EDFD 500-01 History and Philosophy of American Education

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Mission: "Xavier's mission is to educate..." Therefore, the mission of the school (formerly department) of education is to educate in the Jesuit tradition, students from varied backgrounds to be critical thinkers and ethical professionals in education and related fields who effectively contribute to and serve a world of many cultures and diverse communities.

Catalog Description: This course offers a foundation of education from two major perspectives: history and philosophy. It intentionally and effectively melds the two major disciplines in an interdisciplinary manner as grounding for the field of education in general with special concentration on the United States. Emphasis will be placed on surveying both areas and will employ technology, library resources, and critical thinking skills (that is, information fluency) in its approach. Note that some work will be completed via Canvas—an online software package.

Purpose: This course—a Master of Education degree foundations course—is designed to offer the student an overview of the history (political, social, religious, economic, legal) and major philosophies or theories of education in the United States.

Objective: The course is intended to provide the student with an analysis and synthesis of American education and with an awareness of the various influences or currents that shaped, and continue to impact, the American educational experience.

General Outcomes: As a result of this course, students will be able to:
1. sense or grasp, and then offer an overview of, the educational history of the U.S.;
2. sketch and show links between major philosophical orientations that affected and/or continue to impact educational theories and practices in the U.S.;
3. relate both philosophy and history to education in the U.S. during the 17th-21st centuries;
4. reflect on and verbally state their philosophies or theories of education; and,
5. employ selected textual and information fluency tools—especially online resources—(e.g., handouts, websites, Canvas—especially, discussions and other references).

Student Learning Outcomes: Students will be able to:
1. identify three (3) key contributions to education from each of the four major historical-philosophical periods of Western civilization.
2. analyze five (5) significant advancements in education during both the colonial and revolutionary periods in early America (pre-U.S.).
3. evaluate—using a model or chart that highlights salient aspects—ten (10) major schools of philosophy and/or educational theories.
4. track, and then synthesize, educational innovations culminating in the “American” educational way or ladder from kindergarten through high school to higher education.
5. appraise the major developments of education in the U.S. during the 19th-21st centuries that focus on an American system of education including teacher education and relevant government controls.
6. reflect upon, write-out and defend their personal philosophy of education.

**Meetings:** This class will meet Tuesdays—from January 13, 2015 through May 5, 2015. At times, this class will meet via Canvas. Attendance at scheduled in-class meetings is expected and is critically important to your success; therefore, you may miss only one (1) class during this term without incurring an academic penalty (i.e., one full grade reduction; e.g., an A grade becomes a B). Attendance/promptness will be encouraged and reinforced as well; a grade could be reduced by one partial grade due to tardiness (e.g., an A grade could result in an A-). [No class on Mar. 3.]

**Topics:**
- Introductions and Overview
- Background to Education: History and Philosophy
- Colonial Educational Experiences
- Pre- and Post-Revolutionary Educational Efforts
- Horace Mann and the Common School
- American Secondary Education
  [Also: Selected Notes for the 18th and 19th Centuries]
- Review

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- American Secondary Education (continued)
- Progressive Education and Reactions to….
- American Higher Education
- Teacher Education in America and the Profession of Teaching
- Personal Philosophy of Education
- Governmental Controls of Education
- Educational Reforms
  [Also: Selected Notes for the 19th-21st Centuries]
- Review

**Evaluation:** You will be provided with reading due dates and appropriate guidelines for papers, presentations and other tasks. As a student in this course, you will be expected to complete the following course requirements satisfactorily and on time without incurring an academic penalty for lateness (e.g., if any requirement is late, you may expect up to a full-grade reduction for that requirement; i.e., an A becomes a B):

- **Educator Paper & Presentation**  
  10% - paper due February 3 (.doc or .docx; email to me NLT 12:00 noon on 2/3/15)
  10% - presentation -TBA
Discussion Contributions 20% - due at various times via Canvas

Mid-Term Exam 20% - March 10 [see Urban & Wagoner: chs. 1-6, part of 7, and other references]

Philosophy of Education Paper 20% - due NLT April 21 (email to me NLT 4:00 pm on 4/21/15)

Final Exam 20% - May 5 [see Urban & Wagoner: chs. 6-13 and other references]

NOTE: The above-graded tasks for this course are weighted.

Grade Scale: A=93-100; A-=90-92; B+=88-89; B=83-87; B-=80-82; C+=78-79; C=75-77; F=below 75.

Required Text: Wayne J. Urban and Jennings L. Wagoner, Jr.’s American Education: A History, 5th ed. (2014), chapters 1-13. For planning purposes, you should try to read one chapter per week; and, review previously read chapters or other textual materials accordingly.

Other Required Readings: Please note that some other readings—beyond the text—will will be required, and therefore assigned, from selected handouts and Electronic Reserves (E-Reserves). E-Reserves can be accessed directly from Canvas.

Other Useful References/Texts (not required; consult as needed or desired):

Fraser’s (ed.) The School in the United States: A Documentary History (3rd edition)

Gutek’s An Historical Introduction to American Education (3rd edition)

Jeynes’ American Educational History

Johnson’s Historical Documents in American Education

Knight’s Issues and Alternatives in Educational Philosophy (3rd or 4th edition)

Pulliam and Van Patton’s History of Education in America

Rippa’s Education in a Free Society

Spring’s American Education

Spring’s The American School

Notes:
A video series entitled School: The Story of American Public Education is a natural accompaniment to the course and will be available to you as well especially in a streamed version. The two most salient videos to view are: Part 1: The Common School and Part 2: As American as Public School. You may need to use Mozilla Foxfire to see the streamed versions. (Google Mozilla Foxfire for a free download.)

You may also wish to consult, again as needed, the Encyclopedia of Educational Reform and Dissent—volumes 1 and 2—as you ponder various attempts to change or reform education in the U.S. There is a copy of this work in Xavier University’s library (CLC).