



HISTORICAL RESEARCH IN AMERICAN EDUCATION

Course number: EPSF 9850 CRN 91837

Fall 2023, Mon. 4:30-7:00pm, On campus

Instructor Information: Dr. Chara Haeussler Bohan
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Office Hours: By appointment, via Zoom
Mondays 1-3pm

Course Description

This course provides a historical overview of American education, based upon secondary and primary source readings. The course also includes for each student, an in-depth thematic review of secondary literature in a particular subfield of American education history, a critique of a dissertation in a selected subfield of education history, an examination of purpose and nature of the work of historians as well as theoretical lenses in the field of history, and an understanding of historical research methods. Students will also learn about the various archival repositories in the Metro-Atlanta area. Students will write a research paper in the field of education history to be submitted and presented at an academic conference.

Catalog Description: Historical Research in American Education. Requirement: A minimum grade of "C" is required for this course. Students study selected problems and issues in American education. Primary and secondary source materials are used, and students present their findings to the class for discussion and critique. 3.000 Credit hours

The course syllabus provides a general plan for the course; deviations may be necessary.

Required Textbooks

The core knowledge base for the course will be rooted in academic disciplines, the broad theoretical fields of education and history. The course has 5 required textbooks on the syllabus.

- | Author | Title | Publisher | ISBN |
|---|--|------------------------------|---------------------|
| 1. Patricia Graham, | <i>Schooling America: How the Public Schools Meet the Nation's Changing Needs</i> (2005), | Oxford University Press, | ISBN 978-0195315844 |
| 2. Andrew Milson, Chara Bohan, Perry Glanzer, J. Wesley Null, (eds) | <i>American Educational Thought: Essays from 1640-1940</i> (2010), | Information Age Publishing, | ISBN 978-1607523659 |
| 3. Anna Green and Kathleen Troup, | <i>The Houses of History: A Critical Reader in History and Theory</i> , 2 nd edition, (2016), | Manchester University Press, | ISBN 978-0719096211 |
| 4. Michel-Rolph Trouillot, | <i>Silencing the Past: Power and the Production of History</i> , 2 nd ed. (2015), | Beacon Press, | ISBN 978-0807080535 |
| 5. Zachary Schrag, | <i>The Princeton Guide to Historical Research</i> (2021), | Princeton University Press, | ISBN 978-0691198224 |

Required Articles and Chapters

Keep in mind that your professor loves hard copies (research studies show that students retain information better when read in print than on a computer), so every effort will be made to make sure students can have access to a pdf, if not a hard copy! The pdf copies will also be placed on ICollege.

1. Irving Seidman's *Interviewing as Qualitative Research*, 5th ed. (NY: Teachers College Press, 2019), 7-32.
2. Christine Bombaro, *Finding History: Research Methods for Students and Scholars* (Lanham, MD: Scarecrow Press, 2012), 31-50, 156-7.

Course Objectives & Design of the Course

The primary course objective is simple: students will develop advanced knowledge of the nature of historical research in American education – and acquire a passion for it!

Other course objectives include:

1. Exhibit oral and written knowledge of historical research in education.
2. Understand and utilize archival materials and/or oral history methods when conducting historical research.
3. Communicate ideas and chronology in oral and written format about American education history, historians, and corresponding historical theories.
4. Demonstrate an ability to synthesize research and think critically about the field of historical research in education.
5. Draft, revise, and produce a polished research manuscript on a particular subfield in American education history.

Access & Accommodations Center for Differently Abled/Disabled Students

Students who wish to request accommodation for a disability may do so by registering with the Access and Accommodations Center. Students may only be accommodated upon issuance by the [Access and Accommodation Center](#) of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Please notify me, the instructor, of your situation in person and/or via email. Please know that as a professor and a human, I am very understanding as I raised a child with a verbal language learning disorder. She is now a Dean's List student in college, so I know first-hand that figuring out how to get assistance is critical to success. The Center can be reached at <https://access.gsu.edu/>

Cultural Diversity

As your teacher, I value human diversity in my classes whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. I promise to respect the value of every student in this class, and all of my students are encouraged to share his, her, or their unique perspective as an individual, not as a representative of any category. In this class, we will discuss material that respect and celebrate diversity of thought, background, and experience. One part of graduate education is to challenge assumptions and sometimes to engage in challenging ways of looking at issues. If, however, you ever feel uncomfortable regarding content or perspectives that are presented or discussed, I encourage you to contact me so that we can discuss those feelings. I would like to use your preferred language when addressing you, so please let me know your

preferred name (and/or the pronunciation of that name) and let the class know your preferred gender pronouns. Example, Dr. Chara Bohan (pronounced CAR-A BOW-HAN, like Lindsey Lohan). I use “she, her, hers”.

Title IX Considerations

Consideration is given to [Title IX](#). For example, the university has developed a [guidance document](#) for faculty and program leaders on how to respond to requests by pregnant and parenting students for class or program adjustments under Title IX. The document is intended to help navigate the obligations Title IX imposes regarding pregnant and parenting students. Quiet children 😊 are always welcome, both online or in person.

Student Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The [Embark program at GSU](#) provides resources for students facing homelessness.

Technology

This class will provide ample opportunities to engage technology for the purpose of facilitating learning. We will make use of web-based resources and internet-based communications. All students are expected to have access to the internet, either at home or to avail themselves of access at the numerous public labs on campus. Most often students are savvier about technology than your history-loving, paper document obsessed professor. Tech advice welcome! Students who experience technological problems can send an email to help@gsu.edu.

Criteria on Academic and Professional Integrity

Georgia State University’s policy on academic honesty states that “...students be honest and that they submit for credit only the products of their own efforts.” Any questions related to academic honesty will be subject to the Policy on Academic Honesty as stated in the Georgia State University Catalog. Please know that I use the Turnitin Feature on ICollege and it is a plagiarism detection program, which also checks for AI generated work such as ChatGPT. You are not allowed to use generative AI tools like ChatGPT for any work in this course, including both graded and ungraded work. Prohibitive AI usage includes idea or text generation, writing or revising your work, development of media assets, or data analysis and presentation. The link to the GSU policy is: <http://education.gsu.edu/student-services/academic-honesty/>

Teaching Strategies

This course will consist of discussion, presentations, and small group work. The instructor for the course will facilitate these activities and provide feedback for each student. We will have a discussion session in most class meetings. Each discussion session will open with instructor comments, designed to summarize as well as open a critical group dialogue about the readings. The instructor will facilitate student work on individual class projects via email communication and, if necessary, additional meeting time.

Learning Opportunities / Assignments

All writing assignments should be double-spaced, Times New Roman, 12-point font, 1-inch margins. Use Chicago Manual of Style, 17th (preferred by historians) or APA 7th (American

Psychological Association, preferred by educationists) for formatting. I edit a journal and have a laser eye, as well as a tendency to point out strengths and errors. The rubric for evaluating essays is available in course materials. Pay careful attention to title page, headings, and references. Place your NAME on the actual document on a title page. The document will be printed, read, and corrected by hand 😊, and then scanned and returned back as a pdf. All written papers are evaluated on a rubric that includes four criteria: 1) logic and originality, 2) mechanics, spelling and grammar, 3) writing style and prose clarity, and 4) critical insights from readings and research evidence.

#1 Critique of Dissertation in Historical Subfield–Weight: 20% - Due Oct. 9, 2023 at 11:59pm to ICollege.

Review a historical dissertation written by a Georgia State University, College of Education Ph.D. graduate. Briefly describe the general theme of the dissertation (1 page) and note the arguments that the author is putting forth. Place the work in historical context using the Graham book, or other historical text. Provide illustrations of the evidence that author uses to support themes and claims in the dissertation. Consider the advice Schrag offers on using multiple sources, inherent bias in sources, and how these might be mitigated. Evaluate the work. Is it convincing? Why or why not? Would it be possible for you to write a comparable dissertation? Why or why not? Write a 5-7 page review of the dissertation.

To assist with the dissertation search, at the end of the syllabus, I have provided under section F a listing of potential dissertations to review. At GSU, there are two databases to access for dissertations. 1) For GSU dissertations completed after 2005 Scholarworks is the most complete and easiest to use database. It can be accessed via: [ScholarWorks@ Georgia State University](#). Scholarworks is also a repository of faculty writings and doctoral students can also post their own publications on the site with the assistance of GSU librarian/Assoc. Dean Laura Burtle. She will request permission from the publisher to house your publications. 2) The other database is an international database, commonly called ProQuest. According to ProQuest, it provides a comprehensive collection of dissertations and theses from around the world, spanning from 1743 to the present. It can be accessed via the GSU library page under the database search page, look for “D” and then scroll down to **Dissertations and Theses A&I**. As direct links sometimes don’t work because of login requirements, it is best to go to the GSU library webpage and navigate from there. You can actually locate my 1999 dissertation on Lucy Maynard Salmon on the ProQuest database, which notes, “The manuscript has been reproduced from the microfilm master.” Way to make the professor feel old! At least the dissertation was not completed on a typewriter, although I did intentionally select a font that resembled typewriter font.

#2 Find a Collection & Apply Theoretical Lens Assignment–Weight 20% - Due Nov. 13, 2023, at 11:59pm to ICollege.

Find an archival collection, and then select a box/folder to examine carefully. It is best to work with the GSU Special Collections and an archivist such as Morna Gerrard (Women’s/Gender & Sexuality) mgerrard@gsu.edu, Laurel Bowen (University Archivist) lbowen@gsu.edu, or Lisa Vallen (Southern Labor) evallen@gsu.edu for this assignment. Special Collections has many archives pertaining to education, as well as other topics such as race, women, and gender. When we visit the GSU Special Collections on the 8th floor of Library South, we will be introduced to an Education Subject Guide and given a link that will connect to various finding aides. We will also tour various search engines. Once you have narrowed down your materials, describe the specific collection and the contents of the box and/or folder you have selected. How might a positivist or constructivist lens impact how you analyze the contents? Then select two theoretical

lenses from Green & Troup or Trouillot through which to view the materials (e.g. Positivist/Scientific, Constructivist, Narrative/Storytelling, Marxist, Feminist, Postcolonial, etc.). Write at least one paragraph about the collection for each of the two theoretical lenses. How do these two lenses alter how you view these materials? Write a 5-page manuscript.

#3 Final Historical Research Paper–Weight: 40% - Due Dec. 4, at 11:59pm to ICollege.

Using the *History of Education Quarterly* as a guide, write a 15-20-page research manuscript in a subfield of the history of education. Use primary source materials that are available to you. It is highly recommended that you use the GSU Special Collections, however, several archival sources are within walking/driving distance of the GSU campus. These include:

1. Special Collections at the GSU library (8th Floor Library South)
2. Auburn Avenue Research Library on African American Culture
3. Jimmy Carter Presidential Library
4. Atlanta History Center (Kenan Research Center)
5. Atlanta University Center Robert W. Woodruff Library
6. Georgia Archives (Morrow, GA)
7. National Archives in Atlanta (across street in Georgia Archives, Morrow, GA)
8. Emory University Archives – MARBL
9. Atlanta Public School Archives (APS Center for Leadership & Learning)
10. University of Georgia Archives (Hargrett Library)
11. Georgia College and State University Archives (Milledgeville, GA)

ONLINE ARCHIVES/Materials – too many to list, see Schrag, p. 174-182; Bombaro, 31-50, 136-149

12. ArchivesGrid, - put in topic and tells you where archives are related to topic
13. HathiTrust, - international database 16 million volumes/GSU library database
14. Proquest's Historic Newspapers

Local schools can be sources of information about education history, as well as veteran teachers. The Oral History Association (OHA) used to be housed in the GSU history department (until Dr. Cliff Kuhn passed away), and the OHA website has a link to conducting oral histories in the digital age. There is so much information available, the challenge will be to narrow down your topic, so that the project can be completed in one semester. If the topic is of interest, the research may become the basis for a dissertation project.

#4 Participation Opportunity: Discussion & Attendance – Weight: 20%

Students will be expected to participate in all class discussions, both online and on campus in a manner that promotes respectful dialogue. In order to participate in class discussion, students must attend class. Thus, attendance comprises your participation grade and has a significant weight in your overall grade. In addition, participation will be graded in terms of quality (demonstrating critical engagement with the assigned readings, course material, and discussion topic). I keep a sign-in sheet and record attendance at the beginning of class. Each absence will result in a deduction of your participation grade. In graduate school, excused and unexcused absences do not exist – you are either present or not present! If class meets online, students will be expected to keep cameras on and to be fully present and attentive. Three or more absences is unacceptable. Exceptions will be granted for documented emergencies.

Evaluation

Classroom Policies:

Meeting assignments in a timely manner is important.

Policy on late work – As a teacher, you will not want to be burdened with grading late work. So, remember the golden rule, and turn assignments in on the due date. Assignments turned in late will be subject to a grade deduction. Writing style, grammar, and spelling will be evaluated and treated as meaningful components of written work. Demonstration of your written abilities is critical.

Cell Phones –Please do not allow cell phones to ring in class/on line as they can disturb others. The classroom should be a comfortable environment to freely express ideas and opinions, so feel welcome to speak honestly and openly.

Laptops– You may bring a laptop to take notes, but you should not surf the web or check email during class. If laptops become distracting, the instructor reserves the right to request that they not be used in class.

Assessment

- #1 Critique of Dissertation– 20%
 - #2 Collection & Theoretical Lens 20%
 - #3 Final Paper– 40%
 - #4 Participation – 20%
-
- Total = 100%

Grading Scale

A+	98-100	B+	88-89 percent	C+	78-79 percent	D+	68-69 percent
A	94-97 percent	B	84-87 percent	C	74-77 percent	D	64-67 percent
A-	90-93 percent	B-	80-83 percent	C-	70-73 percent	D-	60-63 percent

Student Evaluation of Instruction: Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.

Conference Options:

1. Southern History of Education Society (SHOES, Columbia, SC, March 2024). Always FREE.
2. Organization of Educational Historians (OEH –virtual, Sept. 29-30, 2023).
3. History of Education Society (HES – Atlanta, GA, Nov.1-5, 2023, Loews Atlanta Hotel).
4. Society of Philosophy and History of Education SOPHE/International Society for Educational Biography ISEB (Oklahoma City, OK, Oct. 3-5, 2023).
5. The National Council for the Social Studies: College and University Faculty Assembly (NCSS: CUFA, Nashville, TN, Nov. 29-Dec. 3, 2023).

Readings in Historical Subfields: Select One Subfield

A. Oral history:

Articles:

John Bodnar, "Generational Memory in an American Town," *Journal of Interdisciplinary History* 26 (Spring 1996): 619-637.

Jack Dougherty, "From Anecdote to Analysis: Oral Interviews and New Scholarship in Educational History," *Journal of American History* 86 (September 1999): 712-723.

Antoinette Errante, "But Sometimes You're Not Part of the Story: Oral Histories and Ways of Remembering and Telling," *Educational Researcher* 29 (March 2000): 16-27.

Philip Gardner, "Oral History in Education: Teacher's Memory and Teacher's History." *History of Education*, 32, 2 (2003): 175-188.

Books:

Donald Ritchie, *Doing Oral History: A Practical Guide*. 3rd ed. Oxford University Press (2014).

Paul Thompson, *The Voice of the Past*. 3rd Ed. (New York: Oxford University Press 2009).

See also: <http://www.oralhistory.org/>

B. Biography and Autobiography:

Articles:

Jacquelyn Dowd Hall, "'You Must Remember This': Autobiography as Social Critique," *Journal of American History* 85 (September 1998): 439-465.

Craig Kridel, "Biographical Meanderings: Reflections and Reminiscences on Writing Educational Biography," *Vitae Scholasticae: The Journal of Educational Biography*, 25 (2008): 5-16.

Vitae Scholasticae: The Journal of Educational Biography is an important journal in the field of educational biography. Chara Bohan, along with several doctoral students, has published several biographies of educators in this journal. Subjects include: Rachel Davis DuBois (forthcoming with Charles Hight). Dr. Yali Zhao (2016, with John Crumb), Dr. Alonzo Crim (2014, with Lauren Bradshaw), Elizabeth Jennings (2013, with Katherine Perrotta).

Books:

Pierre Dominice, *Learning from our Lives: Using Educational Biographies with Adults*, (San Francisco, Jossey-Bass, 2000).

Nigel Hamilton, *How to Do Biography: A Primer*, (Boston: Harvard University Press, 2008).

+Craig Kridel, ed., *Writing Educational Biography: Explorations in Qualitative Research*, (New York: Garland Press, 1998).

C. Gender:

Articles:

Chara Haessler Bohan, "Gender and Feminist Scholarship: A Dynamic Theoretical Framework Living on the Edges." In M. M. Manfra and C. M. Bolick (Eds), *Handbook of Social Studies Research*, (Boston, MA: Wiley-Blackwell, 2017), 227-253.

Patricia A. Carter, "From Single to Married: Feminist Teachers Response to Family/Work Conflict in New York City." *History of Education Quarterly* 56, (February 2017): 171-195.
<https://doi.org/10.1111/hoeq.12148>

Mary Ann Dzuback, "Gender and the Politics of Knowledge," *History of Education Quarterly* 43 (Summer 2003): 171-195.

+Linda Eisenmann, "Creating a Framework for Interpreting U.S. Women's Educational History: Lessons from Historical Lexicography," *History of Education* 30 (2001): 453-470.

Linda Eisenmann, "Educating the Female Citizen in a Post-war World: Competing Ideologies for American Women, 1945-1965," *Educational Review* 54 (2002): 133-141.

Cheryl Glenn, "Truth, Lies, and Method: Revisiting Feminist Historiography," *College English* 62 (January 2000): 387-389.

Joyce Goodman, "Troubling Histories and Theories: Gender and the History of Education," *History of Education*, 32, 2 (2003): 157-174.

Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91 (December 1986): 1053-1075. [See also the December 2008 issue of the *American Historical Review* for essays in response to Scott's 1986 article.]

Books:

Chara Haeussler Bohan, *Go to the Sources: Lucy Maynard Salmon and the Teaching of History*, New York: Peter Lang, 2004).

Patricia A Carter. "Everybody's Paid But the Teacher": *The Teaching Profession and the Women's Movement*. (New York: Teachers College Press, 2002).

M. S. Crocco & O. L. Davis, Jr. (Eds.) *'Bending the future to their will': Civic Women, Social Education, and Democracy*, (Lanham, MD: Rowman and Littlefield, 1999).

Kristina Llewellyn, *Democracy's Angels: The Work of Women Teachers* (Montreal, CA: McGill-Queens University Press, 2012).

Kathryn Kish Sklar. *Women's Rights Emerges within the Antislavery Movement, 1830-1870, 2nd ed.* (New York: Bedford St. Martins, 2019).

+Barbara Solomon, *In the Company of Educated Women* (New Haven, Yale University Press, 1986).

D.

Race:

Articles:

Derrick P. Alridge, "The Dilemmas, Challenges, and Duality of an African-American Educational Historian," *Educational Researcher* 32 (December 2003): 25-34.

+Frederick Chambers, "Histories of Black Colleges and Universities," *Journal of Negro History* 57 (July 1972), 270-275.

Margaret Smith Crocco and Cally L. Waite, "Education and Marginality: Race and Gender in Higher Education, 1940-1955." *History of Education Quarterly* 47, 1 (Feb 2007): 69-91.

+John Hope Franklin, "Whither Reconstruction Historiography?," *The Journal of Negro Education* 17 (Autumn 1948): 446-461.

Jon N. Hale, "Reconstructing the Southern Landscape: The History of Education and the Struggle for Civil Rights in Charleston, South Carolina." *History of Education Quarterly* 56, no. 1 (2016): 163-71. doi:10.1111/hoeq.12158.

Darlene Clark Hine, "Carter G. Woodson, White Philanthropy and Negro Historiography," *The History Teacher* 19 (May 1986): 405-425.

Philo Hutcheson, "Confessions of a Positivist: How Foucault Led Me to a Meta-narrative about School Desegregation," *History of Education Quarterly* 52 (February 2012): 1-28.

Victoria-Maria MacDonald, "Hispanic, Latino, Chicano, or 'Other'?" Deconstructing the Relationship between Historians and Hispanic-American Educational History," *History of Education Quarterly* 41 (Fall 2001): 365-413.

Adah Ward Randolph, "African-American Education History—A Manifestation of Faith," *History of Education Quarterly* 54 (Fall 2014): 1-18.

Books:

+James D. Anderson, (1988). *The Education of Blacks in the South, 1860-1935*. University of North Carolina-Chapel Hill Press: Chapel Hill, NC.

Sarah Case. *Leaders of their Race: Educating Black and White Women in the New South*. (Urbana: University of Illinois Press, 2017).

Wayne Urban, ed., *Southern Education in the 20th Century: Exceptionalism and its Limits*, (New York: Garland Press, 1999).

Christine Woysner & Chara Haeussler Bohan (Eds.) *Histories of Social Studies and Race, 1865–2000*. (New York, Palgrave MacMillan, 2012).

E. **School-Based Studies:**

Articles:

Lester F. Goodchild and Irene Pancner Huk, "The American College History: A Survey of Its Historiographic Schools and Analytic Approaches from the Mid-Nineteenth Century to the Present," in *Higher Education: Handbook of Theory and Research*, ed. John C. Smart, vol. 6 (New York: Agathon Press, 1990), 201-290.

Philo A. Hutcheson, "Reconsidering the Community College," *History of Education Quarterly* 39 (Autumn 1999): 307-320.

Paul Mattingly, James Anderson, Robert Church, & Marilyn Tobias, "Renegotiating the Historical Narrative: The Case of American Higher Education," *History of Education Quarterly* 44 (Winter 2004): 577-596.

Jana Nidiffer, "Poor Historiography: The 'Poorest' in American Higher Education," *History of Education Quarterly* 39 (Autumn 1999): 321-336.

John R. Thelin, "Beyond Background Music: Historical Research on Admissions and Access in Higher Education," in *Higher Education: Handbook of Theory and Research*, ed. John C. Smart, vol. 6 (New York: Agathon Press, 1990), 349-380.

Books:

+Lawrence Cremin, *American Education*, 3 volumes: The Colonial Experience 1607-1783, The National Experience 1783-1876; The Metropolitan Experience, 1876-1980 (New York: Harper and Row).

Philo Hutcheson, *A People's History of American Higher Education*. (New York: Routledge, 2020).

Christopher Lucas, *American Higher Education: A History*. (New York: St. Martin's Griffin, 1994).

Margaret Cain McCarthy, *History of American Higher Education*. (New York: Peter Lang, 2011).

+Frederick Rudolph, *The American College & University*. (Athens: University of Georgia Press, 1962).

John R. Thelin, *A History of American Higher Education*, 3rd ed. (Baltimore: The Johns Hopkins University Press, 2019).

+Laurence Veysey, *The Emergence of the American University*. (Chicago,IL: University of Chicago Press, 1970)

+ denotes a classic work in the field.

- F. **Sample Dissertations at GSU:** look up professors Philo Hutcheson, Deron Boyles, or Chara Bohan in CEHD. Two Locations: 1. Scholarworks@gsu.edu (post 2005) and 2. Dissertations and Theses @ Georgia State University (pre 2005 – library database).

Michael Bieze, "Booker T. Washington and the Art of Self-Representation."

Lauren Bradshaw, “Practical Paternalism: G. Gunby Jordan’s Quest for a Vocational School System in Georgia.”

Linda Buchanan, “Not Harvard, Not Holyoke, Not Howard: A Study of the Life and Death of Three Small Colleges.”

Laurita Burley, “Reconceptualizing Profession: African American Women and Dietetics at Tuskegee Institute, 1936-1954.”

W. James Burns, “We must grow our own artists: Mary-Russell Ferrell Colton, North Arizona’s art educator and advocate.”

Nancy Cheal, “Medicine and Nursing: Professions Bound by Gender, Prescribed by Society.”

James A. Chisholm, Jr., “Unheralded Historian: Mary Sheldon Barnes and Primary Source Material in History Books.”

Kristina Clement, “More than free speech: Politics, higher education, and the First Amendment.”

Tanya Crawford, “Living Legacies: A Historical Analysis of the Atlanta Nine who Desegregated Atlanta Public Schools.”

Permeil Dass, “Deciphering Franklin Roosevelt’s Educational Policies During the Great Depression (1933-1940).”

Erica DeCuir, “The Louisiana Educational Assessment Program (LEAP): A Historical Analysis of Louisiana’s High-Stakes Testing Policy.”

Nicholas Eastman, “Lost Ground: Neoliberalism, Charter Schools, and the End of Desegregation in St. Louis, Missouri.”

Elizabeth Firestone, “Where the Portraits on the Wall are Women: The Personal Reflections of Return to College Women Who Attended a Southern Women’s College, 1974-1981.”

F. Stuart Gulley, “Academic President as Moral Leader: James T. Laney at Emory University, 1977-1993.”

Darin Harris, “Polishing Cornerstones: Tift College, Georgia Baptists’ Separate College for Women.”

Charles Hight, “All Cultures Matter: Rachel Davis DuBois, The Intercultural Education and Group Conversation Methods.”

Kathryn Hornsby, “Women in Two-Year Colleges: A Matter of Access.”

Caryl Martin, “‘Dutiful Daughters’ & Rowdy Women: A Historical Examination of Athletics at Southern Women’s Colleges.”

Mary McPherson, “Organizing Women: Women’s Clubs and Education in Georgia, 1890-1920.”

Deanna Michael, “Jimmy Carter and Educational Policy: From the School Board to the White House.”

Shayla Mitchell, “An Historical Analysis of the Creation of a Cabinet-Level United States Department of Education.”

Wade Morris, (2022). *Getting carded: A Micro-Foucauldian history of the school report card, 1835-1935*. Embargo. Embargoed dissertation. Revised version published with Johns Hopkins University Press, titled, *Report Cards: A Cultural History*, (2023).

Michelle Myers Brown, "Women in Southern College Administration: Mary Louise McBee, A Biography."

Kerri Napoleon, "Piecing Together the Puzzle of the Past: A Biographical Research Project on "Doing History" the Fred Morrow Fling Way."

Daniel Paracka, "The Athens of West Africa: A History of International Education at Fourah Bay College, Freetown, Sierra Leone (1816-2001)."

Winfred E. Pitts, "E.E. Butler High School, Desegregation, and the Gainesville City-Hall County, Georgia, Schools, 1821-1973: A Victory of Sorts."

Norman C. Rothman, "Curriculum Formation in a Black College: A Study of Morris Brown College, 1881-1980."

Rebecca Ryckele, "The Rural School Project of the Rosenwald Fund."

Kijua Sanders-McMurtry, "Linked Together in Service: Education and Philanthropy among the Black Elite, the Links, Incorporated 1946-1996."

Cristy Sellers Smith, "'Because I'm Regular, Too': Education-Life Narratives of Metro-Atlanta Students in Special Education."

Vickie Suggs, "The Production of Political Discourse: Annual Radio Addresses of Black College Presidents During the 1930s and 1940s."

Ellen Thompson, "The Demise of the One-Room School: School Improvement and Consolidation in the Whitfield County, Georgia, Schools, 1916-1939."

Yolanda Watson-Moore, "The Evolution of the Academic Curriculum of Spelman College 1881-1953."

Rhonda Webb, "Red, White, and Black: The Meaning of Loyalty in Georgia Education."

Course Calendar - On Campus Meetings: Mondays

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1. Aug. 21	Introduction	
2. Aug. 28	What is history? Chronological timeline or themes?	Schrag, ch. 1, 2, 3, 4
Labor Day		
3. Sept. 11	American Ed History: A brief tour Assimilation 1900-1920 Adjustment 1920-1954	Graham, Intro, Part 1&2 Milson, ch. 21, 23
4. Sept 18	American Ed History: A brief tour Access 1954-1983 Achievement 1983-present Historical Subfield: Biography	Graham, Part 3&4
5. Sept 25	Historical Research Methods: Sources Historical Subfield: Race	Schrag, ch. 5,6,7,8 Milson, ch. 25, 26, 34
6. Oct. 2	Special Collections, GSU 8 th floor Library South	Schrag, ch. 9, 10
AATC Oct. 4-7		
7. Oct. 9	<u>NO CLASS</u>	DUE: Critique of Dissertation in Subfield
8. Oct. 16	Historical Research Methods Oral History Historical Subfield: Oral History	Seidman, pp.7-30* Green & Troup, ch. 14 OHA Website
9. Oct. 23	History and Theory: Positivism, Constructivism, & Storytelling Historical Subfield: School-Based	Trouillot, ch. 1, 2 Schrag, ch. 14
10. Oct. 30	History and Theory Empiricists & Marxists	Trouillot, ch. 3, 4 Green & Troup, Intro, 2,3,& 5
HES Nov. 1-5		
11. Nov. 6	History and Theory Narrative, Gender, Postcolonial Historical Subfield: Gender	Green & Troup,7,9,10,12 Milson, ch. 9, 27, 31
12. Nov. 13	<u>NO CLASS</u>	DUE: Collection & Theoretical Lens Assig.
THANKSGIVING WEEK NOV. 20-24		
13. Nov. 27	LAST CLASS - Student presentations	
NCSS Nov. 29-Dec. 1		
14. Dec. 4	<u>NO CLASS</u>	DUE:Final Paper,11:59pm

* Irving Seidman's *Interviewing as Qualitative Research*, NY: Teachers College Press, 2006 - excerpts provided to students.