

The University of Georgia  
College of Education

Department of Lifelong Education, Administration, and Policy  
Program in Educational Administration and Policy

Dr. William G. Wraga  
Spring 2009

*EFND 8100 History of Education in the United States:  
Historiography and Research Methods*

**Communications**

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Conferences: At mutual convenience; please schedule in advance.

***Graduate Bulletin Description***

Examines changing historiographic traditions in the history of United States education and provides training in the methods of historical research.

**Course Objectives**

Students will:

1. Explore and critique historiographic trends and fashions in the history of US education in their historical and social contexts.
2. Examine the research methodologies undergirding each historiographic tradition.
3. Deepen their understanding of the history of education by bringing a critical understanding of historiography and historical research to bear on historical literature.
4. Become familiar with and practice a broad range of historical research techniques.
5. Learn to evaluate and critique each research technique in the context of research objectives, available sources, and epistemological considerations.
6. Consider current issues in the philosophy of history.
7. Demonstrate mastery of historical research.

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

## **Required Readings**

Books (On reserve at Main Library and available at the UGA bookstore.)

Gaither, Milton. *American Educational History Revisited: A Critique of Progress*. NY: Teachers College Press, 2003. 0-8077-4290-2

Marius, Richard and Melvin E. Page. *A Short Guide to Writing about History*. 6th ed. NY: Pearson Longman, 2007. 0-673-52348-9

Reese, William J., and John L. Rury. Eds. *Rethinking the History of American Education*. New York: Palgrave Macmillan, 2008. 0-230-60009-3

Course Packet (Available from Bel-Jean 706-548-3648.) (Contents in the probable order we will read them):

Monroe, Paul. *A Text-Book in the History of Education*. NY: Macmillan, 1905. (Excerpts.)

Cubberley, Ellwood P. *Public Education in the United States*. Boston: Houghton Mifflin, 1919. (Excerpts.)

Cubberley, Ellwood P. *The History of Education*. Boston: Houghton Mifflin, 1920. Chapters XXV and XXVI.

Cubberley, Ellwood P. *An Introduction to the Study of Education and to Teaching*. Boston: Houghton Mifflin, 1925. Chapter I.

Bailyn, Bernard. *Education in the Forming of American Society: Needs and Opportunities for Study*. NY: Norton, 1960. "An Interpretation."

Karier, Clarence J. "Business Values and the Educational State." In *Roots of Crisis: American Education in the Twentieth Century*. Ed. Clarence J. Karier, Paul C. Violas, Joel Spring. Chicago: Rand McNally, 1973, pp. 6-29.

Karier, Clarence J. "Liberal Ideology and the Quest for Orderly Change." In *Roots of Crisis: American Education in the Twentieth Century*. Ed. Clarence J. Karier, Paul C. Violas, Joel Spring. Chicago: Rand McNally, 1973, pp. 84-107.

Rury, John L. "The Curious Status of the History of Education: A Parallel Perspective." *History of Education Quarterly*, 46, 4 (Winter 2006), 571-98.

Guttek, Gerald L. "Essay Review: Teaching History and Education." *History of Education Quarterly*, 46, 3 (Fall 2006), 409-417.

Additional materials will be provided by the instructor throughout the semester.

## **Class Activities**

Class sessions will focus on examination of original historic sources and evaluation of secondary historical interpretations. We will conduct the class as a seminar. Seminar sessions will emphasize student interaction with ideas, texts, and each other. All historical texts and interpretations will be subject to analysis and evaluation; deliberation and critique will prevail.

## **Assignments**

Please use *The Chicago Manual of Style*, 15th Edition, the preferred style for historical scholarship, for all of your written work. You are encouraged to submit rough drafts of your written work-in-progress for formative feedback. A revise and resubmit procedure will operate for written work.

### **I. Problems for Further Research (1-2 pp)**

Generate a list of problems, stated as questions or hypotheses, for investigation that relate to the history of education in the United States. Each problem should be clear, feasible, significant, and ethical. Use class readings, discussions, and the syllabus bibliography to identify problems.

### **II. Historiography Essay (2000- 2500 word paper)**

Explain the major trends in the historiography of education in the United States from the early twentieth century to the present. Cite generously from class readings. Papers will be evaluated on focus, coherence, and use of logic and evidence.

### **III. Book Critique (10 minute class presentation)**

Select a work from the syllabus bibliography below (excluding those slated for class discussion) with the approval of the instructor. Present your assessment of the implications of the work in a ten-minute presentation to the class, avoiding a simple summary of the work. Individual presentations will be scheduled throughout the semester.

### **IV. Book Review (1000-1500 word paper)**

Select a work from the syllabus bibliography below (excluding those slated for class discussion) with the approval of the instructor. This can be the same work chosen for the Book Critique assignment. Using the guidelines for preparing a book review in Appendix B of Marius and Page, prepare a book review of this work. Submit at time of your Book Critique.

### **V. History of US Education Seminar Paper (3750-5000 word paper)**

OPTION A: Research and write an original investigation into an aspect of the history of education in the United States. Your paper may focus on an event, topic, theme, person, or any other legitimate historical problem. Explain the problem you are investigating, its significance, existing historical interpretations, the historical context of the problem, the sources used, your findings and their implications for understanding US education past and present. Prior to beginning your research, obtain approval of the focus of your paper from the instructor. Use the Marius and Page book as your guide to this research. Papers will be evaluated on focus, coherence, and use of logic and evidence.

OR

OPTION B: Prepare an extensive original literature review of a particular topic in the history of education in the United States. Explain when and why this literature emerged as an area of historical study, the themes that emerge from this literature, major issues and debates within this literature, and opportunities for further empirical investigation. Prior to beginning your research, obtain approval of the focus of your paper from the instructor. Use the Marius and Page book as your guide to this research. Papers will be evaluated on focus, coherence, and use of logic and evidence.

### **Evaluation/Grading**

Evaluation will comprise formal and informal, formative and summative appraisals of student work. Sources of information about student learning will include instructor observation of small group, whole class, and applied activities, as well as the assignments articulated above. Final grade will be determined according to the following formula:

Class Participation	20%
Assignment I	10%
Assignment II	20%
Assignment III	10%
Assignment IV	10%
Assignment V	30%

Students are expected to complete assigned readings, attend class sessions, participate in class discussions, and submit assignments on time. It is the student's responsibility to make arrangements for finishing missed, late, or incomplete work with the instructor.

### **Academic Honesty**

Academic work in this course must meet the standards contained in *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work. The UGA Student Honor Code reads: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu.ovpi](http://www.uga.edu.ovpi).

## Course Schedule

Session 1 13 January	Introduction
Session 2 20 January	Methods of Historical Research Marius & Page.
Session 3 27 January	The “Celebratory” Tradition Monroe, 1905; Cubberly, 1919, 1920, 1925.
Session 4 3 February	Library-Archives Orientation
Session 5 10 February	Roots of Revisionism Bailyn, 1960.
Session 6 17 February	Revisionism Karier, 1973, 1973.
Session 7 24 February	History of Education Revisited Gaither, Introduction, chaps. 1-3.
Session 8 3 March	History of Education Revisited Gaither, chaps 4-6. <b>Assignment I due.</b>
10 March	Spring Break
Session 9 17 March	History of Education Today Rury, 2006; Gutek, 2006; Reese & Rury, Introduction. <b>Assignment II due.</b>
Session 10 24 March	Current Research Reese & Rury, chaps. 1-4.
Session 11 31 March	Current Research Reese & Rury, chaps. 5-8.
Session 12 7 April	Current Research Reese & Rury, chaps. 9-Epilogue.
Session 13 14 April	Writing clinic
Session 14	One Historian’s Experience

21 April

**Assignment V due.**

Session 15

Conclusions

28 April

### **Selected Bibliography**

*“Fortunately, the basic tools of scholarship are much the same the world over, whether they are used under the ever-ready pigeons on the edge of the roof of the British Museum or in the presence of the white mountain goats that flit among the Gates of the Mountains. Wherever, you had better soon start looking for ‘first-hand sources’ and, in order to discover what they are and where to find them, you had better be good at bibliography.”*

*Norman Maclean, Young Men and Fire, 166.*

### Historical Research and Historiography

Bloch, Marc. *The Historian’s Craft*. NY: Vintage, 1953.

Breisach, Ernst. *Historiography: Ancient, Medieval, and Modern*. 3<sup>rd</sup> Ed. Chicago: University of Chicago Press, 2007.

Brooks, Philip C. *Research in Archives: The Use of Unpublished Primary Sources*. Chicago: University of Chicago Press, 1969.

Carr, Edward Haslett. *What Is History?* NY: Vintage, 1961.

Evans, R. J. *In Defense of History*. NY: Norton, 1999.

Fischer, David Hackett. *Historian’s Fallacies: Toward a Logic of Historical Thought*. NY: Harper, 1970.

Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*. Oxford: Oxford University Press, 2002.

Grafton, Anthony. *The Footnote: A Curious History*. Cambridge: Harvard University Press, 1997.

Howell, M. and W. Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press, 2001.

Iggers, Georg G. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, CT: Wesleyan University Press, 2005.

Lawton, Denis, and Peter Gordon. *A History of Western Educational Ideas*. London: Woburn Press, 2002. Chaps. 1 and 18.

Novack, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical profession*. Cambridge: Cambridge University Press, 1998.

### Biographical Research

Beauchamp, Edward. "Education and Biography in the United States: An Introduction." *Biography* 13 (Winter 1990): 1-5.

Cunningham, Peter. "Innovators, Networks and Structures: Towards a Prosopography of Progressivism." *History of Education* 30 (2001): 433-451.

Depaepe, Marc. "Dymythologizing the Educational Past: An Endless Task in History of Education." *Historical Studies in Education/Revue D'Histoire de L'Education* 9 (1997): 208-223.

Edel, Leon. *Writing Lives*. NY: Norton, 1959/1984.

Garraty, John A. *The Nature of Biography*. NY: Knopf, 1957.

Kridel, Craig. "Biographical and Archival Research in Curriculum." *Journal of Curriculum and Supervision* 7 (Fall 1991): 100-108.

Kridel, Craig, ed. *Writing Educational Biography: Explorations in Qualitative Research*. NY: Garland Publishing, 1998.

Pachter, Marc., ed. *Telling Lives: The Biographer's Art*. Washington, DC: New Republic Books, 1979.

### Research in Education

Fraenkel, Jack R. and Norman E. Wallen. *How to Design and Evaluate Research in Education* NY: McGraw-Hill, 1996.

Jaeger, Richard M., ed. *Complementary Methods for Research in Education*. Washington, DC: American Educational Research Association, 1988.

Lagemann, Ellen C. *An Elusive Science: The Troubling History of Education Research*. Chicago: University of Chicago Press, 2000.

"Scientific Research in Education" [Theme Issue]. *Educational Researcher* 31 (November 2002): 3-29.

### Researching and Writing With Style

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago: University of Chicago Press, 1995.

- Engle, S. Morris. *With Good Reason: An Introduction to Informal Fallacies*. Boston: Bedford/St. Martin's, 2000.
- Strunk, William, and E.B. White. *The Elements of Style*. NY: Macmillan, 1972.
- Williams, Joseph M., Jr. *Style: Toward Clarity and Grace*. Chicago: University of Chicago Press, 1995.
- Zinsser, William. *On Writing Well*. 5th ed. NY: HarperPerennial, 1994.
- Writing According to a Style
- The Chicago Manual of Style*. 15th ed. Chicago: University of Chicago Press, 2003.
- Publication Manual of the American Psychological Association*. 4th ed. Washington, DC: APA, 1994.
- History of Education in the United States (highly selective sample)
- Altenbaugh, Richard, ed. *Historical Dictionary of American Education*. Westport, CT: Greenwood Press, 1999.
- Anderson, James D. *The Education of Blacks in the South, 1860-1935*. Chapel Hill: University of North Carolina Press, 1988.
- Angus, David L., and Jeffrey Mirel. *The Failed Promise of the American High School, 1890-1995*. NY: Teachers College Press, 1999.
- Beineke, John A. *And There Were Giants in the Land: The Life of William Heard Kilpatrick*. NY: Peter Lang, 1998.
- Callahan, Raymond E. *Education and the Cult of Efficiency*. Chicago: University of Chicago Press, 1962.
- Chapman, Paul Davis. *Schools as Sorters: Lewis M. Terman, Applied Psychology, and the Intelligence Testing Movement, 1890-1930*. NY: New York University Press, 1988.
- Cremin, Lawrence A. *The Transformation of the School: Progressivism in American Education, 1876-1957*. NY: Knopf, 1962.
- Cremin, Lawrence A. *American Education: The Colonial Experience, 1607-1783*. NY: Harper & Row, 1970.
- Cremin, Lawrence A. *American Education: The National Experience, 1783-1876*. NY: Harper & Row, 1980.
- Cremin, Lawrence A. *American Education: The Metropolitan Experience, 1876-1980*. NY: Harper & Row, 1988.

- Cuban, Larry. *How Teachers Taught: Constancy and Change in American Classrooms, 1880-1990*. 2<sup>nd</sup> ed. NY: Teachers College Press, 1993.
- Herbst, Jurgen. *The Once and Future School: Three Hundred and Fifty Years of American Secondary Education*. NY: Routledge, 1996.
- Kaestle, Carl. *Pillars of the Republic: Common Schools and American Society, 1780-1860*. NY: Hill and Wang, 1983.
- Katz, Michael. *The Irony of Early School Reform*. Cambridge, MA: Harvard University Press, 1968.
- Krug, Edward A. *The Shaping of the American High School, 1880-1920*. Madison: University of Wisconsin Press, 1969. Originally published in 1964.
- Krug, Edward A. *The Shaping of the American High School, 1920-1941*. Madison: University of Wisconsin Press, 1972.
- Labaree, David F. *The Making of an American High School: The Credentials Market and the Central High School of Philadelphia, 1838-1939*. New Haven: Yale University Press, 1992.
- Lagemann, Ellen Condliffe. *An Elusive Science: The Troubling History of Education Research*. Chicago: University of Chicago Press, 1983.
- Ravitch, Diane. *The Troubled Crusade: American Education, 1945-1980*. NY: Basic Books, 1983.
- Ravitch, Diane. *Left Back: A Century of Failed School Reforms*. NY: Simon & Schuster, 2000.
- Raywid, Mary Ann. *The Ax-Grinders: Critics of Our Public Schools*. NY: Macmillan, 1962.
- Reese, William J. *The Origins of the American High School*. New Haven: Yale University Press, 1995.
- Rudolph, Frederick. *The American College and University: A History*. NY: Vintage, 1962.
- Rudolph, John L. *Scientists in the Classroom: The Cold War Reconstruction of Science Education*. NY: Palgrave Macmillan, 2002.
- Rury, John L. *Education and Social Change: Themes in the History of American Schooling*. Mahwah, NY: Lawrence Erlbaum, 2005.
- Semel, Susan, and Alan R. Sadovnik, eds. *Schools of Tomorrow, Schools of Today: What Happened to Progressive Education*. NY: Peter Lang, 1999.
- Spring, Joel. *The American School, 1642-1990*. White Plains, NY: Longman, 1990.

- Thelen, John R. *A History of American Higher Education*. Baltimore: Johns Hopkins University Press, 2004.
- Tolley, Kim. *The Science Education of American Girls*. NY: RoutledgeFalmer, 2003.
- Tyack, David. *The One Best System: A History of American Urban Education*. Cambridge, MA: Harvard University Press, 1974.
- Tyack, David and Larry Cuban. *Tinkering Toward Utopia: A Century of Public School Reform*. Cambridge: Harvard University press, 1995.
- Tyack, David and Elisabeth Hansot. *Managers of Virtue: Public School Leadership in America, 1820-1980*. NY: Basic Books, 1982.
- Urban, Wayne and Jennings Wagoner. *American Education: A History*. Boston: McGraw Hill, 200.
- Winterer, Caroline. *The Culture of Classicism: Ancient Greece and Rome in American Intellectual Life*. Baltimore, MD: Johns Hopkins University Press, 2002.
- Zilversmit, Arthur. *Changing Schools: Progressive Education Theory and Practice, 1930-1960*. Chicago: University of Chicago Press, 1993.