Frans H. Doppen
Associate Professor
Office: McCracken Hall 210B
doppen@ohio.edu

Specialties

Dr. Doppen holds a Ph.D. in Curriculum and Instruction with a specialization Social Studies Education and an Ed.S. in Educational Leadership from the University of Florida. He also holds a Doctorandus degree in Modern History from Utrecht University, the Netherlands. Dr. Doppen teaches courses in curriculum and instruction, middle childhood education, and social studies education. Dr. Doppen is an active member of the College and University Faculty Assembly and President of International Assembly of the National Council for the Social Studies as well as an member of the Executive Board of the Ohio Council for the Social Studies.

Research Interests

His major research interests include civic and global education with a focus on the state of social studies education, issues of national identity, and service learning.

Recent Publications

Doppen, F.H., & Tesar, J.E. (2012). The Mwanje Project: Global Service Learning. *Journal of International Social Studies, 2*(2).

Doppen, F.H. (2012). E Unis Pluribum: The search for diversity in Southeast Ohio. In M. Gail Hickey & Brian Lanahan (Eds.) *Even the janitor is white: Educating for cultural diversity in small colleges and universities* (pp. 169-184). New York, NY: Peter Lang Publishing.

Patterson, N., Doppen, F., & Misco, T. (2012). Beyond personally responsible: A study of teacher conceptualizations of citizenship education. *Education, Citizenship, and Social Justice 7,* 191-206. doi:10.1177/1746197912440856

Misco, T., Patterson, N., & Doppen, F. (2011). Policy in the way of practice: How assessment legislation is affecting social studies curriculum and instruction in Ohio. *International Journal of Education Policy and Leadership 6*(7), 1-13.

Doppen, F.H., Feinberg, J.R., O'Mahony, C., Lucas, A.G., Bohan, C.H., Lipscomb, G., & Ogawa M. (2011). Social studies preservice teachers' citizenship knowledge and perceptions of the U.S. Naturalization Test. Action in *Teacher Education 33*(1), 81-93. doi: 10.1080/01626620.2011.559445

Doppen, F.H. (2010). Incorporating archives in social studies methods. In E.E. Heilman, R. Fruja Amthor, & M.T. Missias (Eds.). *Social studies and diversity education: What we do and why we do it* (pp. 93-95). New York, NY: Routledge.

Doppen, F.H. (2010). Overseas student teaching and national identity: Why go somewhere you feel completely comfortable? *Journal of International Social Studies, 1*(1), 3-19.

Doppen, F.H. (2010). Citizenship education and the Dutch national identity debate. *Education, Citizenship, and Social Justice, 5*(2), 131-143.

Feinberg, J.R., & Doppen, F.H. (2010). High school students' knowledge and notions of citizenship. *The Social Studies, 101*(3), 111-116.

Bohan, C.H., Doppen, F., Feinberg, J., & O'Mahony, C. (2008). Citizens of today and tomorrow: An exploration of preservice teachers' knowledge and their professors' experiences with citizenship. *Curriculum and Teaching Dialogue, 10*(1-2), 117-134.

Doppen, F., Misco, T., & Patterson, N. (2008). The state of K-12 social studies instruction in Ohio. *Social Studies Research and Practice, 3*(3), 1-25.

Doppen, F.H., & Tesar, J. (2008). Social studies preservice teachers' first order documents. *Social Studies Research and Practice, 3*(2), 1-10.

Doppen, F.H. (2007). Now what? Rethinking civic education in the Netherlands. *Education, Citizenship, and Social Justice*, 2(2) 103-118.

Doppen, F.H. (2007). The influence of a teacher preparation program on preservice social studies teachers' beliefs: A case study. *Journal of Social Studies Research*, 31(1), 54-64.

Tesar, J.E., & Doppen, F.H. (2007). Propaganda and collective behavior: Who is doing it, how does it affect us, and what can we do about it? *The Social Studies*, 97(6), 256-261.

Doppen, F.H., Misco, T., Patterson, N.C., &. Minor, K. (2007, July 6). *The state of social studies Instruction in Ohio, grades K-12: A preliminary report for the Ohio board of regents.*

Current Projects

Dr. Doppen is currently engaged in research projects on the state of social studies education, overseas student teaching, the global education, environmental issues, service learning, and perceptions of good citizenship.

Personal Statement

The social studies specialization in the doctoral program in Curriculum and Instruction offers a route to diverse career paths, including university, government and non-profit settings. The program seeks to prepare you to become a scholar, member of an intellectual community, and steward of your profession (Walker, Golde, Jones, Bueschel, & Hutchings, 2008). Its primary objective is to help prepare and qualify you to enter the profession with experiences that demonstrate your readiness to enter a world of scholars. You will be expected to present at the state and national conferences as well as establish an initial publication record in peer-reviewed journals.