

EDFD 7305.01D	HISTORY OF AMERICAN EDUCATION
CRN 50391	
Semester Hours:	3
Semester	Summer, 2014
Time/Location	2 PM to 4:30 Tuesday & Thursday, Room 226 Ed Center
Instructor	Tom Peterson
Office Location	151 Education Annex
Office Hours	By appointment
Telephone	Direct Line: 678-839-6128 Department Line: 678-839-6557
Email	tpeters@westga.edu
Fax	678-839-6097
Online Support	History Class - Teacherrenewal.wikispaces.com Ingram Library Services http://westga.edu/~library/info/library.shtml University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTION

A Survey of the development and patterns of public education in this country.

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards Educational Leadership Constituent Council, ELLC and the College of Education framework descriptors are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. understand major historical periods and consider influences upon American educational thought and practice. (Cremin, 1961; Rippa, 1992; Kaestle, 1983); (ELCC 2.1, 6.1);
2. study patterns of 20th Century American educational practices. (Cremin, 1961; Dewey, 1916; Good, 1962; Perkinson, 1995; Rippa, 1992; Tyack, 1974); (ELCC 2.1, 6.1);
3. examine the ideals of democratic life and the relationship to the mission of public

- education in contrast to the realities of social and political inequities. (Cremin, 1961; Dewey, 1916; Greene, 1988; Perkinson, 1995; Tyack, 1974); (ELCC 2.1, 2.2, 6.1);
4. explore personal history in relation to shared history. (Greene, 1988); (ELCC 6.1);
 5. recognize the importance of the story form as a means of communication, teaching and learning. (ELCC 6.1);

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES AND REFERENCES

Required Text

Spring, Joel. (2011). The American School: From the Puritans to The Obama Era. 8th edition. New York: McGraw-Hill.

REFERENCES

- Aronowitz, S. & Giroux, H. (1985). Education under siege: The conservative, liberal and radical debate over schooling. New York: Bergin & Gravey.
- Cremin, L. (1990). Education and its popular discontents: Progressivism in American education, 1876-1957. New York: Random House [Vintage Books].
- Cremin, L. (1961). The transformation of the school: Progressivism in American education, 1876-1957. New York: Vintage.
- Dewey, John. (1916). Democracy and education: An introduction to the philosophy of education. New York: Macmillan.
- Good, Harry, and James, Teller. (1973). A history of American education. 3rd ed. New York: Macmillan.
- Goodlad, John I. (1984). A place called school. New York: McGraw-Hill.
- Gutek, G. ((1991). An historical introduction to American education. Illinois: Waveland Press, Inc.
- Johnson, T. (2002). Historical documents in American education. Boston: Allyn and Bacon.
- Kaestle, Carl F. (1983). Pillars of the republic: Common schools and American society, 1780-1860. New York: Hill & Wang.
- Kozol, Jonathan. (1990). The night is dark and I am far from home. new, revised edition. New York: Simon & Schuster Inc.
- Perkinson Henry J. (1991). The imperfect panacea: American faith in education 1865-1990. New York: McGraw-Hill, Inc.
- Postman, Neil. (1985). Amusing ourselves to death. NY: Viking Penguin Inc.
- Rippa, Alexandra S. (1992). Education in a free society: An American history. New York: Longman Publishing Group.
- Shannon, Shannon. (1989). Broken promises: Reading instruction in twentieth-century America. New York: Bergin & Gravey.
- Spring, Joel. (1998). American education: An introduction to social and political aspects. New York: Longman.
- Spring, Joel. (1992). Images of American life: A history of ideological management in schools, movies, Radio, and Television. Albany, New York: State University of New York Press.
- Spring, Joel. (1989). The sorting machine revisited: National educational policy since 1945. updated edition. New York: Longman.
- Tyack David B. (1974). The one best system: A history of American urban education. Cambridge, Ma.: Harvard University Press.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments/Requirements/Project

* Mystery project - My-story - "Cosmos Drawings" How do I know myself - how do you know me - how do I want you to know me? Each person will develop the unfolding of your history/ hestory.

- **Option #1** three reaction papers and one historical visit.
- **Option #2** three reaction papers and one research paper.

REACTION PAPERS

Choose any three of the videos and weave your reaction/analysis **connecting the readings to the videos** (generally 3-5+ pg.). Send papers to **History@teacherrenewal.org**

RESEARCH PAPER This paper is a historical search on a topic of interest to you. Your paper must be typed, double-spaced, and include citation for reference material (APA form). Topics for your consideration: NCLB, Race to the Top, assessment, testing movement, individual instruction, cooperative learning, team teaching, open classrooms, schools without walls, alternative schools for secondary students, work-study programs, nongraded schools and competency based programs, woman's movement, politics and education, economy and education, national defense and war, racism and education, nationalism, religion, citizenship/ socialization, electronic media, social movements, teachers, curriculum, global economics, scientific activity, classicism, and progressivism.

Evaluation Procedures

A final grade will be assigned to each student based on the quality of the work submitted.

Preparation for class is an integral for this course. No classes should be missed. More than **one (1)** absence may lower your grade by **one letter grade**.

Grading

A=90-100; B=80-89; C=70-89.

Option 1-	* historical site visit	10%
	* (3) reaction papers	30%
	* preparation	60%
Option 2-	* (3) narration/reaction papers	30%
	* research paper	10%
	* preparation/participation	60%

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: **Participation** is an integral dimension for learning and is encouraged. I invite you to become involved in every class. No classes should be missed. More than one **(1)** absence may lower your grade by one letter grade.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Should you need assistance from me this semester you should contact me at tpeters@westga.edu.

CLASS OUTLINE

- June 3** *Introduction to the course*
Development of an "ethos" for this class. "Cosmos Drawings" (Objective #5 observation, critical reflection)
- June 5** *Major themes in the history of America*
What was the purpose of education in Colonial America? What were some of the problems with linking religion to the state and making education a function of religion? **Read Chapters 1, 2,** and Kozol, Jonathan. (1990). "Great Men and Women." VIDEO: "Education in America: the 17th & 18th Centuries." (Objective #1, 3; knowledge, critical reflection, inquiry)
- June 10** *Nationalism, multiculturalism and Moral Reform*
What was the purpose of education for post revolutionary Americans? How was education linked to nationalism and moral reform? **Read Chapter 3.** VIDEO "Education in America: 19th Century." (Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
- June 12** *Ideology and politics of the common school: order and disorder*
What was the purpose of the common school? What did various groups see as the meaning of the word education? What trend was evolving regarding education and religion? What impact has the bureaucratic model for education had on the professional teacher and on learning?
Read Chapter 4
(Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
- June 17** *The Common school and the Threat of Cultural Pluralism*
What were some inherent problems with political and religious freedom in a culturally diverse society with commonly accepted values? Ho was the system a perceived threat to European Americans? *VIDEO "Journey to America."
Read Chapter 5. (Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
- June 19** *Model for 19th century school organization and the teacher*
What steps were taken to standardize curriculum and instruction? What purposes were accomplished by standardizing education? **Read Chapter 6.** Examine McGuffey Readers. Bring any old readers you might locate.
(Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
- June 24** *Schooling, social order and reform movements and the changing classroom*
What *is* the "American Dream?" What *was* the "American Dream?" What role has public schools taken in acculturating students? What impact did "Americanizing programs have on immigrants and Native Americans? **Read Chapter 7**
From the kindergarten movement to boarding schools. *VIDEO "In the White Man's Image."
(Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
- June 26** *Schooling, social order and reform movements and the changing classroom*
What *is* the "American Dream?" What *was* the "American Dream?" What role has public schools taken in acculturating students? What impact did "Americanizing programs have on immigrants and Native Americans? **Read Chapter 8.**
From the kindergarten movement to boarding schools. (Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
- July 1** *Schooling and the workplace*
Read: John Dewey. **Read Chapter 9.** *VIDEO: "Mr. Sears' Catalogue." (Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
- July 3** *Meritocracy and efficient management*
Read chapter 10. (Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
The politics in education
Whose interests are/should be served by education? What role do educators, politicians, business, and the public play in education? **Read Chapter 11.** *VIDEO: "Sit Down and Fight." (Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
- July 8** *School, media, and popular culture*
How has media influenced the minds of children and how does it impact education?
Read: Chapter 12. VIDEO : Still killing us softly
(Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)
- July 10** *National policy - educational policy*
How has our national policy impacted education? How have schools responded to our national

agenda? **Read Chapter 13.** *VIDEO: "Johnstown Flood." (Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)

July 15

Education as a system for social REFORM

What is the relationship between equal educational opportunity and Social Equality in the U.S.? Do special programs in education promote social justice? **Read Chapter 14** and King's Letter from the Birmingham Jail *VIDEO: "Simple Justice."

(Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)

July 17

Education as a system for social REFORM - Continued

July 22

Globalizing the American School

What is the changing purpose of education today? Conclusions. **Read Chapter 15.**

(Objective #1, 2, 3; participation, knowledge, inquiry, critical reflection)

July 24

Historical visit reports – Final Evaluation

Videos

[Journey to America.html](#)

[White Man's Image.html](#)

[Johnstown Flood.html](#)

[Mr. Sears_Catalogue.html](#)

[Sit Down and Fight.html](#)

[Simple Justice.html](#)

<http://youtu.be/xlZapeQucY4>

American Education part 1 <https://www.youtube.com/watch?v=dcyudlHrZsQ>

American Education part 2 <https://www.youtube.com/watch?v=xlZapeQucY4>

American Education part 3 https://www.youtube.com/watch?v=dLpx_qEoU8A

Changing Education Paradigms <https://www.youtube.com/watch?v=zDZFcDGpL4U>

Still Killing us Softly

Part 1 <https://www.youtube.com/watch?v=gUYLMen2tBU>

Part 2 <https://www.youtube.com/watch?v=kju02iyBE4k>

Part 3 https://www.youtube.com/watch?v=VPD2TP2p_pE

Part 4 <https://www.youtube.com/watch?v=zD5yWbBTWGM>