

Stanford



Sam Wineburg

Margaret Jacks Professor of Education and Professor, by courtesy, of History
Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

Rachel Kelly

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Bio

BIO

Sam Wineburg is the Margaret Jacks Professor of Education and, by courtesy, of History & American Studies at Stanford University. Educated at Brown and Berkeley, he holds a doctorate in Psychological Studies in Education from Stanford and an honorary doctorate from Sweden's Umeå University. Wineburg heads the Stanford History Education Group (sheg.stanford.edu), whose curriculum and assessments have been downloaded seven million times, making it one of largest providers of free curriculum in the world. His current work focuses on how people judge the credibility of digital content, research that has been reported in the Wall Street Journal, New York Times, Washington Post, NPR, Time Magazine, BBC, Die Zeit and translated into dozens of languages. Wineburg's scholarship sits at the crossroads of three fields: the psychology of teaching and learning, history, and education, and his articles have appeared in such diverse outlets as Cognitive Science, Journal of American History, Smithsonian Magazine, Washington Post, USA Today and the Los Angeles Times. In 2002 his book, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* won the Frederic W. Ness Award from the Association of American Colleges and Universities for work that makes the most important contribution to the "improvement of Liberal Education and understanding the Liberal Arts." In 2013, he was named the Obama-Nehru Distinguished Chair by the US-India Fulbright Commission and spent four months crisscrossing India giving lectures about his work. His latest book, *Why Learn History (When It's Already on Your Phone)*, was published in 2018 by the University of Chicago Press. In 2015 he was inducted into the National Academy of Education.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education
- Professor (By courtesy), History

ADMINISTRATIVE APPOINTMENTS

- Director, Stanford History Education Group, (2002- present)

HONORS AND AWARDS

- Inducted, National Academy of Education (2015)
- Honorary Doctorate, Umea University, Sweden (2014)
- Nehru-Obama Distinguished Chair, US-India Fulbright Commission (2013)
- Frederic W. Ness Book Award, Association of American Colleges and Universities (2002)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Consultant, Mandel Foundation, Jerusalem (2018 - present)
- Member, Advisory Board, Center for the Study of Historical Consciousness, Univ. of British Columbia, Vancouver, BC (2018 - present)
- Member, Advisory Board, How People Learn, Targeted Report for Teachers, National Research Council Committee (2018 - present)
- Member, Editorial Board, Cognition and Instruction, Journal of the Learning Sciences (2018 - present)
- Trustee, National Council for History Education (NCHE) (2018 - present)
- Fulbright-Nehru Distinguished Chair, Univ. of North Bengal, India (2014 - present)
- Visiting Professor, University of Haifa (1997 - 1998)
- Assistant Professor to Professor, Educational Psychology, & Professor of History, Univ. of Washington (1989 - 2002)

PROFESSIONAL EDUCATION

- PhD, Stanford University , Psychological Studies in Education
- BA, University of California/Berkeley , History of Religion, summa cum laude
- ., Brown University
- L.D.H. Doctor of Humane Letters, Umeå University

LINKS

- Stanford History Education Group: <http://sheg.stanford.edu>
- Twitter: <https://twitter.com/samwineburg>

Research & Scholarship

RESEARCH INTERESTS

- Civic Education
- Curriculum and Instruction
- History of Education
- Psychology
- Religion
- Secondary Education
- Teachers and Teaching

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Sam Wineburg's work engages questions of identity and history in modern society: how today's youth use the past to construct individual and collective identities.

Today his work focuses on how young people learn about world through digital media; specifically, in the digital Wild West what do they decide to believe or reject?

Over the last twenty-five years his interests have spanned a wide terrain, from how adolescents and professional historians interpret primary sources to issues of teacher assessment and teacher community in the workplace. His book, *Historical Thinking and Other Unnatural Acts*, won the 2002 Frederic W. Ness Award from the Association of American Colleges and Universities for the book "that best illuminates the goals and practices of a contemporary liberal education." From 2007-2009 he was the Executive Director of the Department of Education's National Clearinghouse for History Education, a collaboration between George Mason University, Stanford, and the American Historical Association. With the late Roy N. Rosenzweig, he created the award-winning website, historicalthinkingmatters.org. He founded the Stanford History Education Group, a research and development outfit dedicated to improving history instruction in the US and abroad, whose materials have been downloaded over 5 million times since 2009. In 2013 he was awarded an honorary doctorate from Sweden's Umeå University and the following year he was named the Obama-Nehru Distinguished Chair by the US-India Fulbright Commission. In 2015 he was inducted into the National Academy of Education.

Teaching

COURSES

2019-20

- Curriculum and Instruction in History and Social Science: EDUC 268A (Sum)
- History of the Curriculum: EDUC 427 (Spr)
- Howard Zinn and the Quest for Historical Truth: EDUC 116N, HISTORY 116N (Aut)

2018-19

- Curriculum and Instruction in History and Social Science: EDUC 268A (Sum)
- Scholarly Writing in Education and the Social Sciences: EDUC 395 (Spr)

2017-18

- Curriculum and Instruction in History and Social Science: EDUC 268A (Sum)
- Howard Zinn and the Quest for Historical Truth: EDUC 116N, HISTORY 116N (Spr)
- The Future of Information: EDUC 151, STS 151 (Aut)

2016-17

- Curriculum and Instruction in History and Social Science: EDUC 268A (Sum)
- Howard Zinn and the Quest for Historical Truth: EDUC 116N, HISTORY 116N (Aut)
- Scholarly Writing in Education and the Social Sciences: EDUC 395 (Spr)

STANFORD ADVISEES

Doctoral (Program)

Emma Bene, Hannah Kober, Sandra Welch

Publications

PUBLICATIONS

- **Improving university students' web savvy: An intervention study** *BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY*
McGrew, S., Smith, M., Breakstone, J., Ortega, T., Wineburg, S.
2019; 89 (3): 485–500
- **Improving university students' web savvy: An intervention study.** *The British journal of educational psychology*
McGrew, S., Smith, M., Breakstone, J., Ortega, T., Wineburg, S.
2019
- **History Assessments of Thinking: A Validity Study** *COGNITION AND INSTRUCTION*
Smith, M., Breakstone, J., Wineburg, S.
2019; 37 (1): 118–44
- **Why we need a new approach to teaching digital literacy** *PHI DELTA KAPPAN*
Breakstone, J., McGrew, S., Smith, M., Ortega, T., Wineburg, S.
2018; 99 (6): 27–32
- **What Is Learned in College History Classes?** *JOURNAL OF AMERICAN HISTORY*
Wineburg, S., Smith, M., Breakstone, J.
2018; 104 (4): 983–93
- **Can Students Evaluate Online Sources? Learning From Assessments of Civic Online Reasoning** *THEORY AND RESEARCH IN SOCIAL EDUCATION*
McGrew, S., Breakstone, J., Ortega, T., Smith, M., Wineburg, S.

2018; 46 (2): 165–93

- **Why Learn History (When It is Already on Your Phone)**
Wineburg, S.
University of Chicago.2018
- **LEE S. SHULMAN (1938-)** *ROUTLEDGE ENCYCLOPAEDIA OF EDUCATIONAL THINKERS*
Grossman, P., Wineburg, S., Cooper, J. A.
2016: 563–68
- **Disciplinary Literacy in History A Toolkit for Digital Citizenship** *JOURNAL OF ADOLESCENT & ADULT LITERACY*
Wineburg, S., Reisman, A.
2015; 58 (8): 636-639
- **Between Veritas and Communitas: Epistemic Switching in the Reading of Academic and Sacred History** *JOURNAL OF THE LEARNING SCIENCES*
Gottlieb, E., Wineburg, S.
2012; 21 (1): 84-129
- **Sam Wineburg, critic of history education** *AMERICAN HISTORY*
Carlson, P., Wineburg, S.
2011; 46 (5): 28–29
- **Was Bloom's Taxonomy Pointed in the Wrong Direction?** *PHI DELTA KAPPAN*
Wineburg, S., Schneider, J.
2009; 91 (4): 56-61
- **Goodbye, Columbus** *SMITHSONIAN*
Wineburg, S.
2008; 39 (2): 98-?
- **"Famous Americans": The changing pantheon of American heroes** *JOURNAL OF AMERICAN HISTORY*
Wineburg, S., Monte-Sano, C.
2008; 94 (4): 1186-1202
- **THE ROLE OF SUBJECT-MATTER KNOWLEDGE IN TEACHER ASSESSMENT** *ASSESSING TEACHERS FOR PROFESSIONAL CERTIFICATION*
Wineburg, S., Stake, R. E., Kushner, S., Ingvarson, L., Hattie, J.
2008; 11: 113–38
- **Forrest gump and the future of teaching the past** *PHI DELTA KAPPAN*
Wineburg, S., Mosborg, S., Porat, D., Duncan, A.
2007; 89 (3): 168–77
- **Common belief and the cultural curriculum: An intergenerational study of historical consciousness** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
Wineburg, S., Mosborg, S., Porat, D., Duncan, A.
2007; 44 (1): 40-76
- **What does NCATE have to say to future history teachers? Not much** *PHI DELTA KAPPAN*
Wineburg, S.
2005; 86 (9): 658-665
- **Crazy for history** *JOURNAL OF AMERICAN HISTORY*
Wineburg, S.
2004; 90 (4): 1401-1414
- **Toward a theory of teacher community** *TEACHERS COLLEGE RECORD*
Grossman, P., WINEBURG, S., Woolworth, S.
2001; 103 (6): 942-1012
- **Historical thinking and other unnatural acts** *PHI DELTA KAPPAN*
Wineburg, S.

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- 1999; 80 (7): 488–99
- **Reading Abraham Lincoln: An expert/expert study in the interpretation of historical texts** *COGNITIVE SCIENCE*
Wineburg, S.
1998; 22 (3): 319–46
 - **MODELS OF WISDOM IN THE TEACHING OF HISTORY** *PHI DELTA KAPPAN*
WINEBURG, S. S., Wilson, S. M.
1988; 70 (1): 50-58
 - **Why historical thinking is not about history** *History News*
Wineburg, S.
2016; 71 (2): 13-16
 - **Beyond the bubble in history/social studies assessments** *PHI DELTA KAPPAN*
Breakstone, J., Smith, M., Wineburg, S.
2013; 94 (5): 53-57
 - **Undue Certainty: Where Howard Zinn's American Educator**
Wineburg, S.
2013; 36 (4): 27-34
 - **Reading like a historian: Teaching literacy in middle and high school history classrooms**
Wineburg, S. S., Martin, D., Monte-Sano, C.
Teachers College Press.2012
 - **Who is a famous American? Charting historical memory across the generations** *PHI DELTA KAPPAN*
Wineburg, S., Monte-Sano, C.
2008; 89 (9): 643-648
 - **Comparative understanding of school subjects: Past, present, and future** *REVIEW OF EDUCATIONAL RESEARCH*
Stevens, R., Wineburg, S., Herrenkohl, L. R., Bell, P.
2005; 75 (2): 125-157
 - **Reading and rewriting history** *EDUCATIONAL LEADERSHIP*
Wineburg, S., Martin, D.
2004; 62 (1): 42-45
 - **Slaves on screen: Film and historical vision. (Book Review)** *JOURNAL OF SOCIAL HISTORY*
Book Review Authored by: WINEBURG, S.
2002; 36 (1): 218-220
 - **Knowing, teaching, and learning history: National and international perspectives**
Stearns, P. N., Seixas, P. C., Wineburg, S.
NYU Press.2000
 - **WRINKLES IN TIME AND PLACE - USING PERFORMANCE ASSESSMENTS TO UNDERSTAND THE KNOWLEDGE OF HISTORY TEACHERS** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
Wilson, S. M., WINEBURG, S. S.
1993; 30 (4): 729-769