

## EFND 8020: Seminar in History of Education in the United States to 1900

Autumn Semester, 2005  
Tuesdays, 7:00 to 10:30 pm, rooms 609 & 627  
624E

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*About the seminar:* This seminar is intended to provide doctoral-level reading and research in the history of education from the colonial period to the turn of the twentieth century. We will define education somewhat narrowly to mean those means, largely but not exclusively institutional, and always intentional, through which literacies, cultures, understandings, and world-views are passed from generation to generation. Within that definition, we will be as broad as possible, investigating all aspects of education about which the seminar participants have an interest.

### Objectives:

- To deepen understanding of the historical forces that have acted on, and continue to act on, education
- To gain sophistication in using history as a means to understand and improve education
- To acquire skills in historical research methodology
- To understand the historiography of education and the sources of change in historical interpretation
- To increase our capacity to use history as a means to engage in debates over, and reforms of, education
- To hone skills in historical writing and criticism.

For this year, EFND 8020 will be offered simultaneously with EFND 7040, the masters' level survey of the history of U.S. education. The objectives for EFND 7040 will, therefore, also be part of the objectives for this seminar. Be sure to consult the syllabus for EFND 7040 for those objectives, for the course calendar, and to understand the sorts of assignments other people in the joint seminar will be working on.

The courses are being offered simultaneously in order to provide those of you needing doctoral-level coursework an opportunity to gain that sort of work within the study of history. The decision to offer the courses simultaneously, however, does introduce some complications for us. First and foremost, we will not be able, within the regular class time, to delve as deeply into research methodology or historiography as we would if we were meeting as a separate seminar. As a result, as announced to enrollees by e-mail in early August, the students in EFND 8020 will meet for an extra hour each evening before the regular class. Further, since the graduate catalog describes this as covering the history only up to 1900, those portions of the larger seminar that deal with twentieth century education will be optional for students registered for EFND 8020 (specifically, you may choose not to attend during the four weeks between 11 October and 4 November, though you are welcome to attend throughout the semester if you choose).

Requiring an extra hour of seminar time will create some difficulties, particularly for anyone registered for a class just before our seminar on Tuesdays. I will work with individuals to find alternative times to cover the material we will be working on in the special 8020 seminar.

*Assignments and expectations:* In a doctoral-level seminar, I expect participants to read deeply in a topic area of their choosing, to share their research findings with the seminar, and to practice the skills and ethics of high-quality historical research. Since I do not expect most participants to be history majors or deeply conversant with historical research methods, we will spend part of our time as an 8020 seminar talking about research; students in the 7040 section of our joint seminar will not be doing the same sort of assignments, and hence will not be spending time on research methods. While they will be sharing their reading with the seminar, they will not be writing the same sort of seminar paper, and will not be expected to share their research findings as formally as I expect you to do.

There are two distinct assignments for students in 8020, one involving readings to be shared with the joint seminar, the other involving research and writing. For the reading assignment, every student in the joint 7040-8020 seminar will choose two books that they will read individually and be prepared to discuss as appropriate. You will want to choose books that relate to your seminar paper.

The precise research and writing assignment for 8020 seminar participants will be tailored to your exact needs and interests. If in any way this seminar can advance another project you are working on -- a dissertation, a major academic project, a project connected with your workplace -- I will be happy to work with you to fit the seminar paper to that project. In general, however, I will expect a written product that reflects deep research, application of historical insights, awareness of historiographic implications, and adherence to the highest scholarly norms and ethics. I highly encourage seminar papers that utilize both primary and secondary sources; however, given my desire to fit the assignment to your needs, there may be cases in which more intensive work in secondary sources can substitute for work in primary sources.

Seminar papers must, of course, be typed, double-space, with full documentation; in most cases, they should be fifteen to twenty-five pages in length. For reasons we will discuss in the seminar, historians prefer University of Chicago style documentation (or Turabian's condensation of the University of Chicago style). However, if you are preparing your paper for a dissertation or other project that requires another style, I can be convinced to allow latitude.

If you want editorial and substantive feedback prior to submitting the final draft of your paper, a draft must be submitted no later than 15 November, and preferably earlier. Final drafts must be submitted by 6 December.

As noted above, an expectation of a doctoral-level seminar is the sharing of research findings. In that spirit, we will take the last few meetings of our 8020 seminars for each of you to make a fifteen minute presentations of your work. I also encourage you to share your findings with the joint seminar, as appropriate.

*Academic honesty:* All academic work, in this seminar and all others at the university, must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work (see <http://www.uga.edu/ovpi/honesty/acadhon.htm>). In this seminar, questions of academic honesty

apply primarily to plagiarism. Be certain to acknowledge the sources of your ideas, and be very careful that you do not use the exact words of others without quotation marks.