December 18, 2000  

COURSE NUMBER: EDT 305  
COURSE TITLE: History and Philosophy of American Education  
TERMS OFFERED: I, II, III-1  
CATALOG DESCRIPTION: Study of American education as it evolved from the colonial era to recent times. In the historical overview, attention is given to issues pertinent to educational philosophy. The study of Catholic and Marianist educational perspectives provides an important component of the course. 
ACADEMIC CREDIT: 3 hours  
PREREQUISITES: EDT 109,110 

COURSE GOALS:  
The goals of this course are to enable students to:  
1) understand the options previous generations had in American education, what choices they made and why they made them; 
2) understand the consequences those choices had for subsequent generations; 
3) become reflective practitioners who can critically analyze important educational issues; and 
4) help the student develop a personal philosophy of education. 

Relation to Conceptual Framework of the School of Education  
The School of Education in conjunction with the University of Dayton’s Vision 2005 has adopted a school-wide theme of “Building Learning Communities Through Critical Reflection.” In order for teachers to achieve this goal, they must know the traditions and the inherited conceptions that people hold. 

Relation to Department Theme  
The theme of the Department of Teacher Education is “Teacher as Reflective Decision Maker in a Pluralistic Society.” The aim of this course is to help the students acquire the interpretive, normative, and critical perspectives on education as called for by the standards on the teaching of the foundations of education by the Council of Learned Societies (CLS) in education (CLS Standard I). These perspectives are essential for teachers to become reflective decision makers, especially in a society in which students hail from complex and diverse backgrounds. 

COURSE OBJECTIVES:  
Knowledge  
(Domain A, especially A1 and A2; Domain B, especially B1 and B2; and Domain C, especially C3)  
By means of papers, oral report, and tests, students will demonstrate the knowledge goals that contribute to an understanding of students (A1) and a moral perspective on the educational process and social relationships (B1 and B2). Such a demonstrated understanding also contributes to developing clear learning goals (A2), (CLS Standard II, Interpretive and Normative).
Develop an understanding of the importance of history and philosophy in understanding the institution of American education, its purposes and curriculum (C3), (CLS Standard II, Interpretive, Critical, and Normative);

Develop an understanding of the role(s) that social forces have played in affecting the development of American education, its purposes and curriculum (C3), (CLS Standard II, Interpretive and Critical); and

Develop an understanding of the role(s) that American education, its purposes and curriculum have played in American society (C3), (CLS Standard II, Interpretive and Critical).

Skills

(Domain C, especially C3; Domain D, especially D3 and D4)
By means of papers, oral reports, class discussion, and tests, students will demonstrate their normative, interpretive, and critical analytic skills necessary for students to extend their thinking (C3). Such an analysis also contributes to enhanced professionalism (D3 and D4), (CLS Standard II).

Analyze the role(s) that social forces have played in the development of American education, its purposes and curriculum (C3), (CLS Standard II, Interpretive and Normative);

Analyze the role(s) that social forces have played in determining the distribution of opportunity in American education and why that was so (C3), (CLS Standard II, Interpretive and Normative);

Analyze the relative contribution(s) that American education has made to the individual and society as a whole (C3), (CLS Standard II, Interpretive and Normative); and

Critically examine the various historical and philosophical positions that have been taken on American education, its purposes and curriculum (C3, (CLS Standard II, Critical)).

Values/Attitudes

(Domain A, especially A1; Domain C, especially C3), and Domain D, especially D3 and D4)
By means of oral reports, papers, and class discussions, students will demonstrate attitudes/dispositions that support their understanding of students (A1), and a willingness to stretch themselves in thinking capabilities (C3), (CLS standard II, Normative).

Develop an appreciation of what history and philosophy can and cannot do in grasping the nature, challenge and accomplishments of American education (D3 and D4), (CLS Standard II, Normative); and

Become sensitive to how income level, race, gender and creed have played a part in opportunities in American education (D3 and D4), (CLS Standard II, Critical and Normative).
COURSE TOPICS: (Suggested)
- Aim of education
- Religion and schools
- Democracy and education
- Role of teacher
- Role of government
- Community
- Freedom
- Curriculum
- Diversity
- School reform
- Catholic and Marianist
- Philosophy of education
- Justice
- Common schools
- Professional ethics

TEACHING METHODS:
- Lectures, discussions, papers, oral reports, collaborative projects, individual reports, etc.

INSTRUCTIONAL TECHNOLOGY THAT WILL BE INTEGRATED INTO THE COURSE:
- Instruction will integrate up-to-the-date electronic information technology.

STUDENT EVALUATION CRITERIA:
- Through a variety of assessment activities - tests, papers, presentations, etc. - students will demonstrate their proficiency in analyzing historical materials as they explain contemporary practice and philosophical quandaries in American education. Likewise, the students will articulate a personal educational philosophy that is grounded in the historical texts analyzed, philosophical ideas studied, and the knowledge garnered to that point from clinical experiences and other coursework both in Education and Arts and Sciences.

CLINICAL EXPERIENCE: None

FIELD-BASED EXPERIENCES: None

TEXTS:
- Typical texts:

SUPPLEMENTARY RESOURCES:

DATE OF SYLLABUS DEVELOPMENT OR REVISION: