EDUC 5370: Historical and Philosophical Foundations of American Education

Spring 2017

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BEP 237

Office Hours: by appointment

Course Description:

A survey of major historical and philosophical eras and themes that have influenced American education. Major educational contributions of other civilizations as they pertain to the development of American educational thought.

Student learning Outcomes:

After completing the course the student would have written 6 short essays (3-5 pages) one case study (mid-term analysis) and a final paper. Each Module will contain a focus question. Students will use articles provided by the instructor as well as research using the internet. (INTASC Standard 5: Learning Environment). The mid-term case study and final paper will provide an opportunity to analyze and reflect upon specific problems. (INTASC Standard 9: Reflection and Professional Development)

Course Policies:

NOTE: Please use the following article as a guideline to writing papers this semester.


Use one of the following style guides for your essays: University of Chicago’s, A Manual of Style, APA Style Guide, or MLA Style Guide.

All work will be submitted on the due date, typed or word processed. (Always save a copy). Attention to the elements of writing is essential (i.e., elements of grammar, spelling, etc.

Academic honest: UTT policies regarding academic honesty will be followed.

Evaluation and Grading:

You will be evaluated on a series of focus questions (3-5 page responses), a mid-term case analysis, and a final paper.

    Grading: (1) Portfolio includes all of the focus questions 25%. (2) Mid-term case study 25 %. (3) Final paper 50%.
A=90-100  B=80-89  C=70-79  D=60-69  F=0-59

Teaching Strategies:
A variety of strategies will be used

Texts:
Kaestle, Carl F. *Pillars of the Republic: Common Schools and American Society, 1780-1860*, American Century
Stevens, Robert L. *Supplemental readings and handouts*.

Grade Replacement/Forgiveness:
If you repeating this course for grade replacement, you must file intent to receive grade forgiveness with the Registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Graduate students will receive grade forgiveness (grade replacement) for two course repeats during his/her career at UT Tyler.

Disability Statement:
If you have a disability, including a learning disability, for which you request disability support services/accommodations, please contact the Disability Support Services Office so appropriate arrangements can be made. In accordance with federal law, a student requesting disability support services/accommodations must provide documentation of his/her disability to the Disability Support Service counselor. For more information, call or visit the Student Services Office located in the University Center, Room 281. The telephone number is 566-7079 (TDD 565-557).

Student Absence due to Religious Observance:
Students who anticipate being absent from class due to a religious observance are requested to inform their instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities:
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments must be completed.

Social Security and FERPA Statement:
It is the policy of the University of Texas at Tyler to protect the confidential nature of social security numbers. The university has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via-email) risks violation of the Family Educational Rights and Privacy Act: grades will not be transmitted electronically.

**Student Standards of Academic Conduct:**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or part to another person, taking an examination for another person, any act designated to give unfair advantage to a student or attempt to commit such acts.

(i) **Cheating includes but is not limited to:**

- Copying from another student’s paper; using during a test, materials not authorized by the person administering the test; failure to comply with instructions given by the person administering the test; possession during the test of materials which are not authorized by the person given the test; such as class notes or specifically designed “crib notes.” The presence of textbooks constitute a violation if they have been specifically prohibited by the person administering the test; using, buying, staling, transporting, or soliciting in whole or part of the contents of an administered test, test key, homework solution, or computer program; collaborating with or seeking aid from another student during the test or assignment without authority; discussing the contents of an examination with another student who will take the examination; divulging the contents of an examination, for the purposes of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or kept by students; substituting for another person or permitting another person to substitute oneself to take a course, test, or any course related assignment; paying or offering money or other valuable things to, coercing another person to obtain an un-administered test, test key, homework solution or computer program; falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of UT Tyler, or of another, if the student knows or reasonably should know that an unfair academic gain advantage would be gained by such conduct; and, by misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

Plagiarism includes, but is not limited to, the appropriation, buying, receiving as a gift, obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

Collusion includes but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or
collaboration with another person to commit a violation of any section of the rules of scholastic honesty.

**CEP Vision and Mission Program Standards:**

**Vision:**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions of the region.

**Mission:**

The mission of the College and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contribute to knowledge through scholarly inquiry; organizes knowledge of application, understanding and communication; and provides leadership and service.

**Program Standards:**

The School of Education has adopted the Interstate New teacher Assessment and Support Consortium (INTASC) Standards for beginning teachers:

**Standard 1: Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

**Standard 2: Student learning**

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Standard 3: Diverse Learners**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adaptive to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage student’s development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teachers use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication

The teacher uses knowledge of effective verbal, no-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, community and curriculum goals.

Standard 8: Reflection and Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who seeks out opportunities to grow professionally.

Standard 9: Collaboration, Ethics, and Relationships

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support student’s learning and well-being.

Synopsis

The course EDUC 5370 is divided into two sections: philosophy and history of American education. Five competing educational philosophies will be examined. Teacher directed: Essentialism and Perennialism and student centered: Progressivism, Social Reconstructionism and Existentialism. In the history section the following topics will be examined:

   The Colonial Period: Origins of the Public School
   Rise of the Common School
   The American University
   Assimilation in American Life: The Role of the Schools
   Aid to Education: The Role of the Federal Government
   American Education 1950-Present
   Educational Reform: Standards and the Search for Excellence

Each module will contain a focus question based on the assigned readings and presentations. It will include a synopsis of an educational philosophy, problem, or topic and a list of authors/educators/researchers that have studied the issue and reported their conclusions. You will write a 3-5 page response..
Mid-term case study: In the novel, *The Guernsey Literary and Potato Peel Society*, the authors, Barrows and Shaffer, create a character Kit who is adopted by the community after the death of her mother in a German concentration camp. Which educational philosophy is best suited for Kit. You will write a 5-7 page case analysis describing the most appropriate philosophy to guide Kit’s education.

Final paper: This is an opportunity for you to select a topic of your interest, research the topic/problem and present tentative findings. Please choose between the following. You can write an appraisal of a particular reform effort or movement (e.g., the origins of the American kindergarten, the origins of Progressive Education, religious fundamentalism and education, high school reform since 1950, the home school movement, the creation science movement, the standards based movement, or high stakes testing. There are many style guides; historian use the University of Chicago’s *A Manual of Style*, educators use the APA Style Guide, and teachers of English use the MLA Style Guide. All are acceptable.