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C&I 514.01: Education Across Cultures

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C&I 504 History of American Education
Spring 2003

Professor Jean Luckowski

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Office hours : TR 9 :30-11:00 a.m.; T 2-4 p.m ; F 8-10 a.m. and by arrangement

Purpose:

John Pulliam describes the history of American education as “a developing rather than a finished area of study. It is concerned with building a full understanding of the current educational situation through the study of the evolution of educational practices, ideas, and institutions in a social context.” We will attempt to fulfill that definition through the study of some of the major themes in the history of schooling in the U.S. Our study will take us from colonial times, through the common school movement, to the progressive era, and the modern era of rapid expansion, the Civil Rights movement, and educational reform.

Required text:

Fraser, James W. *The School in the United States: A Documentary History*.
Boston: McGraw Hill, 2001.

Books on reserve in the Mansfield Library:

Education Week. *Lessons of a Century: A Nation's Schools Come of Age*.
Bethesda: Editorial Projects in Education, 2000.

Smith, L. Glenn and Joan K. Smith. *Lives in Education: A Narrative of
People and Ideas*. 2nd ed. New York: St. Martin's Press, 1994.

Evaluation:

- 1) **Seminar participation:** The topics for each week's study and discussion are listed on the attached semester calendar. You will be expected to complete the reading assigned for the week and be an active participant in discussion. You will also be expected to serve as discussion leader twice during the semester. As discussion leader, you can earn a maximum of 10 points for each of two sessions. For all other sessions, you can earn a maximum of 5 points per session. Participation counts maximum 80 points.

- 2) Review of one article:** The purpose of this assignment is to develop analysis and writing skills. It is placed early in the semester to help you gauge my expectations for your performance. *Lessons of a Century: A Nation's Schools Come of Age* (on reserve) offers fascinating snapshots of American schools. The editors include many practical as well as philosophical aspects of 20th century schooling, from the evolution of high school sports to the importance of the pencil. Select one article, for example, "Changing Childhood" or "Technology in the Classroom." Briefly summarize the key ideas and analyze their significance to schools and teachers today. Emphasis should be on analysis. Limit your review to three pages. Criteria for evaluation include quality of analysis; clarity of writing; and correct use of the style manual of your choice. Due February 13, counts maximum 25 points.
- 3) Biographical essay:** The purpose of the biographical essay is to develop research, analysis, and writing skills. Choose one person who has had a significant impact on American education and write a 7 to 8- page biographical essay on that person's life and role in the history of education. The best essays identify and explore a few selected themes. *Lives in Education* (on reserve) offers good background information and notes on additional references for successful completion of this assignment.

Consider the following questions in completing this assignment: What applications or effects do we see of this person's life today? Are her or his ideas still relevant? Why or why not? If this individual is better known outside the field of education than in it, why should we study him or her? What was the social, political, and economic context in which this person lived, and how did it affect his or her ideas and actions? Has this person been misunderstood today? Have his or her ideas been misapplied? If certain ideas have faded from practice, should we update the theory or practice and use it again? If so, how would we do that?

Write your essay in four parts:

1. Historical context: Describe the time in which the person lived. What political, social, religious, intellectual, or economic events were occurring in this person's lifetime?
2. Educational biography: What events of an educational nature contributed to forming this individual as a person and shaping his or her worldview? What key events of childhood and youth had special significance? What personal events became lenses through which this person made sense of life?
3. Development of educational ideas: Describe the individual's major ideas or accomplishments. Explain how he or she was an agent of educational continuity or change.

4. Assessment of significance: How did this person's ideas or actions influence educational policy during his or her own lifetime and beyond? What is the relevance of this person's ideas or actions today?

Criteria for evaluation include quality of resources and analysis; ability to connect historical ideas to contemporary educational practice; clarity of writing; and correct use of the style manual of your choice. A formal outline of the essay is due March 20 and counts a maximum 25 points. The finished essay is due on or before May 1. You will discuss your conclusions about your subject during one of the last four class sessions.

The individuals listed below are good choices for the subject of your essay. Feel free to select someone else but confirm your choice with me. Subjects for this assignment must be selected by February 27.

Thomas Jefferson	Horace Mann	Catherine Beecher
Booker T. Washington	Margaret Haley	Emma Willard
W.E.B. DuBois	Maria Montessori	John Dewey
John Amos Comenius	Jean-Jacques Rosseau	Mary Lyon
Mary Wollstonecraft	Johann Pestalozzi	George Sanchez
Malcolm X	Sarah Winnemucca	Frederick Froebel

- 5) **An open-book, open-note examination.** I try to ask questions that require synthesis of ideas from the readings and discussion throughout the course. The questions are similar to the ones I write for comprehensive exams. You will complete the exam in one of the School of Education labs, at a time of your convenience, during final exam week. Criteria for evaluation are evidence of understanding of the ideas, people, and/or events in question, ability to synthesize the meaning for us today, and clarity of writing.

Recommended additional texts:

Cuban, Larry. *How Teachers Taught*. New York: Longman, 1984

Spring, Joel. *The American School, 1642-1996*. New York: McGraw-Hill, 1996.

Pulliam, John and James J. Van Patten. *History of Education in America*. 8th ed. Upper Saddle River, NJ: Merrill, 2003.

Urban, Wayne and Jennings Wagoner, Jr. *American Education: A History*. 2nd ed. New York: McGraw-Hill, 1999.

Semester Outline:

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading Assignment</i>
1	Jan 30	Intro to History of American Education European roots; debate over historical interpretations	
2	Feb 6	Colonial America Stability, tradition, authority	Chap 1
3	Feb 13	Schools for the New Republic New schools for a new government [<i>Lessons of a Century</i> review due today]	Chap 2
4	Feb 20	The Common School Movement How much “common” schooling did Americans want?	Chap 3
5	Feb 27	Schooling Moves West Teacher recruitment [Subject for biographical essay due today]	Chap 4
6	Mar 6	Schools of the South “When you turned us loose, you turned us loose to the sky, the storm, the whirlwind....”	Chap 5
7	Mar 13	Help with biographical essay outlines	
8	Mar 20	Growth and Diversity The immigrant experience in American schools [Biographical essay outline, with bibliography, due today]	Chap 6
9	Ap 3	The Progressive Era Twenty kinds of “progressive” education	Chap 7
10	Ap 10	Cold War Era Critics from all sides	Chap 8
11	Ap 17	Civil Rights Eyes on the prize	Chap 9
12	Ap 24	Rights and Opportunities The federal government: a major player	Chap 10
13	May 1	Reforms of 80s and 90s Excellence and equity [Biographical essay due today]	Chap 11
14	May 8	Summary Continuity and change	

Week of May 12: At your convenience, schedule and complete final exam in a School of Education lab.