LECTURE HOURS/CREDITS: 3/3

CATALOG DESCRIPTION
Prerequisite: RDG099 – Introduction to College Reading III
This course provides a study of the history of American education from the colonial period to the present. The course will cover preschool through post-secondary institutions and will include significant structural developments, major educational figures and contributors, social forces, diversity, conflict and control, and other events that have shaped the educational system through various periods of development.

TEXTBOOK AND COURSE MATERIALS
It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

<table>
<thead>
<tr>
<th>Individual instructors may include the following assessment(s):</th>
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<tbody>
<tr>
<td>• Exams</td>
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<tr>
<td>• Quizzes</td>
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<tr>
<td>• Précis</td>
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<tr>
<td>• Written Assignments</td>
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<tr>
<td>• Class Discussions</td>
</tr>
<tr>
<td>• Attendance and Participation</td>
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</tbody>
</table>

Grading to be determined by individual instructors

Grading Scale
The grading scale for each course and section will be determined by the instructor and distributed the first day of class.
This comprehensive list reflects the core competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

<table>
<thead>
<tr>
<th>RCGC Core Competencies</th>
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</table>
| **1** Written and Oral Communication  
Students will communicate effectively in both speech and writing. |
| **2** Quantitative Knowledge and Skills  
Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems. |
| **3** Scientific Knowledge and Reasoning  
Students will use the scientific method of inquiry, through the acquisition of scientific knowledge. |
| **4** Technological Competency  
Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals. |
| **5** Society and Human Behavior  
Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens. |
| **6** Humanistic Perspective  
Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language. |
| **7** Historical Perspective  
Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance. |
| **8** Global and Cultural Awareness  
Students will understand the importance of a global perspective and culturally diverse peoples. |
| **9** Ethical Reasoning and Action  
Students will understand ethical issues and situations. |
| **10** Information Literacy  
Students will address an information need by locating, evaluating, and effectively using information. |

**EDU 205 CORE COMPETENCIES**  
This course focuses on three of RCGC’s Core Competencies:  
- Written and Oral Communication  
- Society and Human Behavior  
- Historical Perspective
# STUDENT LEARNING OUTCOMES: HISTORY OF AMERICAN EDUCATION
(Revised 2011)

<table>
<thead>
<tr>
<th>Successful completion of EDU205 will help students:</th>
<th>RCGC Core Competencies</th>
<th>Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)</th>
</tr>
</thead>
</table>
| 1. Describe the origins of education including:     | - Written and Oral Communication  
- Society and Human Behavior  
- Historical Perspective | Exams  
Written Assignments  
Class Discussions  
Attendance and Participation |
| a. Schooling in America from its 16th, 17th, and 18th century roots  
b. The major theorists of the 18th, 19th, and 20th centuries who developed pioneering curricular or methodological innovation in education  
c. The role of religion as a basis of the educational system and the eventual separation of church and state | |
| 2. Identify characteristics of:                     | - Written and Oral Communication  
- Society and Human Behavior  
- Historical Perspective | Exams  
Written Assignments  
Class Discussions  
Attendance and Participation |
| a. Systems of educational philosophy, including idealism, realism, pragmatism, existentialism, and philosophical analysis  
b. Educational theories including perennialism, essentialism, progressivism and social reconstructionism  
c. Personal philosophy of education | |
| 3. Demonstrate an understanding of the changing educational system including: | - Written and Oral Communication  
- Society and Human Behavior  
- Historical Perspective | Exams  
Written Assignments  
Class Discussions  
Attendance and Participation |
| a. How European educational ideas and institutions were carried to and altered in the American government  
b. Relationships between political democracy and public schooling in America  
c. Major national and international events and social forces, which have had a role in forming present patterns in schooling | |
| 4. Trace and analyze:                               | - Written and Oral Communication  
- Society and Human Behavior  
- Historical Perspective | Exams  
Written Assignments  
Class Discussions  
Attendance and Participation |
| a. The origin and development of the primary and elementary school  
b. The origin and development of American secondary schooling and higher education  
c. Multiple and changing approaches to curriculum and assessment throughout American history  
d. Use of curriculum to deny students and groups full access to education | |

Revised April 2016
### STUDENT LEARNING OUTCOMES: HISTORY OF AMERICAN EDUCATION (CONTINUED)
(Revised 2011)

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<th>Successful completion of EDU205 will help students:</th>
<th>RCGC Core Competencies</th>
<th>Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)</th>
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</table>
| 5. Identify and analyze:                           | - Written and Oral Communication  
- Society and Human Behavior  
- Historical Perspective     | Exams  
Written Assignments  
Class Discussions  
Attendance and Participation |
| a. Issues related to education in a pluralistic and multicultural society |                        |                                                                                             |
| b. What is unique about American society and education |                        |                                                                                             |
| c. How American schools and society have responded to diversity within the student population including intelligence, religion, culture, race, socioeconomic class, and gender |                        |                                                                                             |
| 6. Identify and discuss government involvement in education including: | - Written and Oral Communication  
- Society and Human Behavior  
- Historical Perspective     | Exams  
Written Assignments  
Class Discussions  
Attendance and Participation |
| a. Local, state, and federal roles in public elementary and secondary education |                        |                                                                                             |
| b. The history of federal participation and legislative acts that provide funding |                        |                                                                                             |
TOPICAL OUTLINE

- Globalization and Religion in Colonial America
- Nationalism, Multiculturalism, and Moral Reform in the New Republic
- The Ideology and Politics of the Common School
- The Common School and the Threat of Cultural Pluralism
- Organizing the American School: Teachers and Bureaucracy
- Multiculturalism and the Failure of the Common School Ideal
- Global Migration and the Growth of the Welfare Function of Schools
- Human Capital: High School, Junior High School, and Vocational Guidance and Education
- Scientific School Management: Testing, Immigrants, and Experts
- The Politics of Knowledge: Teachers’ Unions, The American Legion, and the American Way
- Schools, Media, and Pop Culture: Influencing the Minds of Children and Teens
- American Schools and Global Politics: The Cold War and Poverty
- The Fruits of Globalization: Civil Rights, Global Migration, and Multicultural Education
- Globalizing the American School
- School Law
- Reports