

**SO 935 Advanced Doctoral Seminar in Civic Education and Engagement**  
Boston University School of Education

Spring Semester 2018  
Location: SED Room 512  
Time: TBD

*Democracy means the belief that humanistic culture should prevail.*  
-John Dewey

*The educator with a democratic vision ... cannot avoid... insisting on  
the critical capacity, curiosity, and autonomy of the learner.*  
-Paulo Freire

Professor: Christopher Martell, Ed.D.  
Office: SED 502  
E-mail: cmartell@bu.edu  
Phone: (617) 353-3924 (office)  
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 civic education/education for democracy. Open to doctoral students, CAGS students, and (with permission) upper-level master's students intending to pursue doctoral study in social studies education. 4cr. alt fall semesters or by arrangement.

**Course Overview:**

Designed as a readings course, students are assigned readings covering the breadth and depth of civic education and engagement. 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 civic education. It is organized around the three major themes in civics education: civic engagement and political socialization, citizenship education, and global citizenship. 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 933 Doctoral Seminar in History Education, 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 civic education:

- Investigate research and practices in civic education, which is a discipline of social studies
- Be able to read the current academic discourses in civic 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 civic 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, and Citizenship Teaching & Learning*).

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/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](mailto: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/](http://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:

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

### 1. Civic Education Overview:

Chapters (Choose 3 chapters from this handbook):

Arthur, J., Davies, I., & Hahn, C. (2008). *The Sage handbook of education for citizenship and democracy*. Los Angeles, CA: Sage.

Books (Choose 2 of these texts):

Feith, D. (Ed.). (2011). *Teaching America: The case for civic education*. Lanham, MD: Rowman & Littlefield Education.

Heater, D. (2004). *Citizenship: The civic ideal in world history, politics, and education*. Manchester, UK: Manchester University Press.

Hess, D. (2009). *Controversy in the classroom: The democratic power of discussion*. New York, NY: Routledge.

Isin, E. F. & Turner, B. S. (2002). *Handbook of citizenship studies*. London, United Kingdom: Sage.

Levine, P. (2015). *The future of democracy: Developing the next generation of American citizens*. Medford, MA: Tufts University Press.

Levinson, M. (2012). *No citizen left behind*. Cambridge, MA: Harvard University Press.

Nef, J. & Reiter, B. (2009). *The democratic challenge: Rethinking democracy and democratization*. New York, NY: Palgrave Macmillan.

Nie, N. H., Junn, J., & Stehlik-Barry, K. (1996). *Education and democratic citizenship in America*. Chicago, IL: University of Chicago Press.

Noddings, N. (2005). *Educating citizens for global awareness*. New York: Teachers College Press

Parker, W. C. (Ed.). (1996). *Educating the democratic mind*. Albany, NY: State University of New York.

Westheimer, J. (2015). *What kind of citizen? Educating our children for the common good*. New York, NY: Teachers College Press.

## 2. Researching Civic Education:

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

Barton, K. C. (2006). *Research methods in social studies education: Contemporary issues and perspectives*. Charlotte, NC: Information Age Publishing.

Chapters (Choose 3 chapters from these handbooks related to civic education):

Manfra, M. M. & Bolick, C. M. (Eds.) (2017). *The Wiley handbook of social studies research*. Hoboken, NJ: Wiley-Blackwell.

Levstik, L. S. & Tyson, C. A. (Eds.) (2008). *Handbook of research in social studies education*. New York, NY: Routledge.

Shaver, J. P. (Ed.) (1991). *Handbook of research on social studies teaching and learning*. New York, NY: Macmillan.

Standards (Read both):

Center for Civic Education. (1994). *National standards for civics and government*. Calabasas, CA: Center for Civic Education.

National Council for the Social Studies. (2013). *College, career, and civic life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history*. Silver Spring, MD: Author.

## 3. Civic Engagement and Political Socialization

Articles (Choose 5):

Ehman, L. H. (1980). The American school in the political socialization process. *Review of Educational Research*, 50(1), 99-119.

Flynn, N. (2009). Toward democratic discourse: Scaffolding student-led discussions in the social studies. *Teachers College Record*, 111(8), 2021-2054.

Haas, M. E., & Laughlin, M. A. (2002). Teaching the 2000 Election: A K-12 survey. *The Journal of Social Studies Research*, 26(2), 20-30.

Journell, W., & Buchanan, L. B. (2012). Making politics palatable: Using television drama in high school civics and government classes. *The Social Studies*, 103(1), 1-11.

Jacobsen, R., Frankenberg, E. D., & Lenhoff, S. W. (2012). Diverse schools in a democratic society: New ways of understanding how school demographics affect civic and political learning. *American Educational Research Journal*, 49(5), 812-843.

Kahne, J., & Westheimer, J. (2003). Teaching democracy: What schools need to do. *Phi Delta Kappan*, 85(1), 34-66.

Kissling, M. T., & Barton, A. C. (2013). Interdisciplinary study of the local power plant: Cultivating ecological citizens. *Social Studies Research and Practice*, 8(3), 128-142.

Kissling, M. T. & Martell, C. C. (2014). Analyzing the messages of the State of the Union Address. *Social Education*, 78(6), 269-272.

Martell, C. C., & Sequenzia, M. R. (2016). Working the dialectic: Teaching and learning teacher research in social studies. *The Educational Forum*, 80(4), 407-416.

Martell, C. C., & Stevens, K. M. (2017). Becoming a race-conscious social studies teacher: The influence of personal and professional experiences. *The Social Studies*, 108(6), 249-260.

Misco, T., & Patterson, N. (2007). A study of pre-service teachers' conceptualizations of academic freedom and controversial issues. *Theory & Research in Social Education*, 35(4), 520-550.

Parker, W. C. (2001). Classroom discussion: Models for leading seminars and deliberations. *Social Education*, 65(2), 111-115.

Parker, W. C. (2006). Public discourses in schools: Purposes, problems, possibilities. *Educational Researcher*, 35(8), 11-18.

Torney-Purta, J. (2002). The school's role in developing civic engagement: A study of adolescents in twenty-eight countries. *Applied Developmental Science*, 6(4), 203-212.

Westheimer, J. (2006). Politics and patriotism in education. *Phi Delta Kappan*, 87(8), 608-620.

#### **4. Citizenship Education**

Articles (Choose 5):

Apple, M. W. (1983). Politicizing civic values in education. *Journal of Teacher Education*, 34(6), 55-56.

Avery, P. G., & Simmons, A. M. (2001). Civic life as conveyed in United States civics and history textbooks. *International Journal of Social Education*, 15(2), 105-130.

Hahn, C. (2008). International political socialization research. In L.S. Levstik and C.A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 81-108). New York, NY: Routledge.

Hess, D. (2008). Controversial issues and democratic education. In L.S. Levstik and C.A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 123-136). New York, NY: Routledge.

Howard, R. W., Berkowitz, M. W., & Schaeffer, E. F. (2004). Politics of character education, *Educational Policy*, 18(1), 188-215.

Ho, L.-C. (2010). "Don't worry, I'm not going to report you": Education for citizenship in Singapore. *Theory & Research in Social Education*, 38(2), 217-247.

Ho, L.-C. (2014). Meritocracy, tracking, and elitism: Differentiated citizenship education in the United States and Singapore. *The Social Studies*, 105, 29-35.

Kahne, J., & Middaugh, E. (2008). High quality civic education: What is it and who gets it? *Social Education*, 72(1), 34-39.

VanSledright, B. A., & Grant, S. G. (1994). Citizenship education and the persistent nature of classroom teaching dilemmas. *Theory & Research in Social Education*, 22(3), 305-339.

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269.

## 5. Global Citizenship

Articles (Choose 5):

Castro, A. J. (2014). The role of teacher education in preparing teachers for critical multicultural citizenship. *The Journal of Social Studies Research*, 38, 189-203.

Davies, I., Evans, M., & Reid, A. (2005). Globalising citizenship education? A critique of global education and citizenship education. *British Journal of Educational Studies*, 53(1), 66-89.

Dilworth, P. P. (2004). Multicultural citizenship education: Case studies from social studies classrooms. *Theory & Research in Social Education*, 32(2), 153-186.

Gaudelli, W., & Fernekas, W. R. (2004). Teaching about global human rights for global citizenship. *The Social Studies*, 95(1), 16-26.

Holden, C. (2000). Learning for democracy: From world studies to global citizenship. *Theory into Practice*, 39(2), 74-80.

Mathews, S. A., & Patterson Dilworth, P. (2008). Case studies of preservice teachers' ideas about the role of multicultural citizenship education in social studies. *Theory & Research in Social Education*, 36(4), 356-390.

Merryfield, M. M. (1992). Preparing social studies teachers for the twenty-first century: Perspectives on program effectiveness from a study of six exemplary teacher education programs on global education. *Theory & Research in Social Education*, 20(1), 17-46.

Merryfield, M. M. (2002). Rethinking our framework for understanding the world. *Theory & Research in Social Education*, 30(1), 148-151.

Parker, W. C. (In Press). Oppositions and possibilities. In A. Reid, J. Gill, & A. Sears (Eds.), *Globalisation, the nation-state and the citizen: Dilemmas and directions for civics and citizenship education*. New York, NY: Routledge.

Schweisfurth, M. (2006). Education for global citizenship: Teacher agency and curricular structure in Ontario schools. *Educational Review*, 58(1), 41-50.

Ukpokodu, O. N. (2006). The effect of 9/11 on preservice teachers' perspectives and dispositions toward global concerns. *Social Studies Research and Practice*, 1(2), 179-200.