## Conceptual Framework and Course Linkages for History Core Courses

### Nancy Beadie

<table>
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<tr>
<th>Course</th>
<th>Key Concepts</th>
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| EdLPS 530—History of Education in the U.S.       | * survey of colonial education, common school reform, progressivism, and the civil rights era  
* intro to writings of a few leading educators such as Emma Willard, John Dewey, W.E.B. DuBois  
* attention to Seattle as a case study in 20th c school issues  
  | * all students  
* may be of special interest to teachers, and to school and district leaders  
* develops understanding of origins of public system and of historical conflicts of value, purpose and interests in schooling  
  | EdLPS 520—Education as a Moral Endeavor (Taylor)  
EdLPS 521—Philosophy of Education (Kerdeman)  
EdLPS 561—Education Policies and Leadership in Political Context (Portin)  
EdC&I—Education for Democracy (Parker)  
  |
| EdLPS 535—Historical Inquiry in Education Research | * intensive use of concepts of claim, evidence and warrant  
* intro to historiography and major traditions and debates in the history of education  
* hands-on analysis of primary sources; close attention to critiquing historical sources  
  | * all students  
* good course for initial development of master's or doctoral research project and/or thesis questions  
* emphasis on making and critiquing logical connections between evidence and claims  
  | EdLPS 525-526—Educational Inquiry (Sirotnik & Kerdeman)  
EdLPS 531—History of Higher Ed. (Nerad, Taylor)  
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| EdLPS 536—Historical Analysis of Educational Issues | * education broadly defined as the transfer and transformation of culture across generations; focus on issues of cultural transmission and transformation  
* close analysis of how historical claims are constructed and presented in exemplary historical works  
* attention to topics such as: discovering intent, assessing consequences, putting evidence in context, making use of theory  
  | * primarily advanced students  
* develops appreciation of rigorous historical research  
* works toward addressing the question of what a multicultural history of education might look like  
  | EdLPS 523—Analysis of Educational Concepts (Kerdeman)  
EdLPS 572—Advanced Philosophy of Education (Kerdeman)  
EdC&I 574—Race, Class and Gender (Banks)  
  |
History and Historiography Courses, 2006-2007
Prof. Nancy Beadie

Fall Quarter 2006
EdLPS 530
History of Education in the United States
Wednesdays, 4:30 to 6:50
This is a survey course in the history of education. In this course we examine four periods of change or “reform” in the history of U.S. education from the colonial era to the present, and consider what those episodes can teach us about what Americans have tried to achieve through education, and how such experiments have succeeded or failed. Ultimately the objective is for students to incorporate these lessons into their own experiences as educators and educational leaders. One way of posing many of the crucial issues in education today is to ask whether the common school ideal is still viable. At the end of this course students will be expected to address this question using good historical evidence and argument.

Fall Quarter 2006
EdLPS 536
Historical Analysis of Educational Issues
Mondays, 4:30 to 6:50
This is a readings course in the history of education. In this course we analyze the historical claims of eight major historical works. These works are chosen to represent a broad, multicultural definition of the history of education. Each book makes use of different kinds of evidence, gives voice to different peoples in U.S. history, highlights different elements of historical research, and suggests different ways of framing educational issues. One objective in examining these works is to understand how the main historical claims in each case are constructed. A second objective is to explore how the perspectives of the people and events in these works challenge us to alternative conceptions of education and educational history.

Spring Quarter 2007
EdLPS 535
Historical Inquiry in Education Research
Wednesdays, 4:30 to 6:50 pm
This is a research methods course in history of education. The aims of this course are to become acquainted with different approaches to studying the history of education and to practice sound interpretation of historical evidence. We pursue these aims in two ways: by conducting our own historical investigations, and by studying the example of experienced historians. Students will be asked to analyze the use of historical evidence in exemplary historical works, and to develop a topic of historical study of their own. In the end it is expected that students will be better able to know good history when they read it, and to write good history when they need it.

Spring Quarter 2007
EdLPS 549 or EdPsych 581
Social Histories of Gender: Education, Self and Society
taught jointly with Professor Diane Jones
Mondays, 4:30 to 6:50 pm
This is an interdisciplinary course in gender and education. It brings together research in history and developmental psychology in order to better understand how social structure and interpersonal relations shape and re-shape women's participation in scientific study and science careers. This course takes an empirical approach to its subject. It is less concerned with debating theories than with analyzing the results of descriptive studies. Readings include histories, qualitative and quantitative research, and (auto)biographical accounts.