WESTMINSTER COLLEGE GRADUATE SCHOOL COURSE SYLLABUS

TERM SPRING | 2018

COURSE #/TITLE:  EDUCATION 710
HISTORY AND PHILOSOPHY OF EDUCATION

COURSE DESCRIPTION:  A study of the historical and philosophical foundations of American education with an emphasis on federal involvement, religious influences, minority inclusion, and demographic impacts and their relationship to historical and current issues.

FACULTY MEMBER:  Darwin Huey  hueydw@westminster.edu
724-946-7180 (Edu. office)  724-946-8898 (home)

REQUIRED TEXT:  The American School: From the Puritans to No Child Left Behind (Spring)
(Seventh Edition)
ISBN#  978-007-352589-1

MEETINGS:  First 8 weeks of the semester, beginning week of January 8, 2018, ending week of February 26th, 2018 on designated evening 4:00 p.m. – 7:00 p.m.
# TENTATIVE COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week #</th>
<th>Course Topic</th>
<th>Activity/Assignment</th>
<th>Meets POE Core/Corollary #’s</th>
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<tr>
<td>#1</td>
<td>Introduction</td>
<td>&quot;First Day of History&quot;</td>
<td>Core# 1D Vision, Mission</td>
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<tr>
<td>Face 2 Face</td>
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<tr>
<td>Date 5-12</td>
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<td>On-line assignment</td>
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<tr>
<td>#2</td>
<td>Video - History of American Education (-1^{t}), 18m</td>
<td>Theme &quot;As Social Agency&quot;</td>
<td>Core# 1A Challenges</td>
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<tr>
<td>Face 2 Face</td>
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<td>Corollary # 4A Professionalism</td>
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<td>Date 5-19</td>
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<tr>
<td>#3</td>
<td>Video - History of American Education- 19m</td>
<td>Theme - &quot;Religious Influences&quot;</td>
<td>Core# 2A Historical, Current Issues</td>
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<tr>
<td>Face 2 Face</td>
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<td>Corollary# 48 Code of Conduct</td>
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<td>#4</td>
<td>Video - History of American Education- 20m</td>
<td>Theme- &quot;Federal Involvement&quot;</td>
<td>Core# 2B Federal, State</td>
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<tr>
<td>Face 2 Face</td>
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<td>Corollary # 4C Diversity</td>
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<tr>
<td>#5</td>
<td>Video - Story of American Public Education</td>
<td>Theme – &quot;Minority Inclusion&quot;</td>
<td>Core# 2E, 3E Research, Reform, Demographics</td>
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<tr>
<td>Face 2 Face</td>
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<td>Say- See – Do Presentation</td>
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<td>On-line assignment</td>
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<td>Which Came First Game?</td>
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<td>(Never Before Heard) Famous Quotations</td>
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<tr>
<td>Date</td>
<td>Course Topic Activity/Assignment</td>
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| Week #6      | Video – Story of American Public Education  
Say – See – Do Presentations  
Chapter 14  
Overlap (1)  
Concept Game  
Historic Parallels | Corollary# 3B  
Communication                                  |
| Face 2 Face  |                                                                                               |                                             |
| On-line      |                                                                                               |                                             |
| assignment   |                                                                                               |                                             |
| Week #7      | Project Due                                                                                   | Corollary# 3C, 6B  
Empowerment, Governance; Learning               |
| Face 2 Face  |                                                                                               |                                             |
| On-line      |                                                                                               |                                             |
| assignment   |                                                                                               |                                             |
| Week #8      | Final Celebration                                                                              |                                             |
| Face 2 Face  |                                                                                               |                                             |

**STUDENT EVALUATION:** Elaboration available in extended syllabus  
Class participation, assignments, engagement...35%  
Presentation..."Say-See-Do" format...15%  
Project Selection...select one: Collection...20%  
Book Review  
Timeline  
Celebration...final examination...30%

**READINGS:** Text: The American School: From Puritans to No Child Left Behind  
Selected Readings...related to Presentation and Project  
...related to four themes:  
Federal Involvement  
Religious Influences  
Minority Inclusion  
Demographic Impacts
THE FIRST DAY of HISTORY

American education...

I. People

II. Places

III. Legislation (Acts)

IV. Jurisdiction (vs.)
# EDUCATION 710

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
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<tbody>
<tr>
<td>Chapter 1</td>
<td>Thinking Critically about History: Ideological Management, Culture Wars and Consumerism</td>
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<tr>
<td>Chapter 2</td>
<td>Religion and Authority in Colonial Education</td>
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<td>Chapter 3</td>
<td>Nationalism, Multiculturalism, and Moral Reform in the New Republic</td>
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<tr>
<td>Chapter 4</td>
<td>The Ideology and Politics of the Common School</td>
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<td>Chapter 5</td>
<td>The Common School and the Threat of Cultural Pluralism</td>
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<td>Chapter 6</td>
<td>Organizing the American School: The Nineteenth-Century Schoolmarm</td>
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<td>Chapter 7</td>
<td>Multiculturalism and the Failure of the Common School Ideal</td>
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<tr>
<td>Chapter 8</td>
<td>Growth of the Welfare Function of Schools: School Showers, Kindergarten, Playgrounds, and Social Centers</td>
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<tr>
<td>Chapter 9</td>
<td>The School and the Workplace: High School, Junior High School, and Vocational Guidance and Education</td>
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<td>Chapter 10</td>
<td>Meritocracy: The Experts Take Charge</td>
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<td>Chapter 11</td>
<td>The Politics of Knowledge: Teachers Unions, American Legion, Radicalism, Movies, and Radio</td>
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<tr>
<td>Chapter 12</td>
<td>Schools, Media, and Popular Culture: Influencing the Minds of Children and Teenagers</td>
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<td>Chapter 13</td>
<td>Education and National Policy</td>
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<tr>
<td>Chapter 14</td>
<td>The Great Civil Rights Movement and the New Culture Wars</td>
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<tr>
<td>Chapter 15</td>
<td>Education in the Twenty-First Century</td>
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</tbody>
</table>
Sample Themes/Topics/Trends

- Purposes of schools
- View of child Role
- Role of teacher
- European influences
- Curricular emphasis
- Educational material
- Teaching methods
- High School development
- Geographic distinctions
- College development
## Pro-Horace Mann

### Connections:
- Federal Involvement
- Religious Influences
- Minority Inclusion
- Demographic Impact
- Current Issues
- Historical Issue

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<thead>
<tr>
<th>DATE</th>
<th>HOLE#</th>
<th>PAR</th>
<th>SOURCE</th>
<th>OVERLAP</th>
<th>CONNECTION</th>
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SAY-SEE-DO PRESENTATIONS

- "say", "see", "do" components
- strict time limit
- enrich, enlighten, enhance class understanding
- one page summary distributed
- vanilla outlawed

SCORECARD

Say /3 educational importance emphasized

See /3 facilitates whole class viewing

Do /3 connected to topic

Summary Page /3 one page maximum educational importance emphasized sources cited

Time /2 to be established

General /1

Total/15
HISTORY OF AMERICAN EDUCATION

LEGISLATION
Old Deluder Satan Act (Massachusetts Law of 1647)
Bill for the More General Diffusion of Knowledge (1779)
Northwest Ordinance (1787)
Morrill Land Grant Act (1862)
Hatch Act (1887)
Smith Lever-Act (1914) Smith Hughes Act (1917)
GI Bill of Rights (1944)
National Defense Education Act (1958)
Elementary and Secondary Education Act (1965)
Title IX (1972)
Education for All-Handicapped Act (1975)
Educational Improvement and Consolidation Act (1981)
Individuals with Disabilities Education Act (1990)
No Child Left Behind (2001)

JURISDICTION
Dartmouth College Case (1819)
Kalamazoo Case (1874)
Plessy vs. Ferguson (1896)
Cochran vs. Louisiana State Board of Education (1930)
Everson vs. Board of Education (1947)
McCollum vs. Board of Education (1948)
Zorach vs. Clausen (1952)
Brown vs. Board of Education (1954)
Engle vs. Vitale (1962)
Schempp vs. Abington (1963)
Murray vs. School Commissioners of Baltimore (1963)
Swann vs. Charlotte-Mecklenburg (1971)
Lemon vs. Kurtzman (1971)
Wisconsin vs. Yoder (1972)
Serrano vs. Priest (1971)
Bakke vs. California Board of Regents (1973)
Rodriquez vs. San Antonio (1973)
Keyes vs. School District No. 1, Denver (1973)

PEOPLE
Benjamin Franklin          Charles Eliot          James Meredith
Thomas Jefferson          Edward Thorndike       William T. Harris
John Dewey                W.E.B.DuBois          Benjamin Rush
William McGuffey           Samuel Chapman Armstrong Joseph Lancaster
Booker T. Washington      Elizabeth Peabody       Margaretha Schurz
Henry Barnard             Mary Lyon              Thurgood Marshall
Samuel Hall               Hoarace Mann         Emma Willard
Noah Webster              William Bagley        Lyndon B. Johnson
PLACES
Boston Latin Grammar School (1635)
Harvard College (1636)
William and Mary College (1693)
Philadelphia Academy (1751)
University of North Carolina (1795)
University of Georgia (1801)
Boston English High School (1821)
Troy Female Seminary (1821)
Normal School at Concord, VT (1823)
University of Virginia (1825)
Mount Holyoke College (1837)
State Normal School at Lexington, MA (1839)
Fisk University (1865)
Hampton Institute (1865)
Carlisle Indian School (1879)
Tuskegee Normal and Industrial Institute (1881)
Johns Hopkins University (1874)
Laboratory School, University of Chicago (1896)
Little Rock Central High School (1957)
University of Mississippi (1962)

TERMS
Dame school
Town school
Reading/writing school
Common school
Normal school
Charter schools
Magnet schools
Hornbook
Bible
New England Primer
McGuffey's Eclectic Reader
American Spelling Book
Society for Propagation of Gospel in Foreign Parts (1701)
United States Constitution (1787)
Meeting at Rockfish Gap (1818)
Committee of Ten (1892)
Seven Cardinal Principles of Secondary Education (1918)
Commission on Reorganization of Secondary Education (1918)
War on Poverty
Head Start
Nation at Risk (1983)

ACRONYMS
NAACP  NDEA  LBJ  NYA  NEA  EICA  SPGFP  WPA
ACLU  ESEA  NSF  PARC  AFT  IDEA  CCC  NCLB
PROJECT OPTIONS

Option #1

[II COLLECTION II]

Collection of cartoons, poems, quotations, songs, artwork
- Inclusion of items
- Minimum 30 items…maximum often from any category
- Concise elaborative connections for each item
- Connections to history and/or philosophy
- Sources properly credited

Option #2

[II "OVERLAPPING" BOOK REVIEW II]

- Quotations, themes, events
- Concise elaborative connections
- Minimum 25 items
- Connections to history and/or philosophy
- Source properly credited

Option #3

[100 YEARTIME LINE]

- Selection of 100 year time period in American history
- Categories included:
  - Historical events…minimum 10 items
  - Sociological trends…minimum 5 items
  - Educational events/trends…minimum 25 items
- Connectedness of education to history and sociology
- Connections to history and/or philosophy

Grading Criteria
- Expectations
- Neatness
- Organization
- Elaborative connectedness
EDUCATION 710- OUTCOMES

- Inspired to read a book
- Haunted by overlap
- Enhanced knowledge base
- Realized everything presented from a point of view
- Motivated to walk in the footsteps of history
- Realized history requires context
- More skeptical
- A little bit different as a result of class
- Climbed higher on the taxonomy
- Acquired some pedagogical ideas
- Peeked behind the curtains of history
- Value-added to personal and professional life
- Realized that opinion is lowest form of knowledge
- Learned some of the "stories" of history
- Understood the philosophical foundation of educational issues