Course Description
This course will examine documentary research methods and analysis with a special emphasis on how these apply to education. We will be discussing how to make use of a wide variety of documents, including, for example, unpublished records of committee meetings, personal letters and diaries, published policy documents, newspaper and journal articles, memoirs – in essence, any type of artifact in which a text is inscribed. Our examination of 'the document', however, won't be limited to written documents but will include material objects (i.e. physical remains beyond paper) as well as images and other visual sources. To comprehend documents we need to understand the words of a document itself; we also need strategies for understanding its purposes, meaning, significance; and, we also need to understand the 'readership' of documents – the particular print culture, visual culture and/or material culture that surrounded their creation – in addition grappling with how we relate to these texts in our present encounters with them. The primary focus of the course will be on historical analysis and research, though, in large part, the strategies for reading and reasoning about documents that we will discuss are applicable to contemporary texts as well. The aim of the course is to equip graduate students in education with analytic tools and methodological strategies for making effective and sophisticated use of documents in educational research.

Reading List
The following required books are available at the Loyola University Bookstore (Water Tower).

Gary McCulloch & William Richardson Historical Research in Educational Settings
(Buckingham: Open University Press, 2000)

(Chicago, University of Chicago, 1993)

Additional required readings will be posted on Blackboard. There are also several readings that are available through the Loyola library website (full text e-journals).

Course Requirements
Attendance is required; if you have to miss a class, you are required to write a reaction paper discussing one of the readings for that week – also please email me in advance, whenever
possible, if you will be missing a class. The make-up assignment will afford you the chance to
have some interaction with the professor regarding the topics and discussions covered in class.
These 500-750 word papers should be submitted to the professor by email within two weeks of
the missed class. Failure to write make-up reaction papers for any class absences will result in
your grade being lowered one letter grade.

You must have working access to your Loyola email account in order to use Blackboard
(http://blackboard.luc.edu) and access the library remotely (http://libraries.luc.edu). Either use
your luc.edu address or set it to forward to another email account that you check regularly since
the luc.edu email is the one I will use to communicate with you.

Students are expected to come to class leaving carefully read the required readings, prepared to
discuss them and prepared to participate in class activities related to them. Participation in class
discussions will be graded and will compose part of your final grade in this course. In several
instances I will provide specific suggestions for how to go about reading a particular piece. In
general, however, you are requested to be sympathetic but critical readers. You may find it
useful to take notes as you read. In instances where the assigned readings are available
electronically I request that you print your own copies and bring them to class since it is likely
that in our discussions we will be referring to particular sections of the texts.

You will be required to do four (4) short writing assignments listed in the syllabus below
(September 14th, September 28th, October 4th, and October 19th). If circumstances arise that
force you to miss one of these classes, the writing assignment will also count as your make-up
assignment. These are to be 2-4 page papers, double spaced (500-1000 words). The course
schedule below provides instructions on what the papers are to address. **Please note that the
September 29th and October 4th short writing assignments are tied into a primary/secondary
source activity that requires you to procure additional sources and thus would be best begun
somewhat in advance.** Bring a stapled, printed-out copy of the paper to class. Since these
writing assignments are partly designed to help you prepare for class discussions, they must be
completed when due and cannot be handed in late or made up.

You will also be required to write a research paper. The expectation is that you will write a 15-
20 page paper (3750-5000 words, excluding references) on an education-related topic of interest
to you. For the most part, your paper is to be based on primary source documents (this could
include, for example, educational journals, textbooks, books, film/images, archival records,
newspapers, oral history interviews, government documents, published educational research).
You should make mention of at least some secondary source material on the topic you are
studying but I am not expecting that you will have conducted an exhaustive literature review.
You have complete freedom to decide the temporal and geographic scope of the paper – it need
not be a historical study per se, but does need to be based on documentary sources of some sort
or another. A short prospectus that discusses the topic of the paper, the sources you will be
examining and what questions frame your research – and also includes a reference list of the
primary and secondary sources that you have identified at this point – is to be submitted via
Blackboard’s digital dropbox by the beginning of class on October 12th. You will be asked to
make a short oral presentation of the project towards the end of the semester. For this paper you
are to use footnotes in the Chicago reference style. Additional information on this will be
distributed in class. The final paper is to be submitted (as one document that includes a cover
page, paper, and reference list) via Blackboard’s digital dropbox by the end of the evening on
Sunday, December 10th.
Evaluation & Grading
The short writing assignments will collectively make up 20% of your final grade in the course. They will be graded on an A, A/B, B (etc.) where an A will be given to papers that are (a) clearly written and well-organized, (b) evidence careful reading of the texts, and (c) show a good faith attempt to discuss/analyze/compare, as directed.

The research paper will make up 55% of your final course grade. A very small component of the grading will relate to your in-class presentation of your paper / project-in-progress; the main part of the grading will relate to the paper itself, specifically (a) the creativity and care put into constructing the research project and finding primary sources; (b) the quality of your analysis – specifically, your reading of primary sources and use of them to build an argument; (c) evidence of some engagement with reading assigned in the course – not necessarily through extensive citation of it, but more through the analytic approach you take and questions you seek to answer; and (d) the clarity and organization of your writing.

Your class participation grade will make up the remaining 25% of your final course grade. This grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class’ enlightenment. Halfway through the semester the instructor will email you some feedback and a mid-point assignment of a tentative grade for the class participation portion of your final course grade.

Accessibility
I would like to ensure that students with disabilities are fully included in this course. If there are any special accommodations that you require, as provided for under the Americans with Disabilities Act (ADA), please let me know as soon as possible to enable your full participation. Any information shared with me will be held in strict confidentiality to the greatest degree possible.

Academic Honesty
To plagiarize is to present someone else’s writing or ideas as your own and will not be tolerated. As per LUC policy, plagiarism on a course assignment will result minimally in the instructor assigning the grade of “F” for that assignment. There are several good “How not to plagiarize” guides available on the web, such as http://www.ututoronto.ca/writing/plagsep.html. In addition, in class we will discuss how to cite and include the work of others in your own writing.

Course Schedule and Readings

Thursday, August 31
Introduction
Screening of Film: A Midwife’s Tale (1997)

Documents, History and Educational Research

Thursday, September 7
Approaching the Past
Required Reading

- 3 -
• McCulloch & Richardson, Historical Research in Educational Settings, Chapters 1-2, p. 1-26
For a brief discussion of differences between primary and secondary sources please also read McCulloch & Richardson, p. 79-81.

Thursday, September 14  
**Objectivity and the Practice of History**
Short Writing Assignment due at beginning of class – in 2-4 pages discuss how the 1919 Cubberly piece might fit into Tyrell's arguments (and, if you like, McCulloch and Richardson's chapter).
Required Reading
• McCulloch & Richardson, Historical Research in Educational Settings, Chapter 3, p. 27-51.

Additional sources on the topic/problem of Objectivity:

Thursday, September 21  
**Social Theory, Discourse and the 'Linguistic Turn'**
Required Reading
• Sara Mills, "Discourse" in Michel Foucault, p. 53-66.
• Alun Munslow (1997) Deconstructing History Ch. 1&2, p. 1-35
• McCulloch & Richardson, Historical Research in Educational Settings, Chapter 4, p. 52-78.

Recommended Reading
• Michel Foucault, "What is an Author?", p. 205-222.

Additional sources on Social Theory and History:
• Peter Burke, History and Social Theory, Second Edition. Cornell Univ. Press, 2005

Thursday, September 28  
**History of Education Case Study: Secondary Sources**
*Activity & Short Writing Assignment due at beginning of class – Choose one of the secondary sources that Zilversmit refers to in the first four chapters of the book, locate that book/chapter/article and bring it to class, together with a 2-4 page paper that discusses Zilversmit's use of this source.*
Required Reading
Thursday, October 5

History of Education Case Study: Primary Sources
Activity & Short Writing Assignment due at beginning of class – Choose one of the primary sources that Zilversmit uses in the book (Ch. 1-9); locate it and bring it, or a copy of it, to class; together with a 2-4 page paper that discusses Zilversmit’s use of this source.
Required Reading:

Thursday, October 12

The Footnote and the Reference
Prospectus for final paper to be submitted via Blackboard
Required Reading
• Anthony Grafton, The Footnote: A Curious History, p. 1-33
• McCulloch & Richardson, Historical Research in Educational Settings, Chapter 5, p. 79-96.

Thursday, October 19

Interpretation and the Construction of Historical Narratives
Short Writing Assignment due at beginning of class – in 2-4 pages discuss how Zilversmit’s book might be analyzed in terms of White’s notions of employment (and, if you like, how it might relate to the arguments in Tyrell’s piece we read on 9/14)
Required Reading

Expanding the Definition of "Documents" and How to Analyze them

Thursday, October 26

Visual Culture – Images as Evidence / Artifact
Required Reading
• Antonio Novoa, “Texts, Images and Memories” in Popkewitz, Franklin & Pereyra (Eds.) Cultural History and Education, p. 45-66
• http://www.units.munohio.edu/eduleadership/KATE/KATE1.HTML
Recommended Reading
• Martin Jay, “Cultural Relativism and the Visual Turn”, p. 267-278.

Thursday, November 2

Evidence and Experience
Required Reading
• James Wilkinson, "A Choice of Fictions: Historians, Memory and..."
Evidence", p. 80-90.

Additional source on the use of visual images:
- Peter Burke (2006) Eyewitnessing: The Use of Images as Historical Evidence

Thursday, November 9  Oral History and Memory
Required Reading

Recommended Reading

Thursday, November 16  Material Culture
Assignment: Before you do the readings for the week, select and bring to class one item that you would put in a time capsule to capture something of the lives of youth in 2006.

Required Reading
- Thomas Schlereth, Material Culture A research guide, excerpt, p. 17-32

Thursday, November 23  No Class – Thanksgiving Break

Thursday, November 30  Discourse Analysis Revisited
Required Reading

Thursday, December 7  TOPIC / READINGS TO BE DETERMINED