

The University of Texas at Tyler
School of Human Resource Development and Technology
TECH 5301- History and Philosophy Technology
Dr. W. Clayton Allen
Spring 2009

COURSE SYLLABUS

I. COURSE DESCRIPTION: A study of the social, political, industrial and educational factors which have influenced technology. Emphasis is placed on readings and discussions for the purpose of developing a sound philosophy of technology. Course fee required.

II. REFERENCES: TEXT

Scott, John L, and Michelle Sarkees-Wircenski. Overview of Career and Technical Education, 3rd Ed.
Homewood, Illinois: American Technical Publishers, Inc. 2004.

OTHER

Bennet, Chas A. History of Manual and Industrial Education 1870 to 1917.
Peoria, Illinois: Chas A. Bennet Co., Inc., 1926.

Bennet, Chase A. History of Manual and Industrial Education Up to 1870.
Peoria, Illinois, Chas A. Bennet Co., Inc., 1926.

Barlow, Melvin L. History of Industrial Education in the States. Peoria,
Illinois: Chas A. Bennet Co., Inc., 1967

Gordon, Howard R.D. The History and Growth of Vocational Education in America. (1999)

Hall, Clyde W. Black Vocational Technical and Industrial Arts Education.
Chicago: American Technical Society, 1973.

III. GENERAL PERFORMANCE GOALS:

After participating in the class it is anticipated that the individual will be able to:

A. To develop an understanding of the various philosophies related to technology, career, and industrial education.

- B. To become knowledgeable of the various philosophies related to technology, career, and industrial education.
- C. To develop a basic understanding of the various concepts that were integrated into technology, career and industrial education in the early years prior to its birth in the United States.
- D. To develop an educational rationale in terms of the contributions technology, career and industrial education has made in the development of the United States.
- E. To be able to trace technology, career, and industrial education from its birth in the United States to present time through events, movements, and legislation.

IV. SPECIFIC PERFORMANCE OBJECTIONS

- A. Given a list of selected terms the student will define each.
- B. Given a chart of the organization of the Texas Education Agency, Texas Higher Education Coordinating Board, and the State Board of Educator Certification the student will access resources via Internet related to each and be able to discuss.
- C. Given an overview of the seven content organizational units related to History and Philosophy of Technology, each participant(s) will individually or as a member of a small group:
 - 1. Give a Power Point presentation on a selected unit or related topic (no topic may be repeated). A copy of the disk and written materials are to be turned in upon completion of the presentation.
 - 2. Prepare a written topical outline for each member of the class.
 - 3. Satisfactorily complete a written examination.

V. COURSE ASSIGNMENTS

A. Assignments

- 1. Prepare and present a Power Point Presentation of approved topic unit and prepare a written topical outline for each member of the class (a copy of the disk and supportive materials are to be turned in to the instructor upon completion of the presentation).

2. Satisfactorily complete a take home final examination.

B. Read assigned materials and handout materials.

C. Weighted Grade Distributions

1. Class Attendance and Participation	15%
2. Presentation	50%
3. Presentation supportive materials	10%
4. Final Examination	25%

VI. OUTLINE

A. Definitions

B. Organizational structure of the National, State and Local level

C. Historical time periods.

1. Early History; up to 1870
2. Middle History; 1870-1917
3. Modern History; 1917+/- 1960's
4. Current History; 1970- Present

D. Content and scope of presentation units

1. Industrial Education in Ancient and Medieval Times
2. The Decline of Apprenticeship and the Development of Industrial School Education in Europe.
3. Development and Decline of Early American Apprenticeship.
4. Development of pedagogically Organized Industrial Education in America Prior to 1900
5. Development of Industrial Education in America from 1900 to 1917.
6. Development of Industrial Education in America since 1917.
7. Problems and Programs in modern Technology and Career Education.

VII. DISCUSSION TOPICS:

A. General Education Philosophies and the Problems of Industrial Arts in Modern education.

B. Industrial Education in Ancient and Medieval Times
(The Roots of Industrial Arts)
(MB pg. 15-29)

- C. The decline of Apprenticeship and the Development of Industrial Education in Europe.
(CB up to 1870)
- D. The development and Decline of Early American Apprenticeship
(Mechanics Institutes, Technical Education, and the Influences of Art)
- E. The Russian Systems of Mechanic Arts and the Sloyd of Scandinavia
(CB pg. 13-106)
- F. The Development of Manual Training in England, France, and Germany
- G. Development of Pedagogical Organized Manual Training and Industrial Education in America Prior to 1900
- H. 20th Century Industrial Education – Part I
(Development of Industrial Education in America from 1900-1917)
(CB pg. 347-403)
- I. 20th Century Industrial Education – Part II
(Development of Industrial Education in America from 1917-1970)
- I. Problems and Programs in Modern Technology and Career Education from 1970 to present.