



University of South Dakota
School of Education
Division of Curriculum and Instruction
EDFN 710 History of Education
Fall 2009
Three Credit Hours

Instructor: Rick Melmer Ed.D

Class: Online

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I. Course Description

This course gives an overview of the history of educational thought, events, and persons affecting education in America.

II. Rationale

The USD Reflective Decision Making model for preparing educators provides the framework supporting the School of Education professional programs. Education has been historically treated as the vehicle for opportunity and equality. The study of history helps us to understand past educational policies and practices in the context of their times. Additionally, it often gives us a perspective on modern developments. Changing attitudes toward schooling, influential theories, immigration, industrialization, and the impact of class, race, and gender are but of few of the factors that have changed educational practice. This course will examine how the “system” has been idealized, criticized, and reinvented in response to the social, philosophical, and historical forces of the past so we can better understand the challenges and successes of today and the future of education in America.

III. Textbook

Pulliam, J.D. & Van Patten, J.J. (2007). *History of Education in America*, 9th Edition. Pearson/Merrill, Prentice Hall.

IV. Course Objective and Outcomes

Objectives/Outcomes Students will:	Standards	Assessment
Trace and explain the historical roots of significant issues and trends in education.	SoE 2	Discussion Chapter Responses Paper 1, 2, and 3
Identify individuals who have made major contributions to educational thought and practice.	SoE 2	Discussion Chapter Responses Papers 1 & 2

Analyze the educational and social movements and conflicts that have affected contemporary issues of educational aims, curriculum, practice, and policy.	SoE 3 & 7	Chapter Response Discussions Paper 2
Discuss and critically evaluate the social, political, and economic forces that have influenced education in the United States.	SoE 1 & 4	Discussion Chapter Response Trends and Issues Paper

The methods of evaluation and the criteria for grade assignment for this course are listed below. The instructor reserves the right to add additional assignments and assessments at his discretion.

Methods

1. Traditional Assessment		
Introduction (Educational Autobiography)		30pts
Chapter Responses (30 pts each)		330 pts
2. Performance Assessment		
Paper #1		90pts
Paper #2		90pts
Trends & Issues Paper		<u>180pts</u>
		720 pts
	90-100%	A
	80-89%	B
	70-79%	C

V. Instructional Methods and Activities

Traditional Experiences

Students will access necessary materials and assignments via D2L.

Clinical Experiences

Electronic communication will be exclusively as students will have no face-to-face contact with professor. Discussion forums email and chat within D2L can be utilized to provide synchronous and asynchronous interaction.

Descriptions of Assignments: All assignments must be submitted in Microsoft Word. Pay particular attention to the descriptions of the required papers as they are related and should all be considered at the beginning of the course.

- Chapter Responses:** Each chapter is introduced in the Modules found under the "Content" tab on the black navigation bar. In addition to the text assignment each module contains further readings and/or videos that will add to the content of the

chapter. **Responses should contain references to your text, supplemental readings and/or videos.** Please submit through D2L email.

2. **Papers:** Because written expression is central to this course there are three required papers. Through writing you will have the opportunity to reflect on your reading and to formulate thoughtful and reasoned responses to the issues and perspectives presented. You will notice that papers two and three have very close due dates. Paper three should be considered all through this course so it should not be an assignment of just a couple weeks.

Submit all papers through D2L Drop Box

A. Paper One: Write a 3-5 page essay on “Why do we have schools?” This essay should address the essential need and reason for schools in the United States. Incorporate information from Chapter 1-6 as appropriate. Writing is a good way to stimulate learning and critical thinking. Take care in selecting your thesis and support it with good writing and appropriate research.

B. Paper Two: Based on your reading, research and coursework so far, your second paper should address the following:

*In the history of American education, what theme do **you** think best describes how schooling has unfolded in this country? Please describe that theme, then defend your choice. You should substantiate your argument with examples from Pulliam and Van Patten, other assigned readings, discussions, notes, or any other relevant material you may have encountered.*

- Please type and double-space your paper. Keep your work within 3-5 double-spaced pages. References in APA style including title and reference pages. Please keep in mind that the purposes of this assignment are for you to:
- Synthesize your readings and coursework;
- Develop a deeper understanding of larger historical patterns in education and their implications.

C. Trends and Issues Paper: I invite you to explore a topic of current importance that is of personal and/or scholarly interest. A good consideration of the “Future Trends” section in Chapter 11 could be helpful.

- Find and select at least three journal articles on your general topic. Read them carefully and consider how they connect with your chosen book and other research.
- Consider your course readings and the work you have completed. How does this material connect with your chosen topic – trace the development of your issue or interest.
- In light of your reading and analysis from the above steps, please submit a 5-7 page paper that explores the key ideas/issues involved in your chosen topic.
- References in APA style including title and reference pages.

VI. Bibliography

The knowledge base that supports this course content and procedures includes:

A. Contemporary References (1990-on)

Chartock, R. (2000). *Educational foundations: An anthology*. Upper Saddle River, NJ: Merrill.

Guttek, G. (2001). *Historical and philosophical foundations of education*. Upper Saddle River, NJ: Merrill.

Noll, J.W. (2001). *Taking sides: Clashing views on controversial educational issues*. Boston, MA: Allyn & Bacon.

Tehie, J. (2007). *Historical foundations of education: Bridges from the ancient world to the present*. Upper Saddle River, NJ: Pearson, Merrill/Prentice Hall.

Webb, L.D. (2006). *The history of American education: A great American experiment*. Upper Saddle River, NJ: Pearson, Merrill/Prentice Hall.

<http://www.nd.edu/~rbarger/www7/>

http://fcis.oise.utoronto.ca/~daniel_schugurensky/assignment1/

<http://www.infed.org/thinkers/et-dewey.htm>

<http://www.pbs.org/kcet/publicschool/index.html>

http://fcis.oise.utoronto.ca/~daniel_schugurensky/assignment1/

<http://www.cloudnet.com/~edrbsass/edhis.htm#timelines>

<http://www.indiana.edu/~reading/ieo/bibs/histedus.html>

B. Classic References

Bailyn, B. (1960). *Education in the forming of american society*. Chapel Hill, NC: UNC Press.

Church, R.L. (1976). *Education in the united states: An interpretive history*. New York, NY: Free Press.

Fass, P.S. (1989). *Outside in: Minorities and the transformation of american education*. New York, NY: Oxford University Press.

Ravitch, D. (1983). *The troubled crusade: American education, 1945-1980*. New York, NY: Basic Books.

C. Key Journals

Educational Leadership

		<p><i>History of Vocational and Technical Education</i> <i>Thoughts of School: Taking Education Out of Schools</i></p> <p>Assignment on "Content" page</p>
Oct 21		<p>Paper #1 is due by October 25</p>
Oct 28	Chapter 7	<p>Development of Modern American Education after 1918 <i>A Century of Progress</i> by Mike Kennedy <i>Brief Overview of Progressive Education</i> Assignment on "Content" page</p>
Nov 2	Chapter 8	<p>American Education: 1960-2000 <i>The Progressive Development of Multicultural Education Before and After the 1960s: A Theoretical Framework</i> by Payne and Welsh</p> <p><i>Another view...</i> <i>"A Nation at Risk Twenty-five years later</i> by Richard Rothstein <i>The Legislation and Litigation History of Special Education</i> By Martin, Martin, and Terrman</p> <p>Assignment on "Content" page</p>
Nov 9	Chapter 9	<p>Educational Reform After 1980: The Search for Excellence</p> <p><i>Education and Change: A personal Critique</i> by Gene Maeroff <i>Top 10 Education Events of the 20th Century</i> by Ben Brodinsky <i>Beyond TTWWADI</i> by Jukes and McCain</p> <p>Assignment on "Content" page</p>
Nov 16		<p>Paper #2 is due by November 22</p>
Nov 23	Chapter 10	<p>Issues in Modern American Education</p> <p><i>What Does It Mean to Be Well-Educated?</i> By Alfie Kohn</p> <p><i>Introducing the Issue</i> by Sawhill and McLanahan</p> <p>Pay Attention Video</p> <p>Assignment on "Content" page</p>
Nov 30	Chapter 11	<p>Globalization, Trends, and Gaining Perspective</p> <p><i>Closing the Digital Divide</i> by Jukes and McCain</p> <p><i>Trend Analysis</i> by Jukes</p> <p><u>Videos</u> Shift Happens Education Today and Tomorrow</p>

		21 st Century Pedagogy Assignment on "Content" page
Dec 7		Trends and Issues Paper is due by December 13

B. Class Policies

1. Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

2. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible in the semester.

3. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.