SO 933 Doctoral Seminar in History Education
Boston University School of Education

Fall Semester 2017
Location: SED Room 512
Time: TBD

History education has … the overarching purpose of … preparing students for participation in a pluralist democracy.
-Keith Barton and Linda Levstik

Historical thinking, in its deepest forms, is neither a natural process nor something that springs automatically from psychological development.
-Sam Wineburg

The discourse of invisibility is true for every non-European group of people who constitute our nation… Throughout our history we present an incoherent, disjointed picture of those who are not White.
-Gloria Ladson-Billings

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General Course Description:
Study of the historical, philosophical, theoretical, and curricular foundations of history 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 history 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 theory and research in history education. It is organized around the three major perspectives found in history education: disciplinary, participatory democratic, and critical (Epstein, 2009, pp. 13-15). The final assessment in this course is the creation of a ready-for-publication research or conceptual article.

Doctoral students are encouraged to continue their work beyond this course by enrolling in the companion courses of SO 930 Doctoral Seminar: The Nature of Social Studies 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 history education, which is a discipline of social studies
- Be able to read the current academic discourses in history education
- Provide a foundation from which to undertake self-directed research in area of interest
- Write an academic paper (conceptual or research) suitable for publication in a peer-reviewed practitioner or research journal

Assignments:

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

Assignment 1: Paper Proposal (15 points)
Students will submit a proposal of the final paper mid-semester.

Assignment 2: Annotated Bibliography (15 points)
Students will submit an annotated bibliography that summarizes the course readings. For articles, each annotation should be 1-2 paragraphs. For books, each annotation should be 1-2 pages.

Assignment 3: Final Paper (70 points)
Rooted in the course readings, students will write a history education paper (research study or conceptual piece) suitable for publication in a quality social studies journal (i.e. *Theory and Research in Social Education, International Journal of Social Education, Journal of Social Studies Research, The Social Studies, Social Studies Research and Practice, or The History Teacher*).

NOTE: Practicing teachers may choose to do a curriculum design project in place of the final paper.

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/writingassistant/
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 four texts.*


(Disciplinary)


(Participatory Democratic)


(Critical)


**Selected Texts:** *Students should choose texts following each category’s instructions*

1. **Researching History Education:**

If you have not taken SED SO 933 or SED SO 935 previously, read the below text:


Articles (Choose 3 chapters from these handbooks related to history education):


### 2. Disciplinary History

**Books (Optional; Can read in place of articles):**


**Articles (Choose 5):**


3. Participatory Democratic History
Books (Optional; Can read in place of articles):


Articles (Choose 5):


4. Critical History (including Critical Race, LatCrit, Tribal Crit, Critical Asian, CritFem, Queer Crit, etc.)

Books (Optional; Can read in place of articles):


Articles (Choose 5):


