



**S**am Wineburg is the Margaret Jacks Professor of Education and (by courtesy) of History at Stanford University. In the words of Lee Shulman, past president of the Carnegie Foundation for the Advancement of Teaching, Wineburg “has not merely contributed to our understanding of how history is created, taught and learned; he has nearly single-handedly forged a distinctive field of research and a new educational

literature.” Wineburg directs Stanford’s PhD program in History Education, and is among the leading scholars in the world who study how history is taught and learned. From 2007-2010, he was the founding director of the United States Department of Education’s \$7.5 million National History Education Clearinghouse (<http://teachinghistory.org>). His interdisciplinary scholarship sits at the crossroads of three fields: history, cognitive science, and education, and has appeared in such diverse outlets as *Cognitive Science*, *Journal of American History*, *Smithsonian Magazine*, and the *Los Angeles Times*. His work has been featured on C-SPAN, NPR, WBUR-Boston, and stories about his work have appeared in newspapers across the United States, including the *New York Times* (March 6, 2002), the *Washington Post* (March 9, 2004), *USA TODAY* (Feb. 4, 2008), and the *New Yorker* (June 27, 2011). Educated at Brown University and the University of California/Berkeley, he taught at the high school and middle school levels before completing his PhD at Stanford in Psychological Studies in Education. Following graduate school, he taught at the University of Washington, where he was Professor, Cognitive Studies in Education, and Adjunct Professor, Department of History. In 2002 he returned to Stanford, the same year that his book, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* won the Frederic W. Ness Award from the Association of American Colleges and Universities for work that makes the most important contribution to the “improvement of Liberal Education and understanding the Liberal Arts.” He was a member of the original 1999 National Research Council/National Academy of Science commission that produced the report, *How People Learn: Brain, Mind, Experience, and School*. His work on teacher community with Pam Grossman won the 2002 “Exemplary Research on Teaching and Teacher Education Award” from the American Educational Research Association, and in 2004 he was named as Fellow of the Center for Advanced Study in the Behavioral Sciences (CASBS) and a “Distinguished Lecturer” by the Organization of American Historians. In 2007, he was awarded the American Historical Association’s “William Gilbert Prize” and in 2008 the “James Harvey Robinson Prize,” for the most important scholarship on the teaching of history and the most important teaching innovation, respectively.

<http://sheg.stanford.edu>