

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

1. **EDUC 7005 History of American Education (3-0-3)**
2. **Dr. Peggy Ruth Geren, pgeren@aug.edu, 706 7129-2461**
Office Hours: M, 3:00-4:30/ T, 10:00-11:00 & 3:00-5:00/
W, 1:00-4:30/ R, 10:00-11:00 & 3:00-4:00/ F, by app't
3. **Course Description:** This course is intended for graduate students who have a particular interest in the forces shaping American public education. Prerequisite(s): Admission to Graduate Program.
4. **Textbooks/Required Readings/Recommended Readings**
Historical and Philosophical Foundations of Education; a Biographical Introduction, by Gerald Gutek
The Story of Augusta, by Edward Cashin (on reserve)/ pp.157-160, 164-165, 198-199,235-236,268-269, 272-273, 275,297-305
Selected readings from The American legacy of Learning, by John Hardin Best and Robert Sidwell (ereserves)

5. **LiveText**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

6. **Course Objectives**

1. Students will be able to identify and describe significant events, trends, and processes in American history relevant to education, especially as they affect: purposes, curriculum, pedagogy, funding, governance, forms, materials, the profession of teaching, and diversity
2. Students will analyze and synthesize biographical information within specific historical, educational contexts.
3. Students will know and understand the historical roots of American public education.

7. **College of Education Conceptual Framework**

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning

process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Professional Development School Network.

For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.

Element: Prepared (PD)

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

Element: Able (AD)

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

8. **Method of Instruction:** discussion, lecture, video, guest speakers, individual research

9. **Course Schedule and**

10. **Performance Assessment**

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| 10/ 14 | What's the 'public' in public education?/ overview of purposes & forms & content of education, colonial period/ Best & Sidwell, "Harvard Regulations" and "Teaching, Teachers, and Learners" (ereserves) |
| 10/ 21 | overview of purposes & forms & curriculum, national period /Gutek, Thomas Jefferson/ Best & Sidwell, "Dangers of a Foreign Education" (ereserves)/ Best & Sidwell, "The New York Free School Society" (ereserves)/ Best & Sidwell, "Charter of the University of Georgia" (ereserves) |

- 10/28** local history of education, guest speaker Dr. Lee Ann Caldwell, Director, Center for the Study of Georgia History/
<http://www.georgiaencyclopedia.org/nge/Categories.jsp?path=Education>,
 click on “people’ and read two bios of your choice
- 11/4** Gutek, Jane Addams , John Dewey/“The Seven Cardinal Principles of Secondary Education, 1918” (ereserves)/
<http://www.authentichistory.com/postcivilwar/riis/contents.html>,
 choose “The Children of the Poor”
- 11/4** **Journals & timeline due (in progress)**
- 11/11** Gutek, W.E.B Dubois/ “Dare the School Build a New Social Order?” (ereserves)/ interview with Ruby Bridges at
http://www.pbs.org/newshour/bb/race_relations/jan-june97/bridges_2-8.html
- 11/18** Gutek, Herbert Spencer & Maria Montessori/ peruse official Montessori materials at <http://www.nienhuis.com/>
- 11/25** **holiday**
- 12/2** Gutek, Johan Pestalozzi and Jean Jacques Rousseau
- 12/2** **Biography paper due**
Journals & timelines due

The journal. The journal addresses Bloom’s levels of knowledge, comprehension, and analysis. There should be entries for the material covered in class discussion and assigned readings for each class meeting. For each week of class the entries should include: 1. brief (no more than ¾ page) summaries of each biography and each web assignment. 2. Noteworthy comments & information from class discussion (2-3 pages) 3. Questions & issues that arise in your own mind as you reflect on information and connect with current events problems, & issues concerning education (1-2 pages). Page numbers are minimums, and I do not mind reading more lengthy entries. Journals may be handwritten, if legible, or typed and kept together in a folder (please, no bulky binders).

Grading criteria for the journal:

Length	20 %
Comprehensiveness	40%
Quality	40%

The timeline. The timeline should consist of noteworthy events that indicate important changes and growth (or stunting of growth) in American

public education. The timeline should address legislation, historical events, & dates of people influential in education. The timeline should be inclusive of the colonial, national, & modern periods of history. These will be dates of your own choosing, but they should indicate an understanding of important processes in American public education, so they should not be entirely idiosyncratic. The timeline should be kept in a separate section of your journal, but the journal and the timeline should be of a piece, so that it will be of use to you in the future. Events and people mentioned in class should certainly be included, as well as those discovered through your own interests and research.

Grading criteria for the timeline:

Comprehensiveness & accuracy 100%

Both the journal and the timeline will be graded at the middle of the term. If there are additions or corrections to be made, the final grade for each will be based on the corrections or additions made, as well as for the quality of the additions to the journals and timelines from the middle of the term forward.

Biography paper. The object of the biography paper is to synthesize the student's understanding of some events, processes, and changes in American public education by seeing them as they affect, and are affected by, a particular life. Here are the choices: Frederick Douglass, Benjamin Franklin, Thomas Gallaudet, William Torrey Harris, Anna T. Jeanes & the Jeanes Supervisors, Lucy Craft Laney, Francis Parker, George Foster Peabody, Noah Webster, Emma Willard. The paper should contain a summary of biographical information, with particular attention paid to the influence of the person's accomplishments affecting education, with regard to curriculum, pedagogy, the profession of teaching, forms of education, school funding, school governance, diversity, and materials. (Naturally, not all of these categories will be relevant.) A general description of historical context should be given, emphasizing the events or influences relevant to your biographee's actions on behalf of education. I will be available for individual advice in organizing the paper. The paper should be 5- 5 1/2 pages in length, with standard margins, APA style.

Grading criteria, biography paper:

Completeness	30%
Did the paper address all the portions described above?	
Accuracy & quality of information selected	50%
Length & style	20%

Overall grading weights:

Journal	50%
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Timeline	20%
Biography paper	30%

Attendance:

The ASU attendance policy is adhered to in this class, and role is take. If a student misses more than the equivalent of 10% of class time, regardless of the reasons, the option of dropping the student from the class may be exercised, with prior email notification. This is especially important, since professors are required to report excessive absence, and this may affect a student's financial aid.

If a student is absent on a day on which an announced quiz, exam, or other assignment is due, the student must make an appointment with the professor to discuss the absence, and a decision concerning makeup work will be made at the professor's discretion.

11. Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

12. Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

13. Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and

students can download Adobe Acrobat Reader for their home computer at no charge from:
<http://www.adobe.com/products/acrobat/>

14. Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

15. Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

16. Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

17. Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

18. Bibliography

Cashin, E. (1980). *The Story of Augusta*. Augusta, GA: Richmond County Board of Education.

Gutek, G. (2001). *Historical and Philosophical Foundations of Education*. Upper saddle River, NJ: Merrill Prentice Hall.

Pulliam, J. & Van Patten, J. *History of Education in America*. Upper Saddle River, NJ: Merrill Prentice Hall.

Rippa, A. (1997). *Education in a Free Society*. White Plains, NY: Longman Press