Course Description:

This course will provide an introduction to the methodology of historical research in education, and introduction to historical writing about educational issues. It is designed to fulfill the doctoral core requirement for research methods in education for students interested in doing this type of research. Specific topics will include: the historiography of education; working with primary and secondary documents; oral history as method and documentation, quantitative approaches to history; constructing historical narratives; the question of interpretation.

Course Expectations:

This course involves considerable reading, class participation, and writing. Students will read different accounts of historical methodology and debates about history as a field of inquiry, along with important historical/methodological texts that have special relevance to education. While exploring the development of historical writing about education, we will also survey the various theoretical and methodological approaches used by historians of education. An important aim of the course is to clarify what those perspectives are and how they influence perceptions of schools in the past and today. The course expectation is that in pursuing such questions it will become apparent that history is an actively constructed mode of research and analysis.

Each week, students will provide a written reaction to the assigned reading and engage in discussion about the work, including its relevance to various historical problems. Students will also be asked to “start” discussions each week. Assignments also include writing an essay review, and an essay in which students will engage in historical inquiry, utilizing primary and secondary documentation in relation to particular educational problem or issue. The final assignment for the semester will be a historical research proposal.

Assignment due dates will be noted on the class schedule provided below. In addition to the writing assignments to be submitted at these times, please consult the “Discussion Board” web-page on the Blackboard site each week, as there will be a question posted regarding the assigned reading, which you should provide a response of 100 to 200 words.
**Required Books**


M. Howell and W. Prevenier, *From Reliable Sources* (2001)


**Class Schedule and Assignments**

*Class 1 (January 17)*  Introduction & Overview

*Class 2 (January 24)*  What is History?

Gaddis, Chs. 1-4; Essay Review on History & Policy

*Class 3 (January 31)*  Making Sense of Complexity

Gaddis, Chs. 5-8; Tyack on Grammar of Schooling

*Class 4 (February 7)*  History Under Siege

Evans, Chs. 1-3; Lazerson & Rury on Cremin

*Class 5 (February 14)*  Basics of Historical Inquiry & Explanation

Evans, Chs. 4-6; Mann & Women at Antioch

*Class 6 (February 21)*  Limits of History?

Evans, Chs 7 & 8; Rury Essay on Historical Method (Blackboard)

*Class 7 (February 28)*  The Historiography of American Education

Historiographic Essays by Lagemann, Rury, & Kaestle (Blackboard)

*Class 8 (March 6)*  Sources of Historical Knowledge
Howell & Prevenier, Chs. 1 & 2; Tyack & Lowe, Raftery or Goldin Articles

**Review Essay Assignment Due**

*Class 9 (March 13)* Interpretation: Making Sense of the Past

Howell & Prevenier, Chs. 3-5; Katz or Karier Articles

*March 20— Spring Break*

*March 27— AERA:* Discussion of the Practical Task of Research

Booth, Colombs and Williams, Chapter 1; Ritchie, Chapters 1 & 2

*Class 10 (April 3)* Asking the “Right” Question

Booth, Colombs and Williams, Chapter 2; Ritchie, Chapters 3 & 4

*Class 11 (April 10)* Making an Argument

Booth, Colombs and Williams, Chapter 3; Ritchie, Chapters 5 & 6

**Primary Source Inquiry Paper Due**

*Classes 12, 13, 14 (April 17, 24, May 1)* Presentations and Discussion

**Final Proposal Project Due: May 12**