

**WEBSTER UNIVERSITY  
COURSE SYLLABUS**

**HIST 1800**

**COURSE NUMBER AND SECTION**

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**INSTRUCTOR**

**History of American Education**

**COURSE TITLE**

**TERM: FALL YEAR: 2002**

**1. Course Description: (student focus, rationale, scope prerequisites)**

Survey of major developments in the history of American education from colonial times to the present. Includes local posthole history research experience.

**2. Learning Outcomes: (goals, objectives, course outcomes, etc.)**

- To instill interests and attitudes which make possible continuing self-education;
- To develop the thinking of oneself as a professional, a teacher;
- To experience historical research;
- To initiate and encourage habits of active listening, being a responsible and intelligent participant in class interaction, verbalization in rationale cohesive form;
- To come to a realization of the complexity of “inter-relations’ and the necessity of personal responsibility;
- To encourage some understanding of the values/viewpoints held by others than oneself, to discern the background of these values, to respect them;
- To stimulate active, responsible involvement in the work of achieving maximum possible justice and self-direction for each individual and all peoples.

**3. Text:** Annual Editions: Education 02/03, F. Schultz (ed.) 2002  
An Historical Introduction to American Education, Gerald L. Gutek, Waveland Press, 1990

**4. Supplementary Readings:** handouts, materials in libraries, on Internet

**5. Visual Aids:** film/videos, interviews, guest speakers as appropriate

**6. Course Requirements:**

- |           |   |     |
|-----------|---|-----|
| <b>a.</b> | Class preparation (including assigned notes prepared)     |     |
|           | 25%   |     |
| <b>b.</b> | Class participation (including discussion)                | 30% |
| <b>c.</b> | Class presentations of posthole research, article reports | 20% |
| <b>d.</b> | Scrapbook research project                                | 25% |

This syllabus is subject to change based on the schedules of our guest speaker(s), the pace of the class, and, of course, events beyond the control of your teacher. With all readings be prepared to answer discussion questions in class.

08/20 Introduction to class, define expectations and explain projects  
08/22 Have prepared Gutek, Ch. 1, The Colonial Experience  
08/27 What is the purpose of public education? Thomas Jefferson  
08/29 Research  
09/03 Have prepared Gutek, Ch. 2, The Revolutionary Era  
09/05 Research  
09/10 Have prepared Gutek, Ch. 3, The Common School, Horace Mann  
09/12 Research  
09/17 Have prepared Gutek, Ch. 4, The Evolution of Secondary Education  
09/19 Research  
09/24 Have prepared Gutek, Ch. 5, The Evolution of American Higher Education  
09/26 Research  
10/01 Have prepared Gutek, Ch. 6, The Evolution of American Teacher Education  
10/03 Research  
10/08 Have prepared Gutek, Ch. 7, Educational Reform  
10/10 Research

#### FALL BREAK

10/22 Have prepared Gutek, Ch. 8, Education and Integration  
10/24 Research  
10/22 Have prepared Gutek, Ch. 9, The Recent Past  
10/24 Research  
10/29 Have prepared Gutek, Ch. 9, The Recent Past  
10/31 Research  
11/05 Pick an article from Annual Editions that you strongly agree with - explain and defend  
11/07 Research  
11/12 Pick an article from Annual Editions that you strongly disagree with – explain and defend  
11/14 Research  
11/19 Presentation of education scrapbooks  
11/21 Research  
11/26 Begin posthole presentations  
12/03 Continue posthole presentations  
12/05 Conclude posthole presentations  
12/10 Final wrap up