

2-1-00

**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.**

**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 3, Lunalilo Building I**

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

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

**E-mail: [broadben@hawaii.edu](mailto: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. Prerequisite ED-200 (Note: the O&P requirement was deleted by the permanent staff during the fall semester of 1999.)**

Course text: Johnson, James A. et.al Introduction to the Foundations of American Education: Eleventh Edition. Boston: Allyn and Bacon, 1999.

## 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 intend 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) Participant guest lecture. 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 written summary of the presentation, with citations if appropriate, will be provided the instructor prior to the activity. This written documentation will be evaluated as part of the activity.

(6) **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 more 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/false or multiple choice items.

(7) **Informal disputation.** 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.

(8) **Final examination.** A list of the essay questions and short answer items, and identification terms 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 for both the mid-term and the final. 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>(1)</b>	<b>Regular and prompt attendance at class sessions (you could easily blow a whole grade point on this item).</b>	<b>5 %</b>
<b>(2)</b>	<b>Participation in informal class discussions.</b>	<b>5 %</b>
<b>(3)</b>	<b>Oral and written presentation.</b>	<b>25%</b>
<b>(4)</b>	<b>Mid-term examination.</b>	<b>20%</b>
<b>(5)</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>(6)</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 participant resumes
- 1.4 Self introduction of participants
- 1.5 Assignment of participants to disputation groups
- 1.6 Scheduling of participant guest lecturers

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 curriculum development and instruction

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"

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 "standards movement" and perpetual school reform

Unit 5.0 The governance of American schools

5.1 The governmental and administrative structure as it has evolved up to the present

5.2 The positions of liberals and conservatives of the issues of where decision making and policy formation should take place

5.3 Goals 2000, School-to- Work, national performance testing

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

6.1 The various types of law that exist in this country

6.2 How law is adjudicated and its implications for educators

6.3 Teacher liability and teacher rights

6.4 Mid-term examination ( 1 and 1/2 hours)

Unit 7.0 The organization of American schools and classrooms

7.1 Prevailing national models of organization

7.2 Hawaii's unique adaptations

**7.3 The "educational culture" of Hawaii**

**7.4 Alternative models in other developed nations**

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

**8.1 The role of unions and other professional  
associations**

**8.2 The function and impact of proprietary schools**

**Unit 9 Major issues facing educator nationally and in Hawaii**

**Unit 10 Review and a search for perspective**

**All participants' concerns hopefully can be addressed**

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

**The proposed schedule is subject to change. guest lecturers or  
speakers will be employed as appropriate and given their  
availability.**