



## WELCOME!

Welcome to the fourth issue of the SSE NEWSLETTER – a communiqué specifically for Social Science Education majors with information about potential class options, stries from successful graduates and Wright State SSE instructors, contacts for advisors and professors you should be connecting with this term, and some fun extra things pertinent to our SSE Raiders! We'd love to hear from you, so if you have questions, or suggestions for our next issue, please send them our way via , please send them our way via [liberalarts@wright.edu](mailto:liberalarts@wright.edu)!!

## MESSAGE FROM THE SSE COORDINATOR

Get a little info each issue from Dr. Hannah – what he's reading, what he's listening to, and what you need to know this term!

HEAR FROM DR. LEE HANNAH  
ON PG. 2



## SSE CLUB UPDATES

Hear about the Social Science Education Club; how to join, what events they're planning over the next few months, and ways to get involved!

LEARN MORE ON PG. 7

## SUMMER 2025 AND FALL 2025 FOR SSE RAIDERS

We share this term's important dates, next term's course schedule options, and event opportunities in every issue!

LEARN MORE ON PG. 9

## SSE SPOTLIGHT

Most issues, you'll read about one of our SSE instructors or graduates – what they're up to and advice they have for current Raiders pursuing SSE.

MEET SSE OUTSTANDING GRADUATE,

JOSH STEMPLER ON PG. 8



# Message from the Coordinator: Dr. Lee Hannah



Dear SSE Community,

Happy Spring! I hope you are all coming off of a Spring Break refreshed and ready to close strong this semester. I'm currently teaching American National Government and Politics and the Media. In my media class, I've been able to invite some guests from the media in to talk about the profession. So far, I've had Nathan Edwards (former morning anchor on ABC 22/Fox 45) and Anthony Shoemaker (alumnus and current Politics Editor at the Columbus Dispatch).



*Left: Nathan Edwards.*

*Right: Anthony Shoemaker and Dr. Hannah. Anthony Shoemaker graduated from Wright State with a degree in Political Science. While at Wright State, he was the editor of The Guardian.*



We've been learning about how the news has evolved into what it is today and are about to start looking at the research on how media affects viewers and how politicians have learned to use the media to their advantage. It's been a very relevant class to teach in the midst of the current political climate.

In the summer, I'll be teaching two classes that will count towards PLS credit for SSE majors: PLS2120 American National Government (SU25 – B Term) and PLS 4350 – Political Corruption (SU25 – B Term). The courses will be offered online with asynchronous delivery. I hope some SSE majors will be able to take one or both!

**PLS 2120**  
Learn about the fundamentals of government in this interactive class.

- FREE Online Textbook
- Wright State CORE Class

**AMERICAN NATIONAL GOVERNMENT**

LEARN MORE

**POLITICAL CORRUPTION**

Learn how and why political corruption happens and how to stop it.

**PLS 4350/6350**  
Undergraduate and Graduate Students Welcome  
Online and Asynchronous

Questions? Email Dr. Hannah  
lee.hannah@wright.edu

Learn More



# Message from the Coordinator: Continued...



## Connecting with Me:

I will have drop-in hours this semester on **Wednesdays from 11 a.m. to 1 p.m. and on Thursdays from 2 p.m. to 4 p.m.** Feel free to drop by.

If you need to schedule a meeting, I'm always happy to meet with you in-person (I'm in **353 Allyn Hall**) or online. I will have a few dates where I have to cancel office hours for travel to conferences and for a professional program I am completing – so feel free to email to double check that I will be there.

Also, I'm not the most exciting person to follow on social media, but I do occasionally post on X and Instagram as **@leehannahWSU**



*Left: Paul and Henry at the Air Museum. The kids love checking out the Air Force Museum. We are so lucky to have this resource in our community!*

I hope this fourth newsletter will provide some news and information that is helpful to you. On the last pages, I have listed information about content courses that you can register for in the summer and fall. I've also shared some information about the Social Science Education club. I hope you will make an effort to get involved with your fellow classmates!

Wishing everyone a great spring,

*Dr. Hannah (He/Him)*

P.S. You can find information about the program and copies of the last three newsletters on the bottom of this page: [wright.edu/sse](http://wright.edu/sse). You might find some helpful recommendations in previous issues (like good resources for teachers, books or podcasts to consider, etc.).

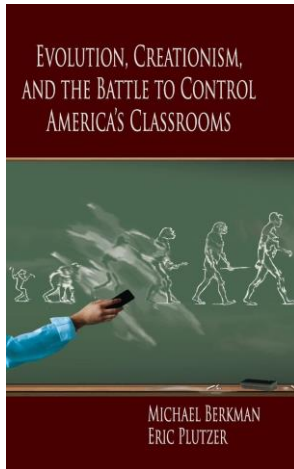
“how do educators navigate teaching about topics that are politically controversial?”

Have You Considered...?

WRIGHT STATE UNIVERSITY

## WHAT I'M READING:

I'm going back through a book that was written by two of my faculty advisors at Penn State: *Evolution, Creationism, and the Battle to Control America's Classrooms* [LINK]. In this book, Berkman and Plutzer both address the policy and curricula debates that impact science education while also using insights from a nationally-representative survey of science teachers to understand how a teacher's personal views, community pressures, and administrative positions impact how they address teaching evolution to their students.



You may be wondering why a political scientist is reading about evolution and education. Well, when I was at Penn State, I was able to work on a second project with Eric Plutzer that surveyed teachers about their approaches to teaching climate change. We were able to publish our findings in *Science* [LINK] and even got press coverage in the *New York Times*, [LINK], *Washington Post* [LINK], and NPR's *All Things Considered* [LINK].

As I take a larger interest in education, particularly social science education, I am working on a project that will use approaches from these previous studies to survey social science teachers.

The underlying thread of each of these projects is “how do educators navigate teaching about topics that are *politically* controversial?” I am in the early stages of a grant proposal that will aim to get financial support for piloting a survey that will include questions about controversies that social science teachers run into. Some topics that I've considered are related to the tensions that teachers must navigate when teaching about American History and American Government. In particular, I've thought about topics like:

- Causes of the Civil War
- The Failures of Reconstruction
- Civil Rights Movement
- Womens' Movement
- LGBTQ Politics
- Landmark Supreme Court decisions
- Climate change
- American Exceptionalism

I'd love to hear any thoughts that you have on this project.

*\*As a student, do you remember any topics in your social studies class that seemed difficult for your teachers to navigate?*

*\*For those of you that have already interned in the schools, have you had any talks with your cooperating teachers about certain subjects and whether they feel pressure from the government, administrators, parents, or students to teach a topic in a certain way (or avoid it altogether)? Please let me know what you're seeing in the schools.*



# Have You Considered?

## Continued...



### WHAT I'M LISTENING TO:

I've been a fan of Derek Thompson's podcast for a few years. Derek writes for *The Atlantic* and hosts a weekly podcast where he tackles big questions. In a recent podcast, he talked about "The End of Reading" [LINK]. He first talks with Rose Horowitz, a staff writer at *The Atlantic* who reported on how even students at elite colleges are having trouble reading books [LINK].

They consider several factors including shorter attention spans (due to phones, screentime, the popularity of apps like TikTok, etc.). But there's also a story about education here. As Thompson argues, "education has become more instrumental and fixated on accountability and pre-professional in the last few decades. This is a shift that has happened both at the level of education policy and at the level of parents' and students' psychology." They also talk about the broader achievement culture that many students wrestle with. As students try to set themselves apart for admission into colleges or other opportunities – it becomes more rational to focus on building up a resume of extracurricular accomplishments than it is to read a book for pleasure.



They go on to discuss the value of reading books and why students, teachers, and schools shouldn't give up on books. Horowitz notes, "I spoke with the neuroscientist, Maryanne Wolf, who told me that deep reading, that really immersing yourself in a text, stimulates critical thinking and self-reflection. Another professor said that engaging with someone else's ideas or experiences can really expand our empathy and reading can really train us to engage with nuanced arguments...But we know that a lot of the discovery of new ideas and the understanding of existing ones really requires sticking with them and thinking about them for an extended period of time, even when it's not immediately gratifying. And reading can really train us to do that."

Thompson goes on to say "if we lose that level of concentration and that ability to co-create complex ideas...**I really do think there's something quite profound that's lost if our teachers in our schools determine that this kind of patient thoughtfulness isn't valued anymore.**"

The podcast made me think about my own teaching and research. I even discovered in my own research that writing a book allowed for much more freedom and creativity than permitted when writing academic articles. It also made me think that I should start assigning more books instead of articles in my upper-level courses.

*What about you? Do you read books? Do you plan on assigning books or talking about them in your classes? I know that you're not literature teachers, but are we missing opportunities in secondary education to foster learning through books?*

### A NEW RESOURCE

A screenshot of the Digital Inquiry Group (DIG) website. The header includes the DIG logo and navigation links for History Lessons, History Assessments, Civic Online Reasoning, Professional Development, Publications &amp; Research, and About DIG. The main content area features a large image of four diverse students sitting on steps and looking at their phones. Text on the page reads: "Preparing thoughtful consumers of information must be an urgent national priority" and "Building on two decades as the Stanford History Education Group, DIG develops non-partisan, evidence-based solutions for today's classrooms." Below this is a small text box that says "Reading Like a Historian lessons and Beyond the Bubble assessments teach students to think critically about the past and build arguments from evidence. The Civic Online Reasoning curriculum teaches students to make thoughtful decisions about what they see on the internet." At the bottom of the screenshot is a red button that says "What Makes DIG Different".

I recently came across the Digital Inquiry Group (DIG) ([inquirygroup.org](http://inquirygroup.org)) – a website that has curated several lessons on history and civics. The organization was founded through Stanford University and is now an independent nonprofit organization. You have to create an account but all of the materials are free.

# Have You Considered?

# Continued...



DIGITAL INQUIRY GROUP

History Lessons | History Assessments | Civic Online Reasoning | Professional Development | Publications & Research | About DIG

## History Lessons



### Reading Like a Historian

The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills.

This curriculum teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence. To learn more about how to use Reading Like a Historian lessons, watch [these videos](#) about how teachers use these materials in their classrooms.

[Click here](#) for a complete list of Reading Like a Historian lessons, and [click here](#) for a complete list of materials available in Spanish.

*I hope you'll find this resource helpful and I'd love to hear from you if you end up using any of the lessons.*

Click on [History Lessons \[LINK\]](#) to see specific materials

DIG includes professional development opportunities. You can also learn about their Reading Like a Historian curriculum. Perhaps this is all old news for you, but I found the site to be particularly useful.

DIGITAL INQUIRY GROUP

History Lessons | History Assessments | Civic Online Reasoning | Professional Development | Publications & Research | About DIG

## List of Reading Like a Historian Lessons

**Introduction Lesson Plans**

- Lunchroom Fight I
- Evaluating Photographs
- Evaluating Sources
- Intro to the Work of Historians
- Lunchroom Fight II
- Snapshot Autobiography
- Make Your Case!
- Senior Prank

**Historical Thinking Classroom Posters & Charts**

- Close Reading
- What is History?
- Corroboration
- Sourcing
- Contextualization
- Historical Thinking Chart

**U.S. History**

**Unit 1: Colonial**

- Pocahontas
- The Puritans
- Mapping the New World
- Salem Witch Trials
- California Missions
- The First Thanksgiving Mini Lessons
- Examining Passenger Lists
- King Philip's War
- Portola Expedition

**Unit 2: Revolutionary and Early America**

- Great Awakening
- American Revolution SAC
- Stamp Act
- Boston Massacre

### Download Materials

Download Teacher Materials	QUICK VIEW	↓
Download Student Materials in English	QUICK VIEW	↓
Download Student Materials in Spanish	QUICK VIEW	↓
Download PowerPoint	QUICK VIEW	↓

[List of Reading Like a Historian Lessons](#)

*Each lesson has downloadable resources that you can take and customize for your classroom.*

# SSE CLUB

@wsu\_sseclub

Connect with SSE Club on Engage! SSE Club is a club geared towards Social Science Education majors, Middle Childhood Education majors (with a Social Studies concentration), and Intervention Specialists (with a Social Studies concentration) to create a community of fellow majors and future teachers.

Club Activities include the following:

- Trivia nights over Ohio Assessment for Educators (OAE) Testing, including social studies and education topics.
- Movie viewings
- Discussions on history, economics, political science, geography, psychology, current events, etc.
- Teaching workshops
- Creating lessons, assignments, lectures, projects, etc. to be used in the classroom and to be shared with members in the club
- Collaborations with other clubs
- Mock job interviews
- Resumé building
- Fun outings and more!

You can join the GroupMe and the Engage page for SSE Club. GroupMe is what the group will use for most communication. Engage is where all of our events, Constitution, rule/regulations, etc. will be present.

<https://wright.campuslabs.com/engage/organization/socialscienceeducationclub>

*If you are interested in joining, please go to the link to our GroupMe:*

[https://groupme.com/join\\_group/97711329/0H0MNyms](https://groupme.com/join_group/97711329/0H0MNyms)



**Feel free to reach out with any questions or suggestions to our officers.**

President: Andrew Binkley

Vice President: Caitlin Chandler

Treasurer: Carter Lovings

Secretary: Jobe Kaufman

## UPCOMING SSE EVENTS

### **Q&A With the Social Science Education Coordinator**

**Wednesday, March 12 – 5:00-6:00 PM in 154 Rike Hall**

**Have questions about the program? Need resources to make sure you are staying on track?**

We're setting aside club time to answer any questions you have. Come on out, meet some fellow SSE majors, and ask any questions you have. If I don't have an answer for you that night, I will make sure to get you one!



# SSE SPOTLIGHT

## Student Profile – Josh Stemple – 2025 Social Science Education Outstanding Graduate

This spring we have the honor of recognizing our outstanding graduate in the SSE program. **Josh Stemple** has maintained a 4.0 GPA and served as a student teacher at Bellbrook High School. I asked Josh to answer a few questions about his time at Wright State and the advice he'd give to students in the program.

### **Q: What made you want to pursue a degree in Social Science Education - or why do you want to be a teacher?**

I want to be a teacher for a two different but interconnected reasons. First, I love history. If I can have a job where I discuss history with people all day, sign me up. Second, I love making connections with people, and that is the best part about being a teacher. You get 45 minutes to try to connect with each kid and make a difference in their life. You can teach them something about history, or better yet teach them something about life, or just listen to them and have them teach YOU something about life. Kids don't care about what you have to teach them, unless they know you care about THEM first.

### **Q: Do you have a favorite class or experience from your time at Wright State?**

While at Wright State, I honestly enjoyed every history class I have taken. That being said, one stands out the most. Last semester, I took Introduction to Historical Analysis with Dr. Sean Pollock. It was the most engaging class I have ever been in. Every day we discussed as a class what we had read, and all contributed to an engaging conversation. We read a short biography on Napoleon Bonaparte, and after we finished writing our papers on it, we even went and watched the movie together as a class. He taught me how to write more effectively, and during his class I created the best piece of writing I think I have ever written. Those are always my favorite classes, the more discussion, the better.

### **Q: Where did you complete your student teaching? What was the best part of student teaching? What was hardest?**

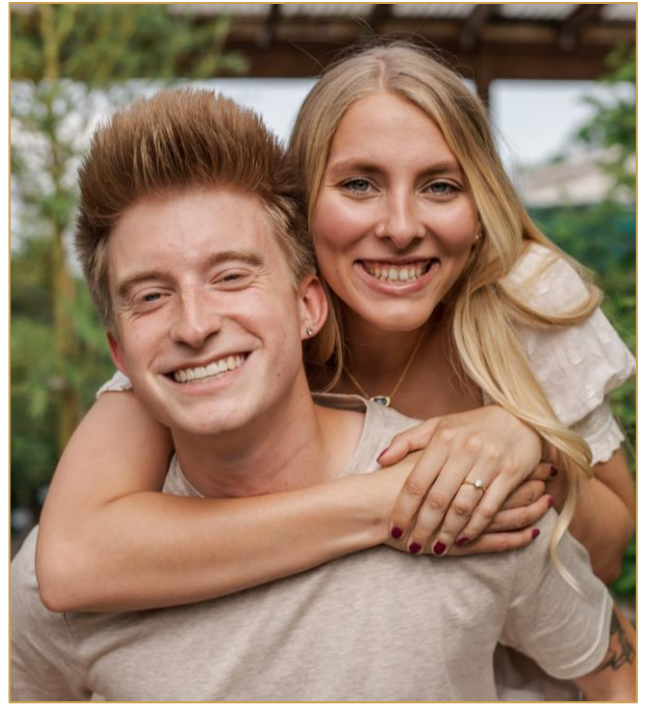
My student teaching has been at Bellbrook High School. The best part of student teaching has definitely been creating connections and relationships with the students. Every day I can count on a high five or a fist pump from some of the kindest students around. The hardest thing, at least for me, has been the classroom management aspect of the job. I really think these students are great, but sometimes they do some not-so-great things, and it is hard to discipline them, especially when you know they could do better.

### **Q: What are your future plans?**

As far as my future plans go, I would love to be able to get a job in the area and then settle down and buy a house with my wife, two cats, and my golden retriever. I would also like to be able to work in a school that would allow me to come up with fun electives to have, relating to history. I would love to teach a whole class on something like philosophy, religion, or maybe just a class about one historical event, so we could get really deep into it.

### **Q: What advice do you have for current SSE students?**

First, I would say just make sure this is the job you really want to do in the future. Going through all the schooling, the money it costs and the energy it takes, is no easy task. So, if you are on the edge and not sure if it's for you, maybe pick another major. Second, if you do decide it is for you, really give it your all and be intentional about how you can improve your teaching while you are student teaching, because it is your only trial run, then it's on to the real world, where you don't have another teacher there with you, holding your hand.



*Josh and his wife, Molly*



# SUMMER 2025 & FALL 2025 CoLA CLASSES FOR SSE MAJORS

I have listed some relevant courses in the SSE major offered over the next two semesters. **Remember**, Dayton campus students cannot register for Lake campus classes until the week before classes start and vice versa. The courses listed are all approved for upper-level history and political science credit. **Those courses in BOLD are approved but will not immediately show up on your degree audit.**

**The schedule is subject to change, and I will try to send out an update later in the semester if there are several changes.**

Please reach out to me ([lee.hannah@wright.edu](mailto:lee.hannah@wright.edu)) or Ann Barr ([ann.barr@wright.edu](mailto:ann.barr@wright.edu)) if you have any questions.

## Summer 2025 (does not include Education courses)

Class	Time	Instructor
HST 1100 – Western Civilizations to 1500	A - Online	Pollock
	(Lake) A - Online	Daniel
HST 1200 – The West and the World since 1500	B - T 4:40-8:05	Halabi
	(Lake) B - Online	Daniel
PLS 2120 – American National Government	B - Online	Hannah
PLS 2220 – International Politics	A - Online	Shannon
<b>PLS 4040 – Struggles for Civil Rights in America</b>	<b>A - Online</b>	<b>Feldmeier</b>
<b>PLS 4350 – Political Corruption</b>	<b>B - Online</b>	<b>Hannah</b>
PHL 3000 – Critical Thinking	B - Online	Bauer
EC 2040 – Principles of Microeconomics	A - Online	Martin
EC 2050 – Principles of Macroeconomics	C - Online	Pan

\*Courses in bold will serve as substitutes for credit in the respective field.

## Fall 2025 (does not include Education courses)

Class	Time	Instructor
HST 1100 – Western Civilizations to 1500	TR 9:30-10:50	Carrafiello
	(Honors) TR 12:30-1:50	Carrafiello
	Online	Okia
	(Lake) MW 10:00-10:55	Daniel
	(Lake) Online	Daniel
HST 1200 – The West and the World since 1500	(Honors) MWF 12:20-1:15	Halabi
	MWF 12:20-1:15	Sherman
	MWF 2:30-3:25	Halabi
	(Lake) TR 3:30-4:50	Daniel
	(Lake) Online	Pedler

HST 2110 - American History to 1877	MWF 10:10-11:05	Sherman
	(Lake) TR 11:00-12:20	Pedler
HST 3000 – Introduction to Historical Analysis	TR 11:00-12:20	Pollock
HST 3300 – Early Africa	MWF 11:15-12:20	Okia
HST 3600 – US Military History	Online	Winkler
HST 3650 – Ohio History	(Lake) TR 3:30-4:50	Pedler
HST 4450 – US & Middle East, WWI-Present	M 4:40-7:20	Halabi
HST 4800 – Settler Colonialism	TR 9:30-10:50	Pollock
HST 4900 – Research Seminar	MWF 12:20-1:15	Sherman
PLS 2120 – American National Government	MW 12:20-1:15 (partially online)	Fitzgerald
	(Lake) Online	Abram
PLS 2220 – International Politics	Online	Kantha
<b>PLS 3310 – Political Parties</b>	<b>MWF 12:20-1:15</b>	<b>Wilson</b>
<b>PLS 3420 – Civil Liberties I: First Amendment</b>	<b>(Lake) Online</b>	<b>Abram</b>
PLS 3430 – Civil Liberties II: Due Process	MW 11:15-12:10 (Partially online)	Fitzgerald
PLS 4080 – Radical Black Thought	TR 12:30-1:50	Snipe
PLS 4100 – Political Psychology	TR 9:30-10:50	Shannon
PLS 4400 – Constitutional Law	TR 11:00-12:20	Feldmeier
GEO 2100 – Physical Geography	TR 11:00-12:20	Davis
	(Lake) Online	Clayton
GEO 2200 – Human Geography	Online	Doherty
PHL 3000 – Critical Thinking	Online	Bauer
EC 2040 – Principles of Microeconomics	(Honors) TR 11:00-12:20	Willardsen
	TR 9:30-10:50	Farmer
	TR 3:30-4:50	Lander
	Online	Cavanaugh
	Online	Martin
	(Lake – partially online) W 2:00-2:55	Cavanaugh
	(Lake) Online	Cavanaugh
EC 2050 – Principles of Macroeconomics	TR 2:00-3:20	Todorova
	TR 12:30-1:50	Todorova
	Online	Pan
	Online	Zhang
	(Lake) Online	Cavanaugh
	(Lake) Online	Zhang

\* Courses in bold will serve as substitutes for credit in the respective field.

## When scheduling an appointment with Dr. Hannah or Ann, please have the following information ready:

- University Identification (UID) Number (example: U00123456)
- Days & times you are available
- The reason you need to meet with your advisor
- Current phone number

To meet with Ann Barr, call the Liberal Arts Advising Office at 937-775-2601, stop by 106 Allyn Hall to schedule an appointment, or add an appointment to her calendar at <https://wright.campus.eab.com/pal/KBbAupAqST>

**During peak advising times (i.e., registration for classes, graduation, etc.) appointment times will fill quickly. Please plan ahead and schedule your appointment well in advance.**

## Student Responsibilities

As a student in the College of Liberal Arts, you are expected to:

- Visit your academic advisor regularly
- Come prepared to academic advising meetings— have your Degree Audit in uAchieve, course selections, questions, or other materials ready for discussion
- Be open and honest about your educational goals
- Ask questions about issues you do not understand
- Follow through on advisor recommendations, suggested resources, and referrals

To meet with Dr. Lee Hannah, email him at [lee.hannah@wright.edu](mailto:lee.hannah@wright.edu)

# Don't Forget Your Resources!

You can access **Mometrix** by searching for it in the library's database. This collection is the world's most comprehensive test preparation tool, offering study materials for over 1,500 different exams, including Ohio Assessments for Educators study guides and practice tests. It's an invaluable resource for preparing for that exam. Please take advantage of it. And if you have questions about how to best use it, please email me.

[https://portal-mometrixelibrary-com.ezproxy.libraries.wright.edu/?\\_acct=10246](https://portal-mometrixelibrary-com.ezproxy.libraries.wright.edu/?_acct=10246)

The screenshot shows the Mometrix eLibrary website. At the top left is the logo "Mometrix eLibrary". Below it is a search bar with the text "Search for your exam here...". The main content area is titled "TEACHING" and "OAE Integrated Social Studies (025)". It lists several study resources:

- OAE Integrated Social Studies (025) Flashcards (Interactive)
- OAE Integrated Social Studies (025) Practice Test Questions (Interactive)
- OAE Integrated Social Studies (025) Secrets Study Guide
- OAE Integrated Social Studies Practice Questions

At the bottom, there is a note: "If you don't see the name of your exam, please contact your network administrator or email us at [elibrary@mometrix.com](mailto:elibrary@mometrix.com). Please include your school/library name, as well as the name of the test for which you wish to study. To browse our full list of titles, visit [www.MometrixCatalog.com](http://www.MometrixCatalog.com)."