

**Summary of Relevant Information  
About Education 40320  
Foundations of American Education**

**Instructor: Dr. William A. Broadbent  
Adjunct Faculty  
Chaminade University of Honolulu**

**Course Credits: 3 units or hours of upper-division work. This course may be included as part of a graduate program of study under many circumstances.**

**Prerequisites: ED 200 (exceptions will be permitted depending on individual situations.)**

**Office Hours: By appointment. Individual meetings are best scheduled immediately before or after class. However, appointments may be arranged with the instructor during normal hours at his office.**

**Instructor's Daytime Address and Office  
University of Hawaii at Manoa  
Number 4, Lunalilo Building I**

**tel.(808) 956-5906**

**Fax. (808) 956- 6185**

**E-mail: broadben@hawaii.edu**

**Course description: Development of historical, philosophical, legal, and sociological principles of education, consideration of current trends in educational theory; and problems and choices facing education in the future. Requires observation and participation. Offered annually. Perquisite ED-200**

**Course text: Johnson, James A. et.al. Introduction to the Foundations of American Education: Eleventh Edition. Boston: Allyn and Bacon, 1998.**

**Course Requirements:**

(1) Regular and prompt attendance at all sessions.

(2) Participation in all class discussions (This requirement will be waived if you sign an affidavit stating that you never intends to teach or be actively involved in the administration or implementation of educational policy. If you are to be an educator you must feel comfortable in expressing your views and articulating your ideas regarding various relevant concepts, processes, and/or problems. However, this course may be taken as an elective by physics majors having no interest in teaching.)

(3) Reading the assigned text and any other materials that are deemed appropriate and are accessible

(4) Daily perusal of one of the two daily, newspapers that are circulated state-wide. The student will be held accountable for being cognizant of issues that affect education at the national, state and school levels (this includes proprietary schools.) The student/participant should be prepared to discuss these matters effectively in class.

(5) Observation and participation "OP." This requirement is contained in the catalogue. All students must be involved in a O/P exercise while enrolled in this course. They should be willing and able to discuss their activities in this area should the situation warrant it.

(6) Oral and written presentation Each student will be required to make a formal presentation to the class on a relevant subject. The presentation shall be between 45 and 55 minutes in length. A broad variety of presentation formats will be entertained. You will be expected to successfully educate the class and the instructor on a relevant topic having a bearing on the objectives of this course. The topics will be negotiated with the instructor. A reasonable degree of latitude will be exercised in the selection of topics. These presentations will be graded on their scholarship and the quality with which the presentation is made. A summary of the presentation, with citations if appropriate, will be provided the instructor prior to the activity.

(7) Mid-term examination A list of questions will be provided the student one week in advance of the exercise. Only a few of the items will be selected for use in the actual examination. The items,

to which responses are to be prepared, will be announced at the outset of the examination. The instructor is not so interested in what you don't know as what you do know. The questions and items will be broad and general in nature. They will be designed to provide you with the opportunity to demonstrate what you do know and care to demonstrate. All items will require a narrative response. In other words, no true or false or multiple choice items.

(8) Informal debate. The class will be divided into two groups: the "A" group and the alpha group. The composition of the groups will be as similar as reasonable in terms of age, gender, prior education and life experience. No perfect match is possible but the instructor will attempt to balance the groups using information voluntarily provided by the students through the resume exercise. Topics used for debates between the two groups will be taken from a list provided by the instructor. Topics will be announced one week in advance. Both groups should be prepared to argue both sides on every topic. Individual preferences or personal feelings regarding either side of the issue must be disregarded. Many people will ask to suppress a position with which they disagree. The instructor will make notes during the debates/discussions regarding the acumen of the various participants. If a student does unusually well in the debate/discussion sessions, he or she may substitute the resulting assessment for a poor mid-term examination result.

(9) Final examination A list of questions and short answer items will be provided to students one week in advance of the two hour examination. The procedure will be similar to that employed in the mid-term. However, unlike the mid-term, you may select the option of treating the examination as a "take home examination." In that case all questions *and* items ~~must~~ be answered. The answers must be succinct but comprehensive. There is a limit of 20 typewritten pages for this option.

NOTE: Few "nice" people really enjoy evaluating another person. Even fewer really like being the focus of scrutiny. The instructor will seek to make this process as civilized as possible while maintaining the high standards of Chaminade University. Any graduate student who appears in jeopardy of receiving a "C" or lower grade, which in most graduate schools is considered failing, will be urged to take an incomplete. Undergraduates will also be warned if they appear to be in some jeopardy of receiving a poor grade. If you come to the realization that you are not really cut out to be a

**scholar/educator, the instructor would prefer that you and not he make that decision.**

**There is no hard and fast rule regarding the quantitative contribution of each portion of this course. However, the following guidelines should provide you with some idea of the instructor's inclinations in the area of grading.**

	<b>Regular and prompt attendance at class sessions (you could easily blow a whole grade point on this item).</b>	<b>5%</b>
	<b>Participation in informal class discussions.</b>	<b>5%</b>
<b>(3)</b>	<b>Observation and participation. (evidence of successful completion necessary for any grade to be awarded)</b>	
<b>(4)</b>	<b>Oral and written presentation.</b>	<b>25%</b>
<b>(5)</b>	<b>Mid-term examination.</b>	<b>20%</b>
<b>(6)</b>	<b>Effectiveness in informal debate/discussions (may be increased to 30% at discretion of of instructor and request of student. Could be used to off-set poor mid-term result)</b>	<b>10%</b>
<b>(7)</b>	<b>Final examination</b>	<b>35%</b>
<b>Total</b>		<b>100%</b>

**Tentative Course Outline: (this is subject to change as deemed appropriate, necessary, an/or desirable.)**

**Unit 1.0      Introduction to the course.**

- 1.1      An overview of the program of study and housekeeping matters.**
- 1.2      Self introduction of the instructor.**
- 1.3      Preparation of student resumes.**
- 1.4      Self introduction of student/participants.**
- 1.5      Assignment of student/participants to debate/discussion groups.**
- 1.6      Scheduling of student/participant presentations.**

**Unit 2.0      Origins of formal education in western civilization and the influence of other cultures on its evolution.**

- 2.1      The institutions and contributions of the ancient world.**
- 2.2      The Middle Ages and the Renaissance.**
- 2.3      The "modern period."**
- 2.4      The organization of philosophy and its relevance for educators.**
- 2.5      Prior to lecture student/participants should had carefully read chapters 11 and 14 in their text.**

**Unit 3.0      Early American education.**

- 3.1      Colonial education, the influence of the Revolution, and developments to the Civil War.**
- 3.2      The college movement, normal schools and land grant public universities.**
- 3.3      The Committee of Ten.**

**3.4 The rise of "progressive education."**

**3.5 Student/participants should have read chapter 12 and other recommended material before the class begins.**

**Unit 4.0 The pedagogical and curriculum wars of the Twentieth Century.**

**4.1 John Dewey and his disciples.**

**4.2 Sputnik, A *Nation at Risk*, and the "back to basics" movement.**

**4.3 Vocational education, gifted and talented, special education and *The Neglected Majority*.**

**4.4 The era of perpetual reform.**

**4.5 Chapter 12 and other reading as appropriate (anything in *italics* should give you an idea of what "as appropriate" means at minimum.**

**Unit 5 The governance of American schools.**

**5.1 The governmental structure as it has evolved and exists today.**

**5.2 The positions of liberals and conservatives on the issue is where decision-making and policy formation should take place.**

**5.3 Goals 2000, School-to Work, Youth Apprenticeship, and National performance testing.**

**5.4 Chapter 3 and summaries of relevant federal and state law.**

**Unit 6.0 School Law: Federal, State, and (in most of these United States) Local.**

- 6.1 The various types of law in the United States.**
- 6.2 How law is adjudicated and its implications for educators.**
- 6.3 Teacher liability and teacher rights.**
- 6.4 Chapters 8, 9, and 10 to be read and understood.**
- 6.5 Mid-term examination exercise (1-1/2 hours).**

**Unit 7.0 The organization of American schools and classrooms.**

- 7.1 The prevailing national model.**
- 7.2 Hawaii's unique adaptations.**
- 7.3 The educational culture of these islands.**
- 7.4 Alternative structures in other developed nations.**
- 7.5 Chapters 17, 18, and 19 along with other appropriate sources of information.**

**Unit 8.0 The politics and sociology of education in America in general and Hawaii in particular.**

- 8.1 The role of unions and other professional associations.**
- 8.2 The function and impact of proprietary schools.**
- 8.3 Note: A guest lecturer is a strong possibility for this meeting.**
- 8.4 All remaining chapters of the text should be read.**

**Unit 9.0 Major issues facing educators nationally and in Hawaii.**

**Unit 10.0 Review and a search for perspective.**

10.1 All student/participants' unresolved concerns to be, hopefully, addressed.

10.2 Final examination (2 hours for those taking it in class).

The projected schedule is subject to change. (Guest lecturers or speakers will be employed as appropriate and available.)

3-31-99