



12-2006

## **An Historical Analysis of the Presentation of Controversial Issues in Journals Published by the National Council for the Social Studies (NCSS): 1973 - 2003**

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To the Graduate Council:

I am submitting herewith a dissertation written by Kimberlee Anne Sharp entitled "An Historical Analysis of the Presentation of Controversial Issues in Journals Published by the National Council for the Social Studies (NCSS): 1973 - 2003." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Teacher Education.

Thomas N. Turner, Major Professor

We have read this dissertation and recommend its acceptance:

Dorothy Hendricks, Russell L. French, David H. Folz

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

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Russell L. French

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David H. Folz

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Accepted for the Council:

Anne Mayhew

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Vice Chancellor and Dean of  
Graduate Studies

(Original signatures are on file with official student records.)

AN HISTORICAL ANALYSIS OF THE PRESENTATION OF CONTROVERSIAL  
ISSUES IN JOURNALS PUBLISHED BY THE NATIONAL COUNCIL FOR THE  
SOCIAL STUDIES (NCSS): 1973 – 2003

A Dissertation  
Presented for the  
Doctor of Education Degree  
The University of Tennessee, Knoxville

Kimberlee Anne Sharp  
December 2006

## **DEDICATION**

This dissertation is dedicated to my husband, Kevin, to my children, Alex and Andi, and to my mother, Beverly, for their unrelenting patience, encouragement, and faith in my efforts. Only in their company could I have persevered to accomplish this life - changing task.

## ACKNOWLEDGMENTS

I wish to thank the faculty at the University of Tennessee who served on my doctoral committee and provided encouragement in completing this dissertation. I would like to give special thanks to Dr. Dorothy Hendricks for giving me the opportunity to work as her protégée, and for her friendship as I pursued this degree. I would also like to thank Dr. David Folz, whose enthusiasm for political science and excellent teaching provided me with much inspiration, and to Dr. Russell French, whose experience in research design aided in the success of this dissertation. I would especially like to thank Dr. Thomas N. Turner for helping me to strengthen my research and writing skills, and for bearing with me through some difficult times.

I also wish to thank the faculty and friends I have made in the Department of Curriculum and Instruction at Morehead State University. They were gracious in offering me a teaching position A.B.D. and their encouragement and support this past year as I worked toward completing my dissertation was very meaningful to me. I would like to give special thanks to my friends Dr. Edna Schack and Dr. Mark Schack for tolerating my questions and need for advice, to Dr. Sara Lindsey, whose friendship helped sustain my enthusiasm to work on my dissertation, and to Dr. Mattie Decker, whose door was always open when I needed to vent.

## ABSTRACT

The purpose of this dissertation was to determine the stance the NCSS has articulated regarding the teaching of controversial issues across a thirty – year time frame, 1973 to 2003, and to determine the extent NCSS journals presented controversial issues of importance over that period. A corollary purpose was to identify the major controversial news events for each decade in order to determine the breadth of coverage of controversial issues articles in the NCSS journals. The journals examined for this dissertation were Social Education, Social Studies and the Young Learner, and Middle Level Learning.

One thousand eight hundred and forty – four articles collected from the 3 journals were used as data for this study. These articles were selected using a rubric for controversial issues following an analysis TIME magazines, two scholarly – produced public opinion polls, and results from an Expert – Panelist survey. The articles were analyzed according to the results of the Expert – Panelist survey, two literature – based models, and to controversial issues identified in NCSS’ Yearbooks and Bulletins. In all, the 1,844 articles addressed 304 different controversial issues topics across the 30 years of the study, with 31 of them having been Expert – Panelist identified and the remaining identified by NCSS.

The researcher concluded, based on her analysis that: 1.) NCSS published controversial issues articles dealing with broad themes rather than specific controversial events; 2.) NCSS was more likely to publish articles on hot – button, immediate controversies in the 1970’s than they were in subsequent decades; 3.) Social Studies and the Young Learner and Middle Level Learning contained far fewer controversial issues

articles, as compared to Social Education, despite NCSS' position that students at every level of k – 12 education learn democratic processes by studying controversial issues; and

4.) NCSS only moderately supported its Position Statements on the teaching of controversial issues in its three journals between the years 1973 and 2003.



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## **Chapter One:**

### **Introduction**

Scholars have long held that citizenship education is the primary purpose of the social studies (Dynneson, 1992; Engle & Ochoa, 1988; Parker, 1990; Passe, 1988). An important dimension of citizenship education in the United States is the study of controversial issues (Avery, 2003; Engle & Ochoa, 1988; Wilson, Sunal, Haas & Laughlin, 1999). However, research indicates that controversial issues are an often-neglected part of routine teaching practice (Hess, 1998; Massialas, 1990).

The National Council for the Social Studies, as the principal organization representing the interests of social science education college professors, teachers, and curriculum specialists, has endorsed the teaching of controversial issues in the social studies since its founding as an organization in 1921. In fact, Nelson and Fernekes (1996), in describing the motivations leading to the creation of NCSS, pointed out that the “NCSS was founded to provide leadership in social studies teaching and in the examination of issues; a 1923 amendment to the NCSS constitution specified the investigation of social problems” (p. 89). In Expectations of Excellence: Curriculum Standards for the Social Studies, the NCSS intimated that schools help learners “construct a personal perspective that enables them to explore emerging events and persistent or recurring issues, considering implications for self, family, and the whole national and world community” (National Council for the Social Studies [NCSS], 1994, p. 6).

The prevailing opinion among social science scholars as well as the stated official viewpoint of the National Council for the Social Studies is that the teaching of

controversial issues helps to foster the development of democratic values, critical thinking skills, and interpersonal communication in students of all ages (Avery, 2003; Haas & Laughlin, 2000; Hess, 1998; Massialas 1990). The purported intellectual outcomes of studying controversial issues and the concern that students are lacking opportunities to understand and reason with them led me to examine a thirty – year period of NCSS journals. The broad purpose for this task was to elucidate the role of the NCSS regarding the teaching of controversial issues over a recent block of time.

### **The Nature and Scope of the Problem**

Research supporting teaching about controversial issues instruction has been sporadic over the last several years. Scholars have submitted that the study of controversial issues encourages increased citizen involvement and appreciation for democratic principles (Avery, 2003; Engle & Ochoa, 1988; Hahn, 1996; Parker, 1990; Passe, 1988; Patrick, 2002). Several studies have explored the practicalities and benefits of teaching controversial issues (Blankenship, 1990; Hess & Posselt, 2002; Parker, Mueller, Wendling, 1989), yet several other studies have shown that the teaching of controversial issues is irregularly practiced (Evans, Avery, Pederson, 1999; Massialas, Sweeney, Freitag, 1969; Merryfield, 1993; Schremser, 1966; Werner, 1998; Wilson, 1980; Wilson, Sunal, Haas, Laughlin, 1999). The relationship between effective democratic citizenship education and exposure to controversial issues remains tenuous.

NCSS, as the principal organization representing the social studies interests of college professors, teachers, and curriculum specialists, has supported a stronger commitment to teaching about controversial issues in several ways. Publications from NCSS have included Position Statements on the teaching of controversial issues. NCSS



has also produced several Yearbooks and Bulletins devoted to the subject. In many of these publications, there has been a call for textbooks responsive to controversial issues. In addition, NCSS has also encouraged the creation of resources for educators caught in academic freedom lawsuits. These efforts by the NCSS showing the benefits and usefulness of controversial issues instruction in a democracy is in conflict with the literature showing the irregular attention given to controversial issues in our nation's schools.

In addition to these efforts, there has been some research related to the area. This research reflects the variety of controversial issues in modern society. Despite this fact, the literature has shown that students infrequently engage in controversial issues inquiry and discussion (Evans, Avery, Pederson, 1999; Hess, 1998; Massialas, 1990; Wilson, Sunal, Haas, Laughlin, 1999). The research has also shown that controversial issues are intrinsic to a wide variety of economic, geographic, political, religious, and social realms of modern culture. This reflects seriously on the nature of the social studies itself. This has led scholars like Selakovich (1965) to argue that social studies teaches "nonfunctional" knowledge which "has no particular relevance in today's world, and is dull and uninteresting for the student" (p. 9). Other scholars have expressed similar concerns. Massialas (1990) pointed out that "rarely are students asked to initiate a project or a discussion, . . . or to be involved in activities that seek to apply participatory skills in negotiating and resolving a real – life problem" (p. 203). Such observations and arguments bring to question the effectiveness of the actions of NCSS in promoting controversial issues instruction. In other words, what NCSS has endorsed and what the literature has indicated runs counter to what students are actually doing. Concern for this

inconsistency and the infusion of controversial issues into the social studies leads to the purpose of this study.

### **The Purpose of the Study**

The purpose of this dissertation was to determine the stance the NCSS has articulated regarding the teaching of controversial issues across a thirty - year time frame, 1973 to 2003, and secondly, to determine to what extent and in what ways NCSS journals have presented and represented controversial issues of importance over that period. Specifically, the purpose was to examine the major journals of NCSS, namely, Social Studies and the Young Learner, Social Education and its supplement, Middle Level Learning. This examination was done to determine which articles in those journals reflected the position statements of NCSS concerning the teaching of controversial issues. A corollary purpose was to identify the major controversial news events for each decade in order to determine the breadth of coverage of controversial issues articles in the NCSS journals.

Because NCSS and its major journals were the focus of this study, a number of assumptions were established. These were the elements thought to be true, or understood, throughout the data collection and interpretation stages of the research. These assumptions were:

1. that NCSS is the authoritative and valid voice for the social studies;
2. that the major publications of NCSS are and should be of influence on classroom practice;

3. that the leaders among social studies teachers are members of NCSS and read their membership journals;
4. and that TIME magazine is the most publicly visible news magazine in the United States and covers the widest variety of geographic, economic, political, religious, and social controversies over time.

In addition, the researcher recognized that the nature of the study was to some degree, subjective, due to the identification and interpretation of emerging patterns and illumination of the research questions. This factor was an important limitation of the research. To offset this limitation, the researcher de-limited the study to the following:

1. only NCSS' Social Studies and the Young Learner, Social Education and its supplement journal, Middle Level Learning were examined for articles of controversial subjects over a thirty – year time span and included in the database;
2. because of its visibility and longevity on the market, TIME magazine was chosen as the source for tabulating the controversial issues during each decade of the study;
3. the controversial issues chosen as major issues for each decade and used in the analysis of NCSS' journals were identified by a Panel of Experts at the University of Tennessee, Knoxville. These issues were based upon the TIME magazine analysis and were narrowed down by the Panel of Experts.

Also in keeping with the stated research purpose, the following research questions were addressed in Chapter Four, “Findings”:

1. What viewpoint/s has the NCSS endorsed over time concerning the teaching of controversial issues, and has the viewpoint changed?

2. Have the articles published in the journals regarding controversial issues instruction remained consistent with the viewpoint/s expressed by the NCSS?
3. What was the dominant format of the controversial issues articles?
4. What were the major controversial news events in the 1970's, 1980's 1990's and early 2000's? Were these controversial news events covered in NCSS' journals?

The following terms appear throughout the dissertation. The definition for each term appears below:

1. NCSS: an umbrella organization representing the educational interests of elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education.
2. Controversial issues: those current, personal, social, political, and economic subjects which generate a diverse, often polemical, set of opinions based upon differing values, beliefs, and interests (Dyneson & Gross, 1999).
3. Social studies: the interdisciplinary integration of social science and humanities concepts for the purpose of practicing problem solving and decision making for developing citizenship skills on critical social issues (Barr, Barth, & Shermis, 1977).
4. Academic freedom: an environment enabling teachers and students the ability to study ideas, hold and express unpopular views, and determine the suitability of teaching methods, materials, and topics to be discussed in class (Nelson & Michaelis, 1980).
5. NCSS Position Statement on Teacher and Student Freedoms: statements approved by the NCSS Board of Directors on a periodic basis specifying the

freedom to examine controversial issues openly in the classroom setting (Nelson & Michaelis, 1980).

6. *Social Education*: the flagship journal of the NCSS which contains a balance of theoretical content and practical ideas for classroom use. Article topics include techniques for using teaching materials in the classroom, information on the latest instructional technology, reviews of educational media, research on significant topics related to social studies, and lesson plans that can be applied to various disciplines.

*Social Education* is published 7 times per year, September through June (<http://www.socialstudies.org/publications/>).

7. *Social Studies and the Young Learner*: designed as an outreach for K-6 teachers, this journal offers new information and creative teaching activities. The teaching techniques are designed to stimulate reading, writing, and critical thinking skills in students. *Young Learner* is published by the NCSS quarterly, September through May (<http://www.socialstudies.org/publications/>).

8. *Middle Level Learning*: this journal merges lesson ideas and theoretical content for teachers of the middle grades. It is published 3 times yearly by the NCSS and is included as a supplement to *Social Education* and *Young Learner*. (<http://www.socialstudies.org/publications/>).

9. *Yearbooks*: this publication was first introduced in 1931 for the purposes of improving social studies teaching and the clarification of educational theory and practice (Field & Burlbaw, 1995).

10. *Bulletins*: this publication was first introduced in 1927, shortly after the inception of the National Council for the Social Studies in 1921. This publication was intended as a vehicle for conveying innovative teaching practices for classroom teachers (Field & Burlbaw, 1995).

### **The Need for the Study**

As mentioned earlier in this chapter, the NCSS is the principal organization representing the social studies interests of college professors, teachers, and curriculum specialists. There is no other organization in the United States, with the exception of its state affiliates, devoted solely to the advancement of social studies education. The NCSS promotes knowledge of and involvement in a wide continuum of civic issues that are often controversial in nature.

However, there has been no accountability related to if, how, and to what extent the NCSS has provided teachers with the pedagogical tools and information needed to deal with controversial issues in general, and with emerging controversial issues in particular, in the classroom. This study helps to provide a perspective regarding the ways the NCSS is or is not helping teachers to improve their controversial issues instruction. It also helps to answer whether or not the NCSS is addressing a wide range of controversial issues relevant to students' lives and offering varied viewpoints concerning controversial issues. Having focused on articles published in Social Education, Social Studies and the Young Learner, and Middle Level Learning, this study demonstrates how the NCSS responds to controversial news events and the degree to which the organization adheres to the Position Statements advocating the inclusion of controversial issues in the social studies.

## **Summary and Organization of the Study**

The purpose of Chapter One was to acquaint the reader with the nature and scope of the problem which inspired this dissertation. Chapter One identified the factors for understanding the problematic nature of controversial issues instruction and explained the purpose of the study, assumptions, research questions, limitations and de-limitations, definition of terms, and Need for the Study.

Four chapters, along with References and Appendices, comprise the remainder of this dissertation. The four chapters are entitled: Chapter Two, Literature Review; Chapter Three, Methodology; Chapter Four, Findings; and Chapter Five, Conclusions and Recommendations. Each chapter begins with a re-statement of the dissertation's research purpose and concludes with a summary of the main points discussed in the chapter. In between these are sections that detail a specific aspect about the research.

The researcher provides a review of the relevant literature in Chapter Two and is divided into five sections. The first section is an examination of the history of social studies education in the United States and the eventual inception of the National Council for the Social Studies. In the second section, the researcher traces NCSS' involvement in controversial issues instruction by summarizing the content of Yearbooks and Bulletins devoted to controversial issues in general and related topics in particular. The third section examines recent research associated with controversial issues instruction, and the fourth section addresses the NCSS' Position Statements on the teaching of controversial issues. The chapter closes with a summary of the main points examined in the Literature Review.

Chapter Three is organized into four sections. The first of these discusses the Time – Frame (1973 – 2003) and Data Sources used in the study. The researcher used historical research methods, specifically, in the form of checking the reliability of evidence using literature – based models for controversial issues instruction, and performing quantitative tests to aid in data analysis (Benjamin, 1987; Marius, 1995). Both of these methods are described in the second section of Chapter Three which is entitled “the Identification of the Controversial Issues.” This section describes the logical steps that the researcher followed in the identification of the controversial issues for each decade of the study which would later be used as a rubric to scan the NCSS journals for relevant articles. The third section, the Identification and Analysis of Articles in NCSS Publications, describes the methods used in identifying the relevant controversial issues articles and the methods for analyzing those articles, to include the literature – based corroborations used and quantitative tests performed by the researcher. The final section, Summary, serves as an overview of the procedures employed in this dissertation.

The patterns which emerged from the analysis of the three journals are explained in Chapter Four, Findings. This chapter contains four sections beginning with an explanation for how the controversial issues were selected for each decade in the study. The second section of Chapter Four presents a description of the viewpoints expressed by the NCSS concerning the teaching of controversial issues across the 30 years of the study. The third section provides a description for the kinds and nature of the controversial issues found in the three journals between 1973 and 2003. The chapter concludes with a summary of the key findings of the study.



Chapter Five, Conclusion, contains three sections: Conclusions and Discussion, Implications, and Recommendations for Future Research. The first section synthesizes the collection of articles and position statements of the NCSS related to the 1,844 controversial issues articles found in the 3 journals. The second section, Implications, explains the significance of these findings in relationship to the goals of citizenship education in elementary and secondary social studies. The final section of the chapter, Recommendations for Future Research, describes the future research questions which might be pursued based upon this dissertation's findings and makes recommendations for curriculum development in the area of controversial issues instruction.

## **Chapter Two:**

### **A Review of the Relevant Literature**

Concern for what NCSS has endorsed in terms of controversial issues instruction and the infrequency of student exposure to them in social studies, brings to question the effectiveness of NCSS' leadership in this area. For this reason, the purpose of this dissertation was to determine the stance the NCSS has articulated regarding the teaching of controversial issues across a thirty - year time frame, 1973 to 2003, and secondly, to determine to what extent and in what ways NCSS journals have presented and represented controversial issues of importance over that period. Specifically, the purpose was to examine the major journals of NCSS, namely, Social Studies and the Young Learner, Social Education and its supplement, Middle Level Learning. This examination was done to determine which articles in those journals reflected the position statements of NCSS concerning the teaching of controversial issues. A corollary purpose was to identify the major controversial news events for each decade in order to determine the breadth of coverage of controversial issues articles in the NCSS journals.

### **Organization of the Chapter**

Chapter Two provides four sections of literature review to contextualize the purpose of this study. The first section explores the controversies surrounding the emergence of social studies education in the United States and the eventual inception of the National Council for the Social Studies (NCSS henceforth). The next section of Chapter Two traces the NCSS' involvement in controversial issues instruction by summarizing the content of Yearbooks and Bulletins devoted to controversial issues instruction in general and related topics in particular. An examination of the recent

research associated with controversial issues instruction in public schools comprises the third section of Chapter Two. The fourth section examines the NCSS Position Statements regarding the teaching of controversial issues between 1973 and 2003.

### **History of Social Studies Education in the United States and the Birth of the NCSS**

This first section of Chapter Two deals with the chronological development of NCSS's stance related to controversial issues instruction. Leading up to this chronology, however, is an overview of social studies education in the United States, and how it was marked with controversy and conflicting worldviews. The controversy stemmed from developing an orientation for citizenship education. Attention to citizenship education began with the end of the American Revolution and the concern of our nation's leaders about the survival of the new democracy. Benjamin Franklin, Thomas Jefferson, and John Adams were but a few who believed in an educational system to develop students' patriotic and nationalistic values and "moral training, training for citizenship, the judgment, and the imagination" (Hooper and Smith, 1993, p. 14). Among the subjects these leaders thought beneficial to this end, were geography, history, and political economy (Smith, Palmer, Correia, 1995).

Throughout the colonial period to the mid nineteenth century, the social studies was an amalgam of geography, history, and civics in well – known textbooks such as Morse's Elements of Geography (1797), Webster's A Grammatical Institute of English Language (1783), and McGuffey's Eclectic Readers (1836). Each of these textbooks had a religious emphasis rich in morals and parables (Dynneson & Gross, 1999; Smith, Palmer, Correia, 1995). Knowledge of the social sciences and appreciation for democratic

values became a part of the hidden curriculum as a result of the Anglo – Saxon, Protestant dominance portrayed in the textbooks.

The religious emphasis in early social studies textbooks conflicted with Thomas Jefferson’s vision for secular public education that promotes civic competency and informed decision making (Queen, 1999). As drafter of the landmark Northwest Ordinance of 1787, Jefferson introduced the idea of state – supported public schools in the “no less than three, but no more than five” new states added to the Union (Norton, Katzman, Escott, Chudacoff, Paterson & Tuttle, 1986). In each of these new states, the township method for surveying property for settlement and the establishment of public schools was started. The Northwest Ordinance of 1787 represented the first instance of federal aid to public education and the first attempt to educate the masses in matters of civic literacy (Queen, 1999). This ordinance set the pattern for land settlement and public education for territories in subsequent years.

The impact on public education due to the Northwest Ordinance continued well into the 1860’s. Just prior to the Civil War, tax – supported public schools became commonplace in the northern states, but home – schooling with a religious emphasis continued as the main educational structure of the southern states. The demographic diversity found in different regions of the United States along with their associated cultural differences, and the issue of state’s rights led to the lack of a uniform system for public schools (Dyngeson & Gross, 1999; Queen, 1999). Even as new states had adopted the notion of secular, tax – supported schools, many states continued with the earlier tradition of teaching citizenship through Christian values and morals well into the nineteenth century (Dyngeson & Gross, 1999).

The Jeffersonian vision for a civic – minded citizenry in the United States inspired new interest among educators in the late nineteenth century. The Industrial Revolution (1880 to 1920) brought new issues and influenced a change of focus in the social studies curriculum (Jordan, Litwack, Hofstadter, 1982; Saxe, 1991). By the end of the nineteenth century, the United States had become an increasingly complex society with new social and economic forces illustrative of industrialization. These forces included urbanization, unequal wealth distribution, an influx of foreign immigrants, and the exploitation of workers (Dyneson & Gross, 1999; Jordan, et al, 1982). Grass – roots political activism became prominent in American society as exploited factory workers in the north and black farmers in the south organized the Populist Party to overthrow self – serving, conservative politicians and corrupt entrepreneurs (Jordan, et al, 1982). Each of these forces contributed to the social reform movement of the social studies of the late nineteenth and early twentieth centuries (Saxe, 1991).

The social reform movement brought on by Industrialism resulted in numerous committees and the field of social studies benefited from these gatherings. The first meeting, held in 1892, and sponsored by the National Education Association, sought to make agreements about the mission of public high schools. At dispute was whether the history curriculum should be one emphasizing the traditional, Biblical – based methods for teaching citizenship, or one emphasizing the social welfare and humanitarian issues responsive to an industrial society (Capps, 1984; Dyneson & Gross, 1999). A uniform national sequence of history courses emerged from this committee, thereby undermining the social scientists’ efforts in devising a unified study of complex social issues in our nation’s public schools.

The American Historical Association (AHA) in the 1890's exerted significant influence over the high school curriculum (Smith, Palmer, Correia, 1995). This organization formed the following subsequent committees, each endorsing a history – dominated social studies curriculum: the 1899 AHA Committee of Seven; the 1905 AHA Committee of Five; and the 1907 AHA Committee of Eight (Dynneson & Gross, 1999; Smith, Palmer, Correia, 1995). Collegiate social scientists criticized this history – dominated high school curriculum and claimed it failed to introduce young people “to the complex and difficult problems facing twentieth century America” (Smith, Palmer, Correia, 1995, p. 395). Saxe (1991) observed that the controversy between the historians and the social scientists boiled down to whether to maintain the status quo or to improve the social condition of American society through community awareness and activism.

The Industrial Revolution therefore marked the point at which the relationship between controversy and the emergence of the social studies became inseparable. Prior to the 1880's, Essentialist ideology, a Biblical, back-to-the-basics history curriculum, dominated social studies instruction, even as the territories attempted to separate religious study from the curriculum, as inspired by Thomas Jefferson (Queen, 1999). This brand of citizenship training conflicted with Progressive ideology, emerging onto the scene at about the time of the Industrial Revolution (Capps, 1984; Queen, 1999). As the major challenger to Essentialism, Progressivism emphasized an integrated study of history, geography, economics, and government in order for students to “understand modern technological civilization and its accompanying social problems” through the lens of multiple perspectives (Mraz, 2004, p. 2). Whereas Essentialists advanced the idea of a common national identity inculcated by traditional values and morals, Progressivists

encouraged democratic, student – centered inquiries into social issues and problems capable of challenging traditional ways of thinking (Nelson & Singleton, 1977; Queen, 1999).

The Progressive education reformers achieved a milestone in 1916. The National Education Association (NEA) Commission on the Reorganization of Secondary Education – Committee on the Social Studies endorsed the problems – conscious curriculum that education reformers were calling for (Dyngneson & Gross, 1999; Smith, Palmer, Correia, 1995). These Progressives pursued a curriculum that taught students about contemporary problems and injustices (Saxe, 1991). A model course entitled “Problems of Democracy,” dealing with contemporary societal issues, also emerged from this conference (Hess & Posselt, 2002). Thus, this reform movement promoted the idea of “socially efficient and socially responsible schools” (Saxe, 1991, p. 142).

The formation of the National Council for the Social Studies was the next important event in the controversial development of the social studies. Created in March of 1921 in Atlantic City, New Jersey, the NCSS sought to address the social science interests of teachers and professors whose specialties were not recognized or accepted by the American Historical Association. As Capps (1984) observed, the NCSS was formed “to assert leadership, impose order on the curriculum, and address the unmet professional needs of social studies teachers” (p. 75). The NCSS envisioned social studies as a course of study to advance community – centered citizenship and embraced participatory approaches to teaching and learning (Jarolimek, 1981). Based on these events, the Progressive movement in education contributed significantly to the development of the

NCSS as a professional organization (Dynneson & Gross, 1999; Jarolimek, 1981; Smith, Palmer, Correia, 1995).

Earle Rugg, Harold Rugg, Daniel Knowlton, Roy Hatch, and J. Montgomery Gambrill were known to be the original founders of the NCSS (Nelson, 1995; Smith, Palmer, Correia, 1995). The organization's earliest mission statement declared that the purpose of the organization was, "to bring about the association and cooperation of teachers of social studies (history, government, economics, sociology, etc.) and of administrators, supervisors, teachers of education and others interested in obtaining the maximum results in education for citizenship through social studies" (National Council for the Social Studies, 1921, p. 144).

Almost immediately, the NCSS had to deal with controversy as it sought to influence public school curriculum in the same way the AHA had. Hunt (1944) observed that "two contrary views of education confront teachers today: one, that education is concerned with passing on our cultural heritage and preserving the status quo; the other that education is concerned with enabling individuals both to adapt themselves to a changing society and make that society better" (p. 77). Early on, scholars, such as Henry Johnson, a Columbia University Teachers College professor, criticized the NCSS for attempting to "water down" the teaching of history in lieu of a problems – based curriculum. Johnson also "found great fault in any study of history conditioned by present interests and concerns" (Smith, Palmer, Correia, 1995, p. 4). Even the name of the organization and use of the words "social studies" received criticism. According to Barr, Barth, & Shermis (1977), the "field of social studies is so caught up in ambiguity,



inconsistency, and contradiction that it represents a complex educational enigma ... it has also defied any final definition acceptable to all factions of the field” (p. 1).

In addition to debates over curricular issues and the purpose of the social studies, controversial political developments of the 1920's and 1930's captured the attention of the NCSS (Nelson, 1995; Nelson & Fernekes, 1996). Loyalty oaths, “red restrictions,” fascism, censorship, and student spies were just some of the issues which caused friction in the schools, and the NCSS took steps to address these concerns at general assembly meetings, in journal columns, and in curriculum drafting. The NCSS journal, Social Education, first published in 1937, “became a barometer of the world's changing political situation, as the United States joined the world in watching events in Europe” (Field & Burlbaw, 1995, p. 4). Because of the NCSS' attention to these global and domestic events, many in academe referred to the organization as the “voice of progressivism and liberal political views” (Nelson, 1995, p. 10).

A number of noteworthy controversial events of the twentieth century were part of the NCSS' agenda concerning the social studies and its controversial impact on curriculum. The post World War II environment, atomic age, tension with the Soviets and the launching of Sputnik, and fear of communists looming about the United States, all influenced the NCSS' promotion of peace and international studies (Greenawald, 1995; Martorella, Beal, Bolick, 2005; Nelson & Fernekes, 1996). This agenda was criticized by historians in academe as being “un – American” and the AHA fought to “purge the social studies of its progressive orientation” (Dyngneson & Gross, 1999, p. 39). The rise of the civil rights era also influenced the agenda of the NCSS as “ . . .recurring instances of the denial of civil liberties and human rights to religious, racial, economic, and political

minorities...” became more prominent in the United States (Greenawald, 1995, p. 3). Because of widespread discrimination and segregation experienced by minorities, the NCSS, in a 1947 Resolution, called on Congress to pass legislation guaranteeing equal educational opportunity for all children. The NCSS allied with other major education organizations, such as the Association for Supervision and Curriculum Development (ASCD) and the National Association of Secondary School Principals (NASSP), in the late 1940’s and early 1950’s to work to protect the academic freedom of teachers, especially in the area of teaching about controversial issues (Greenawald, 1995).

In 1979, the NCSS Assembly of the House of Delegates agreed upon and made formal the definition of the social studies in an amendment of Article I, Section I of the Constitution of the National Council for the Social Studies. It read:

“The term “social studies” is used to include the social science disciplines and those areas of inquiry which relate to the role of the individual in a democratic society. The social studies are designed to protect the individual’s dignity; they are concerned with the understanding and solution of problems dealing with social issues and human relationships” (Wraga, 1995, p. 2 – 3).

Wraga (1995) pointed out that the amended definition implied a progressive orientation toward the social studies focused upon helping students understand and resolve complex societal problems. The controversial news events of the 1940’s, 50’s, 60’s, and 70’s influenced the NCSS’ amendment of the definition of the social studies (Laughlin, 1995). The NCSS provided direction and support for teachers in the 1980’s and 90’s as such controversial events as the falling of the Berlin Wall, the Gulf War, Apartheid in South Africa, genocide in Rwanda, the environment, women and population issues, and

international terrorism occurred. Laughlin (1995) observed that “teaching social studies during these years [1980’s – 1990’s] was no simple task [and] teachers often looked to NCSS for direction in resolving a range of professional issues related to the rapidly changing, interdependent world” (p. 1).

The NCSS created numerous publications to reach out to educators of all levels regarding the need and purpose for the study of controversial issues in social studies education. Predominant of all the journals was Social Education (Nelson & Fernekes, 1996). According to Capps (1984) and Field & Burlbaw (1995) Social Education has provided theoretical perspectives and practical suggestions for the improvement of social studies instruction in a manner representative of each of the social science disciplines. Childs (1937), in *Education against Propaganda (Seventh Yearbook)*, described Social Education as “a magazine for teachers --- teachers concerned with man, civilization, and society, with introducing young people into their social, economic, and political world.” Greenawald (1995) commented that Social Education has served to sensitize educators to social issues and crises of the day. Nelson and Fernekes (1996) observed from their study of Social Education between 1937 to 1970:

“The proper study of controversial social crises is well within the role of NCSS, which advocates social education about historical and contemporary crises. This advocacy is based on the need, in a democratic society, for enlightened understanding of issues and the development of critical thinking for more sophisticated civic participation and social improvement” (p. 90).

The NCSS introduced a journal in 1988 geared for the special needs of k – 6 teachers called Social Studies and the Young Learner (Laughlin, 1995). Published on a

quarterly basis, this journal focuses on social studies teaching ideas suited for the elementary classroom, and contains special departments such as “Teacher’s Roundtable,” book and media reviews, and a perspectives section. Middle Level Learning, a supplement to Social Education, first appeared in the 1995 volume and serves the special teaching interests of middle grades educators (electronic correspondence, May, 2004). Both publications have written on topics consistent with citizenship education and inquiry into controversial subjects.

As this section of the Literature Review illustrated, the nature and purpose of the social studies curriculum began in controversy. Early on, the controversies revolved around the approach for teaching citizenship (i.e., either by a Bible – based curriculum or by a decision – making approach as advocated by Thomas Jefferson). Later, the issues caused by the Industrial Revolution influenced a re-examination of citizenship education. At issue was whether young Americans should learn how to deal with complex social problems in the social studies. This second subsection of the literature review also showed how the controversies emanating from historical events influenced the founding of the NCSS. It explained the dominant educational world – views that appeared concurrently to the controversial events and how the NCSS adopted a progressive orientation for the social studies curriculum. The story of the relationship between the NCSS and its association with controversial issues follows in the section below with a description of related Yearbooks and Bulletins.

## **A Description of the Controversial Issues Topics Portrayed in the NCSS Yearbooks and Bulletins**

To advance its leadership on the social studies curriculum, the NCSS started publishing Yearbooks in 1931 and Bulletins in 1927 to keep their members informed of issues facing the field and of innovative teaching practices. Although the Yearbooks are now defunct, the topics covered in them generally reflected the major curricular concerns of the day. The first, “Some Aspects of the Social Sciences in the Schools” (Pierce, 1931) dealt with the various challenges facing social studies instruction, notably, whether the social studies should be taught as a unified body of knowledge or as a series of related disciplines (Field & Burlbaw, 1995; Nelson, 1995). Other topics covered in the Yearbooks between 1931 to 1936, dealt with classroom and administrative issues in the social studies (Morgan, 1932), curriculum supervision in the social studies (Kimmel, 1933), curricular orientations for the social studies (Wilson, 1934), use of the historical approach in teaching social studies (Wesley, 1935), and attributes of the social studies curriculum (Hughes, 1936). Thus, each of these issues of the Yearbooks were printed at a time when the NCSS was attempting to find its niche in curriculum reform movement.

Beginning in 1937, the Yearbooks delved into controversial domestic and global topics relevant to the times. The first of these was the Seventh Yearbook, “Education against Propaganda: Developing Skill in the Use of the Sources of Information about Public Affairs,” edited by Elmer Ellis. Events in Europe, particularly the rise of Fascism in Germany and Italy, influenced the NCSS’ decision to compile this Yearbook. Its intention was to acquaint the reader with various propaganda techniques and to equip educators with the skills to teach about it (Ellis, 1937). One of the first skills the book

drew attention to was that of recognizing propaganda and the dangers of succumbing to it. In the first chapter, Childs (1937) posited,

“... after all the facts are in, and all the pertinent principles are applied, man must rely on reason, on the best that may be found in the realm of intelligence and prudence ... We should, therefore, attempt to reject propaganda that neglects reason and appeals only to emotion” (p. 12).

This statement essentially was the thesis for the rest of the book. The thesis challenged teachers to move beyond passive instructional techniques and to consider using active strategies encompassing reasoning and critical thinking skills. The chapters following Childs’ focused on: recognizing sub – conscious manipulation by propaganda, differentiating between fact and opinion, learning to draw and express conclusions, critiquing news reports, and detecting inconsistencies and falsehoods.

The Ninth Yearbook, “Utilization of Community Resources in the Social Studies,” (1938) edited by Ruth West, examined the rise, role, and application of community – centered schools. Conceived in light of the domestic and global concerns of the 1930’s, (e.g., widespread unemployment, poverty, crime, and the imminence of another World War), this Yearbook provided teachers with practical suggestions for implementing community education in the democratic tradition. Quillen (1938) outlined three objectives for community education: 1) to develop in students an understanding of the United States’ evolving culture; 2) to develop in students a “wholesome framework of values”; and 3) to develop in students the “social competence necessary to participate effectively in the activities of our culture” (p. 9, 10). Learner outcomes this volume addressed were tolerance, charting community characteristics and demographics,

developing a regard for community service, and using oral history as a means to understand perspective and empathy. The controversial element of the community education agenda rested upon conflicting opinions of the role of the student at a time when “we have closed youth off from participation in vital social activities at the same time that our culture has become more complex and our problems more crucial” (Quillen, 1938, p. 8 – 9). Olsen (1938) quipped, “schools must relate to life,” and community education stimulates in students “emotional concern about various pressing social problems” (p. 36, 38). Thus, community education became a controversial topic in education circles as early as the late 1930’s.

The next Yearbook taking on a controversial topic was the Eleventh, published in 1940 and edited by Harold F. Clark. This one differed in its presentation from its predecessors in that it provided “different viewpoints of the problem of economic education” and included “as great a diversity in points of view and opinions as possible” (Clark, 1940, p. iii). None of the authors in the Yearbook disagreed as to the need for economic education in our nation’s schools; instead, their differences rested on instructional methods. Riley (1940) entertained the subject first in the Yearbook by arguing for a separate course for economics. He argued that economics is best taught systematically, giving “due consideration to the gradation of the subject matter and to the progression of basic concepts” (Riley, 1940, p. 54). Riley also mentioned that it is a futile attempt to teach students how to solve complex economic problems, given that time is so limited in the classroom. In contrast, Marshall (1940) argued for an integrated course of social studies in order to develop in students an understanding of complex social issues. Cassels (1940) argued for a realistic, consumer approach to economics

education “for the successful handling of these problems in a democratic society” (p. 60). This applied approach for teaching economics was elaborated upon further in McCloskey’s (1940) chapter in which he stressed “functional education is designed to prepare students actually to do whatever appears most likely to improve our ways of living” (p. 92). The engineering of controversial economic policies by the United States government and the debate over the most effective method for economic instruction contributed to the Eleventh Yearbook’s importance.

The Thirteenth Yearbook, “Teaching Critical Thinking in the Social Studies,” published in 1942 and edited by Howard R. Anderson, was devoted entirely to the topic of critical thinking skill development. Written amid the backdrop of World War II, Anderson (1942) warned in his introduction, “in this period of fearful crisis, teachers must help American youth to become informed [and] to think effectively about the problems of our day” (p. iii). As such, Anderson specified the volume’s utility for the classroom teacher. To demonstrate, Elmer Ellis’ chapter (1942) provided guidance for sensitizing learners to controversial global issues. Ellis also presented teacher - friendly models for conducting issues – centered discussions. Taba (1942) and Wilson (1942) entertained problem - solving through community service education and the evaluation of students’ critical thinking, respectively. In sum, the Thirteenth Yearbook represented a practical attempt to acquaint the ordinary classroom teacher with basic tools to examine controversial issues.

The NCSS Yearbooks examined to this point shared a key point; and that is, the importance of democratic education in the social studies by incorporating the study of



controversial issues and developing students' critical thinking skills. This idea was reverberated in subsequent volumes of the Yearbooks:

- 1944, the Fourteenth Yearbook, Citizens for a New World;
- 1945, the Sixteenth Yearbook, Democratic Human Relations;
- 1951, the Twenty – Second Yearbook, Education for Democratic Citizenship;
- 1960, the Thirtieth Yearbook, Citizenship and a Free Society: Education for the Future;
- 1967, the Thirty – Seventh Yearbook, Effective Thinking in the Social Studies;
- 1971, the Forty – First Yearbook, Values Education: Rationale, Strategies, and Procedures;
- 1973, the Forty – Third Yearbook, Teaching Ethnic Studies;
- 1975, the Forty – Fifth Yearbook, Controversial Issues in the Social Studies: A Contemporary Perspective;
- 1976, the Bicentennial Yearbook, Values of the American Heritage: Challenges, Case Studies, and Teaching Strategies;
- 1977, the Forty – Seventh Yearbook, Developing Decision – Making Skills.

In lieu of its democratic education agenda, buzz phrases began to permeate the aforementioned NCSS Yearbooks and social studies discourse. Phrases such as interdependence of nations, citizens of the world, and planning for peace surfaced as controversial perspectives in social studies curriculum reform. Equally as controversial in

the area of democratic education was the new attention to future studies, peace studies, intercultural/ ethnic studies/ pluralism, and character studies (Banks, 1973; Crary, 1951; Hunt, 1944; Metcalf, 1971; Patterson, 1960; Taba & Van Til, 1945). Other buzzwords that surfaced in the Yearbooks included acculturation, social activism, reflection, relevance, and values clarification (Fair & Shaftel, 1967; Jarolimek, 1981; Kurfman, 1977; Metcalf, 1971; Nelson & Singleton, 1977; Taba & Van Til, 1945). Partly because of these buzzwords and phrases, critics accused the NCSS for advancing a liberal education agenda.

Turbulent social crises, both domestic and foreign, were occurring at the time the above – mentioned Yearbooks and the Bulletins below were written. Events such as the spread of Fascism across Europe in the 1930's and 40's, the Holocaust, the Civil Rights Movement in the United States, Apartheid in Africa, the genocide in Cambodia, to name a few, impacted the publishing decisions of the Bulletins (Banks, 1982; Carlsen & Alm, 1954; Crary & Robinson, 1949; Smith, 1969). Aimed at sensitizing teachers to the issues of the times, each of these events were labeled controversial because they involved “people and ideas about how people act or should act,” and because the events involve “some of the most important questions facing humans” (Nelson & Michaelis, 1980, p. 214). In addition, many of the events that inspired the publication of the Bulletins fell within the “problematic areas” of the social studies identified by Hunt and Metcalf (1968). These areas, “power and the law,” “economics,” “nationalism, patriotism and foreign affairs,” “social class,” “religion and morality,” “race and minority group relations,” and “sex, courtship and marriage,” comprised topics of relevant interest to

young people, but have sometimes been restrained due to school policies and community values (Nelson & Michealis, 1980).

As mentioned in the first section of this literature review, Industrialization and the Progressive Movement influenced the development of the NCSS as a professional organization. To impress upon elementary and secondary teachers innovative practices for teaching about current, complex social issues, the NCSS introduced Bulletins in 1927 (Field & Burlbaw, 1995). Throughout its publication history, the NCSS Bulletins focused on controversial issues of various kinds. The Bulletins' introductions and prefaces explained the current events and issues that inspired the decision to compile such guides; and the Bulletins informally introduced the classroom teacher to the buzzwords and phrases associated with social studies discourse. Among the controversial topics addressed in the Bulletins and revisited in subsequent volumes was that of civil liberties and human rights.

The first bulletin to expound upon this theme was Bulletin 16, *Teaching the Civil Liberties: a Source Unit*, published in 1941. Its editor, Howard E. Wilson of Harvard, worked collaboratively with a group of graduate education majors in compiling this work. Wilson (1941) commented, "the crux of the unit is emphasis on the connection between responsibilities and liberties. Only gradually are people coming to realize that freedom is a social responsibility" (p. 11). To acquaint teachers and their students with this value, Bulletin 16's chapters included objectives for teaching about civil liberties. Suggested activities, prompts for classroom discussion, and a bibliography of recommended resources were the key features of this bulletin.

The NCSS revisited the issue of civil liberties and human rights in Bulletins Twenty - four (1949), Twenty-eight (1954), Thirty – seven (1965), Forty-three (1969), Forty – seven (1975), and Sixty-eight (1982). Each took different spins on the civil liberties/ human rights issue. Edited by Ryland Crary and John Robinson, Bulletin Twenty-four was inspired into publication because of President Truman’s Committee on Civil Rights that investigated the causes and expansiveness of minority discrimination in the United States. The editors opined that “too often schools and communities feel little concern for these [civil issues] problems [and] there is a dangerous lack of information to which we are morally and constitutionally committed” (Crary & Robinson, 1949, p. 3). Like Bulletin 16, Bulletin 24 presented teachers with a conceptual framework for teaching about civil liberties and human rights, listed engaging activities, provided numerous references, and offered suggestions for involving students in intelligent citizen action (Crary and Robinson, 1949).

Bulletin 28, *Social Understanding through literature: a Bibliography for Secondary Schools* (1954) targeted the classroom teacher as a means to alert learners to social concerns through experiential reflection, critical inquiry, and discussion. Some of the literary recommendations listed in this Bulletin included “problems of personal adjustment, conservation, public opinion, minority groups, war and peace, and of international understanding” (Carlsen & Alm, 1954, p. vii).

The NCSS shifted gears in presenting the issue of civil and human rights in Bulletin 37, *The Study of Totalitarianism: an Inductive Approach Guide for Teachers* (1965). Although still intended for social studies teachers, this volume challenged teachers to consider how other nations’ governments, notably totalitarian ones, placed

different values on the role and responsibilities of citizens. Mehlinger (1965) observed in the introduction of this bulletin that our nation's schools too often presented totalitarianism and totalitarian regimes as frightening, hostile, and oppositional forces to the United States and warned that this style of teaching was capable of resulting in political indoctrination (p.3). Mehlinger organized this Bulletin around nine generalizations about totalitarianism and presented inductive thinking strategies to aid students' conceptual understanding of this form of government.

Civil liberties and human rights issues were again addressed in Bulletins 43, *A Guide to Human Rights Education* (1969), 47, *International Learning and International Education in a Global Age* (1975), and in 68, *International Human Rights, Society, and the Schools* (1982). These volumes explained the role of the United Nations in policing the world for human rights violations, such as apartheid, genocide, and other civil injustices. In addition, these volumes examined the essence of the United Nation's significant documents regarding the safeguard of global human rights: 1) the Universal Declaration of Human Rights; 2) the International Covenant on Economic, Social, and Cultural Rights, and the International Covenant on Civil and Political Rights; and 3) the United Nations Charter. Collectively, the theme of these three volumes focused on developing in students a global form of citizenship that extends beyond the duties and responsibilities of nation – centric citizenship.

Another controversial issue addressed in NCSS' Bulletins was the role of economics education in the social studies and as a component of citizenship education (Bragaw, 1986; Symmes, 1981). Bulletins 27, *A Teachers Guide to World Trade: Analysis of the Problem* (1953), 65, *Economic Education: Links to the Social Studies*

(1981), and 78, *Social Studies and Social Sciences: A Fifty – Year Perspective* (1986) each associated economics education as fundamentally linked to democratic problem – solving and decision – making. In Bulletin 27, Aldrich (1953) argued that citizens be “aware of economic problems, have some knowledge of public and private policies, and be prepared to participate in personal and group action on the basis of sound reasoning” (p. v). Similarly, in Bulletin 65, Nelson and Carlson (1981) stated that the objective study of economics and comparative ideologies promotes divergent thinkers, an enlightened citizenry, and a rational global society. In Bulletin 78, Armento (1986) entertained the question, “what should be the role of value judgments and controversial issues in economic education,” (p. 98). Together, these three Bulletins considered the study of economics to be a critical component of citizenship education due to the values, public policies, and conflicting ideologies that are associated with it.

Sexism and the impacts of sexism on the curriculum of the schools was yet another controversial issue presented in two NCSS Bulletins, namely, *Teaching about Women in the Social Studies: Concepts, Methods, and Materials* (Bulletin 48, 1976) and *Building a Legacy: Women in Social Education 1784 – 1984* (Bulletin 100, 2002). Bulletin 48 was written specifically to aid teachers’ analysis of teaching materials for sexist language and stereotypes. Topics of interest presented in Bulletin 48 included assessing sexism in the schools, the changing roles of women in American society, guidelines for evaluating instructional materials for sexist language, and teaching about women in world history. Bulletin 100 was a compendium of mini biographies of notable women who made significant contributions in the field of social studies education, also referred to as citizenship education. In keeping with the citizenship education theme

endorsed by NCSS, both of these volumes served as resource guides for teachers and dealt with equity issues in education as identified by NCSS' Advisory Committee on Social Justice for Women.

Still another controversial topic addressed in NCSS Bulletins was regarding the role and purpose of the social studies itself. Shaver and Knight (1986) best described this tension in Bulletin 78, *Social Studies and Social Sciences: a Fifty – Year Perspective*. They viewed the tension as a struggle between social studies as a “citizenship – societal problems” program of study and social studies as a “formal – study – of disciplines” removed from the other social sciences (Shaver & Knight, 1986, p. 72). Endorsing the former perspective, NCSS devoted four Bulletins on what a citizenship emphasis in the social studies would entail. Bulletins 52, *Building Rationales for Citizenship Education* (1977), 70, *Democratic Education in Schools and Classrooms* (1983), 72, *Citizenship and the Critical Role of the Social Studies* (1984), and 93, *Handbook on Teaching Social Issues* (1996) all conveyed the importance of engaging students in reflective inquiry, value analysis, and decision – making concerning complex social issues. In Bulletin 52, Mehlinger (1977) pointed out that “citizens must educate themselves; they must be aware of public issues; they must avoid petty, personal interests and seek the common good; and above all, they must participate” (p. iii). Hahn (1983) opined in Bulletin 70 that “controversial issues discussions is crucial to the development of democratic attitudes in secondary students” (p. vii). Similarly, Parker and Jarolimek (1984) defined the “critical role of the social studies” as cultivating “individuals who are knowledgeable, skillful, and committed to democratic values” (p. 11). Engle (1996) summed up citizenship education best in Bulletin 93:

“it [issues – centered curriculum] is a substitute for the non-thinking, memory-bound process which constitutes so much of the educational curriculum today. It is the way all education should be approached to produce informed citizens who are involved in working out better solutions to our problems” (p. vii).

Recognizing the importance of student examination of controversial issues in the social studies, NCSS devoted a significant number of Yearbooks and Bulletins on various controversial topics. NCSS’ attention to this aspect of citizenship education emanated from its contention that exposure to complex social issues leads to greater citizen involvement in social issues and increased political participation. The next subsection of Chapter Two, *Recent Research Associated with Controversial Instruction*, examines the literature attesting to the efficacy of infusing controversial issues in the social studies and also the literature showing its elusive nature in practice.

### **Recent Research Associated with Controversial Issues Instruction**

Controversial issues instruction has received varying amounts of attention in our nation’s public schools. This is particularly true as related to the social studies curriculum. However, scholars have consistently argued for the study of controversial issues because it is essential to encouraging citizen involvement and appreciation for democratic principles (Avery, 2003; Engle & Ochoa, 1988; Hahn, 1996; Parker, 1990; Passe, 1988; Patrick, 2002). Several studies have explored the practicalities and benefits of teaching controversial issues (Blankenship, 1990; Hess & Posselt, 2002; Parker, Mueller, Wendling, 1989). Other studies have shown that the teaching of controversial issues is irregularly practiced (Evans, Avery, Velde, 1999; Massialas, Sweeney, Freitag, 1969; Merryfield, 1993; Schremser, 1966; Werner, 1998; Wilson, 1980; Wilson, Sunal,



Haas, Laughlin, 1999). A partial explanation for this inconsistency between advocacy and practice is discussed below.

Research has shown that the teaching of controversial issues contributes to students' democratic enculturation (Ehman, 1969; Parker, 2005; Patrick, 2002; Singleton & Giese, 1996). In practical terms this means that students learn the skills associated with participatory citizenship. Such skills include the ability to differentiate between biased and unbiased sources of information, weigh alternatives to solve a problem, deliberate intellectually, predict consequences, and make informed decisions (Parker, 2005). An extensive body of literature attests to the efficacy of controversial issues instruction on the development of democratic skills and attitudes among students.

Another aspect of that problematic nature between advocacy and practice is in the area of classroom social environments. Open classroom environments contribute to the development of citizenship skills and improved attitudes toward the social studies. These environments encourage inquiry into controversial issues and freedom for students to express their opinions about issues in a supportive manner (Blankenship, 1990; Hahn, 1996). Research has indicated that as student attitudes toward the social studies improve, they are more likely to register for elective social studies courses (Ehman, 1969; Hahn, 1996; Massialas, 1990). Other research has shown a relationship between open classroom environments and future civic involvement, particularly in citizen activism, volunteerism, and voting (Hess, 1998; Hoge, 1988). Viewing these studies together, open classroom environments have exhibited positive affects on the political enculturation of students.

Yet another aspect of the problematic nature of teaching controversial issues has to do with learning values and decision-making. Deliberate and intelligent investigation of controversial issues in social studies classrooms promotes democratic decision – making skills (Parker, 1990). Engle and Ochoa (1988) listed attributes of decision – making in which they referred to as counter – socialization, or reflective inquiry: the ability to identify societal problems; evaluate facts from multiple sources; reflect upon value assumptions and different perspectives; and articulate and defend one’s position on issues. In a similar vein, Lawrence Kohlberg’s (1981) research in moral reasoning development found that students are attracted to the study and discussion of controversial issues. The cognitive dissonance, or conflict of one’s values, caused by the presentation of controversial issues serves as a motivational force and helps to develop students’ democratic dispositions by public talk and inquiry.

Two studies involving decision – making techniques support the motivational and instructional claims of teaching controversial issues. Parker, Mueller, and Wendling (1989) researched the dialectical reasoning abilities from among a small sample of high school students. This study showed that students anticipate exploration of controversial issues, and are capable of writing for – and – against position statements on an issue with little meta-cognitive guidance from their teacher. Hess and Posselt (2002) observed the cognitive growth among high school students enrolled in a Discussion of Public Issues course. Their study demonstrated the positive relationship between effective teacher implementation of controversial issues instruction and the democratic and cognitive growth of both introverted and extroverted students.

Although the literature attests to the educative benefits of controversial issues instruction, its place in the social studies curriculum has been controversial in its own right. Elseroad (1970) observed that the vast majority of students are bored in social studies because “they are discouraged from presenting their own ideas and want to deal with live issues – many of which are controversial” (p. 1 – 2). The following paragraphs support Elseroad’s claim that many students lack the opportunity to engage in inquiries of controversial issues at school.

Controversial issues by nature spark disagreement among members of a group and can result in conflict (Parker, 2005). Such issues span the personal, social, political, and economic experiences of citizens and generate a diverse, often polemical, set of opinions based upon differing values, beliefs, and interests (Dyngneson & Gross, 1999). The very nature of controversial issues has challenged social studies teachers and introduced difficult instructional decisions. Massialas, Sweeney, and Freitag (1969) and Wilson, Sunal, Haas, and Laughlin (1999) found class maturity as an important factor when deciding upon a specific controversial issue to teach. Merryfield (1993) found that teachers spend too much time trying to “cover” the mandated curriculum with little connection made to controversial current events.

Hunt and Metcalf (1968) identified seven “problematic areas of culture” in which substantial aspects of each are considered “closed areas” for classroom discussions. These areas, power and the law, economics, nationalism / patriotism / and foreign affairs, social class, religion and morality, race and minority group relations, and sex / courtship / and marriage, are often avoided in classroom discourse due to the proclivity of conflict between core values and beliefs. Evans, Avery, and Pederson (1999) designated highly

controversial issues as “taboo” in their survey of 32 pre-service social studies teachers. These taboo subjects included abortion, pornography, personal and family problems, religious beliefs, sexual orientation, and criticism of school administration. They concluded, “the greater the distance in space and time from the individual lives of students, the greater the focus in the curriculum and the less chance of emotional involvement or controversy ... [and] the closer to students’ lives, the more meaningful, the more likely the topic is to be taboo” (p. 221).

The ability of school administrators to restrict or limit the teaching of controversial issues is controversial as well, even though their intent is to protect the students in their charge. For various reasons and at various times in our nation’s recent history, the legitimacy of teaching certain controversial issues has been questioned (Archuleta, 2003; Elseroad, 1970; Barker, 2003; Taylor, 2003; VanSledright & Grant, 1994; Wilson, 1980). Wilson’s 1980 study of high school administrators found positive attitudes concerning their right to restrict the teaching of controversial issues. Particular to this study were the following issues: alcohol and drug use, euthanasia, evolution, population control, and human sexuality, each being worthy of censure by administrators. Archuleta (2003), Taylor (2003), and Barker (2003) disclosed instances of administrative censorship of classroom discussions of the War in Iraq and terrorism. The controversial nature of administrative oversight into what can be and what is taught conforms to VanSledright & Grant’s (1994) observation that when “administrators decide, teachers implement, and students comply,” democracy rarely flourishes (p. 336).

The place of controversial issues instruction in the social studies is uncertain. The literature has confirmed its success and usefulness in preparing young people to function

in a democratic society, and, at the same time, demonstrated its avoidance in the public schools. With this in mind, what have NCSS' Position Statements on Academic Freedom said regarding the teaching of controversial issues? What have the Position Statements advocated with regard to carrying out this dimension of citizenship education? The final subsection of Chapter Two addresses these questions by examining the history of NCSS Position Statements on Academic Freedom to teach controversial issues.

### **The NCSS Position Statements on Controversial Issues and Academic Freedom**

NCSS has regularly published its position on the teaching of controversial issues since the 1950's (Muessig, 1975). The annual NCSS Yearbooks and Bulletins, have been vehicles for providing leadership in advancing this theme. In 1951, the NCSS affirmed its commitment to controversial issues instruction by dedicating the 21<sup>st</sup> Yearbook to this topic (Muessig, 1975, p.24). Also in 1951, the NCSS published its position statement on the teaching of controversial issues in the May issue of Social Education. According to Fair and Shaftel (1967), "the social science disciplines are presented as knowledge to be studied for its disciplinary contributions and also as materials to be drawn upon in student explorations of social problems and the realities of contemporary life" (p. vii). Numerous other Yearbooks and Bulletins have dedicated their entire content to the promotion of controversial issues instruction (Anderson, 1942; Cox, 1977; Davis, 1996; Evans & Saxe, 1996; Fair & Shaftel, 1967; Kurfman, 1977; Metcalf, 1971; Muessig, 1975). The study of controversial issues has also been infused into the Curriculum Standards for Social Studies, as adopted by the NCSS in 1994 (NCSS, 1994, p. 6, 8, 11).

The 1971 NCSS position statement, “The Treatment of Controversial Issues in the Schools,” justified the need for controversial issues instruction as a means for advancing the principles of participatory democracy in America:

“Freedom means choice. The democratic process is concerned with the ways in which individuals and groups in a free society grapple with problems, resolve conflicting opinions, and select among alternatives. Such decisions involve values and goals as well as procedures and facts. . . . It is the responsibility of the schools to help students assume the responsibilities of democratic citizenship. To do this, education must impart the skills needed for intelligent study and orderly resolution of the problems inherent in a democratic society. Students need to study issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints, and drawing tentative conclusions. It is the clear obligation of schools to promote full and free contemplation of controversial issues and to foster appreciation of the role of controversy as an instrument of progress in a democracy” (NCSS, 1971, p. 6)

In a 1964 Resolution on Academic Freedom, Controversial Issues, and Civil Rights, the NCSS House of Delegates agreed that social studies textbooks needed to be held to a higher standard; that is, increased attention to and more accurate coverage of controversial topics:

“Whereas, Textbooks occupy a central position as the source of information for both teachers and students; Be it therefore resolved, that the National Council for the Social Studies encourage the presentation of all controversial issues in

textbooks as completely and from as varied points of view as is possible consistent with sound scholarship and reliable data, and, be it further resolved, that the matter of final judgments and alternate interpretations be reserved as the prerogatives of teachers and students studying the textbook material, and judging its relevance for contemporary society . . .” (Cox, 1977, p. 38).

Since 1950, NCSS has repeatedly affirmed the importance of teachers’ academic freedom (Cox, 1977; Hirsh & Kemerer, 1984, p. 3). This applies to making instructional and curricular decisions such as choosing whether to teach a controversial issue. NCSS established a Legal Defense Fund “to provide money for legal aid to a social studies teacher who is faced with an action against him which involves due process and academic freedom” (NCSS, 1971, p.17). This legal protection has been limited, however, to members of NCSS and to those having legal representation (such as membership in the NEA) from another organization agreeable to the NCSS (NCSS, 1971, p. 19).

In addition to defending teachers’ academic freedom, NCSS has cautioned that “the degree of entitlement a social studies teacher has is largely determined by provisions in state education laws, in school board and curriculum policies, and in collective bargaining contracts” (Hirsh & Kemerer, 1984, p. 5). In other words, “blanket academic freedom” rights for educators is not supported by the NCSS; but the specific rights of teachers and their responsibilities have been enumerated in Part III of the 1983 “Academic Freedom and the Social Studies Teacher” position statement (NCSS, 1983, p. 6).

## Summary

The purpose of Chapter Two was contextualize the purpose of this study by reviewing the relevant literature. The review explored the controversies surrounding the emergence of social studies education in the United States and of NCSS as a professional organization. It also examined NCSS' Yearbooks and Bulletins devoted to controversial issues instruction, presented the recent research associated with controversial issues instruction in public schools, and concluded with NCSS Position Statements regarding Academic Freedom and teachers' rights to teach controversial issues. This chapter demonstrated how the emergence of a social studies curriculum was in and of itself a controversial subject. Its emergence in the public schools was associated with the progressive movement and challenged traditional methods of pedagogy and citizenship transmission. The social studies was controversial also in that it intended to give young Americans the critical thinking skills necessary to deal with changing and complex societal issues. This chapter also showed how the large number of Yearbooks and Bulletins dealing entirely with controversial issues helped promulgate NCSS' support and advocacy of its place in the social studies. Finally, Chapter Two demonstrated the tenuous relationship between advocacy and actual practice with regard to the teaching of controversial issues despite the Position Statements on Academic Freedom and the teaching of controversial issues and the legal protections granted to NCSS members.

The next chapter, Methodology, provides a detailed description of the procedures used in the research and contains five sections. The first section, Time – Frame (1973 – 2003) and Data Sources, explains the reasons for the selected time period for the research, explains the purpose for each data source's inclusion in the research, and



describes the nature and location of the data sources selected. The second section, Identification of the Controversial Issues, describes the logical steps that the researcher followed in the identification of the controversial issues for each decade of the study which would later be used as a rubric to scan the NCSS journals for relevant articles. The third section, Identification and Analysis of Articles in NCSS Publications, describes the methods used in identifying the relevant controversial issues articles and the methods for analyzing those articles, to include the literature – based corroborations used and quantitative tests performed by the researcher. The final section, Summary, serves as an overview of the procedures employed in this dissertation.

## **Chapter Three:**

### **Methodology**

The purpose of this dissertation was to determine the stance the NCSS has articulated regarding the teaching of controversial issues across a thirty - year time frame, 1973 to 2003, and secondly, to determine to what extent and in what ways NCSS journals have presented and represented controversial issues of importance over that period. Specifically, the purpose was to examine the major journals of NCSS, namely, Social Studies and the Young Learner, Social Education and its supplement, Middle Level Learning. This examination was done to determine which articles in those journals reflected the position statements of NCSS concerning the teaching of controversial issues. A corollary purpose was to identify the major controversial news events for each decade in order to determine the breadth of coverage of controversial issues articles in the NCSS journals.

To provide clarity and coherence to the research purpose, that is, to determine the stance NCSS has articulated regarding the teaching of controversial issues across a thirty – year time - frame, the following questions were examined:

1. What viewpoint/s has the NCSS endorsed over time concerning the teaching of controversial issues, and has the viewpoint changed?
2. Have the articles published in the journals regarding controversial issues instruction remained consistent with the viewpoint/s expressed by the NCSS?
3. What was the dominant format of the controversial issues articles?
4. What were the major controversial news events in the 1970's, 1980's 1990's and early 2000's? Were these controversial news events covered in NCSS' journals?

## **Organization of the Chapter**

Chapter Three is organized into four sections. The first of these discusses the Time – Frame (1973 – 2003) and Data Sources used in the study. The researcher used historical research methods, specifically, in the form of checking the reliability of evidence using literature – based models for controversial issues instruction, and performing quantitative tests to aid in data analysis (Benjamin, 1987; Marius, 1995). Both of these methods are described in the second section of Chapter Three which is entitled “the Identification of the Controversial Issues.” This section describes the logical steps that the researcher followed in the identification of the controversial issues for each decade of the study which would later be used as a rubric to scan the NCSS journals for relevant articles. The third section, the Identification and Analysis of Articles in NCSS Publications, describes the methods used in identifying the relevant controversial issues articles and the methods for analyzing those articles, to include the literature – based corroborations used and quantitative tests performed by the researcher. The final section, Summary, serves as an overview of the procedures employed in this dissertation.

### **Time – Frame (1973 – 2003) and the Data Sources**

A study conducted by Nelson and Fernekes (1996) used qualitative procedures to determine how NCSS reacted to five specific controversial issues in its publications, specifically, Social Education. These social crises were the Great Depression, World War II, the Civil Rights Movement, the McCarthy period, and the Vietnam War. Nelson and Fernekes (1996) commented that NCSS’ leadership in the area of controversial issues “appears in official documents, formal resolutions, publications, and known actions” (p. 90). Yet, research has shown an incongruity between the stated NCSS viewpoint and

actual practice. For this reason, it is only natural for one to query the effectiveness of NCSS' leadership in advancing controversial issues instruction in its publications.

### **Time Frame (1973 – 2003)**

This dissertation used methods of historical research to determine the stance and extent to which NCSS adheres to its Position Statements on the teaching of controversial issues. The time – frame for analysis began at the start of the closure of events in Vietnam, 1973 (Jordan, Litwack, Hofstadter, 1982); and concluded with the year 2003, a year noted for the United States' entry into the “war on terror.” An expectation for the research was that the three decades of news events would generate a wide array and diverse set of controversial issues relevant to students' lives (Selakovich, 1965; Massialas, 1990) from which to examine NCSS' mainstream publications, Social Education, Social Studies and the Young Learner, and Middle Level Learning.

Also between 1973 and 2003, NCSS introduced two new journals for its general membership, Social Studies and the Young Learner in 1988 and Middle Level Learning in 1995 (Laughlin, 1995). Unlike the Nelson and Fernekes (1996) study which only examined Social Education as a means to draw inferences regarding NCSS' leadership in advancing controversial issues instruction, this dissertation was able to broaden its inquiry with the addition of two new publications. Common to all three publications was the purpose to improve social studies instruction by offering theoretical perspectives and practical examples of teaching ideas (Field & Burlbaw, 1995; Laughlin, 1995). It made sense to the researcher that controversial issues would also appear in some way in the new publications because controversial issues have occupied space in earlier volumes of Social Education, as shown by the Nelson and Fernekes (1996) study.

## Data Sources

To determine the NCSS' stance on the teaching of controversial issues, how well the organization communicates its leadership on the teaching of controversial issues, and to identify the breadth of coverage of controversial issues in the organization's mainstream journals, the items for analysis for this dissertation were Social Education, Social Studies and the Young Learner, and Middle Level Learning. Each of these journals were selected as an item for analysis for the following reasons. First, the NCSS organization has a general membership of 26,000 social studies educators (*NCSS Membership*, n.d.). Social Education and Social Studies and the Young Learner are the two journals that every member, regardless of level of membership, has the choice to receive as part of their member benefits (*NCSS Membership*, n.d.). NCSS offers two membership levels: Comprehensive and Regular. Those subscribing to the latter receive their choice of publication, an NCSS newsletter called *The Social Studies Professional*, discounts to conferences, and discounts on NCSS merchandise. Those subscribing to the former, receive all of the above with the addition of two NCSS Bulletins published in book form. All members also receive Middle Level Learning as part of their membership benefits because this journal is a supplement to Social Education and Social Studies and the Young Learner. Thus, members' accessibility to helpful information produced by NCSS is high. Second, this dissertation calls attention to the discrepancy between what NCSS advocates in terms of teaching controversial issues and actual classroom practice. For this reason, the emphasis on theoretical content and practical ideas for teachers contained in NCSS' three journals warranted a critical examination of its presentation of controversial issues.

Another data source for this dissertation was TIME magazine. The mass media was an area considered capable of generating a representative list of the kinds of controversial news events the American public was reading and hearing about in each of the three decades of the study. TIME magazine was selected as the mass media publication to be investigated for the following reasons. First, TIME has benefited from wide readership and historical integrity over time. Second, after comparing the availability of TIME and competing news periodicals, Newsweek and U.S. News & World Report, at the site of the research, the University of Tennessee, Knoxville, the researcher found that the library had a complete archived collection of TIME magazine required for the thirty – year time – frame of this dissertation.

To broaden the inquiry further, the researcher also referred to two public opinion poll data – bases as found on the Internet at <http://www.umich.edu/~nes/nesguide/gd-index.htm#4> and at <http://webapp.icpsr.umich.edu/GSS/>. The former data – base, produced by the University of Michigan’s Center of Political Studies (American National Election Studies, n.d.), contained questions on topics regarding public policy issues affecting Americans at the local, state, national, and international levels. Topics included, race relations, women’s rights, health care, military and foreign policy, the state of the economy, and the degree of trust Americans have in their government. The latter data – base, produced by the National Public Opinion Research Center at the University of Chicago, known as the General Social Survey (n.d.) contained questions regarding national and international events between a 26 year time – span: 1972 and 1998. This data-base presented questions on a wide range of topics divided among 7 broad categories: domestic activity; U.S. economy; domestic and societal issues; significant

leadership; international relations / issues (except armed conflict); war and armed conflict / weapons development; and miscellaneous. Use of the ANES and the General Social Survey public opinion polls helped to corroborate the list of controversial news events obtained from TIME and provided the researcher with a better understanding for what Americans considered to be controversial in each of the three decades of the study.

### **The Identification of the Controversial Issues**

The researcher employed three successive logical procedures in the identification and selection of the most important controversial issues of the time - frame prior to her examination of the NCSS journals for relevant articles. The researcher intended that these research procedures would reduce erroneous statements regarding the data collected from the NCSS journals and make clear the meaning and / or significance of the findings in a logical manner consistent with the stated purpose of the dissertation (Benjamin, 1987; Marius, 1995). These three procedures also resulted in a guiding, authoritative list, which the researcher used as a rubric to evaluate the NCSS journals for controversial issues articles. The researcher explains these three procedures in the following paragraphs.

The first procedure the researcher employed was a content analysis of controversial issues in TIME magazine between 1973 and 2003 and then a corroboration of this data with two scholarly – produced public opinion polls, the ANES and GSS. The University of Tennessee, Knoxville library maintained a complete archived collection of TIME magazine, beginning with its inaugural issue (Volume 1, number 1, March 3, 1923) through the present. Since its beginning, TIME, Inc., now AOL TIME Warner, has published fifty – two issues per year, and classifying the articles under one of two

volumes per year. The volumes are chronological in order, and have twenty – three issues per volume. The year 2003, the last year of this study, concluded with Volume 162. Each of the volumes were contained on microfilm.

At first, the task of reviewing sixty – two volumes of TIME (from the first volume of 1973 to the last in 2003) appeared daunting to the researcher. The researcher calculated that if every issue during that time - period had been reviewed, this would have totaled 1,612 issues. For this reason, the researcher chose to employ systematic random sampling in the selection of TIME issues (Folz, 1996). Systematic random sampling is a sampling device used when a known, large population exists, as in the case of the 1,612 issues of TIME, and assigns a sample size based upon a simple  $k$  interval formula. To perform this calculation, the researcher needs to know the desired sample size:

$$\text{where, } \frac{1,612}{x} = k$$

The researcher reasoned that a perusal of one issue per month would yield generalizable results as to the major controversial news events occurring each year. Since there are six months per TIME volume, the researcher multiplied six by sixty – two (the latter number representing the number of volumes in the study) to ascertain the desired sample size.

$$\text{where, } \frac{1,612}{6 \times 62} = k$$

This calculation resulted in 372 issues as the sample size, and the  $k$  interval became 4.33.

$$\text{where, } \frac{1,612}{372} = 4.333$$

Using this formula and  $k$  value, the first issue of TIME examined by the researcher was volume 101, number 4 and dated January 22, 1973. From that point, every 4<sup>th</sup> issue of



TIME was examined. The last issue examined by the researcher was volume 162, number 23 and dated December 8, 2003.

Following the TIME inquiry, the researcher compared the lists of controversial issues to 2 public opinion polls developed by scholarly, non – profit organizations. The purpose for this corroboration was to determine whether the events found in TIME matched those topics on which polling organizations queried the American public. The researcher believed that congruity between these data sources would result in a proximate reflection of the issues considered important by Americans during each decade of the study. The polls consulted during this phase of the investigation were the ANES Guide to Public Opinion and Electoral Behavior (n.d.) and the General Social Survey Codebook (n.d.).

The researcher employed two extant literature – based models for the teaching of controversial issues as her second procedure in the identification of the controversial issues. The researcher used these two models, one by Hunt & Metcalf (1968) and the other by Nelson & Michaelis (1980), to reduce the number of controversial issues identified during the TIME – public opinion poll inquiry down to 25 issues per decade in the study. Both models provided categories by which to classify and evaluate the breadth of coverage of the controversial issues, and enabled the researcher to ascertain whether the NCSS upheld its position statements on the teaching of controversial issues in its articles. In addition, the researcher found the authors of the controversial issues instruction models to have been long – term members of NCSS and contributors to its publications, which served to augment the reliability of the data analysis.

The researcher derived the first literature – based model from Hunt & Metcalf’s text, *Teaching High School Social Studies* (1968), which assigned controversial topics according to seven “problematic areas” of the social studies. These “problematic areas” and their operational definitions were:

1. Power and Law: “the ‘power structure’ of American civilization and its supporting arm, the law, ... in which most people have a very dim and confused view of how power operates in the United States ...” (p. 307);
2. economics: debates which stem from “government spending, inflation, wage policy, monopolistic practices, poverty, waste, free enterprise versus socialism, [and] welfare programs, ...” (p. 331);
3. nationalism, patriotism, and foreign affairs: “...conservative reactions in political, economic, and social thought, and attacks on traditional ideas of free speech and right of dissent...” (p. 350);
4. social class: “an aggregation of persons having a given social ranking in a community...” (p. 367);
5. religion and morality: issues related to specific beliefs and practice, tensions between science and religion, democracy and religion, and seeking sensual versus spiritual pleasure (pp. 394, 396, 398);
6. race and minority group relations: issues related to the problem of prejudice, ethnocentrism, and racial differences (pp. 407, 414);
7. sex, courtship, and marriage: issues related to sexual ethics and their implications for education (p. 429).

The second literature – based model the researcher consulted and utilized to help reduce the number of controversial issues found during the TIME – public opinion poll inquiry was by Nelson and Michaelis (1980). Their 1980 text, *Secondary Social Studies: Instruction, Curriculum, Evaluation*, asserted that every controversial issue be thought of in terms of its applicability to personal or social situations, or somewhere in between; or to historical, contemporary, or pervasive situations, or somewhere in between. The researcher chose to analyze her data according to a controversial issue’s contemporary or pervasive relevance, or its association with time. The researcher operationalized the definitions accordingly:

1. contemporary controversies: “are simply those issues of current interest. They have a history but are not resolved and exist at the present time” (Nelson and Michaelis, 1980, p. 219);
2. pervasive controversies: “are those which continue to appear over a period of time. It is both historical and contemporary” (Nelson and Michaelis, 1980, p. 219).

Using the TIME – public opinion poll corroboration and the literature – based models to aid in the development of a rubric for which to evaluate the NCSS journals, the researcher identified 25 controversial issues per decade of the study. These controversial issues are shown in Tables 1, 2, 3, and 4 and show the distribution of the controversial news articles found in TIME per decade. These tables are shown as Appendix A on pages 172 through 175.

Tables 5, 6, 7, and 8 in Appendix B on pages 177 through 180 show the researcher's categories in comparison to those in the ANES and GSS public opinion polls. The categories marked with an **X** indicate agreement with the public opinion poll. The researcher hoped that the corroboration of data would result in an agreement of at least 75% for each decade of the study. That is to say that at least three – quarters of the selected controversial issues as found in TIME would also be represented in either the ANES or GSS polls. With respect to the latter, the researcher was surprised to see how specific the topics on which Americans were surveyed matched those topics collected during the TIME inquiry. This could be because the topics on the GSS asked respondents to think about a wide variety of national and world events in terms of their historical importance. As the Tables 5 through 8 indicate, twenty – two, or 88%, of the TIME controversial issues for the 1970's appeared as a topic on the GSS; twenty, or 80% for the 1980's; and twenty – one, or 84% for the 1990's. The agreement between the TIME controversial issues and those appearing on the GSS for 2000 – 2003 dropped significantly, probably due to the fact the last administration of the GSS occurred in 2000, after which time the events found in TIME changed markedly. As for the 1970's, 80's, and 90's, however, the percentages indicate a positive relationship between what Americans considered important and the kinds of articles published in TIME. Because the ANES proved to be significantly less representative of the kinds of controversial issues published in TIME, the researcher relied upon the GSS percentages to affirm the selection of topics for each decade.

The third and final procedure used in the identification of the controversial issues and development of the rubric in which to evaluate the NCSS journals was the reduction of the 25 controversial issues per decade to a list of the 10 most important controversial issues per decade as determined by a group of 3 expert panelists. This panel comprised three University of Tennessee professors representing different disciplinary backgrounds of the social sciences: communications, history, and political science. The researcher asked these experts, in the form of a survey (see Appendix D), to consider the importance of each of the 25 issues shown for each decade and to select the 10 most important issues for each decade by check-marking them. The researcher then tallied the surveys' results and determined the controversial issues to be included on the rubric, henceforth referred to as the "Journal Scanning Instrument." Tables 9, 10, 11, and 12 in Appendix E on pages 189 through 192 show the results of the expert panelists' survey.

The Expert Panelists' survey was the final reduction of controversial issues to be included on the "Journal Scanning Instrument" (see Appendix F) and would later become the instrument for scanning the three NCSS publications. In order to be included on the "Journal Scanning Instrument," the researcher established the criterion that an issue on the survey had to be selected by 2 out of 3 (66%) of the experts. The researcher also expected that disagreement would occur between their responses, which would result in more than 10 controversial issues for each decade. For this reason, the researcher discarded issues either because only one person had selected them, or combined issues due to their similarities and relationships.

Table 9, "Controversial Issues of 1973 – 1979 as Selected by Expert Review Panel," shows thirteen controversial issues, six of which had 100% agreement among the

experts, five of which had 66% agreement, and two of which had 33% agreement. To narrow the list down to 10 controversial issues, the researcher combined the issues of “School Desegregation” and “Race Relations in the U.S.” This decision was influenced by the fact that both are included under the classification of “Race and Minority Group Relations” on the Hunt and Metcalf (1968) *List of Problematic Areas*. Both “Environment” and “ERA / NOW / Women’s Rights” were discarded from the list because of receiving only 33% of the votes.

Table 10, “Controversial Issues of 1980 – 1989 as Selected by Expert Review Panel,” shows greater disparity in the experts’ decisions, as reflected in the mean of 1.81. This decade resulted in seventeen selections by the expert panelists. Of these selections, only two showed unanimous support by the panelists: “ERA/ NOW / Women’s Rights” and “U.S. Economy.” Nine issues were selected by 2 (or 66%) of the panelists, and six (33%) were selected by one. To narrow this list down to 10 controversial issues, the researcher combined two categories that had received 66% of the votes: “Apartheid” and “Famine in Africa” and renamed it “Africa Issues.” The researcher also combined one issue that received 66% of the vote with one that received 33% of the vote. These issues were “U.S. / USSR Arms Talks” and “SDI (Star Wars),” respectively. The researcher discarded the remaining five issues that received only 33% of the vote.

Controversial issues selections made by the panelists improved somewhat for the 1990’s, as indicated in the mean of 2.14. This decade resulted in fourteen controversial issues by the expert panelists. Of these selections, five issues received unanimous support: “Christian Right in Politics,” “Genocide in Rwanda & Serbia,” “Gun Control / 2<sup>nd</sup> Amendment Rights,” “Health Care Reform,” and “U.S. / Middle East / Gulf War.”

Two panelists (66 %) agreed upon six issues, and three issues were selected by one (33%) of the panelists. To narrow this list down to ten controversial issues, the researcher combined “Gun Control / 2<sup>nd</sup> Amendment Rights,” which received unanimous support by the panelists, with “School Violence,” which received support by 2 of the panelists. The researcher discarded the remaining three issues that received only 33% of the vote.

Disparity in the panelists’ selections increased for the time - period 2000 through 2003, as indicated by the mean of 2.0. Table 12 shows fifteen controversial issues selected by the panelists, and only four received unanimous support. Those issues were: “Homosexuals’ Rights,” “Internet Issues / Cyber Crime,” “Iraq – Al Qaeda / War in Iraq,” and “Stem Cell Research.” Seven issues were selected by two (66%) of the experts, and four were selected by only one (33%) of the experts. To narrow the list down to ten controversial issues, the researcher combined two issues receiving 66% of the vote: “Patriot Act / Citizen Privacy,” and “Homeland Security.” The researcher discarded each of the issues receiving 33% of the experts’ support.

As mentioned earlier, several controversial issues found in the TIME inquiry had a pervasive quality because of their reappearance across time. A closer examination of the controversial news issues shown in Tables 8 and 12 reveals a sudden shift in the kinds of issues considered important in Americans’ lives. Of the issues shown on Table 8, thirteen, or 52%, appear for the first time across the thirty –year time - frame of the study, and five of those same issues were selected by the expert panelists, as shown on Table 12. Two of those issues were selected by two, or 66%, of the expert panelists, and three of the issues were selected by each, or 100%, of the expert panelists. The issues appearing for the first time in the thirty – year time – frame of the study and selected by the expert

panelists were: “Homeland Security,” “Internet Issues / Cyber Crime,” “Iraq – Al Qaeda / War in Iraq,” and “Patriot Act / Citizen Privacy.”

To summarize the identification of the controversial issues prior to her examination of the NCSS journals for relevant articles, the researcher employed three logical procedures. The first procedure the researcher employed was a content analysis of controversial issues in TIME magazine between 1973 and 2003 and then a corroboration of this data with two scholarly – produced public opinion polls, the ANES and GSS. Systematic random sampling was used in the examination of the TIME magazines, resulting in 372 issues of TIME in the sample and 3,314 relevant articles collected. These controversial issues articles were then corroborated against the scholarly – produced public opinion polls by ANES and GSS. The second procedure was narrowing the list of controversial issues generated from the TIME – public opinion poll inquiry down to 25 controversial issues per decade of the study. The researcher accomplished this by interpreting the controversial issues according to 2 extant literature – based models for controversial issues instruction. The third procedure employed by the researcher was creating a final reduced list of 10 controversial issues per decade as identified by a panel of 3 experts, which is referred to as the Journal Scanning Instrument. The next section of Chapter Three explains the manner in which the Journal Scanning Instrument was applied in the identification an analysis of articles in NCSS publications.

### **The Identification and Analysis of Articles in NCSS Publications**

Historical inquiries are prone to subjectivity (Benjamin, 1987). For this reason, the researcher followed specific and logical steps in the selection of articles from the



NCSS journals and consistent procedures in the coding and analysis of those articles. In the paragraphs that follow, the researcher explains the data collection and analysis procedures involved in the examination of Social Education, Social Studies and the Young Learner, and Middle Level Learning published between 1973 and 2003.

The researcher started this stage of her inquiry by accessing archived issues of the three journals published by NCSS. The researcher accessed Social Education, one of two collections containing the periodical. The first collection in which the researcher accessed was the University of Tennessee, Knoxville library. This collection contained issues published between 1973 and 1994 on microfilm and issues published in 1995 and 1996 in the library stacks. Because the University of Tennessee Library discontinued its subscription to this periodical in 1996, the researcher accessed subsequent issues (1997 to 2003) from a second collection, the NCSS website, <http://members.ncss.org/se/> . This site contained complete archived volumes of Social Education in text – only and PDF formats and were accessible only by members of NCSS, of which was the case of the researcher.

The next two publications in the study, Social Studies and the Young Learner and Middle Level Learning, proved more difficult to access because the University of Tennessee Library did not maintain complete archived collections of the publications. The University of Tennessee Library did not carry in either its microfilm or stacks collections the introductory volumes (i.e., volumes 1 and 2) of Social Studies and the Young Learner, which was first published in 1988. The Library did however carry in its stacks volumes 3, 4, and 5 (i.e., 1990, 1991, and 1992). The researcher accessed subsequent issues of Social Studies and the Young Learner published between 1993 and

2003 from the NCSS members' only website, <http://members.ncss.org/yl/> and were available in text – only and PDF format. Similarly, the researcher discovered that the University of Tennessee Library did not maintain a complete archived collection of Middle Level Learning, which is published by NCSS three times a year and serves as a supplement to the journals Social Education and Social Studies and the Young Learner. Once again, the researcher accessed complete archived editions of Middle Level Learning from the NCSS members' only website, <http://members.ncss.org/ml/> . The researcher was surprised to see that each volume of Middle Level Learning, beginning with volume 1, January / February 1998, through volume 18, September 2003, was available in PDF format.

Having found the requisite archived collections of Social Education, Social Studies and the Young Learner, and Middle Level Learning, the researcher proceeded to examine every available issue utilizing uniform procedures and coding for each publication. The researcher designed this process to be as meticulous and rigorous as possible in order to derive data – driven conclusions based on the support of substantial quantitative evidence (which will be discussed in Chapter 5). These procedures consisted of the following steps. First, the researcher felt it necessary and most efficient to examine thoroughly one publication in its entirety at a time. Knowing that Social Education surpassed Social Studies and the Young Learner and Middle Level Learning in number of issues, the researcher decided to examine it first. Second, the researcher imposed time limits upon herself as a means to regulate her investigations and to maintain efficiency during the data collection stage of the research. These time limits were restricted to 4 hours per day at both the University of Tennessee Library and at her

home where the researcher used her personal computer to access archived issues from the NCSS website.

Using the Journal Scanning Instrument (see Appendix F), the researcher proceeded to examine every issue of Social Education and its sister publications in a uniform fashion. This examination included a quick glance at the table of contents and a critical look at the first few paragraphs of each article to determine whether a controversial issue appearing on the Journal Scanning Instrument was also the subject of an article. If an article corresponded to a controversial issue on the Journal Scanning Instrument or was controversial because the researcher remembered it as being such, then the researcher printed a copy of the article and wrote an assigned ID # in the upper right – hand corner of the article. This ID # consisted of the last two digits of the year in which the article was published, an abbreviation of SE, YL, or ML which stood for Social Education, Social Studies and the Young Learner, and Middle Level Learning respectively, and a chronologically – assigned number (i.e., 73-SE-1). In total, the researcher examined 214 issues of Social Education, 56 issues of Social Studies and the Young Learner, and 18 issues of Middle Level Learning as can be seen in Table 13.

Table 13 shows the distribution of three NCSS publications and its issues examined by the researcher on a decade - by - decade basis. For Social Education, the years 1973 to 1979 include the nine issues published in both 1973 and 1974, and seven issues published in each subsequent year through 1979, resulting in 53 issues examined. The researcher examined exactly 70 issues for the 1980's; matching the seven issues that were published for each year. The reason the researcher examined seven fewer issues of Social Education in the 1990's is that neither the University of Tennessee library nor the

**Table 13: Number of Issues of Social Education, Social Studies and the Young Learner, and Middle Level Learning Examined by the Researcher**

Years	*SE #	**YL #	***MLL #	Total
1973 – 1979	53	0	0	53
1980 – 1989	70	0	0	70
1990 – 1999	63	40	6	109
2000 – 2003	28	16	12	56
	<i>n</i> = 214	56	18	<b>N</b> = 288

\*SE denotes Social Education, \*\*YL denotes Social Studies and the Young Learner, and \*\*\* denotes Middle Level Learning.

NCSS Internet database contained issues published in 1992. This void resulted in 63 issues examined for the 1990's. Only four years' worth, or 28 issues, of Social Education issues were examined for 2000 to 2003. Table 13 also illustrates the number of Social Studies and the Young Learner and Middle Level Learning issues that the researcher examined. The total number for both publications reflects the availability of each as described previously. As Table 13 demonstrates, the researcher examined a combined total of 288 issues of the three NCSS publications.

From the 288 issues of the NCSS publications examined, the researcher collected and assigned the appropriate ID number to 1,844 relevant articles, shown in Table 14. The researcher determined an article's relevance by noting its placement as a controversial issue on the Journal Scanning Instrument, and by the researcher's historical background and recollection of controversial events. The researcher deemed this broad

**Table 14: Number of Controversial Issues Articles as Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning**

Years	*SE #	**YL #	***MLL #	Total
1973 – 1979	411	0	0	411
1980 – 1989	644	0	0	644
1990 – 1999	441	94	9	544
2000 – 2003	190	26	29	245
	<i>n</i> = 1,684	120	38	N= 1,844

\*SE denotes Social Education, \*\*YL denotes Social Studies and the Young Learner, and \*\*\* denotes Middle Level Learning.

interpretation for selecting an article necessary because the researcher assumed NCSS would also have published articles in the three journals about topics other than those appearing on the Journal Scanning Instrument.

As Table 14 indicates, the researcher derived the majority, or 1,684 of the 1,844 articles from Social Education. This did not surprise the researcher because Social Education is the flagship journal for NCSS, has the most issues published every year, and has been available to teachers significantly longer than Social Studies and the Young Learner, and Middle Level Learning. In addition, the researcher reasoned that the lack of availability of the first two volumes of Social Studies and the Young Learner could have contributed to the few numbers obtained from its investigation. The 38 articles shown under Middle Level Learning appeared as no surprise to the researcher since the publication contains on average 4.5 articles per issue.

Following each day's four hour investigation of Social Education, Social Studies and the Young Learner, and Middle Level Learning for relevant controversial issues articles, the researcher recorded each article chronologically and according to ID number in Excel. This Excel database also consisted of a list of "Critical Attributes" by which every article was coded. The researcher considered the Critical Attributes shown in Table 15 as important indicators for helping the researcher to answer 2 of the 4 research questions for this dissertation:

1. What was the dominant format of the controversial issues articles?
2. What were the major controversial news events in the 1970's, 1980's, 1990's and early 2000's? Were these controversial news events covered in NCSS journals?

The Critical Attributes and their totals are shown on Table 15. To ascertain the relevant codes, the researcher employed a critical examination for each article that consisted of determining its target audience, profession of author, and format. Determining the "profession of the author" was the easiest coding conducted because each article concluded with a brief statement about the author, which contained the author's occupation. Several articles had multiple authors, as shown in Table 15. This explains why the total number of authors exceeded the 1,844 total number of articles. The next easiest coding conducted was that of determining the "format of the article." The researcher only had to read 3 to 4 paragraphs into an article in order to determine whether the article's focus was on "general background information," "editorial / opinion," "methods / pedagogy," or some sort of review, as is shown in Table 15. The "target audience" proved most difficult for the researcher to ascertain. The researcher

**Table 15: Critical Attributes of Controversial Issues Articles as Found in Issues of Social Education, Social Studies and the Young Learner, and Middle Level Learning**

<b>Critical Attribute</b>	<b>*SE #</b>	<b>** YL #</b>	<b>***MLL #</b>	
<b>Total</b>				
<b>Target Audience:</b>				
Teachers	1,005	100	31	<b>1,136</b>
Professors	5	1	0	<b>6</b>
Curriculum Specialists	2	0	0	<b>2</b>
Pre-service teachers	2	0	0	<b>2</b>
General	732	17	6	<b>755</b>
	<b><i>n</i> = 1746</b>	<b>118</b>	<b>37</b>	<b>1,901</b>
<b>Profession of Author:</b>				
Teacher	215	27	15	<b>243</b>
Librarian / Media Specialist	0	0	0	<b>0</b>
Curriculum Specialist	72	4	1	<b>77</b>
Administrator	11	0	0	<b>11</b>
Professor	996	100	15	<b>1,111</b>
Doctoral Student	49	2	1	<b>53</b>
Pre-service teacher	0	2	0	<b>2</b>
Other	804	41	14	<b>859</b>
	<b><i>n</i> = 2147</b>	<b>176</b>	<b>46</b>	
<b>Format of Article:</b>				
General background info.	553	20	7	<b>580</b>
Editorial / opinion	203	8	7	<b>218</b>
Instructional Technology	37	6	0	<b>43</b>
Teaching with documents	60	0	0	<b>60</b>
Research	133	2	0	<b>135</b>
Methods / Pedagogy	426	60	20	<b>506</b>
Book Review	102	11	1	<b>114</b>
Media Review	50	5	0	<b>55</b>
Pamphlet Review	7	0	0	<b>7</b>
Interview	17	0	0	<b>17</b>
ERIC Review	39	2	0	<b>41</b>
Other	167	5	2	<b>174</b>
	<b><i>n</i> = 1,794</b>	<b>119</b>	<b>37</b>	

understood that NCSS is an organization comprising members from a variety of educational backgrounds (i.e., teachers, professors, curriculum specialists, etc.) and all should have been considered as a “target audience” for each article. However, the researcher asked herself, “could it be possible that some articles are directed more at certain groups than others?” Viewing this as a reasonable possibility, the researcher decided to create a mutually exclusive list of the kinds of readers receiving NCSS publications through their memberships. The researcher was not surprised to discover that as the articles were examined, clue phrases, such as “in your teaching,” or “integrating ‘such and such’ into the high school social studies curriculum,” were prevalent; therefore generating a total of 1,136 articles that appeared to be targeted specifically at classroom teachers. As Table 15 also indicates, there was some degree of ambiguity between articles specifically targeted at classroom teachers and the “general” membership audience because the total number shown under “target audience” exceeds the 1,844 articles in the database at 1,901. This ambiguity caused the researcher to code more than one “target audience” for at least 57 articles.

In addition to coding every article in Excel according to the Critical Attributes described above, the researcher recorded notes about each articles’ controversial issue/s relevancy at the end of each item’s line. The researcher viewed these notes as a necessary step in determining the controversial issues topics NCSS chose to publish in its three journals. When the coding and note recording was completed, the researcher then created a series of additional Excel databases. The researcher established these databases in order to tally the controversial issues found in Social Education, Social Studies and the



Young Learner, and Middle Level Learning by topic and as selected by the Expert Review Panel as being the most important controversial issues during each decade. The controversial issues recorded in these databases were also the same ones that appeared on the Journal Scanning Instrument for each decade. To aid in this task, the researcher printed off 66 pages of recorded notes from the Critical Attributes database. Using these recorded notes, the researcher created four databases, each containing the ten most important controversial issues as selected by the Expert Review Panel per decade. These databases and accompanying tables were:

1. Expert – Identified Controversial Issues as found in Social Education, 1973 - 1979 Table 16;
2. Expert – Identified Controversial Issues as found in Social Education, 1980 – 1989, Table 17;
3. Expert – Identified Controversial Issues as found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 1990 – 1999, Table 18;
4. Expert – Identified Controversial Issues as found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 2000 – 2003, Table 19.

Each of these tables are shown in Appendix G on pages 197 and 198.

The researcher compared the results shown on Tables 16 through 19 with those shown on Table 14 (see page 63). The researcher determined the representation of controversial issues chosen by the Expert Review Panel in the NCSS publications by calculating their percentages, shown in Table 20. Column two of Table 20 shows the

**Table 20: Expert Review Panelists’ Number of Controversial Issues as Compared to Total Number of Controversial Issues Articles Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning**

Years		Total # of Controversial Issues Articles	%
1973 – 1979*	244	411	.59
1980 – 1989*	373	644	.58
1990 – 1999	119	544	.22
2000 – 2003	97	245	.39
	<i>n</i> = 833	<i>n</i> = 1844	.45

\* denotes Social Education only

total number of Expert – Identified controversial issues found in NCSS’ publications, whereas column three shows the overall total number of controversial issues articles found in the three NCSS publications. The results on this table indicate that there was a 45% agreement between what the Expert Review Panelists considered most important for each decade of the study and what NCSS published in its three journals.

Because fewer than half of the controversial issues articles found in Social Education, Social Studies and the Young Learner, and Middle Level Learning matched those selected by the Expert Review Panel, this caused the researcher to consult the 66 pages of recorded notes from the Excel database for a second time. Using these notes the researcher created four additional Excel databases, one for each decade like above, and tallied the different controversial issues (referred henceforth as “other”) found in NCSS’ three publications. The researcher was surprised at the variety and number of topics

published in NCSS' journals that the Expert Review Panel either did not consider as most important or did not appear as a topic on the experts' survey.

Table 21 provides a summary of the controversial issues discovered by the researcher during the data analysis phase of the inquiry. The researcher cautions the reader to make special note to the row labeled, "Total # of Controversial Issues in Articles" (row 4). This row illustrates that the total number of controversial issues exceeds the total number of controversial issues *articles* found in row three. Thus, as the researcher examined the 66 pages of detailed notes from the Excel "Critical Attributes" database, the researcher discovered that in many cases, the articles dealt with one or more, if not multiple, controversial issues. This finding caused the researcher to investigate the likelihood the "other" – identified controversial issues would appear on the Experts' lists for each decade of the study.

As Table 21 illustrates for the years 1973 – 1979, there was a 46 % likelihood for any controversial issue found in Social Education to appear on the Expert – Identified list. For the subsequent decades in the study, this likelihood fell considerably. For the 1980's, there was a 43 % likelihood that any controversial issue found in Social Education would also appear on the Expert – Identified list of controversial issues. As for the 1990's and 2000 to 2003, there was a 16% and 15 %, respectively, likelihood that any controversial issue found in NCSS' combined journals, Social Education, Social Studies and the Young Learner, and Middle Level Learning would also appear on the Expert – Identified lists.

**Table 21: Summary of Controversial Issues as Found in Social Education,  
Social Studies and the Young Learner, and Middle Level Learning,  
1973 - 2003**

	<b>1973 - 1979</b>	<b>1980 - 1999</b>	<b>1990 - 1999</b>	<b>2000 - 2003</b>
<b>Sample Size</b>	*53	*70	109	56
<b>Total # of Articles</b>	411	644	544	245
<b>Total # of Controversial issues in Articles</b>	771	1,233	846	561
<sup>1</sup> <b># of Expert-Identified Controversial Issues In Articles</b>	244	373	119	97
<sup>2</sup> <b># of “Other” Controversial Issues in Articles</b>	527	860	727	464
<b>1 and 2 % agreement</b>	.46	.43	.16	.21

\* denotes Social Education only

Table 22 displays the number of “other” controversial issues by type found in each decade of the study. The explanation for the quantity of “other” controversial issues found for each decade is that the researcher deliberately applied as broad an interpretation for what constituted as a controversial issue as possible. As mentioned previously in this chapter, the researcher based this interpretation upon literature – based models for controversial issues by Hunt and Metcalf (1968) and Nelson and Michaelis (1980). The researcher also relied upon the TIME – public opinion poll corroboration (because of the historical background that phase of the inquiry yielded) as well as readings from various NCSS bulletins and yearbooks to aid in this interpretation.

**Table 22: Number of “Other” Controversial Issues as Found in  
Social Education, Social Studies and the Young Learner, and  
 Middle Level Learning, 1973 - 2003**

Years	#
1973 – 1979	*55
1980 – 1989	*81
1990 – 1999	70
2000 – 2003	58

Although the researcher’s initial analysis of the data began during the data – collection and storage phases of the inquiry, the researcher deliberately refrained from studying the data in - depth and forming tables and preliminary interpretations until after the literature review for this dissertation was completed. The reasons for this restraint were twofold. First, the researcher intended for the literature review to establish the dissertation’s foundation, that is, to tell a story about the history of the social studies and the NCSS’ involvement in the advancement of controversial issues. This story also served to summarize the kinds of controversial issues that NCSS published in its Yearbooks and Bulletins. Second, the researcher refrained from making preliminary interpretations of the data because she did not want the data to drive or influence the material selected for the literature review. The researcher and her doctoral committee chair discussed and agreed upon the topics for the literature review prior to the collection

of data. Again, the researcher desired to “tell a story” about controversial issues in the social studies and intended to keep the data analysis as bias – free as possible.

For the above reasons, the analysis procedures began as the researcher started to make the earliest calculations from the Microsoft Excel databases. These early calculations consisted of finding the distribution of controversial issues articles found in the TIME sample (Tables 1 through 4) and corroborating the TIME distributions with the *ANES Guide to Public Opinion and Electoral Behavior* and the *General Social Survey* (Tables 5 through 8). These analyses informed the researcher as to the twenty – five controversial issues per decade that became the Expert Panelists’ Survey (Appendix []). From these surveys, the researcher then created the Journal Scanning Instrument (Appendix []). The researcher performed a second stage of analyses during the calculation of the distribution of controversial issues found in Social Education, Social Studies and the Young Learner, and Middle Level Learning (Tables 16 – 19, 20, 21). The researcher then started secondary levels of analysis using the literature – based models by Hunt and Metcalf (1968) and Nelson and Michaelis (1980) in which the controversial issues were classified according “problematic area” of the social studies and according to contemporary / pervasive domains. Using descriptive statistics, the researcher ascertained emerging patterns and the degree to which the data provided answers to the research questions established for this dissertation.

### **Summary**

The purpose of Chapter Three was to describe the procedures used in the dissertation’s research. The chapter contained three sections preceding this summary. The first section, Time Frame (1973 – 2003) and the Data Sources, described the time –

frame and the various data – sources used in the research. The second section, the Identification of the Controversial Issues, described the procedures by which the researcher identified the hot – button controversies for each decade of the study and the process by which the rubric, or Journal Scanning Instrument, was developed. The third section, the Identification and Analysis of articles in NCSS Publications, described the administration of the Journal Scanning Instrument during the examination of NCSS’ three journals and the manner by which the researcher collected and analyzed articles according to critical attributes and literature – based models.

To summarize the data collection and analysis procedures undertaken for this dissertation, the researcher employed a series of logical and sequential steps divided into two stages. Stage one began by developing what the researcher referred to as a “guiding, authoritative list” of controversial issues relevant to Americans between 1973 and 2003. First, the researcher conducted a systematic random sample of TIME magazine published between 1973 and 2003, in which 372 TIME issues were evaluated in order to generate a preliminary list of controversial issues and controversial news events. Second, the researcher corroborated the controversial issues generated from TIME with two, scholarly – produced public opinion polls, the *ANES Guide to Public Opinion and Electoral Behavior*, and the *General Social Survey*. Third, the researcher reduced the controversial issues from the TIME – public opinion poll corroboration by surveying a panel of experts as to the ten most important controversial issues for each decade of the study. The results of the Expert Panelists’ survey produced the “guiding, authoritative list” (i.e., “Journal Scanning Instrument) of controversial issues by which the researcher utilized as the rubric for stage two of the data collection.

Stage two of the data collection and analysis consisted of three sequential steps. First, the researcher accessed archived volumes of Social Education, Social Studies and the Young Learner, and Middle Level Learning and performed a population analysis of the publications, which totaled 288 issues. Using the Journal Scanning Instrument derived from stage one of the data collection, the researcher examined each issue for controversial issues that corresponded to those selected by the Expert Panelists, as well as other controversial issues. Second, the researcher assigned ID numbers to each article dealing with a controversial issue and recorded them in Excel according to Critical Attributes and written notes. The researcher found 1,844 articles from the NCSS publications that were controversial based upon the Expert Panelists' opinion or based upon the researcher's broad interpretation. Third, the researcher assessed the likelihood the Expert Panelists' controversial issues would appear in the NCSS publications by determining the nature and quantity of the "other" controversial issues covered in the three journals.

The patterns which emerged from the analysis of the three journals are explained in Chapter Four, Findings. This chapter contains four sections beginning with an explanation for how the controversial issues were selected for each decade in the study. The second section of Chapter Four presents a description of the viewpoints expressed by the NCSS concerning the teaching of controversial issues across the 30 years of the study. The third section provides a description for the kinds and nature of the controversial issues found in the three journals between 1973 and 2003. The chapter concludes with a summary of the key findings of the study.



## **Chapter Four:**

### **Findings**

The purpose of this dissertation was to determine the stance the NCSS has articulated regarding the teaching of controversial issues across a thirty - year time frame, 1973 to 2003, and secondly, to determine to what extent and in what ways NCSS journals have presented and represented controversial issues of importance over that period. Specifically, the purpose was to examine the major journals of NCSS, namely, Social Studies and the Young Learner, Social Education and its supplement, Middle Level Learning. This examination was done to determine which articles in those journals reflected the position statements of NCSS concerning the teaching of controversial issues. A corollary purpose was to identify the major controversial news events for each decade in order to determine the breadth of coverage of controversial issues articles in the NCSS journals.

To provide clarity and coherence to the research purpose, that is, to determine the stance NCSS has articulated regarding the teaching of controversial issues across a thirty – year time - frame, the following questions were examined:

1. What viewpoint/s has the NCSS endorsed over time concerning the teaching of controversial issues, and has that viewpoint changed?
2. Have the articles published in the journals regarding controversial issues instruction remained consistent with the viewpoint/s expressed by the NCSS?
3. What was the dominant format of the controversial issues articles?
4. What were the major controversial news events in the 1970's, 1980's 1990's and early 2000's? Were these issues covered in NCSS' journals?

## **Organization of the Chapter**

To answer the above research questions, the researcher used historical research methods, specifically, in the form of checking the reliability of evidence using literature - based models for controversial issues instruction and performing quantitative tests to aid in data analysis (Benjamin, 1987; Marius, 1995). The first section of Chapter Four presents a brief description of the selection of the controversial issues for the periods covered by the study. The remainder of the chapter examines the analysis of the NCSS publications related to the research questions.

## **Selection of the Controversial Issues**

To summarize the data collection and analysis procedures undertaken for this dissertation, the researcher employed a series of logical and sequential steps divided into two stages. Stage one began by developing what the researcher referred to as a “guiding, authoritative list” of controversial issues relevant to Americans between 1973 and 2003. First, the researcher conducted a systematic random sample of TIME magazine published between 1973 and 2003, in which 372 TIME issues were evaluated in order to generate a preliminary list of controversial issues and controversial news events. Second, the researcher corroborated the controversial issues generated from TIME with two, scholarly – produced public opinion polls, the *ANES Guide to Public Opinion and Electoral Behavior*, and the *General Social Survey*. Third, the researcher consulted two extant literature – based models for the teaching of controversial issues, one by Hunt & Metcalf (1968) and the other by Nelson & Michaelis (1980), as a means to reduce the number of controversial issues identified during the TIME – public opinion poll inquiry down to 25 issues per decade in the study. Both models provided categories by which to

classify and evaluate the breadth of coverage of the controversial issues. Fourth, the researcher further reduced the controversial issues from the TIME – public opinion poll and literature – based model corroboration by surveying a panel of experts as to the ten most important controversial issues for each decade of the study. The results of the Expert Panelists’ survey produced the “guiding, authoritative list” (i.e., “Journal Scanning Instrument” in Appendix F on page 193) of controversial issues by which the researcher utilized as the rubric for stage two of the data collection.

Stage two of the data collection and analysis consisted of three sequential steps. First, the researcher accessed archived volumes of Social Education, Social Studies and the Young Learner, and Middle Level Learning and performed a population analysis of the publications, which totaled 288 issues. Using the Journal Scanning Instrument derived from stage one of the data collection, the researcher examined each issue for controversial issues that corresponded to those selected by the Expert Panelists, as well as other controversial issues. Second, the researcher assigned ID numbers to each article dealing with a controversial issue and recorded them in Excel according to Critical Attributes and written notes. The researcher found 1,844 articles from the NCSS publications that were controversial based upon the Expert Panelists’ opinion or based upon the researcher’s broad interpretation. Third, the researcher assessed the likelihood the Expert Panelists’ controversial issues would appear in the NCSS publications by determining the nature and quantity of the “other” controversial issues covered in the three journals.

**The NCSS Viewpoints Concerning the Teaching of Controversial Issues between  
1973 and 2003**

An explanation of NCSS' viewpoints concerning the teaching of controversial issues across the thirty - year time - period of the study is the subject for this section of Chapter Four. The researcher arrived at the findings described in this section by comparing the NCSS Position Statements from each decade of the study, as found in the journals, Yearbooks, and Bulletins, to the data coded for each of the 1,844 articles. While conforming to the stated research purpose for this dissertation, the researcher provides an explanation of NCSS' viewpoints on the teaching of controversial issues in terms of their relevance to the first two research questions, and discusses these findings on a decade – by – decade basis.

**Question #1: What viewpoint/s has the NCSS endorsed over time concerning the teaching of controversial issues, and has that viewpoint changed?**

To advance its leadership on the social studies curriculum, the NCSS started publishing Yearbooks in 1931 and Bulletins in 1927 to keep their members informed of instructional issues facing the field and of innovative teaching practices. These publications were the medium by which NCSS' Position Statements were introduced. Among these position statements were those related to the teaching of controversial issues and teachers' academic freedom. The researcher found that the Yearbooks and Bulletins, whose articles were written extensively by professors from the various social sciences and education arena, promoted a key viewpoint. That is, by incorporating the study of controversial issues in the social studies, students will be better prepared to meet the challenges and obligations of democratic citizenship while serving to develop critical

thinking and communication skills. The researcher also found that the topics and themes presented in the Yearbooks and Bulletins across time mirrored the topics and themes published in the three journals. These findings are described below.

The researcher found the following Position Statement, published in 1971, concerning the teaching of controversial issues, to have represented the point of view of NCSS during the 1970's:

“Freedom means choice. The democratic process is concerned with the ways in which individuals and groups in a free society grapple with problems, resolve conflicting opinions, and select among alternatives. Such decisions involve values and goals as well as procedures and facts. . . . It is the responsibility of the schools to help students assume the responsibilities of democratic citizenship. To do this, education must impart the skills needed for intelligent study and orderly resolution of the problems inherent in a democratic society. Students need to study issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints, and drawing tentative conclusions. It is the clear obligation of schools to promote full and free contemplation of controversial issues and to foster appreciation of the role of controversy as an instrument of progress in a democracy” (National Council for the Social Studies, 1971, p. 6).

In addition to this position statement regarding the obligation of the schools to infuse controversial issues in the social studies curriculum, NCSS also presented its position on the “Freedom to Teach and the Freedom to Learn” in 1974. In it, NCSS supports and articulates the critical roles of teachers to “... use the highest intellectual

standards in studying, investigating, presenting, interpreting, and discussing facts and ideas relevant to his or her field of professional competence ... that boards of education must make clear that judgments of professional competence will not be biased by the teachers' personal religious, political, social and / or economic beliefs" (National Council for the Social Studies, 1974).

The researcher found that NCSS adhered to the position statements written in the 1970's with little or no obvious amendments in the 1980's. However, NCSS became more specific in the kinds of controversies that students ought to study by drafting Position Statements in the 1980's related to themes. The first of these was published in the January issue of Social Education in 1982. This "Position Statement on Global Education" said:

"The growing interrelatedness of life on our planet has increased the need for citizens to possess the knowledge and sensitivity required to comprehend the global dimensions of political, economic, and cultural phenomena. It is imperative in a democracy that public understanding of global events and processes be widely shared" (Chapman, Becker, Gilliom, Tucker, 1982, p. 36).

The second NCSS Position Statement having to do with controversial issues in the social studies was published in the April 1983 issue of Social Education. This "Position Statement for Teaching Science – Related Social Issues" said:

"Science is a social issue, and the examination of scientific issues offers an excellent opportunity for helping students develop a synthesized perspective on science – related issues, a synthesis of the technical data coupled with social,

political, economic, ethical, and philosophical information” (Otto et al., 1983, p. 258).

As for the years 1990 to 1999, the researcher found four position statements related to the teaching of controversial issues. Of particular interest, the researcher found that NCSS revisited its position statements written in the 1960’s. In the January and February 1991 issues of Social Education, NCSS published “Academic Freedom and the Social Studies Teacher” (Academic Freedom Committee, 1969) and “Academic Freedom” (Academic Freedom Committee, 1979). The researcher did not find any obvious amendments to either of these position statements. The researcher found that NCSS amended its position statement on science – social studies controversial issues that first appeared in the 1980’s in the April/ May 1990 issue of Social Education. This position statement entitled, “Teaching about Science, Technology and Society in Social Studies: Education for Citizenship in the 21<sup>st</sup> Century,” endorsed the point of view that:

“Science and technology present democratic societies with certain challenges. These challenges include finding a balance between the expectations of the freedom to inquire that spurs scientific research and inventiveness and democratic values, including the belief that the general population should directly or indirectly have a hand in making public policy” (Science and Society Committee, 1990, p. 189).

Also in the 1990’s, NCSS was busy drafting new curriculum standards to meet new federal accountability mandates. In doing so, NCSS published a position statement in its September 1993 issue of Social Education entitled, “A Vision of Powerful Teaching

and Learning in the Social Studies: Building Social Understanding and Civic Efficacy,” and endorsed the view that:

“The primary purpose of the social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (Task Force on Standards for Teaching and Learning in the Social Studies, 1993, p. 213).

This latter viewpoint and position statement resulted in the publication in 1994 of NCSS’ Expectations of Excellence: Curriculum Standards for Social Studies in which ten thematic strands for teaching social studies were introduced and the teaching of controversial issues were infused.

The years 2000 to 2003 were the last four years in which the researcher examined the three journals published by NCSS and the position statements regarding the teaching of controversial issues. The researcher did not find a re-statement of the position statements regarding teachers’ academic freedom and the treatment of controversial issues, as was the case for the 1970’s and 1990’s. The researcher did find, however, two position statements regarding a specific controversial theme NCSS wrote extensively about in its Yearbooks and Bulletins: citizenship education. The first position statement of this type was published in the May / June 2001 issue of Social Education, entitled, “Service Learning: An Essential Component of Citizenship Education,” and endorsed the viewpoint that:

“Service learning provides an authentic means for using social studies content and skills to investigate social, political, and economic issues and to take direct action



in an effort to create a more just and equitable society” (NCSS Citizenship Select Subcommittee, 2001, p. 240).

The second position statement having to do with the controversial theme, “citizenship education,” was published in the September 2001 issue of Social Education. This position statement was entitled, “Creating Effective Citizens,” and endorsed the point of view that:

“Throughout the curriculum and at every grade level, students should have opportunities to apply their civic knowledge, skills, and values as they work to solve real problems in their school, the community, our nation, and the world. Citizens in the twenty – first century must be prepared to deal with rapid change, complex local, national, and global issues, cultural and religious conflicts, and the increasing interdependence of nations in a global economy” (NCSS Task Force on Revitalizing Citizenship Education, 2001, p. 319).

To summarize the findings regarding NCSS’ viewpoints on the teaching of controversial issues between 1973 and 2003, the researcher found three noteworthy features. First, NCSS revisited its Position Statements on the teaching of controversial issues that were originally published in 1951 in the 1970’s and 1990’s, and no obvious amendments to those position statements in the 1970’s and 1990’s were found. Second, NCSS began to add specific controversial themes to its series of position statements in the 1980’s. These themes appeared to mirror the topics that were addressed in the Yearbooks and Bulletins published by NCSS during those decades. This concurrence of ideas related to the teaching of controversial issues appeared to define NCSS’ viewpoints

on the subject. Thirdly, each of the position statements were consistent in emphasizing students' dispositions and skills necessary for democratic citizenship.

**Question #2: Have the articles published in the journals regarding controversial issues instruction remained consistent with the viewpoint/s expressed by the NCSS?**

The researcher found 1,844 relevant controversial issues articles in Social Education, Social Studies and the Young Learner, and Middle Level Learning published between 1973 and 2003. Using data collected from these 1,844 articles, the researcher explains the degree to which NCSS' viewpoints were illuminated in those articles on a decade – by – decade basis in the following paragraphs. The researcher presents these findings for each decade in the following paragraphs.

As noted in research question number one, the researcher found a relationship between the topics addressed in NCSS' Yearbooks and Bulletins and its viewpoints regarding the teaching of controversial issues in its various Position Statements. The researcher found that NCSS' Position Statements during the 1970's did not specify the kinds or nature of controversial issues to be studied in the social studies. However, the researcher did find eight controversial themes emphasized in the Yearbooks and Bulletins published between 1973 and 1979 that were presented in the 53 issues of Social Education that the researcher sampled. Those controversial issues and the number of times they appeared in the 411 articles collected from Social Education between 1973 and 1979 were:

1. values clarification (70)
2. ethnic / multicultural studies (49)
3. controversial issues (general) (8)

4. decision – making skills (70)
5. global studies (27)
6. human rights education (1)
7. women’s issues (46)
8. citizenship education (20)

Together, these controversial issues comprised 291, or 37%, of the total 771 controversial issues occurrences found in Social Education between 1973 and 1979.

NCSS started to draft Position Statements on specific themes of controversial issues beginning in the 1980’s, as indicated above in the explanation for question number one. Two such themes the researcher found were “global education” and “teaching science – related social issues.” Other themes identified by NCSS as part of its agenda, as purported in its Bulletins for the 1980’s on the teaching of controversial issues, are listed below. Beside each is the number of times the controversial issue appeared in the 644 articles collected from Social Education between the years 1980 and 1989:

1. environment (21)
2. multicultural / ethnic education (38)
3. problem – solving / point of view education (40)
4. values/ moral education (41)
5. global education (59)
6. human rights education (23)
7. citizenship / democracy education (55)
8. competency – based education (25)
9. religious studies (22)

10. science / technology education (20)

Together, these controversial issues comprised 307, or 25%, of the total 1,233 controversial issues occurrences found in Social Education between the years 1980 and 1989. “Global education” and “science / technology education,” the two additions to NCSS’ Position Statements on the teaching of controversial issues, represented only 4.9% of the total controversial issue occurrences in Social Education during the 1980’s.

The researcher found that NCSS published four Position Statements in the 1990’s on the teaching of controversial issues, two of which were re-visitations of previously written documents, and two others dealt with a particular theme, as in the case of the 1980’s. The two new themes on which NCSS drafted Position Statements in the 1990’s were, “Teaching about Science, Technology and Society in Social Studies: Education for Citizenship in the 21<sup>st</sup> Century” and “A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.” Other themes identified by NCSS as part of its agenda, as purported in its Bulletins for the 1990’s on the teaching of controversial issues, are listed below. Beside each is the number of times the controversial issue appeared in the 544 articles collected from Social Education, Social Studies and the Young Learner, and Middle Level Learning between the years 1990 and 1999:

1. democracy / citizenship education (64)
2. environment (26)
3. women’s issues (31)
4. global education (61)
5. science integration with social studies (9)

6. technology integrated with social studies (19)
7. drug / alcohol education (4)
8. values / moral education (30)
9. community service education (9)
10. multicultural / ethnic education (50)
11. religious studies (19)
12. controversial issues (general) (21)
13. character education (2)
14. human rights (18)
15. bilingual education (2)

Together, these controversial issues comprised 365, or 43%, of the total 846 controversial issues occurrences found in Social Education, Social Studies and the Young Learner, and Middle Level Learning between the years 1990 and 1999. For this decade, the researcher found that NCSS had revised its Position Statement on the teaching of controversial science and technology issues. Yet, the researcher found only 38 occurrences in which that topic was presented in the three journals.

As for the years 2000 to 2003, the researcher that NCSS published two Position Statements related to the controversial topic of citizenship education. Specifically, these two position statements dealt with service learning and characteristics, dispositions, and skills necessary for democratic citizenship. Other themes identified by NCSS as part of its agenda, as purported in its Bulletins for the years 2000 to 2003 on the teaching of controversial issues, are listed below. Beside each is the number of times the controversial issue appeared in the 245 articles collected from Social Education, Social

Studies and the Young Learner, and Middle Level Learning between the years 2000 and 2003:

1. global education (20)
2. democracy / citizenship education (54)
3. environment (20)
4. values / moral education (7)
5. multicultural / ethnic education (43)
6. character education (4)
7. technology integrated with social studies (21)
8. academic freedom (2)
9. controversial issues (general) (15)
10. community service education (8)
11. human rights education (5)
12. peace studies (12)
13. inquiry learning (3)
14. women's issues (30)

Together, these controversial issues comprised 244, or 43%, of the total 561 controversial issues occurrences found in Social Education, Social Studies and the Young Learner, and Middle Level Learning between the years 2000 and 2003. Also, the researcher found that NCSS represented its two new Position Statements, one on community service, and the other on citizenship skills and dispositions, only 62 times in the three journals.

To summarize the findings regarding the consistency of NCSS' viewpoints on the teaching of controversial issues as presented in its three journals, Social Education, Social

Studies and the Young Learner, and Middle Level Learning, the researcher found two noteworthy features. The first feature concerns the representation of the themes in the journals that NCSS identified as important controversies for students to study. Because these themes' relationship to the topics featured in the Yearbooks and Bulletins, the researcher inferred that these became part of NCSS' stance on controversial issues instruction. However, these themes only represented 35% of the total controversial issues occurrences in the 1,844 articles collected. As for the controversial themes that were directly tied to NCSS Position Statements, only 5% were relevant. As for the consistency of representation of the NCSS viewpoints in the three journals, the researcher found that it remained fairly stable across the three decades. The researcher found 37% of the articles from 1973 to 1979 to have represented NCSS' viewpoints, 25% from the 1980's, and 43% for both the 1990's and the years 2000 to 2003 to have represented NCSS' viewpoints. The next section of Chapter Four describes the manner in which controversial issues in general were represented in the three journals, and the extent to which these journals published articles pertaining to major controversial news events for each decade of the study.

#### **Controversial Issues as Portrayed in “Social Education,” “Social Studies and the Young Learner,” and “Middle Level Learning,” 1973 – 2003**

The manner in which the controversial issues were portrayed in NCSS' journals between the years 1973 and 2003 is the subject for this section of Chapter Four. The researcher arrived at the findings described in this section by employing the Journal Scanning Instrument in the selection of relevant controversial issues articles, and by coding those articles to specific critical attributes. While conforming to the stated

research purpose for this dissertation, the researcher provides an explanation of the controversial issues found in the three journals and their relevance to the research questions and discusses these findings on a decade – by – decade basis.

**Question #3. What was the dominant format of the controversial issues articles in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1973 and 2003?**

The researcher found 1,844 relevant controversial issues articles in Social Education, Social Studies and the Young Learner, and Middle Level Learning published between 1973 and 2003. The researcher coded every article in an Excel database according to the following critical attributes: “target audience,” “profession of the author,” and “format of article.” The researcher presents these findings regarding each of these critical attributes for each decade in the following paragraphs.

For the years 1973 to 1979, the researcher found that in terms of “target audience,” teachers accounted for the majority, or 54%, of the articles. The researcher noted that in the articles written specifically for teachers, the articles contained clue phrases aimed directly instruction and assessment. The remaining 190, or 46% of the articles, were found to be written for a general audience comprising teachers, professors, curriculum specialists, administrators, and pre-service teachers.

In terms of the second critical attribute, “profession of author,” the researcher found a greater number of authors than the total number of controversial issues articles. While the total number of articles was 411, the total number of authors was 504. The reason for this disparity was that several articles contained more than one author, with 1.22 authors being the average per article. “Professors” comprised the largest group of



authors of the articles with 235, or 46% representation; and “other,” those persons not affiliated with the education profession, comprised 178, or 35% representation of the authors. Interestingly, the sub-group “teachers” only comprised 42, or 8%, of the total 504 authors of the 411 controversial issues articles.

Although teachers represented less than 10% of the authors of the 411 controversial issues articles in Social Education between 1973 and 1979, the researcher found that the format of the articles favored the needs of the classroom teacher. Among the categories in “format of article,” “general background” accounted for the most articles with 132, or 32% of the 411 articles. Next in importance to teachers was “methods / pedagogy,” which accounted for 98, or 24%, of the 411 articles. Also of interest to teachers and their practice were the “review” articles. Several articles contained multiple sub-groups within the critical attribute of “format of article.” The researcher found that book reviews, media reviews, pamphlet reviews, and ERIC reviews were often addressed in the same article. Together, these accounted for 77, or 19%, of the 411 articles. Of lesser importance to teachers, the researcher found articles applying to “research” accounted for 34, or 8%, of the articles. Of interest to a general audience, “editorials / opinion” and “interview” articles dealing with controversial topics comprised 68, or 17%, of the 411 articles.

Several noteworthy features apply to the findings regarding the critical attributes of the 411 controversial issues articles found in Social Education between 1973 and 1979. First, the researcher found that the focus on classroom teachers in the articles as indicated by “target audience” and “format of article” represented NCSS’ intentions to provide a magazine “which advocates social education about historical and contemporary crises”

(Nelson and Fernekes, 1996, p. 90). Second, the researcher found it interesting that the majority of the authors of the articles in Social Education between 1973 and 1979 worked as professors with only a few working as teachers. An explanation for this could rest in the fact that the modern social studies was founded in controversy between historians and social scientists who worked in academia (Saxe, 1991; Smith, Palmer, Correia, 1995). Third, even though the majority of the authors were professors, articles having to do with research, and area often associated with academia, accounted for 8% of the articles. This is important because professors appeared to have the biggest voice in the articles pertaining to the immediate interests and needs of classroom teachers.

For the years 1980 to 1989, the researcher found 644 relevant controversial issues articles that NCSS published in Social Education. The researcher found that in terms of “target audience,” “teachers” accounted for 395, or 61% of the articles. The researcher inadvertently counted 40 articles twice and placed them in the “general” category, probably due to the ambiguity of the articles’ intended audience. In total, the researcher coded 289 articles as “general,” which accounted for 44% of the 644 controversial issues articles.

In terms of the second critical attribute, “profession of author,” the researcher found that the total number of authors exceeded the total number of articles by 170, thus totaling 814 authors. The reason for this disparity was due to most articles containing more than one author, with 1.3 authors per article being the average. “Professors” and “other,” those persons whose occupations were not in education, comprised the largest groups of authors with 349 and 347 respectively. Together, “professors” and “other” represented 86% of the total authors who contributed to the controversial issues articles

in Social Education between 1980 and 1989. The sub-group, “teachers” comprised 10% of the total authors with 82; and for the first time, the researcher recorded 21 curriculum specialists, 3 administrators, and 12 doctoral students, which represented 4% of the 814 persons who served as authors of the controversial issues articles.

Although teachers represented only 10% of the authors found in the 644 controversial issues articles in Social Education between 1989 and 1989, the researcher nonetheless found that the format of the articles favored the needs of the classroom teacher and the kinds of articles represented were diverse. Among the categories in “format of article,” “general background” accounted for the majority of articles with 182, or 28%, and “methods / pedagogy” accounted for 147, or 23%. Also relevant to the specific needs of teachers, “book, media, and ERIC reviews” accounted for 75, or 12% of the articles. Categories relevant to a more general audience, “editorial / opinion” and “other” accounted for 85, or 13% and 57, or 9% of the total articles respectively. Three other categories which received nominal attention were “instructional technology” accounting for 9, or 1%, “teaching with documents” accounting for 31, or 5%, and “research” accounting for 58, or 9%.

Several noteworthy features apply to the findings regarding the critical attributes of the 644 controversial issues articles found in Social Education between 1980 and 1989. First, Social Education appeared to continue with its focus on publishing teacher – centered articles, as the researcher found 61% of the controversial issues articles written specifically for the practicing teacher. This percentage is slightly above the finding for the 1970’s, which was 54%. Second, the variety of the kinds of articles written in Social Education between 1980 and 1980 appeared to focus on the need to provide teachers with

new instructional practices and background information regarding controversial issues. Third, as in the years 1973 to 1979, however, professors continued to be the principal authors of the articles published in Social Education between 1980 and 1989, with teachers, curriculum specialists, and doctoral students comprising only 14% of the total authors who contributed to articles about controversial issues. Thus, the researcher found that leadership in the area of teaching controversial issues rests primarily in the post-secondary levels of education.

For the years 1990 to 1999, the researcher found 544 relevant controversial issues articles from the three journals published by NCSS, Social Education, Social Studies and the Young Learner, and Middle Level Learning. Of these articles, the researcher generated 441 from Social Education, 94 from Social Studies and the Young Learner, and 9 from Middle Level Learning. The researcher collected these articles from a population sample of the three journals, which totaled 109 issues of the journals (however, this sample lacks the year 1992 of Social Education), and coded each in an Excel database according to the following critical attributes: “target audience,” “profession of author,” and “format of article.” In the paragraphs that follow, the researcher explains the results of this coding process.

In regards to the first critical attribute, “target audience,” the researcher found that the majority of the articles, 363, or 67%, applied most directly to the needs of teachers, while 179, or 33% of the articles applied more to a general audience. Of the three NCSS publications, the researcher found 100% of the controversial issues articles collected from Middle Level Learning to have a teacher – focus, and 81% of the 94 controversial issues articles collected from Social Studies and the Young Learner to have a special emphasis

for the needs of teachers. The researcher also found that out of the 441 controversial issues articles collected from Social Education, 278, or 63%, projected a teacher – directed emphasis. The researcher coded the remaining 165, or 37%, of the controversial issues articles collected from Social Education for the years 1990 to 1999 as “general” due to the lack of specific technical language applicable to teachers.

The researcher found that for the second critical attribute, “profession of author,” the total number of authors exceeded the total number of articles by 178, thus totaling 722 authors. The reason for this disparity was due to most articles containing more than one author, with 1.3 authors per article being the average. “Professors” and “other,” those persons whose occupations were not in education, comprised the largest groups of authors with 366 and 223 respectively. Together, “professors” and “other” represented 77% of the total authors who contributed to the controversial issues articles in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1990 and 1999. The sub-group, “teachers,” only comprised 96, or 13%, of the 772 authors. The researcher also found that in terms of their individual representation in the three journals, “professors” and “others” comprised the majority of the authorship. “Teachers” and “professors” were evenly split with four each in Middle Level Learning, along with having 2 “other” authors and 1 curriculum specialist. Out of 133 total authors in the articles of Social Studies and the Young Learner, 65, or 49% were professors, 41, or 31% were “other,” and 24, or 18% were teachers. As for Social Education, the researcher tallied 574 authors, out of which 297, or 52% were professors, 180, or 31% were “other,” 68, or 12% were teachers, and 19, or 3% were curriculum specialists.

Although teachers represented only 13% of the authors found in the 544 controversial issues articles in Social Education, Social Studies and the Young Learner, and Middle Level Learning, the researcher found that the format of the articles favored the needs of the classroom teacher and the kinds of articles represented were diverse. Among the categories in “format of article,” the researcher found that “general background” and “methods / pedagogy” accounted for the majority with 173, or 32%, and 171, or 31%, respectively. Also relevant to the specific needs of teachers, “book and ERIC reviews” accounted for 48, or 9% of the articles, and “instructional technology” and “teaching with documents” accounted for 30, or 6% of the articles. Categories relevant to a more general audience, “editorial / opinion,” “research,” and “other” accounted for 120, or 22% of the controversial issues articles. In terms of their specific representation in the three journals, the teacher – friendly formats, “general background” and “methods / pedagogy” accounted for 78% of the Middle Level Learning controversial issues articles, and accounted for 73% of the controversial issues articles found in Social Studies and the Young Learner. The researcher also found that 77% of the controversial issues articles in Social Education contained teacher – friendly formats.

A few noteworthy features apply to the findings regarding the critical attributes of the 544 controversial issues articles found in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1990 and 1999. First, Social Education appeared to continue with its focus on publishing teacher – centered articles, as the researcher found 77% of the 441 articles in the sample written on topics such as providing general background to the controversies addressed, using instructional technology, employing new teaching strategies, and providing reviews to books and

ERIC reports on various controversial subjects. The researcher noted that NCSS mirrored this trend of producing teacher – friendly articles in the articles of Social Studies and the Young Learner and Middle Level Learning. Second, as in the years 1973 to 1979 and 1980 to 1989, “professors” continued to represent the principal authors of the articles published in Social Education between 1990 and 1999. This was also true for the controversial issues articles found in Social Studies and the Young Learner. Thus, with the exception of the articles found in Middle Level Learning, the researcher found that leadership in the area of teaching controversial issues in the social studies rested primarily among the post-secondary level of education.

For the years 2000 to 2003, the researcher found 245 relevant controversial issues articles from the three journals published by NCSS, Social Education, Social Studies and the Young Learner, and Middle Level Learning. Of these articles, the researcher generated 190 from Social Education, 29 from Social Studies and the Young Learner, and 29 from Middle Level Learning. The researcher collected these articles from a population sample of the three journals, which totaled 56 issues, and coded each in an Excel database according to the following critical attributes: “target audience,” “profession of author,” and “format of article.” In the paragraphs that follow, the researcher explains the results of this coding process.

In regards to the first critical attribute, “target audience,” the researcher found that the majority of the articles, 159, or 65%, applied most directly to the needs of teachers, while 86, or 35%, of the articles applied most directly to a general audience. Of the three NCSS publications, the researcher found 23, or 79%, of the controversial issues articles collected from Middle Level Learning to have been written for teachers, and 83% of the

29 controversial issues articles collected from Social Studies and the Young Learner to have been written for teachers. The researcher also found that out of the 190 controversial issues articles collected from Social Education, 113, or 59%, projected a teacher – directed emphasis. The researcher coded the remaining 78, or 41%, of the controversial issues articles collected from Social Education for the years 2000 to 2003 as “general” due to the lack of specific technical language applicable to teachers.

As in previous decades of this dissertation, the researcher found the total number of authors who contributed to the articles exceeded the number of controversial issues articles. For the years 2000 to 2003, the total number of authors who contributed to the controversial issues articles was 329, for an average of 1.3 authors per article. “Professors” and “other,” those persons whose occupations were not in education, comprised the largest groups of authors with 161 and 111 respectively. Together, “professors” and “other” represented 83% of the total authors who contributed to the controversial issues articles in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 2000 and 2003. The sub-group, “teachers,” only comprised 37, or 11%, of the 329 authors. In terms of the sub-groups’ representation in the individual journals, “professors” accounted for 47% of the authors in Social Education, 90% of the authors in Social Studies and the Young Learner, and 31% of the authors in Middle Level Learning. “Teachers” accounted for 9% of the authors in Social Education, 8% in YL, and 31% in MLL.

Although “teachers” represented only 11% of the authors found in the 245 controversial issues articles in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 2000 and 2003, the researcher found that the format



of the articles favored the needs of the classroom teacher and the kinds of articles represented were diverse. Among the categories in “format of article,” the researcher found that “general background” and “methods / pedagogy” accounted for the majority with 93, or 38%, and 90, or 37%, respectively. Also relevant to the specific needs of teachers, “instructional technology,” “teaching with documents,” “book reviews,” and “media reviews,” accounted for 35, or 14% of the controversial issues articles. In terms of their specific representation in the three journals, the teacher – friendly formats, “general background” and “methods / pedagogy” accounted for 69% of the controversial issues articles in Social Education, 81% of the controversial issues articles in YL, and 100% of the controversial issues articles in MLL.

A few noteworthy features apply to the findings regarding the critical attributes of the 245 controversial issues articles found in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 2000 and 2003. First, the three journals appeared to continue with its focus on publishing teacher – centered articles, as 91% of the 245 articles in the sample provided general background on a variety of controversial issues and provided direction in suggesting instructional strategies. Second, as in the previous decades of this study, it is important to note that “professors” continued to represent the principal authors of the articles in each of the three journals, although to a lesser degree in Middle Level Learning as “teachers” and “professors” were evenly represented. Thus, with the exception of the articles found in MLL, the researcher found that leadership in the area of teaching controversial issues in the social studies rests primarily in the post-secondary levels of education.

To summarize the findings regarding the dominant format of the 1,844 controversial issues articles found in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1973 and 2003, the researcher found 411 controversial issues articles from the 1970's, 644 from the 1980's, 544 from the 1990's, and 245 from the years 2000 to 2003. During each of these decades, "teachers" comprised the majority of the articles' target audience and "professors" comprised the majority of the articles' authors. When considering the "format" type of the articles, that is, whether the articles were of background, pedagogical, material reviews, or editorials, the researcher found that only 511, or 28% of the articles were pedagogical in nature. Thus, that although the majority of the articles were targeted toward teachers, the articles projected post – secondary authority in terms of their authorship and minimally focused attention on strategies teachers could use in the teaching of controversial issues.

**Question #4. What were the major controversial news events between 1973 and 2003? Were these controversial news events covered in NCSS' journals?**

Following an analysis of TIME magazine across a thirty year time - period, and the reduction of that data using scholarly – produced public opinion polls, two literature – based models, and an Expert Survey, the researcher formed a list of 10 major controversial news events for each of the decades in the study. The researcher refers to this list as the Journal Scanning Instrument and is shown in Appendix F on page 193. The researcher explains the breadth of coverage of these controversial issues in NCSS' journals for each decade for the remainder of this chapter.

For the years 1973 to 1979, the 10 major controversial news events that concerned Americans were: abortion / Roe v. Wade; affirmative action; the energy crisis; the

hostage crisis in Iran; Israeli / PLO / Arab relations; the Khmer Rouge in Cambodia; school desegregation / race relations; the condition of the U.S. economy; Vietnam; and Watergate. The researcher found that there were 244 instances of these controversial issues among the 411 articles collected from Social Education between 1973 and 1979. The distribution of these controversial issues in Social Education are shown in Table 23. The researcher found that there were 527 occurrences of “other” controversial issues (i.e., those issues not specified as among the 10 most important) mentioned in the 411 articles. This finding, as shown in Table 24, suggests that there was a 46% likelihood that any controversial issue found in Social Education to appear on the Journal Scanning Instrument, which represented the 10 most important controversial issues for the years 1973 to 1979.

**Table 23 : The 10 Major Controversial News Issues, as found in Social Education, 1973 - 1979**

<b>Issue</b>	<b>Total</b>
Abortion / Roe v. Wade	1
Affirmative Action	29
Energy Crisis	38
Hostage Crisis in Iran	0
Israeli / PLO / Arab Relations	11
Khmer Rouge in Cambodia	0
School Desegregation / Race Relations	72
U.S. Economic Issues	67
Vietnam & Aftermath	17
Watergate	9
	<b>N= 244</b>

**Table 24 : Summary of Controversial Issues as Found in  
Social Education, 1973 – 1979**

	<b>1973 - 1979</b>
<b>Sample Size</b>	*53
<b>Total # of Articles</b>	411
<b>Total # of Controversial issues in Articles</b>	771
<sup>1</sup> <b># of Expert-Identified Controversial Issues In Articles</b>	244
<sup>2</sup> <b># of “Other” Controversial Issues in Articles</b>	527
<b>1 and 2 % agreement</b>	.46

Using as broad an interpretation as possible, which was informed by the critical analysis of TIME magazine, the TIME - public opinion poll corroboration, and by the two literature – based models, the researcher identified 55 different controversial issues topics among the 527 “other” occurrences in the articles of Social Education. Table 25 summarizes the statistical information related to those 55 different controversial issues. On average, those different controversial issues topics appeared in the articles 9.58 times, with at least one controversial issue topic appearing 70 times, as indicated by the range of 69. Nine controversial issues topics appeared only once, as indicated by the mode of 1. Those topics were “internment of Japanese-Americans,” “imperialism,” “pornography,” “propaganda,” “NASA issues,” “biomedical research,” “human rights,” “homosexuality,” and “Christopher Columbus’ discovery of America.”

**Table 25 : Summary Information Regarding the “Other” Controversial Issues as Found in Articles of Social Education, 1973 - 1979**

Total # of “other” Controversial issues	527
# of different topics	55
range	69
mean	9.58
mode	1

In terms of their representation in Social Education between the years 1973 and 1979, the researcher found several additional noteworthy attributes of the 55 “other” controversial issues topics as compared to the controversial issues topics that were on the Journal Scanning Instrument. The first noteworthy finding was the appearance of 6 of the 55 “other” controversial issues topics that were also among the 25 controversial issues on the Journal Scanning Instrument for the years 1973 to 1979 (please see Appendix F). Those 6 issues which appeared on this rubric but were *not* selected as among the 10 most important controversial issues for the 1970’s, were, “environment (23),” “nuclear war / arms control (6),” “women’s rights / ERA (46),” “Panama Canal (4),” “Africa issues (4),” and “homosexuality (1).” Combined, these issues represented 11% of 771 controversial issues found in Social Education between 1973 and 1979.

The second noteworthy finding regarding the 55 “other” controversial issues topics has to do with their frequency, or number of times a controversial issue appeared in the 411 articles of Social Education between 1973 and 1979. The researcher found 6 issues that showed a frequency of 20 or more occurrences. These issues were “global education (27),” “women’s rights (46),” “multicultural / ethnic education (49),” “values /

morals / decision-making education (70),” “environment (23),” and “democracy / citizenship education (20).” Combined, these issues accounted for 30% of the 711 controversial issues references in the journal.

The third noteworthy finding regarding the 55 “other” controversial issues also has to do with the frequency in which the controversial issues topics occurred in the 411 articles. The researcher found 49 controversial issues topics that appeared fewer than twenty times. Table 26 lists these 49 “other” topics and their frequencies. Combined, these controversial issues represented 293, or 38%, of the 771 controversial issues found in Social Education between 1973 and 1979. These controversial issues are shown in Table 26.

In addition to the frequency of occurrence of these 55 “other” controversial issues topics in Social Education between 1973 and 1979, the researcher found that all but one, “environment,” applied favorably to the literature – based models for controversial issues instruction. Of the 6 issues that appeared on both the Journal Scanning Instrument and the “other” list, 5 of them corresponded to at least one of Hunt and Metcalf’s (1968) “problematic areas of the social studies,” in which Category 3, “Nationalism, Patriotism, and Foreign Affairs” appeared to be dominant with three controversial issues topics. Of the 6 controversial issues topics that appeared 20 or more times, Category 3, “Nationalism, Patriotism, and Foreign Affairs” also dominated with two controversial issues topics. Of the 49 controversial issues topics that appeared fewer than 20 times, two Hunt and Metcalf (1968) categories dominated in number of controversial issues topics, Category 3, “Nationalism, Patriotism, and Foreign Affairs,” and Category 5, “Religion and Morality,” as each contained 12 different topics.

**Table 26: The 49 “Other” Controversial Issues <20 In  
Social Education, 1973 - 1979**

<b>Controversial Issue</b>	<b>Frequency</b>	<b>Controversial Issue</b>	<b>Frequency</b>
Communism	6	Africa Studies	4
Internment	1	Homosexuality	1
Nuclear war	6	Death and Dying	5
MACOS	18	Elderly Studies	2
United Nations	2	Academic Freedom	11
Death Penalty	2	Health Care	3
1 <sup>st</sup> Amendment	8	Career Education	17
Youth & Law	7	Gang Violence	3
Population	15	Peace Studies	9
Technology	9	Law – Related Ed.	18
Comm. Service Ed.	5	FERPA	19
Mass Media Violence	6	Panama Canal	4
Native – Americans	14	Immigration	7
Imperialism	1	NASA	1
Facism	5	Pop Music in School	3
Teen Sex	4	Third World Crises	4
Holocaust	7	Drug / Alcohol Ed.	2
Pornography	1	Biomedical Issues	1
Propaganda	1	China Studies	3
U.S. Foreign Policy	5	Human Rights	1
Future Studies	2	Consumer Education	15
Inquiry Learning	8	Contr. Issues (general)	8
Student Rights	5	Censorship	4
Social Class Relations	3	C. Columbus / America	2
Civil Rights Mvmt.	5		
<i>n= 146</i>		<i>n= 147 N= 293</i>	

In terms of their association with Nelson and Michaelis' (1980) model for classifying controversial issues according to time and locus of concern, the researcher made the following observations. Of the 6 controversial issues topics that appeared on both the Journal Scanning Instrument and on the "other" list, the majority, 3, applied to the pervasive, domestic category. Of the 6 controversial issues topics appearing more than 20 times, the majority fell within the contemporary, domestic category. Of the 49 controversial issues topics appearing fewer than 20 times, the majority fell within the pervasive, domestic category.

A comparison of the 10 major controversial news events and NCSS' "other" controversial issues is shown in Table 27. This table illustrates the breadth of coverage of the controversial issues presented and represented in Social Education between 1973 and 1979 in terms of general categories. It can be determined from this table that approximately one – third of the Journal Scanning Instrument's controversial issues were addressed in the journal, whereas the "other" controversial issues comprised over two – thirds of the issues. Also judging from this table, none of the Hunt and Metcalf (1968) categories appeared to comprise the majority of controversial issues addressed in the journal. This observation suggests that NCSS gave just about equal attention to the kinds of controversial issues in Social Education between 1973 and 1979.

Also in terms of the breadth of coverage of the controversial issues presented in Social Education between the years 1973 and 1979, Table 28 illustrates the breakdown of the Journal Scanning Instrument's and NCSS' controversial issues and their application to the Nelson and Michaelis (1980) model. Table 28 shows that the Nelson and Michaelis (1980) contemporary and pervasive categories represented just about equally



**Table 27: Summary of the 10 Major Controversial News Events and NCSS “Other” Controversial Issues as Found in Social Education, 1973 – 1979 and Compared to Hunt and Metcalf (1968)**

<b>Hunt &amp; Metcalf Category</b>	<b>10 Major Controversial News Events</b>	<b>NCSS “Other”</b>	<b>Totals</b>
<b>Category 1</b>	1.1% (9)	9.7% (75)	10.8% (84)
<b>Category 2</b>	14% (105)	5.1% (40)	19.1% (145)
<b>Category 3</b>	3.6% (28)	14% (108)	17.6% (136)
<b>Category 4</b>	3.7% (29)	8% (61)	11.7% (90)
<b>Category 5</b>	.1% (1)	16.7% (129)	16.8% (130)
<b>Category 6</b>	9.3% (72)	9.9% (77)	19.2% (149)
<b>Category 7</b>	NA	.6% (5)	.6% (5)
<b>Non-Applicable</b>		4.2% (32)	4.2% (32)
<b>Totals</b>	31.8% (244)	68.2% (527)	100% (771)

**Table 28: Summary of the 10 Major Controversial News Events and NCSS “Other” Controversial Issues as Found in Social Education, 1973 – 1979 and Compared to Nelson and Michaelis (1980)**

<b>Nelson &amp; Michaelis Category</b>	<b>10 Major Controversial News Events</b>	<b>Other</b>	<b>Totals</b>
<b>Contemporary, Domestic</b>	6.11% (47)	35.38% (272)	41.49% (319)
<b>Contemporary, Foreign</b>	2.20% (17)	5.68% (43)	7.88% (60)
<b>Pervasive, Domestic</b>	21.92% (169)	20.10% (155)	42.02% (324)
<b>Pervasive, Foreign</b>	1.42% (11)	7.49% (57)	8.91% (68)
<b>Totals</b>	31.65% (244)	68.65% (527)	100.3% (771)

the total controversial issues addressed in the journal, with the former representing 49.37% of the controversial issues and the latter representing 50.93% of the issues. When comparing the locus of concern dimension on the matrix, domestic controversial issues of both the contemporary and pervasive category tied with representing approximately 42% of the total controversial issues addressed in the journal. However, the NCSS’ “other” contemporary, domestic controversial issues represented 6 times the number of the Expert Panelists’ controversial issues. As for the pervasive, domestic controversial issues, the Experts and the NCSS’ selections were just about even with each representing approximately 20% of the total controversial issues.

For the years 1980 to 1989, the 10 major controversial news events that concerned Americans were: abortion / Roe v. Wade; the AIDS crisis; ERA / NOW / Women’s rights; international war on drugs; Iran – Contra Affair; Israeli / PLO / Arab Relations; Savings and Loan crisis; Africa Issues; condition of the U.S. economy; and U.S. – USSR Arms Talks / SDI. Their distribution is shown in Table 29. The researcher found that there were 373 instances of these controversial issues among the 644 articles collected from Social Education between 1980 and 1989. The distribution of these controversial issues in Social Education are shown in Table 30. The researcher found that there were 860 occurrences of “other” controversial issues (i.e., those issues not specified as among the 10 most important) mentioned in the 644 articles. This finding, as shown in Table 30, suggests that there was a 43% likelihood that any controversial issue found in Social Education to appear on the Journal Scanning Instrument, which represented the 10 most important controversial issues for the years 1980 to 1989.

**Table 29: The 10 Major Controversial News Issues as Found in Social Education, 1980 - 1989**

<b>Issue</b>	<b>Total</b>
Abortion / Roe v. Wade	5
AIDS Crisis	7
ERA / NOW / Women’s Rights	60
International War on Drugs	5
Iran – Contra Affair	3
Israeli / PLO / Arab Relations	24
Savings and Loan Crisis	1
Africa Issues	80
U.S. Economic Issues	131
U.S. / USSR Arms Talks / SDI	57
	<b>N= 373</b>

**Table 30: Summary of Controversial Issues as Found in Social Education, 1980 – 1989**

	<b>1980 - 1989</b>
<b>Sample Size</b>	*70
<b>Total # of Articles</b>	644
<b>Total # of Controversial issues in Articles</b>	1,233
<sup>1</sup> <b># of Expert-Identified Controversial Issues In Articles</b>	373
<sup>2</sup> <b># of “Other” Controversial Issues in Articles</b>	860
<b>1 and 2 % agreement</b>	.43

\*denotes Social Education only

Table 31 shows the summary information regarding NCSS’ “other” controversial issues. The researcher obtained this information from her Excel database, entitled, “Other Controversial Issues in NCSS, 1980’s.” According to Table 30 the researcher recorded 860 instances of “other” controversial issues appearing in Social Education. Of the 860 instances of “other” controversial issues appearing in Social Education between 1980 and 1989, the researcher found 81 different controversial issues topics addressed. On average, those different controversial issues topics appeared in the articles 10.61 times, with at least one controversial issue topic appearing 59 times, as indicated by the range of 58. Eighteen issues appeared only once, as indicated by the mode of 1.

**Table 31: Summary Information Regarding the “Other” Controversial Issues as Found in Articles of Social Education, 1980 - 1989**

Total # of “other” Controversial issues	860
# of different topics	81
range	58
mean	10.61
mode	1

In terms of their representation in Social Education between the years 1980 and 1989, the researcher found several additional noteworthy attributes regarding the 81 “other” controversial issues topics as compared to the controversial issues topics found on the Journal Scanning Instrument. The first noteworthy finding was the appearance of 6 of the 81 “other” controversial issues topics that were also among the 25 controversial issues on the Journal Scanning Instrument for the years 1980 to 1989 (please see Appendix F). Those 6 issues topics which appeared on this rubric but were *not* selected as among the 10 most important controversial issues topics for the 1980’s, were: “refugees / immigration” (22); “environment” (21), “minorities’ issues” (51); “Afghanistan” (3); “terror in Northern Ireland” (2); and “rights for homosexuals” (1). Combined, these issues represented 12% of the “other” (860) controversial issues occurrences in Social Education and 8% of the total (1,233) controversial issues occurrences in Social Education between 1980 and 1989.

Next in importance regarding the 81 “other” controversial issues topics found in Social Education between 1980 and 1989 is in regards to the frequency, or number of times a controversial issue appeared in the 644 articles. The researcher found 16

controversial issue topics that showed a frequency of 20 or more occurrences. Combined, these controversial issues accounted for 526, or 43% of the 1,233 controversial issues addressed in Social Education between 1980 and 1989. The list below identifies these controversial issue topics and their frequencies:

1. “refugees / immigration” (22);
2. “environment” (21);
3. “affirmative action” (26);
4. “multicultural / ethnic education” (38);
5. “minorities’ issues” (51);
6. “nuclear energy” (24);
7. “problem – solving / point of view education” (40);
8. “values / moral education” (41);
9. “global education” (59);
10. “human rights education”(23);
11. “censorship” (28);
12. “Vietnam” (31);
13. “citizenship / democracy education” (55);
14. “competency – based education” (25);
15. “religious studies” (22);
16. “technology education (20).

The third noteworthy finding regarding the 81 “other” controversial issues also had to do with the frequency in which the controversial issues topics occurred in the 644 articles of Social Education between 1980 and 1989. The researcher found 65

controversial issues topics that appeared fewer than twenty times. Table 32 lists 47 of these 65 controversial issues topics and their frequencies, excluding 18 topics that appeared only once. Combined, these 47 controversial issues topics represented 316, or 26%, of the 1,233 controversial issues found in Social Education.

To summarize the noteworthy findings regarding the 81 “other” controversial issues topics found in the 644 articles of Social Education published between 1980 and 1989, the researcher found four distinctions about the topics that were described above. First, of those 81 “other” topics, 18 of them appeared only once, and represented 1% of the 1,233 controversial issues in the 644 articles. Second, 6 of the 81 “other” controversial issue topics noted for being possible selections on the Journal Scanning Instrument but not selected, represented 12% of the 1,233 controversial issues in the 644 articles. Third, 16 of the 81 “other” topics noted for having a frequency of 20 or more occurrences in the 644 articles represented 43% of the 1,233 controversial issues. Fourth, the 47 of the 81 “other” topics noted for having a frequency of fewer than 20, but greater than 1, represented 26% of the 1,233 controversial issues found in the 644 articles of Social Education between 1980 and 1989.

The researcher found a few noteworthy observations regarding the breadth of coverage of the controversial issues presented in Social Education between 1980 and 1989, as the controversial issues found on the Journal Scanning Instrument were compared to NCSS’ “other” controversial issues. Table 33 shows the breakdown of the Hunt and Metcalf (1968) categories and the manner in which Social Education represented the Expert Panelists’ selections and the “other” issues in the 644 articles.

**Table 32: NCSS' 47 "Other" Controversial Issues <20 in  
Social Education, 1980 – 1989**

<b>Controversial Issue</b>	<b>Frequency</b>
Free speech	4
Prohibition	3
Balance of power	5
Native – Americans	11
China Issues	17
Afghanistan Issues	3
Youth & Law	8
LD / Special Education	3
Labor Unions	13
Law-Related Education	11
Civil Rights Mvmt.	8
Consumer Education	7
Defense Spending	19
Divorce	2
Academic Freedom	17
Career Education	2
Watergate	5
U.S. Foreign Policy	9
Peace Studies	12
Bilingual	8
Elderly studies	6
Jewish studies	9
Facism	15
Internment of Japanese-Am's	3
Terrorism	9
Third World Issues	10
Gun Ownership	3
Canada – U.S. Relations	3
Teen Sex	2
OPEC / Politics of Oil	4
School Prayer	5
Space Race	2
Death & Dying	2
Future Studies	2
New Deal	8
WWII	6
Terror in N. Ireland	2
Study of Controversial Issues	15
Iran Hostage Crisis	4
Propaganda	2
Christian Right in Politics	7
Nation at Risk	4
Genocide	4
Latin-American Issues	13
Communism	5
Cultural Literacy debate	2
Community Service Educ.	2
<b><i>n = 316</i></b>	



**Table 33: Summary of the 10 Major Controversial News Events and NCSS “Other” Controversial Issues as Found in Social Education, 1980 - 1989 and Compared to Hunt and Metcalf (1968)**

<b>Hunt &amp; Metcalf Category</b>	<b>10 Major Controversial News Issues</b>	<b>NCSS “Other”</b>	<b>Totals</b>
<b>Category 1</b>	.4% (5)	9.1% (112)	9.5% (117)
<b>Category 2</b>	10.7% (132)	4% (49)	14.7% (181)
<b>Category 3</b>	13.3% (164)	22.1% (273)	35.4% (437)
<b>Category 4</b>	4.8% (60)	4.5% (55)	9.3% (115)
<b>Category 5</b>	.9% (12)	12% (142)	12.9% (154)
<b>Category 6</b>	N/A	10% (120)	10.0% (120)
<b>Category 7</b>	N/A	.4% (5)	.4% (5)
<b>Non-Applicable</b>	N/A	8.5 (105)	8.5 (105)
<b>Totals</b>	30.1% (373)	70.1% *(861)	100.7% *(1234)

\*denotes “Homosexuality” was counted twice, in C.5 and C.7

First, Hunt and Metcalf's (1968) Category 3, "Nationalism, Patriotism, and Foreign Affairs" represented the majority of the kinds of topics addressed in the journal. The Expert – selected Category 3 topics accounted for 13% of the total 1,233 controversial issues, and the "other" Category 3 topics accounted for 22% of the total 1,233 controversial issues in the 644 articles. When combined, the Expert Panelists and the NCSS' "other" Category represented 35%, or just over one-third, of the total controversial issues addressed in Social Education. According to the Hunt and Metcalf model for controversial issues, topics having to do with U.S. Foreign Policy, global education, and current events occurring in other countries, appeared to have the dominant emphasis in the articles of Social Education between 1980 and 1989. Each of the remaining 6 "problematic areas for the social studies" represented less than one-fifth of the total controversial issues.

Also in terms of the breadth of coverage of the controversial issues presented in Social Education between the years 1980 and 1989, the researcher found that the Nelson and Michaelis (1980) contemporary and pervasive categories represented just about equal the total controversial issues, with the former representing 48.3% of the controversial issues and the latter representing 51.8% of the issues. These results are shown in Table 34. The domestic controversial issues of both the contemporary and pervasive category tied with representing one-third of the 1,233 controversial issues addressed in the journal. However, the NCSS' "other" contemporary, domestic controversial issues represented roughly 50 times the number of the Expert Panelists' controversial issues addressed in the journal. As for the pervasive, domestic controversial issues, the Experts and the NCSS selections were just about even. As Table 28 indicated the years 1973 to 1979, Table 34

**Table 34: Summary of the 10 Major Controversial News Events and NCSS’ “Other” Controversial Issues as Found in Social Education, 1980 - 1989 and Compared to Nelson and Michaelis (1980)**

<b>Nelson &amp; Michaelis Categories</b>	<b>10 Major Controversial News Events</b>	<b>NCSS “Other”</b>	<b>Totals</b>
<b>Contemporary, Domestic</b>	.6% (8)	33.2 (409)	33.8 (417)
<b>Contemporary, Foreign</b>	5% (60)	9.5 (117)	14.5 (177)
<b>Pervasive, Domestic</b>	16.3% (201)	17.0 (209)	33.3 (410)
<b>Pervasive, Foreign</b>	8.4% (104)	10.1 (125)	18.5 (229)
<b>Totals</b>	30.3 (373)	69.8% (860)	100.1%(1233)

conveys the point that for every 1 Expert Panelist – selected controversial issue addressed in Social Education, NCSS addressed on average 2 additional ones in their articles.

For the years 1990 to 1999, the 10 major controversial news events that concerned Americans were: abortion; Christian right in politics; ethnic cleansing in Rwanda and Serbia; health care reform; Islamic Extremism/ Terrorism; presidential impropriety / impeachment; school violence/ gun control; South Africa issues; U.S. relations with Israel / Middle East / Gulf War; and vulgarity / violence in pop culture. Their collective distribution in Social Education, Social Studies and the Young Learner, and Middle Level Learning is shown in Table 35. The researcher found that there were 119 instances of these controversial issues among the 544 articles collected from the three journals between 1990 and 1999. The researcher also found 727 occurrences of “other”

**Table 35: The 10 Major Controversial News Issues as Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 1990 - 1999**

Issue	Total
Abortion	2
Christian Right in Politics	5
Ethnic Cleansing in Rwanda & Serbia	26
Health Care Reform	2
Islamic Extremism / Terrorism	10
Presidential Impropriety / Impeachment	1
School Violence/ Gun Control Legislation	16
South Africa Issues	22
U.S. Relations with Israel / Mid. East / Gulf War	24
Vulgarity / Violence in Pop Culture	11
	<b>N= 119</b>

controversial issues (i.e., those issues not specified as among the 10 most important) mentioned in the 544 articles. This finding, as shown in Table 36, suggests that there was a 16% likelihood that any controversial issue found in the three journals to appear on the Journal Scanning Instrument, which represented the 10 most important controversial issues for the years 1990 to 1999.

Table 37 shows the summary information regarding NCSS' "other" controversial issues. The researcher obtained this information from her Excel database, entitled, "Other Controversial Issues in NCSS, 1990's." According to Table 36, the researcher recorded 727 instances of "other" controversial issues appearing in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1990 and 1999. Of the 727 instances of "other" controversial issues appearing in the three journals between 1990 and 1999, the researcher found and recorded 563 from Social Education, 148 from Social Studies and the Young Learner, and 16 from Middle Level Learning. Of

**Table 36: Summary of Controversial Issues as Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 1990 – 1999**

	1990 - 1999
<b>Sample Size</b>	109
<b>Total # of Articles</b>	544
<b>Total # of Controversial issues in Articles</b>	846
<sup>1</sup> <b># of Expert-Identified Controversial Issues In Articles</b>	119
<sup>2</sup> <b># of “Other” Controversial Issues in Articles</b>	727
<b>1 and 2 % agreement</b>	.16

**Table 37: NCSS “Other” Controversial Issues as Found in Articles of Social Education, Social Studies and the Young Learner, and Middle Level Learning, 1990 – 1999**

NCSS Journal	SE	YL	MLL	Total
Total # of “other” Controversial Issues	563	148	16	727
# of different topics	70	36	9	
range	41	22	2	
mean	8.04	4.11	1.77	
mode	1	1	1	

the controversial issues topics addressed in the journals, the researcher found and recorded 70 different topics from Social Education, out of which Social Studies and the Young Learner addressed 36 of those 70 topics and Middle Level Learning addressed 9. The researcher did not find additional controversial issues topics in either YL or MLL. Table 38 shows the 70 “other” controversial issues topics and their distribution across the three journals.

The researcher found that Social Education for the years 1990 to 1999 attended to the greatest variety of controversial issues topics, and on average, those controversial issues topics appeared in the articles 8.04 times, with at least one controversial issue topic appearing 42 times, as indicated by the range of 41. Twenty – one controversial issues topics appeared only once, as indicated by the mode of 1. Next in variety, the researcher found Social Studies and the Young Learner attended to 36 different topics, which appeared in the articles on average 4.11 times. Of these topics found in YL, at least one controversial issue topic appeared 23 times, as indicated by the range of 22, and 15 topics appeared only once, as indicated by the mode of 1. The researcher found that Middle Level Learning contained the least variety of controversial issues topics, with 9 different topics. These 9 topics appeared in the articles, on average, 1.77 times.

In terms of their representation in the three NCSS publications between the years 1990 and 1999, the researcher found several additional noteworthy attributes regarding the 70 “other” controversial issues topics as compared to the controversial issues topics on the Journal Scanning Instrument. The first noteworthy finding concerns 7 controversial issues topics that were among the 70 “other” but were also among the 25

**Table 38: The NCSS “Other” Controversial Issue Topics and Their Frequency in Social Education, Social Studies and the Young Learner, and Middle Level Learning**

<b>Controversial Issue</b>	<b>SE</b>	<b>YL</b>	<b>MLL</b>	<b>Total</b>
Democracy / citizenship education	42	19	3	64
Minorities’ issues / race relations	30	4	3	37
Environment	19	7	0	26
Korea issues	1	1	0	2
Women’s rights / ERA / NOW	30	1	0	31
Condition of the U.S. Economy	26	4	1	31
Separation of church & state	3	1	0	4
Native-Americans issues	10	4	0	14
“A Nation at Risk”	12	0	0	12
Nuclear War	17	3	0	20
Global Education	42	16	3	61
Science integration with social studies	9	0	0	9
Technology education	16	3	0	19
Defense spending	1	0	0	1
Eugenics	2	0	0	2
Infanticide	1	0	0	1
Drug / alcohol education	2	1	1	4
Population	9	0	0	9
Hunger	3	0	0	3
Values / moral education	21	8	1	30
Community service education	1	7	1	9
Multicultural / ethnic education	26	23	1	50
Religious studies	13	6	0	19
1 <sup>st</sup> amendment / Free speech issues	15	4	0	19
Controversial issues (general)	17	2	2	21
U.S. / USSR relations	2	1	0	3
Death penalty	2	0	0	2
Social studies reform	16	4	0	20
LD / Special education issues	1	0	0	1
5 <sup>th</sup> Amendment issues	4	1	0	5
Vietnam	8	1	0	9
States’ rights issues	1	1	0	2
“Reaganomics”	1	0	0	1
Savings & Loan crisis	1	0	0	1
Poverty / welfare in U.S.	5	2	0	7
Academic freedom	3	0	0	3
“Holocaust”	21	3	0	24
Latin-America issues	5	0	0	5
Homosexuality	2	0	0	2
Character education	2	0	0	2
Internment of Japanese-Americans	5	0	0	5
United Nations	14	1	0	15
Immigration	21	0	0	21
China issues	3	1	0	4
Communism	11	0	0	11
U.S. – Japan Relations	5	1	0	6
Human Rights	16	2	0	18
C. Columbus / Discovery of America	2	8	0	10

**Table 38, continued**

<b>Controversial Issue</b>	<b>SE</b>	<b>YL</b>	<b>MLL</b>	<b>Total</b>
European Community	3	1	0	4
Sputnik / Space race	1	0	0	1
Labor Unions	7	0	0	7
Terrorism in Northern Ireland	1	0	0	1
AIDS crisis	1	1	0	2
Elderly studies	1	2	0	3
Facism / Nazism	1	1	0	2
Biomedical research	3	0	0	3
Tolerance studies	1	0	0	1
Civil Rights Movement	4	2	0	6
4 <sup>th</sup> Amendment issues	1	0	0	1
Pedophilia	1	0	0	1
Affirmative Action	4	0	0	4
“New Deal”	2	0	0	2
Nuclear Energy	1	0	0	1
Campaign Finance Reform	3	0	0	3
State Department issues	1	0	0	1
Line-item veto	1	0	0	1
Americans with Disabilities Act	1	0	0	1
National Endowment for the Arts	3	0	0	3
Bilingual education	1	1	0	2
Coal mining industry	2	0	0	2
	<b><i>n</i> = 563</b>	<b><i>n</i> = 148</b>	<b><i>n</i> = 16</b>	<b><i>N</i> = 727</b>

controversial issues on the Expert Panelists’ survey for the years 1990 to 1999 (please see Appendix D). Those 7 issues topics which appeared on the Expert Panelists’ survey but were *not* selected as among the 10 most important controversial issues topics for the 1990’s were: “race relations / police brutality” (37); “environment” (26); “feminism / NOW” (31); “condition of the U.S. economy” (31); “U.S. / USSR relations (3); “AIDS crisis” (2); and “cloning” (2). Of these issues, the researcher categorized the first with the “other” controversial issue topic, labeled, “minorities’ issues,” and categorized the last issue with the “other” controversial issue topic, labeled, “biomedical research.” Combined, these 7 controversial issues topics represented 18% of the 727 “other” controversial issues occurrences in the three journals and 15% of the 846 total controversial issues occurrences in the three journals between 1990 and 1999.



Next in importance regarding the 70 “other” controversial issues topics found in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1990 and 1999 is in regards to the frequency, or number of times a controversial issue appeared in the 544 articles. The researcher found 9 controversial issues topics from Social Education that showed a frequency of 20 or more occurrences. Combined, these controversial issues accounted for 259, or 30%, of the 846 controversial issues addressed in Social Education between 1990 and 1999. Those controversial issues were:

1. “democratic / citizenship education” (42);
2. “minorities’ issues” (30);
3. “women’s issues” (30);
4. “condition of the U.S. economy” (26);
5. “global education” (42);
6. “values and moral education” (21);
7. “multicultural / ethnic education” (26);
8. “Holocaust” (21);
9. “immigration” (21).

The researcher found that only 1 of the 70 “other” controversial issues topics occurred more than 20 times in Social Studies and the Young Learner, which was “multicultural / ethnic education” (23). None of the 70 “other” controversial issues topics exceeded a frequency of 20 in Middle Level Learning. However, the researcher found that after accounting for all the controversial issues found in each of the three journals, 4 additional topics had a frequency of 20 or more occurrences, and accounted for 87, or 10%, of the 846 controversial issues found in the three journals. Those topics were:

1. “environment” (26);
2. “nuclear war” (20);
3. “controversial issues (general)” (21);
4. “social studies reform” (20).

These 13 “other” controversial issues topics, which had a frequency of 20 or more occurrences, accounted for 436, or 52% of the 846 controversial issues found in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1990 and 1999. The researcher found this finding to be an increase with what was found for the 1970’s, in which the >20 controversial issues represented 38% of the total, and for the 1980’s in which the >20 controversial issues represented 43% of the total.

Also among the 70 “other” controversial issues, the researcher found 57 topics that appeared fewer than 20 times. Table 39 lists 43 of these 57 controversial issues topics and their frequencies according to publication. The researcher excluded 14 controversial issues topics that appeared only once. Among the total 277 occurrences of these 43 controversial issues in the three journals, the researcher found 221 in Social Education. This figure accounted for 26% of the 846 controversial issues found in the three journals. The researcher also found 54 occurrences of the 43 controversial issues in Social Studies and the Young Learner, a figure that accounted for 6% of the 846 controversial issues found in the three journals. The remaining 2 occurrences of the 43 controversial issues applied to Middle Level Learning, and accounted for .2% of the 846 controversial issues. Combined, these 43 controversial issue topics accounted for 33% of the 846 controversial issue occurrences in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1990 and 1999.

**Table 39: The 43 NCSS “Other” Controversial Issue Topics Appearing < 20 Times in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 1990 - 1999**

<b>Controversial Issue</b>	<b>SE</b>	<b>YL</b>	<b>MLL</b>	<b>Total</b>
Korea issues	1	1	0	2
Separation of church & state	3	1	0	4
Native-Americans issues	10	4	0	14
“A Nation at Risk”	12	0	0	12
Science integration with social studies	9	0	0	9
Technology education	16	3	0	19
Eugenics	2	0	0	2
Drug / alcohol education	2	1	1	4
Population	9	0	0	9
Hunger	3	0	0	3
Community service education	1	7	1	9
Religious studies	13	6	0	19
1 <sup>st</sup> amendment / Free speech issues	15	4	0	19
U.S. / USSR relations	2	1	0	3
Death penalty	2	0	0	2
5 <sup>th</sup> Amendment issues	4	1	0	5
Vietnam	8	1	0	9
States’ rights issues	1	1	0	2
Poverty / welfare in U.S.	5	2	0	7
Academic freedom	3	0	0	3
Latin-America issues	5	0	0	5
Homosexuality	2	0	0	2
Character education	2	0	0	2
Internment of Japanese-Americans	5	0	0	5
United Nations	14	1	0	15
China issues	3	1	0	4
Communism	11	0	0	11
U.S. – Japan Relations	5	1	0	6
Human Rights	16	2	0	18
C. Columbus / Discovery of America	2	8	0	10
European Community	3	1	0	4
Labor Unions	7	0	0	7
AIDS crisis	1	1	0	2
Elderly studies	1	2	0	3
Facism / Nazism	1	1	0	2
Biomedical research	3	0	0	3
Civil Rights Movement	4	2	0	6
Affirmative Action	4	0	0	4
“New Deal”	2	0	0	2
Campaign Finance Reform	3	0	0	3
National Endowment for the Arts	3	0	0	3
Bilingual education	1	1	0	2
Coal mining industry	2	0	0	2
	<i>n = 221</i>	<i>n = 54</i>	<i>n = 2</i>	<i>N = 277</i>

To summarize the noteworthy findings regarding the 70 “other” controversial issues topics found in the 544 articles of Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1990 and 1999, the researcher found four distinctions about the topics that were described above. First, of those 70 “other” topics, the researcher found 41 occurrences in which a controversial issue topic appeared only once. Twenty – one of those occurrences were found in Social Education, 15 were found in Social Studies and the Young Learner, and 5 of those occurrences were found in Middle Level Learning. Combined, these controversial issues accounted for 5% of the 846 controversial issues in the 544 articles. Second, 7 of the 70 “other” controversial issues topics noted for being possible selections on the Expert Panelists’ survey but not selected, represented 15% of the 846 controversial issues in the 544 articles. Third, 13 of the 70 “other” controversial issues topics noted for having a frequency of 20 or more occurrences in the 544 articles represented 41% of the 846 controversial issues. Fourth, the 43 of the 70 “other” topics noted for having a frequency of fewer than 20, but greater than 1, represented 33% of the controversial issues found in the 544 articles of Social Education, Social Studies and the Young Learner, and Middle Level Learning between 1990 and 1999.

Table 40 summarizes the distribution and breadth of coverage of the 10 Major Controversial News Issues and NCSS’ “other” controversial issues in the 544 articles according to the Hunt and Metcalf (1968) categories. Like the 1980’s, Category 3, “Nationalism, Patriotism, and Foreign Affairs,” represented the majority of the kinds of topics addressed in the journal. Among the 10 major controversial issues, Category 3 represented 10% of the total 846 controversial issues, and the “other” Category 3 topics

**Table 40: Summary of the 10 Major Controversial News Issues and NCSS “Other” Controversial Issues as Found in Social Education, Social Studies and the Young Learner, Middle Level Learning, 1990 – 1999, Compared to Hunt and Metcalf (1968)**

<b>Hunt &amp; Metcalf Category</b>	<b>10 Major Controversial Issues</b>	<b>NCSS “Other”</b>	<b>Totals</b>
<b>Category 1</b>	2% (17)	7% (61)	9% (78)
<b>Category 2</b>	.2% (2)	6.3% (53)	7% (55)
<b>Category 3</b>	10% (82)	26% (220)	37% (302)
<b>Category 4</b>	N/A	7% (59)	7% (59)
<b>Category 5</b>	2% (18)	15% (125)	17% (143)
<b>Category 6</b>	N/A	18% (149)	18% (149)
<b>Category 7</b>	N/A	.4% (4)	.4% (4)
<b>Non-Applicable</b>	N/A	7% (58)	7% (58)
<b>Totals</b>	14.2% (119)	86.2%*(729)	100.4%*(848)

\*denotes “Homosexuality” was counted twice, in C.5 and C.7

represented 26% of the total 846 controversial issues in the 544 articles. Combined, the issues found on the Journal Scanning Instrument and NCSS' "other" Category 3 represented 37%, or over one – third, of the total controversial issues addressed in the three journals between 1990 and 1999. Each of the remaining 6 "problematic areas of the social studies" represented less than one – fifth of the total controversial issues.

Table 41 summarizes the distribution and breadth of coverage of the 10 Major Controversial News Issues and NCSS' "other" controversial issues in the 544 articles according to the Nelson and Michaelis (1980) model. This table shows that the contemporary and pervasive categories represented just about equally the total controversial issues, although the former maintained a slight majority with 52.5% of the controversial issues and the latter received 47.7% of the controversial issues. This finding is consistent with what the researcher found for the 1980's in which contemporary represented 48.3% and pervasive represented 51.8%. When comparing the locus of concern on the matrix, contemporary, domestic controversial issues accounted for the majority, or 37.8%, of all the controversial issues found in the 544 articles. However, the NCSS' "other" contemporary, domestic controversial issues represented 12 times the number of the 10 major controversial issues addressed in the three journals. Similarly, the NCSS' "other" pervasive, domestic controversial issues represented 18 times the number of the 10 major controversial issues addressed in the three journals. Table 41 also conveys the point that for every 1 Expert Panelist – selected controversial issue addressed in the three journals, NCSS addressed on average, 6.2 additional ones in their articles.

**Table 41: Summary of the 10 Major Controversial News Issues and NCSS “Other” Controversial Issues as Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 1990 – 1999, Compared to Nelson and Michaelis (1980)**

<b>Nelson and Michaelis</b>	<b>10 Major Controversial Issues</b>	<b>Other</b>	<b>Totals</b>
<b>Contemporary, Domestic</b>	2.8% (24)	35% (292)	37.8% (316)
<b>Contemporary, Foreign</b>	2.8% (24)	11.9% (101)	14.7% (125)
<b>Pervasive, Domestic</b>	1.5% (13)	27.6% (234)	29.1% (247)
<b>Pervasive, Foreign</b>	6.8% (58)	11.8% (100)	18.6% (158)
<b>Totals</b>	13.9% (119)	86.3% (727)	100.2 (846)

For the years 2000 to 2003, the 10 major controversial news events that concerned Americans were: high profile corporate lawsuits; international war on drugs; Internet issues / cyber crime; Iraq – Al Qaeda / War in Iraq; Islamic Extremism / Terrorism; Israeli / PLO / Arab relations; Patriot Act / Homeland Security; rights for homosexuals; stem cell research; and vulgarity / violence in pop culture. Their collective distribution in Social Education, Social Studies and the Young Learner, and Middle Level Learning is shown in Table 42. The researcher found 561 total instances of controversial issues addressed in the 245 collected articles. Of those controversial issues, the three journals addressed the 10 most important issues affecting the years 2000 to 2003, 97 times as shown in Table 43. This represented 17% of the total 561 controversial issues. This

**Table 42: The 10 Major Controversial News Issues as Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 2000 - 2003**

Issue	Total
High Profile Corporate Lawsuits	2
International War on Drugs	4
Internet Issues / Cyber Crime	3
Iraq – Al Qaeda / War in Iraq	27
Islamic Extremism / Terrorism	38
Israeli / PLO / Arab Relations	4
Patriot Act / Citizen Privacy / Homeland Security	6
Rights for Homosexuals	4
Stem Cell Research	1
Vulgarity / Violence in Pop Culture	8
<b>N= 97</b>	

**Table 43: Summary of Controversial Issues as Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 2000 – 2003**

	2000 - 2003
<b>Sample Size</b>	56
<b>Total # of Articles</b>	245
<b>Total # of Controversial issues in Articles</b>	561
<b>1 # of Expert-Identified Controversial Issues In Articles</b>	97
<b>2 # of “Other” Controversial Issues in Articles</b>	464
<b>1 and 2 % agreement</b>	.21



figure represents less than one-fifth of the total controversial issues presented in Social Education, Social Studies and the Young Learner, and Middle Level Learning for the years 2000 to 2003. The researcher also found 464 occurrences of “other” controversial issues (i.e., those issues not specified as among the 10 most important) mentioned in the 245 articles. This finding, as shown in Table 43, suggests that there was a 21% likelihood that any controversial issue found in the three journals to appear on the Journal Scanning Instrument, which represented the 10 most important controversial issues for the years 2000 to 2003.

The researcher found that Social Education for the years 2000 to 2003 attended to the greatest variety of controversial issues topics, as is shown on Table 44 and on average, those controversial issues topics appeared in the articles 6.27 times, with at least one controversial issue topic appearing 42 times, as indicated by the range of 42. Two controversial issues topics did not receive any attention in Social Education between 2000 and 2003, although they were addressed in NCSS’ other 2 publications. Eleven controversial issues topics appeared only once, and 12 appeared twice as indicated by the mode of 2. The researcher found Social Studies and the Young Learner attended to 21 different controversial issues topics, which appeared in the articles on average 1.03 times. Of these topics found in YL, at least one controversial issue topic appeared 9 times, 9 topics appeared only once, and 36 topics that were addressed in Social Education were not addressed at all in YL. The researcher found that Middle Level Learning contained the least variety of controversial issues topics, with 19 different topics, which appeared in the articles on average, .68 times. Thirty – nine of the controversial issues topics addressed in Social Education were not addressed in Middle Level Learning.

**Table 44: Summary Information Regarding the “Other” Controversial Issues as Found in Articles of Social Education, Social Studies and the Young Learner, and Middle Level Learning, 2000 – 2003**

NCSS Journal	SE	YL	MLL	Total
Total # of “other” Controversial Issues	364	60	40	464
# of different topics	58	21	19	
range	42	9	6	
mean	6.27	1.03	.68	
mode	2	0	0	

Table 45 shows the distribution of the 464 instances of “other” controversial issues appearing in the three journals between 2000 and 2003.

In terms of their representation in the three NCSS publications between the years 2000 and 2003, the researcher found several additional noteworthy attributes regarding the 58 “other” controversial issues topics as compared to the controversial issues topics identified by the Expert Panelists. The first noteworthy finding concerns 5 controversial issues topics that were among the 58 “other” but were also among the 25 controversial issues on the Expert Panelists’ survey for the years 2000 to 2003 (please see Appendix D). Those 5 issues topics which appeared on the Expert Panelists’ survey but were *not* selected as among the 10 most important controversial issues topics for the 1990’s were: “minorities’ issues / race relations” (30); “condition of U.S. economy” (11); “sex

**Table 45: The NCSS “Other” Controversial Issue Topics and Their Frequency in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 2000 - 2003**

<b>Controversial Issue</b>	<b>SE</b>	<b>YL</b>	<b>MLL</b>	<b>Total</b>
Global education	19	1	0	20
Democracy / citizenship education	42	6	6	54
Environment	11	7	2	20
Values / moral education	5	2	0	7
Christian right in politics	7	1	1	9
Minorities’ issues / race relations	19	9	2	30
Korea issues	1	0	0	1
Youth and law	1	0	0	1
Presidential impropriety / impeachment	1	0	0	1
U.S. – Cuba issues	1	0	0	1
Multicultural / ethnic studies	34	8	1	43
Holocaust / genocide	14	0	1	15
Character education	1	3	0	4
Technology education	19	2	0	21
Campaign finance reform	2	0	0	2
1 <sup>st</sup> amendment / free speech issues	10	0	0	10
School prayer	3	0	0	3
4 <sup>th</sup> amendment issues	3	0	0	3
Academic freedom	2	0	0	2
Controversial issues (general)	10	2	3	15
Nuclear war	3	0	0	3
2000 presidential election	6	0	0	6
Civil rights movement	3	0	1	4
Vietnam	5	0	0	5
Watergate	2	0	0	2
Community service education	2	4	2	8
Human rights education	4	1	0	5
Eugenics	1	0	0	1
Social studies reform	2	0	0	2
Tolerance	5	1	2	8
Affirmative action	2	0	0	2
Condition of U.S. economy	11	0	0	11
Peace studies	7	1	4	12
Federal power	9	0	0	9
Gun control / 2 <sup>nd</sup> amendment	3	1	0	4
Patriotism	6	0	0	6
Americans with disabilities act	1	0	0	1
Death penalty	2	0	0	2
Abortion	4	0	0	4
States’ rights	2	0	0	2
Internment of Japanese – Americans	2	0	1	3
Communism	1	0	0	1
Propaganda	2	0	0	2
Facism	3	0	0	3
Sex offenses	2	0	0	2
Fair Housing Act	1	0	0	1
Health Care Reform	1	0	0	1

**Table 45, continued**

<b>Controversial Issue</b>	<b>SE</b>	<b>YL</b>	<b>MLL</b>	<b>Total</b>
Social Security	1	0	0	1
School reform / NCLB	8	1	1	10
AIDS crisis	3	0	1	4
Milosevic / Serbia	2	0	0	2
Inquiry learning	3	0	0	3
Native – Americans	8	3	5	16
Elderly studies	0	1	2	3
Poverty / Welfare	0	3	0	3
Immigration	11	2	1	14
Women’s issues	26	1	3	30
United Nations	5	0	1	6
	<i>n = 364</i>	<i>n = 60</i>	<i>n = 40</i>	<i>N = 464</i>

offenses” (2); “school reform / NCLB” (10); and “AIDS crisis” (4). Of these issues, the “sex offenses” applied to the Expert Panelists’ survey choice, “Scandal in U.S. Catholic Church / Pedophilia.” Combined, these 5 controversial issues topics represented 12% of the 464 “other” controversial issues occurrences in the three journals and 10% of the 561 total controversial issues occurrences in the three journals between 2000 and 2003.

Next in importance regarding the 58 “other” controversial issues topics found in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 2000 and 2003 is in regards to the frequency, or number of times a controversial issue appeared in the 245 articles. Unlike the previous decades of the study in which several controversial issues topics were addressed in excess of 20 times, the researcher found only 3 controversial issues topics from Social Education that showed a frequency of 20 or more occurrences for the years 2000 to 2003. Those topics were “democracy / citizenship education” (42), “multicultural / ethnic studies” (34), and “women’s issues” (26). Although these issues represented only 5% of the controversial issues topics addressed in Social Education between 2000 and 2003, the issues accounted for 28%, or just over one-fifth, of the 364 occurrences in the journal. Neither Social Studies and the

Young Learner nor Middle Level Learning addressed a single controversial issue more than 20 times. However, when combined with Social Education, 4 additional controversial issues topics were addressed in the three journals 20 or more times. Those topics were “global education” (20), “environment” (20), “minorities’ issues and race relations” (30), and “technology education” (21). These 7 controversial issues topics, which were addressed 20 or more times in the 3 journals, accounted for 218, or 39%, of the 561 controversial issues addressed in the journals between 2000 and 2003. The researcher found this finding to be a decrease with what was found for the 1990’s, in which the “other” controversial issues topics having a frequency of 20 or more was 52%, and also found it to be more consistent with what was found for the 1970’s and 1980’s, in which the controversial issues accounted for 38% and 43%, respectively.

The third noteworthy finding regarding the 58 “other” controversial issues topics also had to do with the frequency in which they occurred in the 245 articles of Social Education, Social Studies and the Young Learner, and Middle Level Learning between 2000 and 2003. The researcher found 51 controversial issues topics that appeared fewer than 20 times. Of these 51 controversial issues, 10 of them only appeared once, and in each case, they occurred in Social Education. The researcher excluded the 10 controversial issues topics that appeared only once from Table 46, which lists 41 controversial issues topics and their frequencies according to publication. Among the total 236 occurrences of these 41 controversial issues in the three journals, the researcher found 184 in Social Education. This figure accounted for 33% of the 561 controversial issues found in the three journals. The researcher also found 26 occurrences of the 41 controversial issues in Social Studies and the Young Learner, a figure that accounted for

**Table 46: The NCSS “Other” Controversial Issue Topics Appearing <20 Times in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 2000 - 2003**

<b>Controversial Issue</b>	<b>SE</b>	<b>YL</b>	<b>MLL</b>	<b>Total</b>
Values / moral education	5	2	0	7
Christian right in politics	7	1	1	9
Holocaust / genocide	14	0	1	15
Character education	1	3	0	4
Campaign finance reform	2	0	0	2
1 <sup>st</sup> amendment / free speech issues	10	0	0	10
School prayer	3	0	0	3
4 <sup>th</sup> amendment issues	3	0	0	3
Academic freedom	2	0	0	2
Controversial issues (general)	10	2	3	15
Nuclear war	3	0	0	3
2000 presidential election	6	0	0	6
Civil rights movement	3	0	1	4
Vietnam	5	0	0	5
Watergate	2	0	0	2
Community service education	2	4	2	8
Human rights education	4	1	0	5
Social studies reform	2	0	0	2
Tolerance	5	1	2	8
Affirmative action	2	0	0	2
Condition of U.S. economy	11	0	0	11
Peace studies	7	1	4	12
Federal power	9	0	0	9
Gun control / 2 <sup>nd</sup> amendment	3	1	0	4
Patriotism	6	0	0	6
Death penalty	2	0	0	2
Abortion	4	0	0	4
States’ rights	2	0	0	2
Internment of Japanese – Americans	2	0	1	3
Propaganda	2	0	0	2
Facism	3	0	0	3
Sex offenses	2	0	0	2
School reform / NCLB	8	1	1	10
United Nations	5	0	1	6
AIDS crisis	3	0	1	4
Milosevic / Serbia	2	0	0	2
Inquiry learning	3	0	0	3
Native – Americans	8	3	5	16
Elderly studies	0	1	2	3
Poverty / Welfare	0	3	0	3
Immigration	11	2	1	14
	<i>n = 184</i>	<i>n = 26</i>	<i>n = 26</i>	<i>N = 236</i>

4.6% of the 561 controversial issues found in the three journals. Lastly, the researcher found 26 occurrences of the 41 controversial issues applied to Middle Level Learning, a figure that also accounted for 4.6% of the 561 controversial issues. Combined, these 41 controversial issue topics accounted for 42% of the 561 controversial issue occurrences in Social Education, Social Studies and the Young Learner, and Middle Level Learning between 2000 and 2003.

To summarize the findings for the years 2000 to 2003, the researcher found four distinctions regarding the 58 “other” controversial issues topics found in the 245 articles of Social Education, Social Studies and the Young Learner, and Middle Level Learning. First, of those 58 “other” topics, the researcher found 29 occurrences in which a controversial issue topic appeared only once. Eleven of those occurrences were found in Social Education, 9 were found in Social Studies and the Young Learner, and 9 of those occurrences were found in Middle Level Learning. Combined, these controversial issues accounted for 5% of the 561 controversial issues in the 245 articles. Second, 5 of the 58 “other” controversial issues topics noted for being possible selections on the Expert Panelists’ survey but not selected, represented 10% of the 561 controversial issues in the 245 articles. Third, 7 of the 58 “other” controversial issues topics noted for having a frequency of 20 or more occurrences in the 245 articles represented 39% of the 561 controversial issues. Fourth, the 41 of the 58 “other” topics noted for having a frequency of fewer than 20, but greater than 1, represented 42% of the controversial issues found in the 245 articles of Social Education, Social Studies and the Young Learner, and Middle Level Learning between 2000 and 2003.

Table 47 summarizes the distribution and breadth of coverage of the 10 Major Controversial Issues and NCSS' "other" controversial issues in the 245 articles according to the Hunt and Metcalf (1968) categories. As for the 1980's and 1990's, the researcher found Hunt & Metcalf's (1968) Category 3, "Nationalism, Patriotism, and Foreign Affairs," to account for the majority of controversial issues occurrences in the three journals for the years 2000 to 2003, despite the finding that the most controversial issues topics applied to Category 1, "Power and Law."

Table 48 summarizes the distribution and breadth of coverage of the Expert Panelists' selections and NCSS' "other" controversial issues in the 245 articles according to the Nelson and Michaelis (1968) categories. The researcher found that the Nelson and Michaelis (1980) contemporary and pervasive categories represented just about equally the total controversial issue occurrences in the 245 articles. The former accounted for 49.2% of the controversial issues occurrences and the latter accounted for 50.9% of the occurrences. Table 48 also shows that contemporary, domestic controversial issues accounted for the majority, or 38.2%, of all the controversial issues found in the 245 articles.

### **Summary**

Chapter Four served to illuminate the patterns associated with the presentation of controversial issues in three NCSS publications, Social Education, Social Studies and the Young Learner, and Middle Level Learning, between the years 1973 and 2003. To lend coherence to the research purpose, that is, to determine the stance NCSS has articulated regarding the teaching of controversial issues across a thirty – year time - frame, the following questions were examined:



**Table 47: Summary of the 10 Major Controversial News Issues and NCSS “Other” Controversial Issues as Found in Social Education, Social Studies and the Young Learner, Middle Level Learning, 2000 - 2003, Compared to Hunt and Metcalf (1968)**

<b>Hunt &amp; Metcalf Category</b>	<b>10 Major Controversial News Issues</b>	<b>NCSS “Other”</b>	<b>Totals</b>
<b>Category 1</b>	2.6% (15)	9.4% (53)	12% (68)
<b>Category 2</b>	NA	2.8% (16)	2.8% (16)
<b>Category 3</b>	12.2% (69)	20.6% (116)	32.8 (185)
<b>Category 4</b>	NA	8.7% (49)	8.7% (49)
<b>Category 5</b>	*2.3% (13)	**9.9% (56)	12.2% (69)
<b>Category 6</b>	NA	21.2% (119)	21.2% (119)
<b>Category 7</b>	*.7% (4)	**1.4% (8)	2.1% (12)
<b>Non-Applicable</b>		.9% (51)	.9% (51)
<b>Totals</b>	*17.8% (101)	**83.4% (468)	101.2% (569)

\*denotes “Rights for homosexuals” was counted twice, in Categories 5 & 7

\*\*denotes “Abortion” was counted twice, in Categories 5 & 7

**Table 48: Summary of the 10 Major Controversial News Issues and NCSS “Other” Controversial Issues as Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 2000 - 2003, Compared to Nelson and Michaelis (1980)**

	<b>10 Major Controversial News Issues</b>	<b>Other</b>	<b>Totals</b>
<b>Contemporary, Domestic</b>	2.1% (12)	36.1% (200)	38.2% (212)
<b>Contemporary, Foreign</b>	4.8% (27)	6.2% (35)	11% (62)
<b>Pervasive, Domestic</b>	2.9% (16)	33% (187)	35.9% (203)
<b>Pervasive, Foreign</b>	7.5% (42)	7.5% (42)	15% (84)
<b>Totals</b>	17.3% (97)	82.8% (464)	100.1% (561)

1. What viewpoint/s has the NCSS endorsed over time concerning the teaching of controversial issues, and has that viewpoint changed?
2. Have the articles published in the journals regarding controversial issues instruction remained consistent with the viewpoint/s expressed by the NCSS?
3. What was the dominant format of the controversial issues articles?
4. What were the major controversial news events in the 1970’s, 1980’s 1990’s and early 2000’s? Were these issues covered in NCSS’ journals?

A summary of the patterns related to the presentation of controversial issues in the three NCSS journals across the thirty year time period are discussed below.

The first pattern concerned the viewpoints endorsed by NCSS on the teaching of controversial issues as expressed in their Position Statements. The researcher found that NCSS' viewpoints were largely influenced by controversial issues topics featured in their Yearbooks and Bulletins, and that they published articles in the three journals related to broad themes. Thus, there appeared to be a concurrence of ideas related to the teaching of controversial issues as described in the Yearbooks and Bulletins and in the Position Statements.

The second pattern concerned three critical attributes by which the researcher coded every article collected from the 3 journals. These critical attributes were "target audience," "profession of author," and "format of article." For each decade of the study, "teachers" comprised the majority of the articles' target audience and "professors" comprised the majority of the articles' authors. The researcher found the articles to contain a nominal emphasis on pedagogy in the teaching of controversial issues and the articles projected post - secondary authority and leadership in the area of controversial issues instruction.

The third pattern the researcher found dealt with the classifications of the controversial issues based upon the 2 literature – based models. In terms of the Hunt and Metcalf (1968) "problematic areas" of the social studies, Category 3, "Nationalism, Patriotism, and Foreign Affairs," comprised the majority of the controversial issues addressed in Social Education for the 1980's and in Social Education, Social Studies and the Young Learner, and Middle Level Learning for the 1990's and 2000's. This was true for the 10 major controversial issues and the NCSS' "other" controversial issues combined as well as individually, although the representation of the 10 major

controversial issues remained significantly lower than that of the NCSS' issues. For the years 1973 to 1979, none of Hunt and Metcalf's (1968) "problematic areas" for the social studies appeared to represent the majority of the controversial issues, suggesting a balanced representation of those "problematic areas" in Social Education. In terms of the Nelson and Michaelis (1980) model, the kinds of controversial issues that received the most attention in the 3 journals across the time - period of the study, 1973 to 2003, were those having to do with domestic concerns, and appeared evenly divided between contemporary and pervasive time associations. Of these, however, the majority were derived from the NCSS' "other" controversial issues and not from the lists identified as being the 10 most important for the decades in the study.

Chapter Five, Conclusion, contains three sections: Conclusions and Discussion, Implications, and Recommendations for Future Research. The first section synthesizes and draws inferences regarding the collection of articles and position statements of the NCSS related to the 1,844 controversial issues articles found in the 3 journals. The researcher accomplishes this by addressing the findings from the four research questions. The second section, Implications, explains the significance of these findings in relationship to the goals of citizenship education in elementary and secondary social studies. The final section of the chapter, Recommendations for Future Research, describes the future research questions which might be pursued based upon this dissertation's findings and makes recommendations for curriculum development in the area of controversial issues instruction.

## **Chapter Five:**

### **Conclusions and Recommendations**

The concern for what NCSS has endorsed in terms of controversial issues instruction and the infrequency of student exposure to them in social studies, brings to question the effectiveness of NCSS' leadership in this area. For this reason, the purpose of this dissertation was to determine the stance the NCSS has articulated regarding the teaching of controversial issues across a thirty - year time frame, 1973 to 2003, and secondly, to determine to what extent and in what ways NCSS journals have presented and represented controversial issues of importance over that period. Specifically, the purpose was to examine the major journals of NCSS, namely, Social Studies and the Young Learner, Social Education and its supplement, Middle Level Learning. This examination was done to determine which articles in those journals reflected the position statements of NCSS concerning the teaching of controversial issues. A corollary purpose was to identify the major controversial news events for each decade in order to determine the breadth of coverage of controversial issues articles in the NCSS journals.

### **Organization of the Chapter**

Chapter Five, Conclusion, contains three sections: Conclusions and Discussion, Implications, and Recommendations for Future Research. The first section synthesizes the collection of articles and position statements of the NCSS related to the 1,844 controversial issues articles found in the 3 journals. The researcher accomplishes this by addressing the four research questions for this dissertation. Those questions are:

1. What viewpoint/s has the NCSS endorsed over time concerning the teaching of controversial issues, and has the viewpoint/s changed?

2. Have the articles published in the journals regarding controversial issues instruction remained consistent with the viewpoint/s expressed by the NCSS?
3. What was the dominant format of the controversial issues articles?
4. What were the major controversial news events in the 1970's, 1980's, 1990's, and early 2000's? Were these issues covered in NCSS' journals?

The second section, Implications, explains the significance of these findings in relationship to the goals of citizenship education in elementary and secondary social studies. The final section of the chapter, Recommendations for Future Research, describes the future research questions which might be pursued based upon this dissertation's findings and makes recommendations for curriculum development in the area of controversial issues instruction.

### **Conclusions and Discussion**

Since the inception of NCSS as a professional organization in 1921, it has sought to provide leadership in social studies reform, particularly in the form of a problems – based curriculum (Smith, Palmer, Correia, 1995). Conservative groups have challenged this effort across time by pressuring local, state, and federal levels of government to implement a uniform curriculum based upon traditional values and historical perspectives (VanSledright & Grant, 1994; Wilson, 1980). This challenge in addition to students' infrequent exposure to controversial issues in the social studies led the researcher to investigate NCSS' leadership in controversial issues instruction. Based on the review of relevant literature, as described in Chapter 2, the researcher believes the following conclusions regarding NCSS' leadership in the area of controversial issues instruction are merited:

1. NCSS views the teaching of controversial issues at every level of a student's education as a necessary component of citizenship education;
2. NCSS views that the public schools serve as laboratories for citizenship education, to include free inquiry into unresolved problems and current, controversial issues facing our society and our world;
3. and, NCSS views that teachers of the social studies be afforded academic freedom to teach about issues that often include the investigation of dissenting and unpopular opinions, as well as providing students with textbooks and other materials representing varied points of view.

The above conclusions are clearly presented in the NCSS Position Statements discussed in Chapter Four, "Findings." In fact, they were stated without qualification until the Sept. 2001 issue of Social Education was published, in which preparing "citizens in the twenty – first century" was introduced (NCSS Task Force on Revitalizing Citizenship Education, 2001, p. 319). For the first time, this position statement presented some indication as to the kinds of controversial issues students in the 21<sup>st</sup> century should study: local, state, national, and global issues. In addition, NCSS alluded to the fact that there might be some controversial issues that should not be dealt with in the classroom.

Based on her analysis of 1,844 controversial articles found in the 3 NCSS journals between 1973 and 2003, and described in Chapter 4, the researcher made four conclusions. These were: 1) NCSS published controversial issues articles dealing with broad themes rather than specific controversial events; 2) NCSS was more likely to publish articles on hot – button, immediate controversies in the 1970's than they were in subsequent decades; 3) Social Studies and the Young Learner and Middle Level Learning

contained far fewer controversial issues articles, as compared to Social Education, despite NCSS' position that students at every level of k – 12 education learn democratic processes by studying controversial issues; and 4) NCSS only moderately supported its Position Statements on the teaching of controversial issues in its three journals between the years 1973 and 2003.

With regard to the first conclusion, the sheer volume of articles alone might indicate that NCSS was showing strong leadership in the area of teaching controversial issues. However, analysis of these articles suggests something entirely different. As to the nature of those articles, based on the analysis described in Chapter 4, the researcher found that the controversial issues were presented as broad themes, or “umbrella” classifications to which specific controversial issues could have been applied. Several examples of these thematic topics included, citizenship / democracy education, women's issues, values / morals education, global education, and peace studies. Twenty of the 304 different controversial issues topics found in the 1,844 articles were “thematic” topics specifically related to social studies instruction and the advancement of NCSS' agenda. These thematic topics represented approximately one-third of the “other” controversial issues addressed by NCSS in the articles.

The researcher also found a thematic parallel between the content of NCSS' Yearbooks and Bulletins (as described in Chapter Two) and the three journals. The themes addressed in those publications and addressed in the journals included: values / moral education, human rights, women's issues, global education, peace studies, and economics education. Because the researcher observed these issues to reappear in the journals across time, and the fact that they comprised approximately one-third of NCSS'



“other” controversial issues in the journals, the researcher concludes that NCSS considered them to be essential components of a problems – based curriculum. It is also safe to suggest that NCSS sought to reach a broader audience by addressing these controversial themes in the 3 journals, especially since NCSS disseminates these publications to members holding Regular (the most common) memberships.

With regard to the second conclusion, that NCSS was more likely to publish articles on hot – button, immediate controversies in the 1970’s than they were in subsequent decades, the researcher found little attention given to the immediate controversies raging during each decade, as described in Chapter 4. In fact, the researcher found that NCSS was more likely to publish an article pertaining to one of the 10 major controversial news issues in the 1970’s, where the likelihood was 46%, than they were in the 1990’s and 2000 to 2003, where the likelihood was 16% and 21%, respectively. In addition, fewer than one – fifth of the controversial issues articles from the 1990’s and 2000 to 2003 dealt with Hunt and Metcalf’s (1968) “Problematic Areas of the Social Studies.” This also suggests NCSS’ narrow depiction of the kinds of controversial issues addressed in its three journals.

According to NCSS, every student, beginning with elementary on through high school, should experience the opportunity to learn about and discuss controversial issues. This endorsement is in contrast to the researcher’s third conclusion, that NCSS afforded teachers little exposure to controversial themes and instructional strategies in Social Studies and the Young Learner and in Middle Level Learning. Social Education, however, is the flagship journal of NCSS, is published more often throughout the year, and has a wider readership than its sister publications. But, if NCSS asserts through its

Position Statements that students at every level examine and discuss controversial issues, then the results from this study, as described in Chapter 4, suggest that not enough was published in Social Studies and the Young Learner and Middle Level Learning relative to Social Education.

The researcher's fourth conclusion, that NCSS moderately supported its Position Statements on the teaching of controversial issues in its 3 journals, can be summarized in the following ways. First, NCSS devoted considerable attention on thematic controversial issues that are broad in scope and relevant to social studies contexts, which are often subject to controversy. Second, NCSS did a better job of publishing more articles pertaining to controversial issues of immediate importance in the 1970's than they did in the 1990's and early 2000's. Third, NCSS emphasized a narrow depiction of the kinds of controversial issues affecting our society and world in its 3 journals as determined by the Hunt and Metcalf (1968) and Nelson and Michaelis (1980) models. Fourth, NCSS provided teachers of the elementary and middle grades few articles concerning controversial issues. With these points in mind, the implications regarding the findings of this study are described in the next section.

### **Implications**

An implication of the first conclusion, that NCSS published articles dealing with broad themes rather than specific controversial issues, is that students may never learn the root causes nor develop their own viewpoint regarding a myriad of specific issues affecting their country and world. Lumping events together within broad contexts instead of discussing them individually may inadvertently mask the importance of those events to the people they concern. If NCSS purports to develop in students an awareness of "issues

and events that have an impact on people at local, state, national, and global levels” (NCSS Task Force on Revitalizing Citizenship Education, 2001, p. 319), then more attention to important controversial news events should be provided in the articles of the 3 journals.

With regard to the second conclusion, that NCSS was more likely to publish articles on hot – button, immediate controversies in the 1970’s than they were in subsequent decades, an implication is that teachers are left to their own discretion, be it informed or uninformed, to the teaching of immediate controversial issues. This may help explain teachers’ reluctance to teach about them in their social studies classes. In addition, it forces teachers, who are actively searching for more information regarding controversial issues and how to teach them, to consult resources external to NCSS. Thus, leadership from NCSS, in the form of more relevant controversial topics and pedagogical advisement, could help reverse the problem of infrequent student exposure to hot – button controversial issues.

An implication of the third conclusion, that Social Studies and the Young Learner and Middle Level Learning contained fewer controversial issues articles as compared to the flagship journal, Social Education, is that elementary and middle school teachers who subscribe to those journals may be less informed about controversial issues than their colleagues who subscribe to Social Education. This may help explain another reason as to the reluctance many teachers have in teaching controversial issues: that they may feel their students are not adequately prepared to discuss controversial issues based upon the lack of exposure to them in earlier grades. As teachers at all levels (i.e., elementary,

middle, and secondary) become more informed of controversial issues and how to teach them, the problem of student apathy toward societal and global issues could be reversed.

As far as the fourth conclusion is concerned, that NCSS moderately supported its Position Statements on the teaching of controversial issues in the three journals between 1973 and 2003, the researcher suggests two implications. First, NCSS' publication decisions may not be consistent with stated policies on the teaching of controversial issues. These decisions, although it is stated on the inside cover of each issue of the journals, that “[Social Education]...does not accept responsibility for the views expressed by its contributors,...” are nonetheless made by the gatekeepers of the organization. A second implication of the moderate support of NCSS' Position Statements shown in the controversial issues articles is that American children may grow up ignorant of the significant controversies facing their society and world if the topics are avoided in their social studies classrooms and may contribute to uninformed decision – making during election time.

### **Recommendations for Future Research and for Curriculum Development**

This dissertation examined the leadership role of NCSS in the presentation of controversial issues instruction. It also attempted to explain the extent to which NCSS has provided teachers with the pedagogical tools and information needed to deal effectively with controversial issues in general, and with emerging controversial issues in particular, in the classroom. The examination of controversial issues articles throughout the course of this research suggest several recommendations related to future research and curriculum development. The recommendations for future research are as follows:

1. A content analysis of articles in Special Editions of Social Education that have guest editors should be conducted. This research would further clarify NCSS' position on the teaching of controversial issues if those special editions relate to the conclusions made in this study.
2. A study based on the same methods used in this dissertation should be conducted at the end of the decade in order to confirm or negate the findings for the years 2000 to 2003.
3. Separate studies, based on different dimensions of controversial issues instruction, should be conducted. The first dimension would be to examine the extent to which teachers purposely engage students in the discussion of controversial issues. The second dimension would be to examine the level of teachers' imagination and effectiveness in conducting controversial issues discussions with their students. Both studies would reveal teachers' attentiveness to and understanding of controversial issues affecting our society and world.
4. Additional research related to effective methods for teaching controversial issues should continue to be conducted. This research may take the form of survey research from teachers as to what they think is effective, or it could be qualitative which focuses on their delivery style and interaction between students and teacher.
5. An examination of the kinds of controversial issues represented in the NCSS Notable Trade Books databases should be conducted in order to determine the extent to which that collection represents the stated Position of NCSS on the teaching of controversial issues.

The list below represents suggestions for research in the area of curriculum development:

1. Studies should be conducted to examine the policies and guidelines for the teaching of controversial issues. These studies should focus on both state and local level policies and the nature of controversial issues as they arise in the news.
2. Consulting with school systems regarding effective strategies for teaching controversial issues should be conducted in the form of workshops, professional development, and professor – to – teacher collaboration in the schools.

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## APPENDICES



## Appendix A

### Controversial News Articles Found in TIME, 1973 -2003

**Table 1: Distribution of Controversial Issues Articles in TIME, 1973 – 1979**

Controversial Issue	# of Articles
Abortion	7
Affirmative Action	9
Anti – American Sentiment	13
Apartheid / South Africa	13
CIA / Anti – Marxist Organizations	14
Energy Crisis	78
Environment	27
ERA / Women’s Rights	29
Euthanasia	6
Homosexuals’ Rights	9
Hostage Crisis in Iran	4
Israeli / Arab / PLO	81
Khmer Rouge / Cambodia	10
Leftist Uprisings in Africa, South and Central America	54
Panama Canal Dispute	10
Race Relations	21
School Desegregation / Busing	10
South East Asian Refugees	8
Unions / Labor Strikes	30
U.S. – Cuba Relations	12
U.S. Economy	166
U.S. Import Policies	10
U.S. & USSR Arms Talks	26
Vietnam / Aftermath	26
Watergate	62

*N* =735

**Table 2: Distribution of Controversial Issues Articles in TIME, 1980 - 1989**

Controversial Issue	# of Articles
Abortion / Roe v. Wade	21
AIDS	33
Apartheid / South Africa	50
CIA / Anti – Marxist Organizations	5
Environment	68
ERA / NOW / Women’s Rights	44
Euthanasia	3
Famine in Africa	13
Homosexuals’ Rights	4
Human Rights in China	29
International War on Drugs	41
Iran – Contra Affair	19
Israeli / Arab / PLO Issues	104
Labor – Poland / Solidarity	33
Leftist Uprisings in Africa, South & Central America	118
NASA / Space Shuttle Program	12
Northern Ireland / IRA Terrorism	15
Race Relations	64
Savings & Loan Crisis	4
SDI (Star Wars) Initiative	14
U.S. / Cuba Relations / Refugees	15
U.S. Economy	224
U.S. / Middle East Relations	73
U.S. / USSR Relations & Arms Talks	87
USSR War in Afghanistan	22

*N* = 1,115

**Table 3: Distribution of Controversial Issues Articles in TIME, 1990 - 1999**

Controversial Issue	# of Articles
Abortion	25
AIDS	35
Anti – Smoking Legislation / Tobacco Litigation	22
Biological / Chemical / Nuclear War	20
Christian Right in Politics	52
Cloning	7
Environment	54
Euthanasia	17
Feminism / NOW / Women’s Rights	46
Genocide in Rwanda & Serbia	75
Gun Control / 2 <sup>nd</sup> Amendment Rights	14
Health Care Reform	23
International War on Drugs	23
Islamic Extremism / Terrorism	28
Israeli / Arab / PLO Issues	39
Microsoft Anti – Trust Litigation	15
NAFTA	7
Pop Culture Issues	30
Presidential Impropriety / Impeachment	42
Race Relations	108
School Violence	13
South Africa	28
U.S. Economy	142
U.S. / Middle East / Gulf War	65
U.S. / Russia Relations	55

*N* = 985

**Table 4: Distribution of Controversial Issues Articles in TIME, 2000 - 2003**

Controversial Issue	# of Articles
AIDS	4
Anti – Tobacco Litigation	10
Child Slavery / Prostitution	2
Cloning	4
Corporate Lawsuits	11
Homeland Security	9
Homosexuals’ Rights	8
International War on Drugs	19
Internet / Cyber Crime	24
Iraq / Al-Qaeda / War in Iraq	106
Islamic Extremism / Terrorism	60
Israeli / Arab / PLO Issues	22
Microsoft Anti – Trust Litigation	3
Muslim – American Rights	5
No Child Left Behind Act	15
Patriot Act / Civil Liberties	3
Pop Culture Issues	23
Race Relations	19
Rights of Terrorist Detainees	5
Roman Catholic Church Scandals	9
Russia & Chechnya	7
SARS & Mad Cow Disease	5
Stem Cell Research	7
Tort Reform	9
U.S. Economy	90

*N* = 479

**Appendix B**  
**Controversial Issues Articles in TIME as Corroborated with**  
**Public Opinion Polls**

**Table 5: Controversial Issues Articles in TIME, 1973 – 1979, as Represented in the *ANES Guide to Public Opinion and Electoral Behavior* and the *General Social Survey (GSS)***

Controversial Issue	ANES	GSS
Abortion	<b>X</b>	<b>X</b>
Affirmative Action	<b>X</b>	<b>X</b>
Anti – American Sentiment	--	--
Apartheid / South Africa	--	<b>X</b>
CIA / Anti – Marxist Organizations	--	<b>X</b>
Energy Crisis	--	<b>X</b>
Environment	--	<b>X</b>
ERA / Women’s Rights	<b>X</b>	<b>X</b>
Euthanasia	--	<b>X</b>
Homosexuals’ Rights	--	<b>X</b>
Hostage Crisis in Iran	--	<b>X</b>
Israeli / Arab / PLO	--	<b>X</b>
Khmer Rouge / Cambodia	--	--
Leftist Uprisings in Africa, South and Central America	--	<b>X</b>
Panama Canal Dispute	--	<b>X</b>
Race Relations	<b>X</b>	<b>X</b>
School Desegregation / Busing	<b>X</b>	<b>X</b>
South East Asian Refugees	--	<b>X</b>
Unions / Labor Strikes	--	<b>X</b>
U.S. – Cuba Relations	--	--
U.S. Economy	<b>X</b>	<b>X</b>
U.S. Import Policies	--	<b>X</b>
U.S. & USSR Arms Talks	--	<b>X</b>
Vietnam / Aftermath	--	<b>X</b>
Watergate	--	<b>X</b>

**Table 6: Controversial Issues Articles in TIME, 1980 – 1989, as Represented in the *ANES Guide to Public Opinion and Electoral Behavior* and the *General Social Survey (GSS)***

Controversial Issue	ANES	GSS
Abortion / Roe v. Wade	<b>X</b>	<b>X</b>
AIDS	--	<b>X</b>
Apartheid / South Africa	--	<b>X</b>
CIA / Anti – Marxist Organizations	--	<b>X</b>
Environment	--	<b>X</b>
ERA / NOW / Women’s Rights	<b>X</b>	<b>X</b>
Euthanasia	--	<b>X</b>
Famine in Africa	--	<b>X</b>
Homosexuals’ Rights	--	<b>X</b>
Human Rights in China	--	--
International War on Drugs	--	<b>X</b>
Iran – Contra Affair	--	<b>X</b>
Israeli / Arab / PLO Issues	--	<b>X</b>
Labor – Poland / Solidarity	--	--
Leftist Uprisings in Africa, South & Central America	--	<b>X</b>
NASA / Space Shuttle Program	--	<b>X</b>
Northern Ireland / IRA Terrorism	--	--
Race Relations	<b>X</b>	<b>X</b>
Savings & Loan Crisis	--	--
SDI (Star Wars) Initiative	--	<b>X</b>
U.S. / Cuba Relations / Refugees	--	<b>X</b>
U.S. Economy	<b>X</b>	<b>X</b>
U.S. / Middle East Relations	--	<b>X</b>
U.S. / USSR Relations & Arms Talks	--	<b>X</b>
USSR War in Afghanistan	--	--



**Table 7: Controversial Issues Articles in TIME, 1990 – 1999, as Represented in the *ANES Guide to Public Opinion and Electoral Behavior* and the *General Social Survey (GSS)***

Controversial Issue	ANES	GSS
Abortion	<b>X</b>	<b>X</b>
AIDS	--	<b>X</b>
Anti – Smoking Legislation / Tobacco Litigation	--	<b>X</b>
Biological / Chemical / Nuclear War *	<b>X</b>	<b>X</b>
Christian Right in Politics	--	<b>X</b>
Cloning	--	--
Environment	--	<b>X</b>
Euthanasia	--	<b>X</b>
Feminism / NOW / Women’s Rights	<b>X</b>	<b>X</b>
Genocide in Rwanda & Serbia ~	--	<b>X</b>
Gun Control / 2 <sup>nd</sup> Amendment Rights	--	<b>X</b>
Health Care Reform	<b>X</b>	<b>X</b>
International War on Drugs	--	<b>X</b>
Islamic Extremism / Terrorism	--	<b>X</b>
Israeli / Arab / PLO Issues	--	<b>X</b>
Microsoft Anti – Trust Litigation	--	--
NAFTA	--	<b>X</b>
Pop Culture Issues	--	--
Presidential Impropriety / Impeachment	<b>X</b>	<b>X</b>
Race Relations	<b>X</b>	<b>X</b>
School Violence	--	--
South Africa	--	<b>X</b>
U.S. Economy	<b>X</b>	<b>X</b>
U.S. / Middle East / Gulf War	--	<b>X</b>
U.S. / Russia Relations	--	<b>X</b>

**Table 8: Controversial Issues Articles in TIME, 2000 -2003, as Represented in the *ANES Guide to Public Opinion and Electoral Behavior* and the *General Social Survey (GSS)***

Controversial Issue	ANES	GSS
AIDS	--	<b>X</b>
Anti – Tobacco Litigation	--	<b>X</b>
Child Slavery / Prostitution	--	--
Cloning	--	--
Corporate Lawsuits	--	--
Homeland Security	--	--
Homosexuals’ Rights	--	<b>X</b>
International War on Drugs	--	<b>X</b>
Internet / Cyber Crime	--	--
Iraq / Al-Qaeda / War in Iraq	--	--
Islamic Extremism / Terrorism	--	<b>X</b>
Israeli / Arab / PLO Issues	--	<b>X</b>
Microsoft Anti – Trust Litigation	--	--
Muslim – American Rights	--	<b>X</b>
No Child Left Behind Act	--	<b>X</b>
Patriot Act / Civil Liberties	--	--
Pop Culture Issues	--	--
Race Relations	<b>X</b>	<b>X</b>
Rights of Terrorist Detainees	--	--
Roman Catholic Church Scandals	--	--
Russia & Chechnya	--	--
SARS & Mad Cow Disease	--	--
Stem Cell Research	--	--
Tort Reform	--	--
U.S. Economy	<b>X</b>	<b>X</b>

## **Appendix C**

### **Expert Panelists' Consent Letter**

March 16, 2005

Dear Dr. \_\_\_\_\_,

Thank you for your willingness to participate in my research project by completing a brief survey. As I indicated to you during our conversation on February 10, I am most appreciative of your willingness to serve as an expert evaluator for my study.

As I stated during our conversation, the survey will consist of a list of 25 controversial issues for the time period (1973-2003). These issues were identified following an in – depth analysis of over 360 Time and Newsweek magazines and subsequent tabulations to determine the dominant controversial issues featured in both publications. Issues listed on the survey encompass cultural, economic, and / or political aspects of the United States and had the potential of dividing popular opinion.

The survey consists of four pages. Each page contains one decade with its list of 25 controversial issues. The issues are arranged in alphabetical order. Please read over each list and **CHECK –MARK** what you consider are the **10 MOST IMPORTANT** issues for each decade. There is an opportunity on each page for you to write in an issue of your own if you believe it is important in terms of the decade. You may also write in comments under the list if you would like.

Please return the survey to me by Monday April 4, 2005. The self – addressed Inter-office envelop has been given to you for your convenience.

Thank you again for your participation and support of my research. Please do not hesitate to contact me at (865) 691-9747 or [kimsharp507@earthlink.net](mailto:kimsharp507@earthlink.net) if you have any questions.

Sincerely,

Kimberlee Sharp  
Doctoral Candidate  
University of Tennessee, Knoxville  
College of Education, Health, and Human Sciences

**Appendix D**  
**Expert Panelists' Survey**

## **1970's:**

- 1.\_\_\_\_ ABORTION / ROE V. WADE
- 2.\_\_\_\_ AFFIRMATIVE ACTION
- 3.\_\_\_\_ ANTI – AMERICAN SENTIMENT AROUND THE WORLD
- 4.\_\_\_\_ APARTHEID IN SOUTH AFRICA
- 5.\_\_\_\_ CIA / U.S. GOV'T SUPPORT OF ANTI – MARXIST ORGANIZATIONS
- 6.\_\_\_\_ CONDITION OF U.S. ECONOMY
- 7.\_\_\_\_ ENERGY CRISIS
- 8.\_\_\_\_ ENVIRONMENTAL ISSUES
- 9.\_\_\_\_ ERA / NOW / WOMENS' RIGHTS
- 10.\_\_\_\_ EUTHANASIA
- 11.\_\_\_\_ HOSTAGE CRISIS IN IRAN
- 12.\_\_\_\_ ISRAELI / ARAB / P.L.O. RELATIONS
- 13.\_\_\_\_ KHMER ROUGE IN CAMBODIA
- 14.\_\_\_\_ LEFTIST UPRISINGS IN AFRICA, SOUTH & CENTRAL AMERICA
- 15.\_\_\_\_ MINORITIES' RIGHTS / RACE RELATIONS
- 16.\_\_\_\_ PANAMA & U.S. DISPUTE OVER PANAMA CANAL
- 17.\_\_\_\_ RIGHTS FOR HOMOSEXUALS
- 18.\_\_\_\_ SCHOOL DESEGREGATION / BUSING
- 19.\_\_\_\_ SOUTHEAST ASIAN REFUGEES
- 20.\_\_\_\_ UNIONS / LABOR STRIKES / U.S. GOV'T INTERVENTION
- 21.\_\_\_\_ U.S. – CUBA RELATIONS
- 22.\_\_\_\_ U.S. IMPORT POLICIES
- 23.\_\_\_\_ U.S. & U.S.S.R. ARMS CONTROL TALKS
- 24.\_\_\_\_ WAR IN VIETNAM / ITS AFTERMATH
- 25.\_\_\_\_ WATERGATE
- 26.\_\_\_\_ OTHER/ S:

## **1980's:**

1. \_\_\_ ABORTION / ROE V. WADE
2. \_\_\_ AIDS
3. \_\_\_ APARTHEID IN SOUTH AFRICA
4. \_\_\_ CIA SUPPORT OF ANTI - MARXISTS
5. \_\_\_ CONDITION OF U.S. ECONOMY
6. \_\_\_ ENVIRONMENTAL ISSUES
7. \_\_\_ ERA / NOW / WOMENS' RIGHTS
8. \_\_\_ EUTHANASIA
9. \_\_\_ FAMINE IN AFRICA
10. \_\_\_ HUMAN RIGHTS IN CHINA
11. \_\_\_ INTERNATIONAL WAR ON DRUGS
12. \_\_\_ IRAN – CONTRA AFFAIR
13. \_\_\_ RIGHTS FOR HOMOSEXUALS
14. \_\_\_ ISRAELI / ARAB / P.L.O. CONFLICTS
15. \_\_\_ LABOR STRIKES IN POLAND / SOLIDARITY
16. \_\_\_ MINORITIES' RIGHTS / RACE RELATIONS
17. \_\_\_ NASA'S SPACE SHUTTLE PROGRAM
18. \_\_\_ NORTHERN IRELAND / I.R.A. TERRORISM
19. \_\_\_ REAGAN'S S.D.I. (STAR WARS) INITIATIVE
20. \_\_\_ LEFTIST UPRISINGS IN AFRICA, SOUTH & CENTRAL AMERICA
21. \_\_\_ SAVINGS & LOAN CRISIS
22. \_\_\_ U.S. / CUBA RELATIONS / CUBAN REFUGEES
23. \_\_\_ U.S. / MIDDLE EAST RELATIONS
24. \_\_\_ U.S. & U.S.S.R. ARMS CONTROL & HUMAN RIGHTS TALKS
25. \_\_\_ U.S.S.R.'S WAR IN AFGHANISTAN
26. \_\_\_ OTHER/ S:

**1990's:**

- 1.\_\_\_\_ ABORTION
- 2.\_\_\_\_ AIDS
- 3.\_\_\_\_ ANTI – SMOKING LESISLATION / TOBACCO LITIGATION
- 4.\_\_\_\_ CLONING
- 5.\_\_\_\_ ENVIRONMENTAL ISSUES
- 6.\_\_\_\_ EUTHANASIA / DR. KEVORKIAN
- 7.\_\_\_\_ FEMINISM / NOW
- 8.\_\_\_\_ GENOCIDE IN RWANDA & SERBIA
- 9.\_\_\_\_ GUN CONTROL / 2<sup>ND</sup> AMENDMENT RIGHTS
- 10.\_\_\_\_ HEALTH CARE REFORM
- 11.\_\_\_\_ INTERNATIONAL WAR ON DRUGS
- 12.\_\_\_\_ ISLAMIC EXTREMISM / TERRORISM
- 13.\_\_\_\_ ISRAELI / ARAB / P.L.O. RELATIONS
- 14.\_\_\_\_ MICROSOFT ANTI – TRUST LITIGATION
- 15.\_\_\_\_ U.S. ECONOMY
- 16.\_\_\_\_ NAFTA (NORTH AMERICAN FREE TRADE AGREEMENT)
- 17.\_\_\_\_ NELSON MANDELA / WHITES & BLACKS NEGOTIATE IN SOUTH AFRICA
- 18.\_\_\_\_ PRESIDENTIAL IMPROPRIETY / IMPEACHMENT
- 19.\_\_\_\_ RACE RELATIONS / HATE CRIMES / POLICE BRUTALITY
- 20.\_\_\_\_ RISE OF CHRISTIAN RIGHT IN POLITICS
- 21.\_\_\_\_ SCHOOL VIOLENCE
- 22.\_\_\_\_ THREAT OF BIOLOGICAL, CHEMICAL, NUCLEAR WARFARE
- 23.\_\_\_\_ U.S. / MIDDLE EAST RELATIONS / GULF WAR
- 24.\_\_\_\_ U.S. / RUSSIAN RELATIONS
- 25.\_\_\_\_ VULGARITY & VIOLENCE IN POP CULTURE
- 26.\_\_\_\_ OTHER/ S:



**2000 – 2003:**

- 1.\_\_\_\_ AIDS
- 2.\_\_\_\_ CHILD SLAVERY / PROSTITUTION
- 3.\_\_\_\_ CLONING
- 4.\_\_\_\_ EDUCATION: “NO CHILD LEFT BEHIND ACT”
- 5.\_\_\_\_ HIGH – PROFILE CORPORATE LAWSUITS
- 6.\_\_\_\_ HOMELAND SECURITY
- 7.\_\_\_\_ INTERNATIONAL WAR ON DRUGS
- 8.\_\_\_\_ INTERNET ISSUES / CYBER CRIME
- 9.\_\_\_\_ IRAQ – AL QAEDA LINK / WAR IN IRAQ
- 10.\_\_\_\_ ISLAMIC EXTREMISM / TERRORISM
- 11.\_\_\_\_ ISRAELI / ARAB / P.L.O. RELATIONS
- 12.\_\_\_\_ MICROSOFT ANTI – TRUST LITIGATION
- 13.\_\_\_\_ MUSLIM – AMERICANS’ RIGHTS
- 14.\_\_\_\_ PATRIOT ACT / CIVIL LIBERTIES
- 15.\_\_\_\_ RACE RELATIONS / HATE CRIMES / POLICE BRUTALITY
- 16.\_\_\_\_ RIGHTS FOR HOMOSEXUALS
- 17.\_\_\_\_ RIGHTS OF DETAINEES HELD BY U.S.
- 18.\_\_\_\_ U.S. ECONOMY
- 19.\_\_\_\_ SARS & MAD COW DISEASE / QUARANTINING ISSUES
- 20.\_\_\_\_ SCANDAL IN U.S. CATHOLIC CHURCH / PEDOPHILIA
- 21.\_\_\_\_ STEM CELL RESEARCH
- 22.\_\_\_\_ TOBACCO LITIGATION / TEEN ANTI – SMOKING CAMPAIGN
- 23.\_\_\_\_ TORT REFORM
- 24.\_\_\_\_ RUSSIA & CHECHNYA
- 25.\_\_\_\_ VULGARITY / VIOLENCE IN POP CULTURE
- 26.\_\_\_\_ OTHER/ S:

## **Appendix E**

### **Controversial Issues as Selected by the Experts**

**Table 9: Controversial Issues of 1973 – 1979 as Selected by Expert Review Panel**

Controversial Issue	#	%	mean
Abortion / Roe v. Wade	3	100%	
Affirmative Action	3	100%	
Energy Crisis	3	100%	
Environment	1	33%	
ERA / Women's Rights	1	33%	
Hostage Crisis in Iran	3	100%	
Israeli / Arab / PLO Relations	2	66%	
Khmer Rouge in Cambodia	2	66%	
Race Relations in the U.S.	2	66%	
School Desegregation	2	66%	
U.S. Economy	2	66%	
Vietnam and its Aftermath	3	100%	
Watergate	3	100%	
	<i>N</i> = 30		2.31

**Table 10: Controversial Issues of 1980 - 1989 as Selected by Expert Review Panel**

Controversial Issue	#	%	mean
Abortion / Roe v. Wade	2	66%	
AIDS Crisis	2	66%	
Apartheid	2	66%	
Environment	1	33 %	
ERA / NOW / Women's Rights	3	100%	
Famine in Africa	2	66%	
U.S. Economy	3	100%	
International War on Drugs	2	66%	
Israeli / Arab / PLO Relations	2	66%	
Iran – Contra Affair	2	66%	
Labor – Solidarity in Poland	1	33%	
Northern Ireland / IRA Terrorism	1	33%	
Savings & Loan Crisis	2	66%	
SDI (Star Wars)	1	33%	
U.S. / Middle East Relations	1	33%	
U.S. / USSR Arms Talks	2	66%	
USSR War in Afghanistan	1	33%	
	<i>N</i> = 30		1.81

**Table 11: Controversial Issues of 1990 - 1999 as Selected by Expert Review Panel**

Controversial Issue	#	%	mean
Abortion	2	66%	
AIDS	1	33%	
Christian Right in Politics	3	100%	
Genocide in Rwanda & Serbia	3	100%	
Gun Control / 2 <sup>nd</sup> Amend. Rights	3	100%	
Health Care Reform	3	100%	
International War on Drugs	1	33%	
Islamic Extremism / Terrorism	2	66%	
Israel / Arab / PLO	1	33%	
Pres. Impropriety / Impeachment	2	66%	
U.S. / Middle East / Gulf War	3	100%	
School Violence	2	66%	
South Africa Issues	2	66%	
Vulgarity & Violence Pop Culture	2	66%	
	<i>N</i> = 30		2.14

**Table 12: Controversial Issues of 2000 - 2003 as Selected by  
Expert Review Panel**

Controversial Issue	#	%	mean
High Profile Corporate Lawsuits	2	66%	
Homeland Security	2	66%	
Homosexuals' Rights	3	100%	
International War on Drugs	2	66%	
Internet Issues / Cyber Crime	3	100%	
Iraq – Al Qaeda Link / War in Iraq	3	100%	
Islamic Extremism / Terrorism	2	66%	
Israel / Arab / PLO Relations	2	66%	
Patriot Act / Citizen Privacy	2	66%	
Stem Cell Research	3	100%	
Vulgarity & Violence in Pop Cult.	2	66%	
Other: Global Warming	1	33%	
Other: Immigration	1	33%	
Other: Tax Relief	1	33%	
Other: Health Care	1	33%	
<i>N</i> = 30			2.0

## **Appendix F**

### **Journal Scanning Instrument**

**1970's**

1. Abortion / Roe v. Wade
2. Affirmative Action
3. Energy Crisis
4. Hostage Crisis in Iran
5. Israeli / Arab / PLO Relations
6. Khmer Rouge in Cambodia
7. School Desegregation / Race Relations in the U.S.
8. U.S. Economic Issues
9. Vietnam and its Aftermath
10. Watergate

**1980's**

1. Abortion / Roe v. Wade
2. AIDS Crisis
3. ERA / NOW / Women's Rights
4. International War on Drugs
5. Iran – Contra Affair
6. Israeli / Arab / PLO Relations
7. Savings and Loan Crisis
8. Apartheid / South Africa
9. U.S. Economic Issues
10. U.S. / U.S.S.R. Arms Talks / SDI (Star Wars) Initiative



**1990's**

1. Abortion . Roe v. Wade
2. Ethnic cleansing in Serbia and Rwanda
3. Health Care Reform
4. Christian Right in politics
5. Islamic extremism / terrorism
6. South Africa
7. Presidential impropriety / impeachment
8. School violence and gun control
9. U.S. / Middle East / Gulf War
10. Vulgarity and violence in pop culture

**2000 - 2003**

1. High – profile corporate lawsuits
2. international war on drugs
3. internet issues / cyber crime
4. Iraq – Al Qaeda link / War in Iraq
5. Israeli / Arab / PLO relations
6. Islamic extremism / terrorism
7. Patriot Act / Citizen Privacy / Homeland Security
8. Rights for homosexuals
9. stem cell research
10. vulgarity and violence in pop culture

## **Appendix G**

### **Expert – Identified Controversial Issues as Found in NCSS Publications**

**Table 16: Expert – Identified Controversial Issues as Found in Social Education, 1973 – 1979**

<b>Issue</b>	<b>Total</b>
Abortion / Roe v. Wade	1
Affirmative Action	29
Energy Crisis	38
Hostage Crisis in Iran	0
Israeli / PLO / Arab Relations	11
Khmer Rouge in Cambodia	0
School Desegregation / Race Relations	72
U.S. Economic Issues	67
Vietnam & Aftermath	17
Watergate	9
	<b>N= 244</b>

**Table 17: Expert – Identified Controversial Issues as Found in Social Education, 1980 - 1989**

<b>Issue</b>	<b>Total</b>
Abortion / Roe v. Wade	5
AIDS Crisis	7
ERA / NOW / Women's Rights	60
International War on Drugs	5
Iran – Contra Affair	3
Israeli / PLO / Arab Relations	24
Savings and Loan Crisis	1
Africa Issues	80
U.S. Economic Issues	131
U.S. / USSR Arms Talks / SDI	57
	<b>N= 373</b>

**Table 18: Expert - Identified Controversial Issues as Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 1990 - 1999**

Issue	Total
Abortion	2
Christian Right in Politics	5
Ethnic Cleansing in Rwanda & Serbia	26
Health Care Reform	2
Islamic Extremism / Terrorism	10
Presidential Impropriety / Impeachment	1
School Violence/ Gun Control Legislation	16
South Africa Issues	22
U.S. Relations with Israel / Mid. East / Gulf War	24
Vulgarity / Violence in Pop Culture	11
	<b>N= 119</b>

**Table 19: Expert – Identified Controversial Issues as Found in Social Education, Social Studies and the Young Learner, and Middle Level Learning, 2000 - 2003**

Issue	Total
High Profile Corporate Lawsuits	2
International War on Drugs	4
Internet Issues / Cyber Crime	3
Iraq – Al Qaeda / War in Iraq	27
Islamic Extremism / Terrorism	38
Israeli / PLO / Arab Relations	4
Patriot Act / Citizen Privacy / Homeland Security	6
Rights for Homosexuals	4
Stem Cell Research	1
Vulgarity / Violence in Pop Culture	8
	<b>N= 97</b>

## VITA

Kimberlee Anne Sharp was born in Huntsville, Alabama on November 21, 1966, and raised in Dayton, Ohio where she graduated from Wayne High School in 1985. She graduated from Wright State University in 1989 with a Bachelor of Science in Education and a concentration in secondary social studies comprehensive education. In August of 1990, she was employed by Northmont City Schools in Ohio, where she worked as a high school social studies teacher until 1994, and as a middle school social studies teacher until June of 2000. She earned her Master of Education with a concentration in educational leadership from Wright State University in 1995, and was inducted as a member of *Who's Who Among America's Teachers* in 1996.

In October of 2000, she moved to Knoxville, Tennessee to pursue a Doctorate of Education at the University of Tennessee. While completing her doctoral work, she was employed by the University of Tennessee as a graduate assistant for four and a half years, where her primary responsibilities included the supervision of secondary social studies interns and the teaching of social studies field experience seminars. She also worked as an adjunct faculty member for Roane State Community College during the spring semester of 2004. Her doctoral degree in Education with a concentration in teacher education was conferred December 2006.

She and her family presently make their home in Morehead, Kentucky where she is employed as an Assistant Professor of Education teaching elementary and middle grades social studies methods in the Department of Curriculum and Instruction at Morehead State University.