

## 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/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:**

**Required Texts:** *Students should read these four texts.*

Epstein, T. (2009). *Interpreting national history: Race, identity, and pedagogy in classrooms and communities*. New York, NY: Routledge.

(Disciplinary)

Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA: Temple University Press.

(Participatory Democratic)

Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*. Mahwah, NJ: Lawrence Erlbaum Associates.

(Critical)

Ladson-Billings, G. (Ed.) (2003). *Critical race theory perspectives on the social studies: The profession, policies, and curriculum*. Greenwich, CT: Information Age Publishing.

**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:

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

Articles (Choose 3 chapters from these handbooks related to history 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.

## 2. Disciplinary History

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

Carretero, M. & Voss, J. F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*. New York, NY: Simon & Schuster Macmillan.

Lévesque, S. (2008). *Thinking historically: Educating students for the twenty-first century*. Toronto, ON: University of Toronto Press.

Stearns, P. N., Seixas, P. C. & Wineburg, S. S. (Eds.) (2000), *Knowing, teaching, and learning history*. New York, NY: New York University Press.

Warren, W. & Cantu, D. A. (Eds.) (2008). *History 101: The past, present, and future of teacher preparation* (pp. 3-30). Charlotte, NC: Information Age Publishing.

Articles (Choose 5):

Bain, R. B. (2006). Rounding up unusual suspects: Facing the authority hidden in the history classroom. *Teachers College Record*, 108(10), 2080-2114.

Bain, R. B. (2008/2009). Into the breach: Using research and theory to shape history instruction. *Journal of Education*, 189(1/2), 331-352.

Bain, R. B., & Mirel, J. (2006). Setting up camp at the great instructional divide: Educating beginning history teachers. *Journal of Teacher Education*, 57(3), 212-219.

Baron, C. (2010). One if by Land! Two if by River? Or, What if Everything You Thought You Knew were Wrong? *History Teacher*, 43(4), 605-613.

Baron, C. (2012). Understanding historical thinking at historic sites. *Journal of Educational Psychology*, 104(3), 833-847.

Baron, C. (2013). Using inquiry-based instruction to encourage teachers' historical thinking at historic sites. *Teaching and Teacher Education*, 35, 157-169.

De La Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms. *Journal of Educational Psychology*, 97(2), 139-156.

Drake, F. D., & Drake Brown, S. (2003). A systematic approach to improve students' historical thinking. *History Teacher*, 36(4), 465-490.

Fallace, T. D. (2007). Once more unto the breach: Trying to get preservice teachers to link historiographical knowledge to pedagogy. *Theory and Research in Social Education*, 35(3), 427-446.

- Fallace, T. D. (2009). Historiography and teacher education: Reflections on an experimental course. *History Teacher*, 42(2), 205-222.
- Leinhardt, G. (1997). Instructional explanations in history. *International Journal of Educational Research*, 27(3), 221-232.
- Leinhardt, G., Stainton, C., & Virji, S. M. (1994). A sense of history. *Educational Psychologist*, 29(2), 79-88.
- Leinhardt, G., & Young, K. M. (1996). Two texts, three readers: Distance and expertise in reading history. *Cognition and Instruction*, 14(4), 441-486.
- Mayer, R. H. (2006). Learning to teach young people how to think historically: A case study of one student teacher's experience. *Social Studies*, 97(2), 69-76.
- Monte-Sano, C. (2008). Qualities of historical writing instruction: A comparative case study of two teachers' practices. *American Educational Research Journal*, 45(4), 1045-1079.
- Monte-Sano, C. (2011). Learning to open up history for students: Preservice teachers' emerging pedagogical content knowledge. *Journal of Teacher Education*, 62(3), 260 –272.
- Monte-Sano, C., & Cochran, M. (2009). Attention to learners, subject, or teaching: What takes precedence as preservice candidates learn to teach historical thinking and reading? *Theory and Research in Social Education*, 37(1), 101-135.
- Paxton, R. J. (1997). Someone with like a life wrote it: The effects of a visible author on high school history students. *Journal of Educational Psychology*, 89, 235-250.
- Paxton, R. J. (1999). A deafening silence: History textbooks and the students who read them. *Review of Educational Research*, 69(3), 315-339.
- Paxton, R. J. (2002). The influence of author visibility on high school students solving a historical problem. *Cognition and Instruction*, 20(2), 197-248.
- VanSledright, B. A., & Afflerbach, P. (2000). Reconstructing Andrew Jackson: Prospective elementary teachers' readings of revisionist history texts. *Theory and Research in Social Education*, 28(3), 411-444.
- VanSledright, B. A., & Brophy, J. (1992). Storytelling, imagination, and fanciful elaboration in children's historical reconstructions. *American Educational Research Journal*, 29(4), 837-859.
- Wineburg, S. S. (1999). Historical thinking and other unnatural acts. *Phi Delta Kappan*, 80(7), 488-489.
- Yeager, E. A., & Wilson, E. K. (1997). Teaching historical thinking in the social studies methods course: A case study. *Social Studies*, 88(3), 121-126.

### 3. Participatory Democratic History

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

Grant, S. G. (Ed.). (2006). *Measuring history: Cases of state-level testing across the United States*. Greenwich, CT: Information Age Publishing.

Grant, S. G. (2003). *History lessons: Teaching, learning, and testing in U.S. high school classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.

E. A. Yeager & O. L. Davis (Eds.) (2005). *Wise social studies teaching in an age of high-stakes testing: Essays on classroom practices and possibilities*. Greenwich, CT: Information Age Press.

VanSledright, B. A. (2011). *The challenge of rethinking history education: On practices, theories, and policy*. New York, NY: Taylor & Francis.

Articles (Choose 5):

Afflerbach, P., & VanSledright, B. (2001). Hath! Doth! What? Middle graders reading innovative history text. *Journal of Adolescent & Adult Literacy*, 44(8), 696-707.

Barton, K. C., & Levstik, L. S. (1996). "Back when God was around and everything": Elementary children's understanding of historical time. *American Educational Research Journal*, 33(2), 419-454.

Barton, K. C. (1998). "It wasn't a good part of history": National identity and students' explanations of historical significance. *Teachers College Record*, 99(3), 478-513.

Barton, K. C., & Levstik, L. S. (2003). Why don't more history teachers engage students in interpretation? *Social Education*, 67(6), 358-362.

Barton, K. C. (2004, October). Research on students' historical thinking and learning. *Perspectives on History*.

Brophy, J. (1995). Emerging research on learning and teaching history. *Teaching and Teacher Education*, 11(1), 97-102.

Brophy, J., & VanSledright, B. (1992). Fifth graders' ideas about history expressed before and after their introduction to the subject. *Theory and Research in Social Education*, 20(4), 440-489.

Doppen, F. H., & Yeager, E. A. (1998). National versus state curriculum standards for history in the United States: Where will the debate lead us? *Curriculum Journal*, 9(2), 165-175.

Foster, S. J. (1999). Using historical empathy to excite students about the study of history: Can you empathize with Neville Chamberlain? *Social Studies*, 90(1), 18-24.

Foster, S. J., & Yeager, E. A. (1998). The role of empathy in the development of historical understanding. *International Journal of Social Education*, 13(1), 1-7.

Grant, S. G. (2001). It's just the facts, or is it? The relationship between teachers' practices and students' understandings of history. *Theory and Research in Social Education*, 29(1), 65-108.

Grant, S. G., & Gradwell, J. M. (2005). The sources are many: Exploring history teachers' selection of classroom texts. *Theory and Research in Social Education*, 33(2), 244-265.

Grant, S. G., & Gradwell, J. M. (2008). Identifying the markers of history: Teachers and researchers describe the assessment of historical knowledge and understanding. *Social Studies Research and Practice*, 3(1), 1-23.

Levstik, L. S. (1995). Narrative constructions: Cultural frames for history. *Social Studies*, 86(3), 113-116.

Martell, C. C. (2013). Learning to teach history as interpretation: A longitudinal study of beginning teachers. *Journal of Social Studies Research*, 37(1), 17-31.

Martell, C. C. (2014). Building a constructivist practice: A longitudinal study of beginning history teachers. *Teacher Educator*, 49(2), 97-115.

van Hover, S., Hicks, D., & Cotton, S. (2012). "Can you make 'historiography' sound more friendly?": Towards the construction of a reliable and validated history teaching observation instrument. *History Teacher*, 45(4), 1-10.

van Hover, S. D., & Yeager, E. A. (2004). Challenges facing beginning history teachers: An exploratory study. *International Journal of Social Education*, 19(1), 8-26.

van Hover, S. D., & Yeager, E. A. (2007). "I want to use my subject matter to...": The role of purpose in one U.S. secondary history teacher's instructional decision-making. *Canadian Journal of Education*, 30(3), 670-690.

VanSledright, B. A. (1997). And Santayana lives on: Students views on the purposes for studying American history. *Journal of Curriculum Studies*, 29(5), 529-558.

VanSledright, B. A. (1998). On the importance of historical positionality to thinking about and teaching history. *International Journal of Social Education*, 12(2), 1-18.

VanSledright, B. A. (2002). Confronting history's interpretive paradox while teaching fifth graders to investigate the past. *American Educational Research Journal*, 39(4), 1089-1115.

Wilson, E. K., Readence, J. E., & Konopak, B. C. (2002). Preservice and inservice secondary social studies teachers' beliefs and instructional decisions about learning with text. *Journal of Social Studies Research*, 26(1), 12-22.

Yeager, E. A., Foster, S. J., Maley, S. D., Anderson, T., & Morris, J. W. (1998). Why people in the past acted as they did: An exploratory study in historical empathy. *International Journal of Social Education*, 13(1), 8-24.

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

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

Chandler, P. (Ed.) (in press). *Doing race in social studies: Critical perspectives*. Greenwich, CT: Information Age Press.

Ladson-Billings, G. (Ed.) (2003). *Critical race theory perspectives on the social studies: The profession, policies, and curriculum*. Greenwich, CT: Information Age Publishing.

McNeil, L. M. (1988). *Contradictions of control: School structure and school knowledge*. New York, NY: Routledge.

Segall, A. (2002). *Disturbing practice: Reading teacher education as text*. New York, NY: Peter Lang Publishing.

Seixas, P. C. (Ed.). (2004). *Theorizing historical consciousness*. Toronto, ON: University of Toronto Press.

Articles (Choose 5):

Almarza, D. J., & Fehn, B. R. (1998). The construction of Whiteness in an American history classroom: A case study of eighth grade Mexican American students. *Transformations, 9*(2), 196-211.

Anyon, J. (1979). Ideology and United States history textbooks. *Harvard Educational Review, 49*(3), 361-386.

Castro, A. J., Field, S. L., Bauml, M., & Morowski, D. (2012). "I want a multicultural classroom": Preparing social studies teachers for culturally diverse classrooms. *The Social Studies, 103*(3), 97-106.

Castro, A. J., Hawkman, A., & Diaz, J. (2015). Teaching race in high school social studies: Lessons from the field. In P. T. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (Vol. 125-145). Charlotte, NC: Information Age Publishing.

Chandler, P. T. (2010). Critical race theory and social studies: Centering the Native American experience. *Journal of Social Studies Research, 34*(1), 29-58.

Dinkelman, T. (2000). An inquiry into the development of critical reflection in secondary student teachers. *Teaching and Teacher Education, 16*(2), 195-222.

Adler, S., & Goodman, J. (1986). *Preparing teachers of history: Developing a critical consciousness*. Paper presented at the Annual Meeting of the National Council for the Social Studies, New York, NY.

Epstein, T. (1998). Deconstructing differences in African-American and European-American adolescents' perspectives on U.S. history. *Curriculum Inquiry, 28*(4), 397-423.

Epstein, T. (2000). Adolescents' perspectives on racial diversity in U.S. history: Case studies from an urban classroom. *American Educational Research Journal, 37*(1), 185-214.



- Epstein, T. (2001). Racial identity and young people's perspectives on social education. *Theory into Practice*, 40(1), 42-47.
- Epstein, T., Mayorga, E., & Nelson, J. (2011). Teaching about race in an urban history class: The effects of culturally responsive teaching. *Journal of Social Studies Research*, 35(1), 2-21.
- Evans, R. W. (1988). Lessons from history: Teacher and student conceptions of the meaning of history. *Theory and Research in Social Education*, 16(3), 203-225.
- Howard, T. C. (2004). "Does race really matter?" Secondary students' constructions of racial dialogue in the social studies. *Theory and Research in Social Education*, 32(4), 484-502.
- Howard, T. C. (2001). Telling their side of the story: African-American students' perceptions of culturally relevant teaching. *Urban Review*, 33(2), 131-149.
- Howard, T. C. (2001). Powerful pedagogy for African American Students: A case of four teachers. *Urban Education*, 36(2), 179-202.
- Martell, C. C., & Hashimoto-Martell, E. A. (2012). Throwing out the textbook: A teacher research study of changing texts in the history classroom. In H. Hickman & B. J. Porfilio (Eds.), *The new politics of the textbook: Critical analysis in the core content areas* (pp. 305-320). Boston, MA: Sense Publishers.
- Martell, C. C. (2013). Race and histories: Examining culturally relevant teaching in the U.S. history classroom. *Theory and Research in Social Education*, 41(1), 65-88.
- Martell, C. C. (2015). Learning to teach culturally relevant social studies: A White teacher's retrospective self-study. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 41-60). Charlotte, NC: Information Age Press.
- Martell, C. C. (2017). Approaches to teaching race in elementary social studies: A case study of preservice teachers. *The Journal of Social Studies Research*, 41(1), 75-87.
- Martell, C. C., & Stevens, K. M. (2017). Equity- and tolerance-oriented teachers: Approaches to teaching race in the social studies classroom. *Theory & Research in Social Education*, 45(4), 489-516.
- Peck, C. L. (2010). "It's not like [I'm] Chinese and Canadian. I am in between": Ethnicity and Students' Conceptions of Historical Significance. *Theory and Research in Social Education*, 38(4), 574-617.
- Salinas, C. S. (2010). Confronting/avoiding race in the teaching of history. *Educational Researcher*, 39(3), 241-242.
- Salinas, C. S., Fránquiz, M. E., & Guberman, S. (2006). Introducing historical thinking to second language learners: Exploring what students know and what they want to know. *The Social Studies*, 97(5), 203-207.

Salinas, C. S., & Sullivan, C. C. (2007). Latina/o preservice teachers' positionality: Challenging the construction of the official school knowledge through historical thinking. *Journal of Curriculum and Pedagogy*, 4(1), 178-199.

Segall, A. (1999). Critical history: Implications for history/social studies education. *Theory and Research in Social Education*, 27(3), 358-374.

Seixas, P. C. (1999). Beyond content and pedagogy: In search of a way to talk about history education. *Journal of Curriculum Studies*, 31(3), 317-337.

Seixas, P. C. (1994). Preservice teachers assess students' prior historical understanding. *Social Studies*, 85(2), 91-94.

Shear, S. B., Knowles, R. T., Soden, G. J., & Castro, A. J. (2015). Manifesting destiny: Re/presentations of indigenous peoples in K–12 U.S. history standards. *Theory & Research in Social Education*, 43(1), 68-101.

Slekar, T. D. (2005). Case history of a methods course: Teaching and learning history in a "rubber room". *Social Studies*, 96(6), 237-240.

Slekar, T. D. (2006). Preaching history in a social studies methods course: A portrait of practice. *Theory and Research in Social Education*, 34(2), 241-258.