oration and print assisted in the spread of these patriotic gospels. Public meetings, pamphlets, and newspapers helped the Federalists coerce Americans about their distinct revolution.

Cotlar also depicts the democratic or "Jacobin" methods used to obtain support from the American public. Writers such as Thomas Paine asked citizens to reconsider the principles that were embedded into their culture. The democratic community questioned the existing authority. Their focus was equality, limiting

government, and separating religion and government. As people became interested in these new ideologies they were ridiculed for their new sense of liberties and freedoms. Robert Maxwell, a democratic believer said, “the taste for reading that once prevailed has certainly declined very rapidly of late...nothing except one side...consequently the light is half put out.”

The Federalists viewed foreign and democratic ideologies as satanic, unpatriotic, and untrustworthy. The Alien and Sedition Acts contributed to the jeopardizing of radical democratic beliefs. Cotlar compares American democracy, at that time transformed into Jeffersonian principles. He also adds America based their ideas on British and French politics which transcended into American Democracy.

Assessment

The précis on “Federalists’ Transatlantic Cultural Offensive,” helped facilitate and helped me analyze the political differences at the time of the Revolution in America. This was a time of great patriotism and people seeking for human justice and liberties. This was also a time of strong feelings towards what type of country America was going to become. The paper discusses and evaluates the many ideologies that were taking place at that time in history. Looking at historical perspective is an important aspect of my studies and this course allowed me to delve into many historical viewpoints.

The assignment also provided me with the knowledge of Acts that shaped the ideas and thoughts of citizens. Revolutionary ideas and thoughts were a fear of the authority at that time in history. The perspective of Seth Cotlar in the book *Beyond the Founders* assisted me in analyzing the birth and growth of what people were trying to accomplish at this time in American history. It helped me learn how young our political system was and how fearful people were if someone was given too much power or freedom. This paper challenges the notion of democracy and what true democracy was after the American Revolution. This was an introduction to an intense look at the American Revolutionary period.

Comment [t28]: You could more explicitly address the indicators here. Good choice of papers.

Comment [t29]: ?

Comment [t30]: “in play”

Comment [t31]: In what sense? Unclear.

2.0 DISCIPLINARY STANDARDS

Matrix Item 2.1 Disciplinary Standard: **1** History

Title of artifact: History 371: Reading Course in History

Teachers who are licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Indicators of Capabilities for Teaching History

Teachers of history at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

_____ 2.1a. Assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines and can compare alternative models for periodization;

_____ 2.1b. Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources;

_____ 2.1c. Guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;

_____ 2.1d. Assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;

_____ 2.1e. Help learners to identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;

X _____ 2.1f. Assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;

_____ 2.1g. Guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;

_____ 2.1h. Enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

The Story of American Freedom

Independent Study/Professor Cvornyek

May 13, 2010

Eric Foner, *The Story of American Freedom*. New York: W. W. Norton & Company, 1998.

Throughout American history, the word freedom has taken on many different shapes, forms, meanings, and identities. The author of the book, *The Story of American Freedom*, Eric Foner, discusses and questions the American ideology of freedom, its definition, and the boundaries freedom produces within our society. Eric Foner delves into the conception of freedom and how it is parallel to the birth of our country. While analyzing the conception of liberty, he argues that freedom is synonymous with politics, civil rights, economy, and morality. The term freedom can be viewed, as Foner alludes to, as individuals or groups who are the “haves” and the “have-nots.” Foner states, “American Freedom itself is not a single idea, but a complex of values changing with time.” His point of this ever-changing idealistic notion of freedom is illustrated throughout the book. Foner touches upon colonial freedom and the basis of religious freedom, the road to Revolution, and our country’s independence and contradiction of equality and liberty. The New Deal and its new view on freedom; freedom from want, and Foner discusses the Cold War and its contradictions and then last era, the sixties, where freedom became more of an individualistic notion, almost a spiritual concept to society. While reading this book, Foner narrates a journey of American history, and discusses the many facets and components that played a role in the most essential word in America; freedom.

Eric Foner describes American freedom, what it stands for and what it was based upon, as a contradiction. “Freedom and liberty”, as Foner states are used interchangeably in our American vocabulary. Our country’s Founding Fathers based this nation’s identity on the basis that “all men are created equal.” Foner debunks this American ideology, by reminding the reader that white landowning men only employed colonial American freedom. This contradiction, which Foner points out, is that freedom is complicated and it is “subject to whoever is creating freedom.” Understanding freedom in American culture is to understand what America has undergone throughout history. Additionally, Foner suggests throughout the book, but particularly in the first few chapters, that freedom was apparent due to individuals who were not free. For example, the Revolutionary

period was a battle for independence, essentially freedom from the Mother Country and to remove the burden that American colonists assumed. This fight or this revolt was fundamentally about being free and independent. But as Foner argues, who was free? Freedom catered to white property-owning men. Women, blacks, immigrants, and indentured servants were not free. So the story of freedom really depends on who is telling their version of the freedom story. Foner discusses the inconsistencies of liberty within gender, race, and wealth. Freedom effected individuals politically, socially, and economically in the early stages of our country's beginning.

In understanding the meaning of *The Story of American Freedom*, is to understand that no matter how conflicting the stories of American freedom are, the idea that Foner is making in this book, is that regardless of how unfair or what boundaries were set on un-free peoples, there truly was and still is this unprecedented belief in American freedom, as if we invented the word and concept. Foner discusses how the whole world views America as the "land of the free" or "being American means to be free." According to Foner, to be free is essential and one of the most powerful entitlements that an individual or nation could possess. As the story of American freedom unfolds, Foner reminds us that freedom has been contested through demonstrations, strikes, freedom rides, parades, etc. We the people have reshaped the meaning of freedom to whatever happens to be important to individuals or the nation at that period in time. Freedom has been repackaged and reinvented throughout our history. Foner gives examples of the Four Freedoms Speech by Franklin D. Roosevelt, and how freedom was no longer freedom from government but the ideals of American people had changed after the Great Depression. American freedom after the depression changed to "freedom from want" and "freedom from fear." American now wanted government to protect their people and to contradict what the nation was built upon, autonomy. Foner calls this a "love-hate relationship" that society has with government and liberties. Foner addresses the central notion of pure freedom to Americans, is written in the Bill of Rights. The Bill of Rights epitomizes how Americans view and value civil liberties. But as Foner maintains, these liberties were not always a freedom, especially at the time of the Cold War, which he addresses as a "contested part of American freedom."

Boundaries, a theme throughout the book, are interesting and valid points Foner makes in terms of freedom. In the Early Republic, he discusses the boundary of politics and economy and how that shaped the beliefs of the idea of freedom. One boundary was the mere fact that universal human rights were not given to individuals who were incapable of obtaining this undeniable right. Women and non-whites were considered incompetent and unequal to white men. As a result, the contradiction of human and inalienable rights was only destined for the wealthy white man. Breaking down freedom versus inequality throughout history is what Foner expresses as an attainment of power. The powerless are the group that is subjected to the imbalance of freedom and is illustrated all through our history. Combining the concept of slavery and the rise of our independent nation, Foner almost discredits the idea that all men are created equal and demonstrates the hypocrisy of our Founding Fathers, one in particular, Thomas Jefferson.

Foner also employs the theory of the South's fight for freedom and independence during the Reconstruction era. He explains the side of the South in terms of their ideology of freedom, freedom to do what they want within their boundaries to whomever they wanted. He argues that the South, however, as inhumane as slavery was, he discusses that the South was fighting for freedom and independence of the Confederacy. Ending slavery in the South would put an end to their economic freedom. The South fought to continue to keep slavery; otherwise it would be the end of their prosperous economic opportunity, as well as their freedom to continue self-govern. Freedom for the South, Foner uncovers, was at the expense of slavery. So his argument stands strong, he discusses liberty and freedom and the fact that it had different meanings to different individuals or groups at that period in time.

As the tale of freedom unfolds in our American history, so does the meaning of the word. People begin to see injustices as the antithesis of freedom. While African Americans begin to gain so-called freedom, the very concept of inequality through individuals unable to relish in such liberties as education, labor, property owning, etc. become the symbol of what freedom should be. The birth of these new freedoms transformed passion and opened some doors to Americans that were unable to advance within society. This new ideology of freedom took on the meaning of civil liberties and rights of the people. Women began to notice the unfairness that had been dealt to them in their place in American society. They were lacking freedoms such as, the

ability to have freedom to labor, divorce, sexual relations, own property, or indulge in equal citizenship.

Women wanted more than to just marry a man and raise children, and as women began to bring their ideals to the forefront of “societal views,” Foner informs us that, the view of “manhood” of the freedman was at risk.

Republican women were not free, they were enchained by the paternal society that existed and held them back to enjoy any type of freedom that America offered. The “land of the free” was once again branded and set aside for a particular group.

A new concept of freedom was born, which was freedom to be productive. This came about during the laissez-faire style of government. Foner takes in depths look at industrialization, capitalism, modernization, and the free market system. He shows how this combination of modern industry, reshaped the definition of freedom. As industrialization expanded and increased throughout the United States, large groups of people were left out of the experience of the free market system and became a direct source of capital for those who were able to employ and benefit from the free market system. Foner uses the growth of capitalism and big business as an example of how people lost freedom during this time period. As unskilled wage laborers became the central part to the equation of capitalism, so did the expansion of the freedom to be productive. This idea that people conjured as class became more apparent within American society, and those who were not able to be “productive,” really were not free.

This conception of freedom of production and the notion that many could not take part in this industrial triumph, I think really shaped the class system within our society. This started a revolution of classes and Foner produces amazing arguments to back this idea up. Low wage laborers were not part of the decision making for this industry; they just became the puppets to the master plan of capitalism. Industrialization became the freedom to take advantage and to subject the powerless or bring a large part of society to wage-labor enslavement. The country’s dependence on industry became the heartbeat of society. People came from all over the world to search for freedom, but as the competitive market continued, a new injustice and unequal society formed. While this new competitive industrious culture was forming, people’s character was at the forefront of debate. This was a time when the upper class did not except the notion of poverty. Poor people were thought to be “deserving” of their failure and to be “undeserving” of rights as an individual. They were viewed as less

moral, lacked character, and irresponsible. Capitalism and laissez faire style of government ensured economic autonomy for some and reshaped economic individual freedoms for others.

The New Deal was another change to the definition of freedom. With its packaging of being a protector and a security blanket, the New Deal created a type of freedom that had ever been considered by Americans before. This new government accountability style of freedom really coincided with the principles and ideas of security. This was not only an entirely new concept for Americans, but it was a national change within politics and the public's view on economics. The Roosevelt administration changed the way Americans viewed government, and really transformed government's pledge to the population. This transformation in governmental policies and securities, once again, showed the disparities and barriers between the American populations/races and added to the discourse of some depending too much on this new freedom of security. Roosevelt and his ideas of redefining the concept of equality, was in his words, "a greater security to the common man." Once again, common man often meant white men, so the fight for racial and gender non-freedom's came to a head.

The New Deal was not the only lending hand to get Americans out of a deep depression of unemployment. World War II helped transform America and get Americans back into the production lines of employment. Patriotism spread throughout the country and opened up a new debate to whom and what was American. As Foner points out in his book, whenever freedom was redefined so was society. Freedom and liberty sharpened and showed restrictions of others. Women joined the workforce and began to feel freer while "their men" were off fighting for the free world. Gaining a sense of independence illustrated what they had been restricted to; life was changing and women wanted to continue to be in the "public sphere." The fever for freedom spread and those who were not reaping the benefits of freedom understood the hypocrisy of our nation and its imbalance. Foner hones in on America's desire to implement freedom to others around the world. He discusses the contradiction of this value system that our country was bound to impart on other countries and label all mankind as the "free world." America's idealistic version of democracy was imposed on our nation as well as others in search of freedoms.

The Civil Rights movement, as Foner explains, transitions into a spiritual individualistic search for freedom. This again changes the concept of freedom and reinvents freedom and what it means to American society. Foner describes this crucial life-altering movement as a “rally to be free.” The sixties and its time of freedom inspired individuals to claim freedom within our American culture and its multifaceted layers of society. Deprivation of freedom seemed to reverberate around African Americans, as well as white Civil Rights activists. The dire need to seek for equality through the goal of gaining freedom, expanded within the Civil Rights movement. I think there is no greater accomplishment and barrier breaking movement than this time in our American history. This was a pinnacle time in which, finally, a group who was considered a powerless and non-free group gained some ground to what freedom was supposed to feel like. Foner expresses that the feminist movement was another groundbreaking movement, in terms of women gaining access to personal freedoms. I agree that the progress for women was extremely important, but I see no other change more significant than the Civil Rights movement.

Foner considers American freedom, as something the rest of the world does not cherish as we Americans do. Our ode to freedom is represented through war, the Bill of Rights, the American flag, democracy, our founding fathers, Rosie the Riveter, the Civil Rights movement, and many other narratives throughout our history. Eric Foner’s book, *The Story of American Freedom*, illustrates the trials and tribulations of American people and our journey to try and seek what we feel in our heart as true freedom and liberty. He shows through this book that the story of our country has not been perfect and idealistic, but we hold this word and meaning of freedom to epitomize what it means to be American. I think Foner explains the importance of the freedom dichotomy, those who are free and those who are not within our history. He illustrates through this book, how we have evolved and where we are moving towards in our country and in our world. The fight for freedom has been an ongoing battle and is a social, political, and economical dispute. Our American belief in freedom is devotion, as Foner explains, and no other country or people deem it to be as important. This ever-changing concept is central to American citizens and will continue to be at the forefront of our country’s culture.

Assessment

The assignment to analyze the idea of American freedom allowed me to learn about our country's history and how the ideology of freedom transforms and is ever-changing. I attained knowledge about major historical events and how different perspectives arose at certain times in history. The pattern of patriotism remained throughout the analysis of the assignment, which was to take an in depth look at freedom and liberty throughout our country's history.

Another major theme throughout the paper was to show how the notion of freedom in America is almost an anomaly compared to other nations. The paper demonstrates how America often transfers its freedom ideologies onto other countries; that we spread our beliefs to other nations. The paper considers the different viewpoints of liberty and how it has changed depending on the historical event. The fight for freedom has been an ongoing battle and is a social, political, and economical dispute. Our American belief in freedom is devotion, as Foner explains, and no other country or people deem it to be as important. This ever-changing concept is central to American citizens and will continue to be at the forefront of our country's culture.

Comment [t32]: ?

Comment [t33]: Link directly to the indicators chosen.

Personal Assessment

Reflecting on my the work I have completed in the Social Sciences Secondary Ed program at Rhode Island Collage, I am solidly knowledgeable in American history and look forward to working with my cooperating teacher. I feel that the course work, both contained in my portfolio and others that are not; various texts and books on the myriad sub-histories and viewpoints; my work in the schools; and my passion to learn more about this exciting and interesting subject, will bear well in the classroom and in my professional career. In addition, my work in the Sociology field has prepared me to bring perspective into the classroom, where the lenses by which people view the world can be used to interpret history and provide students an understanding of why people act the way they do.

A component of my course work that may have me less prepared for teaching in the near future is World History. I have completed some work in African studies, but the overall world history field I find daunting as it is so encompassing. I admit as my class selections were made available I tended to select courses and content that was much more limited in scope as it seemed to me that an overview or survey of names and dates was overwhelming and left no time to delve into the delicacies of historic events that have transpired. As my student teaching approaches and the common classes to teach are within grasp, I am considering the possibility of teaching world history for the first time and I might need to do some reading to better round out my class work in this area. I have been very aware of this after my practicum teaching and have been already looking to improve myself in this regard by reading several books on the subject starting with fun reads of Salt and Cod, which look at the importance of these commodities throughout history and their impacts today. I have been all over the south of France and the headlands of the Pyrenees taking in much of the rich history in these regions and what role various areas have had in World History, and Finally in England where the museums and artifacts that have been laid out in a great system of museums, from wonderfully restored castles and roman forts to cotton mills and locomotion histories. I hope to continue my content in this field as I work with my cooperating teacher and more experiences, both in the classroom and out.

Comment [t34]: Getting the basic text they use in the Global History course could be helpful here.

Comment [t35]: Great one for showing global interconnections!

Transcript

Rhode
Island
College

Rhode Island College
Identifying Code: RICOL
Name :
Student ID: 0256676
SSN
Address :

United States
Print Date : 2010-08-08

- - - - - **Academic**
Program History - - - - -
Program : Non-Degree Undergraduate
2005-08-02 : Active in Program
2005-08-02 : Continuing
Education Major
Program : Ugrad Degree General College
2007-01-02 : Active in Program
2007-01-02 : Special
Education-IM Major
2008-03-04 : Active in Program
2008-03-04 : SE Sociology-IM
Major
Program : Ugrad Deg Education & Humn
Dev
2008-11-20 : Active in Program
2008-11-20 : SE Sociology-BA
Major

- - - - - **Beginning of**
Undergraduate Record - - - - - **Fall**

2005
HIST 161 Western History
4.00 4.00 C+ 9.320
PHIL 230 Aesthetics
3.00 3.00 B+ 9.990
PSYC 110 Introduction to
Psychology 3.00 3.00 B-
8.010
Repeated : Replaces previous
attempt
TERM GPA : 2.732 TERM
TOTALS : 10.00 10.00 27.320

CUM GPA : 2.732 CUM
TOTALS : 10.00 10.00 27.320

Spring
2006
ENGL 161 Western Literature
4.00 4.00 C 8.000
POL 202 American Government
3.00 3.00 B 9.000
WRTG 100 Introd To Academic

Writing	4.00	4.00 A-	14.680
	TERM GPA :	2.880	TERM
TOTALS :	11.00	11.00	31.680
	CUM GPA :	2.810	CUM
TOTALS :	21.00	21.00	59.000

Fall

2006

SOC	306	Formal Organizations	
	3.00 A	12.000	
SOC	314	Soc of Health and	
Illness	3.00	3.00 B	9.000
	TERM GPA :	3.500	TERM
TOTALS :	6.00	6.00	21.000
	CUM GPA :	2.963	CUM
TOTALS :	27.00	27.00	80.000

Spring

2007

ECON	214	Principles of	
Microeconomics	3.00	0.00 W	
SOC	300	Classical Sociolog	
Theories	4.00	4.00 B	12.000
	TERM GPA :	3.000	TERM
TOTALS :	7.00	4.00	12.000
	CUM GPA :	2.968	CUM
TOTALS :	34.00	31.00	92.000

Summer

2007

AFAM	162	Non-Western Worlds:	
	4.00 A-	14.680	
HIST	202	U.S.History 1877-Present	
	3.00 C+	6.990	
	TERM GPA :	3.096	TERM
TOTALS :	7.00	7.00	21.670
	CUM GPA :	2.991	CUM
TOTALS :	41.00	38.00	113.670

Fall

2007

AFAM	262	Critical Iss in Contemp	
Africa	4.00	4.00 B	12.000
FNED	346	Schooling in a	
Democratic Soc	4.00	4.00 A-	14.680
HIST	348	Africa under Colonial	
Rule	3.00	3.00 A-	11.010
	TERM GPA :	3.426	TERM
TOTALS :	11.00	11.00	37.690
	CUM GPA :	3.089	CUM
TOTALS :	52.00	49.00	151.360

Good Standing

Spring

2008

ECON	200	Introduction to		
Economics		3.00	3.00	B-
	8.010			
GEOG	400	Regional Geography		
	3.00	3.00	C	6.000
SOC	208	Minority Group Relations		
	3.00	3.00	A	12.000
		TERM GPA :	2.890	TERM
TOTALS :	9.00	9.00		26.010
		CUM GPA :	3.058	CUM
TOTALS :	61.00	58.00		177.370
				Good Standing

Summer

2008				
HIST	332	The American Presidency		
	3.00	3.00	B+	9.990
INST	100	FSEHD Tech Competency		
Test			0.00	I
		TERM GPA :	3.330	TERM
TOTALS :	3.00	3.00		9.990
		CUM GPA :	3.071	CUM
TOTALS :	64.00	61.00		187.360

Fall

2008				
ANTH	103	Intro to Biological		
Anthro		3.00	C	6.000
BIOL	109	Fund Concepts Of Biology		
	4.00	4.00	C-	6.680
HIST	200	Nature of Historical		
Inquiry		4.00	B	12.000
INST	100	FSEHD Tech Competency		
Test			0.00	S
SOC	200	Society And Social		
Behavior		3.00	B	9.000
		TERM GPA :	2.406	TERM
TOTALS :	14.00	14.00		33.680
		CUM GPA :	2.947	CUM
TOTALS :	78.00	75.00		221.040

Spring

2009				
CEP	315	Educational Psychology		
	4.00	4.00	B	12.000
HIST	362	Reading Seminar in		
History		4.00	B	12.000
MATH	139	Contemporary Topics in		
Math		3.00	C-	5.010
POL	208	Intro to the Law		
	3.00	3.00	B-	8.010
SED	406	Instructional		
Meth, Design&Tech		2.00	A-	
	7.340			
		TERM GPA :	2.773	TERM
TOTALS :	16.00	16.00		44.360
		CUM GPA :	2.916	CUM
TOTALS :	94.00	91.00		265.400

Summer

2009

ECON	215	Principles Of		
Macroeconomics	3.00	3.00 D		
3.000				
HIST	308	Eur-Age Of Revolt 1789-		
1850	3.00	3.00 B	9.000	
SPED	433	Adaptive Instr Inclusive		
Educ	3.00	3.00 A-	11.010	
SED	407	Instruct		
Meth,Design,&Literacy	2.00	2.00 A		
8.000				
	TERM GPA :	2.819	TERM	
TOTALS :	11.00	11.00	31.010	
	CUM GPA :	2.906	CUM	
TOTALS :	105.00	102.00	296.410	

Fall

2009

HIST	201	United States History to		
1877	3.00	3.00 B	9.000	
HIST	350	Topics:		
3.00	3.00 A-	11.010		
	Course Topic(s):	Class Matters		
		Class Matters		
MLED	310	Teaching Early		
Adolescents	3.00	3.00 A		
12.000				
MLED	320	Mid Sch Org&Integrated		
Curric	3.00	3.00 A-	11.010	
SOC	312	Class,Status and Power		
3.00	3.00 B+	9.990		
	TERM GPA :	3.534	TERM	
TOTALS :	15.00	15.00	53.010	
	CUM GPA :	2.986	CUM	
TOTALS :	120.00	117.00	349.420	
		Dean's List		

Spring

2010

HIST	371	Reading Course in		
History	1.00	1.00 A	4.000	
MLED	330	Interdisc Read&Writ Mid		
Schl	3.00	3.00 A-	11.010	
MLED	340	Diff Elements Mid Sch		
Instruct	3.00	3.00 A	12.000	
SED	410	Practicum in Secondary		
Educ	5.00	5.00 A-	18.350	
	TERM GPA :	3.780	TERM	
TOTALS :	12.00	12.00	45.360	
	CUM GPA :	3.060	CUM	
TOTALS :	132.00	129.00	394.780	
		Dean's List		

Fall

2010

SED	421	Student Teach in Sec Sch		
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10.00

Course Topic(s): Social
Studies/History-Grad

Social
Studies/History-Grad

SED 422 Student Teaching Seminar
2.00

Course Topic(s): History/Social Studies
History/Social Studies

TERM GPA :	0.000	TERM
TOTALS :	0.00	0.000

CUM GPA :	3.060	CUM	
TOTALS :	132.00	129.00	394.780

Undergraduate Career Totals

CUM GPA :	3.060	CUM	
TOTALS :	132.00	129.00	394.780

- - - - - **Non-Course**

Milestones - - - - -

2007-09-12 College Mathematics Requirement

Milestone Status: Completed

2007-09-12 Exam Taken - Completed

2006-02-04 College Writing Requirement

Milestone Status: Completed

2006-02-04 Course Taken - Completed

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name :

Student ID: 0256676

SSN :

Address :

United States

Print Date : 2010-08-08

- - - - - **Academic**

Program History - - - - -

Program : Non-Degree Undergraduate

1994-08-29 : Active in Program

1994-08-29 : Continuing

Education Major

- - - - - **Beginning**

of Record - - - - -

Fall

1994

POL 204 Intro to Political
Thought 3.00 3.00 D 3.000

PSYC 110 Introductory Psychology

3.00 0.00 F

SOC 217 Aging in Society

3.00 0.00 F

TERM GPA : 0.500 TERM

TOTALS : 9.00 3.00 3.000

CUM GPA : 0.500 CUM

TOTALS : 9.00 3.00 3.000

Career Totals

	CUM	GPA :	0.500	CUM
TOTALS :	9.00	3.00		3.000

