

SO 930 Doctoral Seminar: The Nature of Social Studies Education

Boston University School of Education

Spring Semester 2017

Location: SED Room 512

Time: TBD

All learning is rooted in perception.

-Maurice Hunt and Lawrence Metcalf

If America should lose her honest devotion to democracy, or if she loses her revolutionary temper, she will no longer be America.

-George Counts

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Office hours: Tuesday 2-3:30, Wednesday 2-3:30, or by appointment

General Course Description:

Study of the historical, philosophical, theoretical, and curricular foundations of social studies education. Open to doctoral students, CAGS students, and (with permission) upper-level master's students intending to pursue doctoral study in social studies education. 4 cr. either sem.

Course Overview:

Designed as a readings course, students are assigned readings covering the breadth and depth of social studies education. In weekly meetings, the students and instructor will discuss the readings, emphasizing ways to connect the topics to possible research interests.

This course will cover the theoretical and historical foundations of and current issues in social studies education. The final assessment in this course is the creation of a literature review.

Doctoral students are encouraged to continue their work beyond this course by enrolling the companion courses SO 933 Doctoral Seminar in History Education and SO 935 Advanced Doctoral Seminar in Civic Education and Engagement, as well as independent studies focused on researching social studies education.

Objectives:

The overarching goal of the course is to help students develop a sense of the major arguments/positions in history education:

- Investigate research and practices in social studies education, which includes the disciplines of history, civics/political science, geography, and economics.
- Know the historical and theoretical foundations of social studies education
- Provide a foundation from which to undertake self-directed research in area of interest
- Learn to "read the field" through writing a literature review on a topic in social studies education.

Assignments:

NOTE: Due dates will be set cooperatively between instructor and student(s).

Assignment 1: Paper Draft (20 points)

After performing a literature review, students will submit an annotated bibliography of conceptual and research articles to be read for the final course paper.

Assignment 2: Syllabus (30 points)

Based on current the research and theory in social studies education, design a syllabus for a social studies methods course. Students are encouraged to collect syllabi from current methods professors to inform their work.

Assignment 3: Final Paper (50 points)

Based on a question designed by the student and course instructor, students will write a literature review on a topic in social studies education. It will include both conceptual and research work.

Effective Oral and Written Communication

All writers benefit from continuing instruction and feedback. The Educational Resource Center and the College of Communication offers writing tutorials and support services for all BU students. We urge to take advantage of these resources. Visit their websites:

<http://www.bu.edu/erc/writingassistance/>

<http://www.bu.edu/com/academics/writing-program/writing-center>

Statement of Accommodations for Students with Disabilities

The School of Education at Boston University is committed to equal access for students with disabilities. If you have a specific disability and require accommodations in this class, please let me know early in the semester so that appropriate accommodations can be made. You must provide me with a letter of needed accommodations prepared by the Office of Disability Services. Contact information for that office is as follows: 617 353-3658 V/TTY or access@bu.edu. All discussions and written materials will be kept confidential.

Incomplete Grades

In the School of Education, students assigned a grade of Incomplete must complete an "Incomplete Contract." This contract should be filled out by both the student and instructor to dictate the completion deadline and circumstances of an Incomplete grade. Both student and instructor will need to sign this form and the signed form should be returned to the SED Student Records Office, Room 127, for processing. Incomplete grades should not be awarded without this contract. Students have one year to resolve the terms of the contract or the grade will become the grade earned at the time the "I" grade was issued.

Academic Conduct

Academic integrity is the bedrock of any scholarly community. The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning and the pursuit of knowledge can best take place. As articulated in the Academic Conduct Code "All students at Boston University are expected to maintain high standards of academic honesty and integrity. It is the responsibility of every student to be aware of the Academic Conduct Code's contents and to abide by its provisions" (www.bu.edu/academics/policies/academic-conduct-code/). In general, academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students' opportunities of being judged fairly for their academic work. Students should pay particular attention to the rules regarding

plagiarism, teamwork, submission of work to more than one course without permission, and conduct in a professional field assignment. If students have any questions about academic integrity or how it applies to the assignments in a specific course, students should consult their instructor.

Reading List:**Required Texts:** *Students should read these texts**(NOTE: all of these books can be borrowed from the instructor)*

Stanley, W. B. (Ed.) (2001). *Critical issues in social studies research for the 21st century*. Greenwich, CT: Information Age Publishing.

Ross, E. W. (Ed.) (2001). *The social studies curriculum: Purposes, problems, and possibilities*. Albany, NY: State University of New York Press.

Evans, R. W. (2004). *The social studies wars: What should we teach the children?* New York, NY: Teachers College Press.

Adler, S. (Ed.) (2004). *Critical issues in social studies teacher education*. Greenwich, CT: Information Age Publishing.

Thornton, S. J. (2005). *Teaching social studies that matters: Curriculum for active learning*. New York, NY: Teachers College Press.

Parker, W. C. (Ed.) (2010). *Social studies today: Research & practice*. New York, NY: Routledge.

Passe, J., & Fitchett, P. G. (Eds.). (2013). *The status of social studies: Views from the field*. Charlotte, NC: Information Age Publishing.

Barton, K. C., & Avery, P. G. (2016). Research on social studies education: Diverse students, settings, and methods. In D. H. Gitomer & C. A. Bell (Eds.), *Handbook of research on teaching* (5th ed., pp. 985-1038). Washington, DC: American Educational Research Association.

Martell, C. C. (Ed.) (2017). *Social studies teacher education: Critical issues and current perspectives*. Charlotte, NC: Information Age Publishing.