

Education

Ph.D. **University of Minnesota (2017) – Major in Curriculum and Instruction – Social Studies (College of Education); Minor in Political Psychology (College of Liberal Arts, Departments of Political Science, Psychology and Journalism) – Dissertation: *Student partisan identity and online discussions*. Accepted June 2017.**

M.Ed. **University of Minnesota (2010) – Curriculum and Instruction – Social Studies**

B.A. **St. Olaf College (2005) – History; Education**

Refereed Publications

Clark, C. H., Schmeichel, M. & Garrett, H. J. (2021). How social studies teachers choose resources for current events instruction. *Harvard Educational Review*, 91(1), 5-37.

Clark, C. H., Schmeichel, M., & Garret, H. J. (2020). Social studies teacher perceptions of news source credibility. *Educational Researcher*, 49(4), 262-272.

Schmeichel, M., Garrett, J., Ranschaert, R., Mcanulty, J., Thompson, S., Janis, S., Clark, C. H. Yagata, S., Bivens, B. (2018). The complexity of learning to teach news media in Social Studies education. *Journal of Media Literacy Education*, 10(2), 86–103.

Clark, C. H. (2018). The impact of student partisan identity over the course of an online controversial issue discussion. *Democracy and Education*, 26 (2), Article 1.

Knowles, R. T., & Clark, C. H. (2018). How common is the common good? Moving beyond idealistic notions of deliberative democracy in education. *Teaching and Teacher Education*, 71, 12–23.

Clark, C. H., Avery, P. G., & Virgin, R. (2017). Uncovering the language of film. *Social Education*, 81(3), 162-165.

Clark, C. H. (2017). Examining the relationship between civic education and partisan alignment in young voters. *Theory & Research in Social Education*, 45(2), 218-247.

Vesperman D. P., & Clark, C. H. (2016). Game theory in the social studies classroom. *The Social Studies*, 107(6), 194-199. doi: 10.1080/00377996.2016.1214901

Clark, C. H., Bordwell, D. T., & Avery, P. G. (2015). Gender and public issue deliberations in named and anonymous online environments. *Journal of Deliberative Democracy*, 11(2), 1-36.

Chapters in Edited Volumes

Barber, C. & Clark, C. H., & Torney-Purta, J. (2021). Learning environments and school/classroom climate as supports for civic reasoning, discourse, and engagement. In Lee, C. D., White, G., & Dong, D. (Eds.), *Educating for civic reasoning and discourse* (pp. 273-318). Washington, DC: National Academy of Education.

- Journell, W. & Clark, C. H. (2019). Political memes and the limits of media literacy. In W. Journell (Ed.), *Unpacking Fake News: An Educator's Guide to Navigating the Media with Students* (pp.109-125). Lanham, MD: Rowman & Littlefield.
- Bordwell, D. T., & Clark, C. H. (2017) Lesson Plan Menu. In S. G. Grant, J. Lee, & K. Swan (Eds), *Teaching social studies: A methods book for methods teachers*. Charlotte, NC: Information Age Publishing.
- Clark, C. H., & Avery, P. G. (2016). The psychology of controversial issues discussions: Challenges and opportunities in a polarized, post-9/11 society. In W. Journell (Ed), *Reassessing the social studies curriculum: Promoting critical civic engagement in a politically polarized, post-9/11 world*. Lanham, MD: Rowman & Littlefield.

Manuscripts Forthcoming/Under Review

- Clark, C. H. (Forthcoming). Civic education's relationship to affective partisan divides later in life. *Education, Citizenship, & Social Justice*. Accepted August 5, 2021.
- Clark, C. H. (Forthcoming). Ideology, information, and political action surrounding COVID-19. In W. Journell (Ed.) *Post-Pandemic Social Studies: How Covid-19 Changed the World and How We Teach*. Teachers College Press.
- Clark, C. H., & Van Kessel, C. (Under Review). Developing students' moral and ethical reasoning.
- Clark, C. H., Schmeichel, M., & Garrett, H. J. (Under review). Social studies teachers' willingness to address controversial current events.

Blogs, Interviews, and Other Media Appearances

- Clark, C.H, Schmeichel, M., & Garrett, H. J. (2021, May 5). The need to understand teacher choices about news media. *Voices in Education: The Blog of Harvard Education Publishing*. Harvard Education Publishing Group
- Interviewed for CPRE Knowledge Hub's *Research Minutes* podcast in 2020: "Ideology and instruction: How teachers perceive news sources."
- Interviewed for *Education Week* on March 5, 2020: "When teaching media literacy, which news sources are credible? Even teachers don't agree."
- Interviewed for AERA Newsroom on March 5, 2020: "Study: Social studies teachers are not 'above the fray' in linking their political views to how they assess news source credibility."
- Interviewed Visions of Education podcast in June of 2020: "Civic education and bridging the partisan divide with Chris Clark"

Teaching and Advising

Assistant Professor, University of North Dakota – Fall 2020 – Present

- Curriculum, Instruction, and Assessment (T&L 345)
- Methods and Materials, Social Studies (T&L 400)

- Learning Environments (T&L 432)
- Field Experience, Social Studies (T&L 486)

Assistant Professor and Social Studies Education Program Coordinator, Northeastern State University, Oklahoma – Fall 2018 – Spring 2020

- Social Studies Program Coordinator
- Social Studies Methods for Secondary Teachers (SOSC 4023)
- Field Supervision of Teacher Candidates
- U. S History to 1877 (HIST 1483) – In person and Online
- CAEP/NCSS Accreditation Social Studies Program Lead
- Organizer of the National History Day Competition, Oklahoma Region 6

Visiting Assistant Professor, University of Georgia – Fall 2017– Spring 2018

- Social Studies Methods (ESOC 4/6360)
- Teaching Political Science, Government, & Citizenship (ESOC 5/7040)
- Initial Field Experiences in Social Studies (ESOC 3450)
- Teaching Social Studies in the Middle Grades (ESOC 4400)
- Field Supervision of Teacher Candidates

Graduate Instructor, University of Minnesota – 2013-2016

- Research Methods in Social Work (SSW 8841)
- The Social Sciences and The Social Studies (CI 5743)
- Advanced Methods of Teaching the Social Studies (CI 5742)
- Social Studies Instruction in the Elementary Grades (CI 5702)

Teacher Candidate Supervisor, University of Minnesota— 2012-2017

American School of Asuncion, Paraguay – July 15, 2010 – July 1, 2012

- Psychology and Philosophy Teacher, 11th and 12th Grades

Minnehaha Academy, Minneapolis, MN – 2006 – 2010

- United States History, Psychology, and Current Events Teacher, 10th-12th Grade

Awards & Grants

2020 Faculty Development Grant, Northeastern State University – Iain Anderson, Farina King, and Christopher Clark, Co-PI's. Indigenous History and Literacy Project. \$7500 for 2020-21 Academic Year.

2015 National Technology Leadership Initiative Fellowship Award, presented by the College and University Faculty Assembly at the annual meeting of the National Council for the Social Studies, New Orleans, LA.

Conferences and Presentations (Selected)

Clark, C. H., Schmeichel, M., & Garrett, H. J. (2021, April). *Social studies teachers' willingness to address controversial current events*. Paper presented at the annual meeting of the American Educational Research Association, Online.

- Clark, C. H., Schmeichel, M., & Garret, H. J. (2019, November). *How social studies teachers choose resources for current events instruction*. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Austin, TX.
- Clark, C. H., Schmeichel, M., & Garret, H. J. (2019, April), *Social studies teacher perceptions of news source credibility*. Paper presented at the annual meeting for the American Educational Research Association, Toronto, ON.
- Clark, C. H. (2018, November). *Reconceptualizing civic education: Attitudes, ideology, identity, and resistance in social studies education*. Session presented to the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Chicago, IL.
- Clark, C. H. (2017, November). *Examining civic education's potential to reduce affective partisan divides*. Paper presented to the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, San Francisco, CA.
- Clark, C. H. (2016, April). *Civic education and partisan alignment*. Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

Professional Service

Executive Director – North Dakota Council for the Social Studies – 2021-Present

National Academy of Education, Civic Discourse and Reasoning Project – 2019- 2021

- Panel facilitator and report writer

Indigenous History and Literacy Project – 2018-Present

- Designing lesson plans focusing on using indigenous primary sources in the K-12 Classroom
- Facilitating workshops for K-12 teachers on historical inquiry and using indigenous primary sources.

Journal Reviewer

- *Theory & Research in Social Education* – 2017-2021
- *YOUNG*
- *American Educational Research Journal* – 2020
- *Peabody Journal of Education* – 2020
- *Democracy & Education* – 2018
- *Education, Citizenship and Social Justice* – 2017

CUFA Graduate Forum Roundtable Discussant – College and University Faculty Assembly of the National Council for the Social Studies

Reviewer for College and University Faculty Assembly of the National Council for the Social Studies

- Annual Conference – 2016 - 2020
- Graduate Student Roundtable – 2015-2016

American Democracy Project Committee – Northeastern State University

- Voter Registration – 2019

Invitational Meeting to Facilitate Research using Large-Scale International Citizenship Studies (sponsored by the Spencer Foundation led by Judith Torney-Purta and Ryan Knowles) – November, 2015

Consulting

Constitutional Rights Foundation of Chicago – 2016

- Designed an evaluation of the ABC civic engagement curriculum.