

## Lecture Two -- Outline History of American Education

### I. Introduction

- a. Immigration
- b. Racism
- c. Urbanization
- d. Industrialization
- e. Deindustrialization
- f. Globalization
- g. Bipolar economy

### II. The Early National Period (1780-1830)

- a. Northwest Ordinance of 1785
- b. Articles of Confederation (1781-1789)
- c. The Constitution
- d. Thomas Jefferson (1743-1826)
- e. "A Bill for the More General Diffusion of Knowledge" (1799)
- f. Deistic
- g. Meritocracy
- h. Notes on the State of Virginia (1781)
- i. Alexander Hamilton (1755?-1804)
- j. "The Great Beast"
- k. Jonathan Kozol

### III. The Antebellum Period (1830-1860)

- a. Agrarian
- b. Second Great Awakening
- c. Industrial Revolution
- d. Garrison, Dix, Douglass
- e. "Permissive Phase"
- f. Nat Turner's Rebellion (1831)
- g. Horace Mann (1796-1859)
- h. Common School
- i. Social Control
- j. Plutocrat
- k. Normal School
- l. The Three P's
- m. The Myth of Social Mobility

### IV. Black-Americans and Education (1850-present)

- a. Booker T. Washington (1856-1915), Up From Slavery (1901)
- b. W. E. B. Du Bois (1868-1963), The Souls of Black Folk (1903).
- c. Emancipation Proclamation (1863)
- d. Freedmen's Bureau
- e. Reconstruction (1865-1877)
- f. Tuskegee Compromise
- g. Atlanta Exposition Speech (1895)



- h. Triple Paradox
- i. Social Hierarchy
- j. "Talented Tenth"
- k. Gospel of Wealth
- l. Social Darwinism
- m. NAACP (1909)
- n. Plessy v. Ferguson (1896)
- o. Brown v. Board of Education (1954)
- p. Milliken v. Brady (1974)

#### V. Changing Notions (1893-1958).

- a. NEA Committee of Ten (1893)
- b. Cardinal Principles of Education (1918) – NEA Committee of 1913
- c. Charles W. Eliot (1834-1926)
- d. Probable Destinies
- e. Xenophobia
- f. Frederick Winslow Taylor (1856-1915)
- g. Corporate Model
- h. Smith-Hughes Act (1917)
- i. John Dewey (1859-1952), Experience and Nature (1925), Pragmatism
- j. Sputnik
- k. National Defense Education Act (1958)

#### VI. A New Generation (1958-present)

- a. James Coleman (Equality of Educational Opportunity, 1966)
- b. Child Neglect in Rich Nations (1993)
- c. Falling Wages
- d. Job Insecurity
- e. Contact Time
- f. Television
- g. Latchkey Children
- h. Gated Communities
- i. Vouchers
- j. Privatization
- k. Home-School Movement
- l. Charter Schools
- m. White Flight
- n. Affirmative Action
- o. Legacy Programs
- p. Proposition 13 (1978)
- q. Measure 5 (1990)
- r. Educational Testing Service (ETS)
- s. James Bryant Conant (1893-1978)

Question: What above-listed topic(s) do you want to discuss in greater detail?



Lecture Three - Outline  
Philosophy of Education

I. Introduction

- a. Weltanschauung
- b. Neil Postman
- c. Amusing Ourselves to Death (1986)
- d. Metaphysics
- e. Physics
- f. Epistemology
- g. Axiology
- h. Political Spectrum
- i. Ontology
- j. Empiricism
- k. Logic
- l. Deductive Reasoning
- m. Inductive Reasoning
- n. Francis Bacon (1561-1626) "Knowledge is Power"
- o. Ethics
- p. Aesthetics
- q. Athens and Jerusalem
- r. Absolutism
- s. Relativism
- t. Structure and Superstructure
- u. Pedagogy
- v. Hegemony

II. Adam Smith on Education (Perennialism)

- a. The Wealth of Nations (1776)
- b. Adam Smith (1723-1790)
- c. Division of Labor
- d. Invisible Hand
- e. Laissez-faire
- f. Competitive Advantage
- g. Mercantilism

III. John Dewey on Education (Progressivism)

- a. John Dewey (1859-1952)
- b. Experience and Nature (1925)
- c. "Knowledge cut off from activity becomes a false abstraction."
- d. Howard Gardner
- e. The Disciplined Mind: What All Students Should Understand (1999)
- f. Pragmatism
- g. Louis Menand
- h. The Metaphysical Club: A Story of Ideas in America (2001)

IV. E.D. Hirsch on Education (Essentialism)



- a. Cultural Literacy: What Every American Needs to Know (1987)
- b. Fragmented Curriculum
- c. National Curriculum
- d. Allan Bloom (1930-1992)
- e. The Closing of the American Mind (1987)
- f. C. P. Snow (1905-1980)
- g. "The Two Cultures" (1959)

#### V. Nietzsche on Education (Aesthetics)

- a. Friedrich Nietzsche (1844-1900)
- b. "To educate educators! But the first ones must educate themselves! And for these I write."
- c. Nietzsche's Top Ten
- d. Thus Spake Zarathustra. (1883-1892).
- e. Übermensch
- f. Nihilism
- g. Will to Power

#### VI. Social Reconstructionists on Education (Post-Marxism)

- a. Critical Theory
- b. Max Horkheimer (1895-1973)
- c. The Frankfurt School
- d. Erich Fromm (1900-1980)
- e. Escape from Freedom (1941)
- f. Hegemony
- g. Antonio Gramsci (1891-1937)
- h. Selections From the Prison Notebooks (1971)
- i. John McMurtry
- j. Unequal Freedom (1998)
- k. Rosemary Hennessy
- l. Materialist Feminism (1997)
- m. Karl Marx (1818-1883)
- n. Bourgeoisie
- o. Proletariat
- p. Surplus Value
- q. Dialectic
- r. Utopianism
- s. Cosmopolitan Project
- t. Peter Singer
- u. Practical Ethics (1993)
- v. Noam Chomsky
- w. Manufacturing Consent (1988)
- x. Paulo Freire (1921-1997)
- y. Pedagogy of the Oppressed (1973)
- z. Conscientization
- aa. Banking Education



## BLACK HISTORY - TIMELINE

VIRGINIA COLONY FOUNDED AT JAMESTOWN 1607  
 FIRST BLACK AFRICANS ARRIVE IN JAMESTOWN 1619  
 RHODE ISLAND ENACTS FIRST ANTI-SLAVERY LAW IN THE BRITISH COLONIES 1652  
 BACON'S REBELLION 1676 → FFV  
 BLACK CODES 1680s  
 MASS EXPANSION OF SLAVERY IN COLONIES 1680s - 1730s  
 SOUTH CAROLINA BECOMES THE FIRST ENGLISH COLONY WITH A BLACK MAJORITY 1708  
 NEW YORK CITY SLAVE REVOLT 1712  
 SOUTH CAROLINA SLAVE REVOLT (STONO REBELLION) 1739  
 BOSTON MASSACRE 1770  
 PHILLIS WHEATLEY PUBLISHES POEMS ON VARIOUS SUBJECTS, RELIGIOUS AND MORAL 1773  
 CONTINENTAL CONGRESS CALLS FOR THE ABOLITION OF THE SLAVE TRADE 1774  
 VERMONT ABOLISHES SLAVERY 1777  
 CONSTITUTIONAL CONVENTION IN PHILADELPHIA 1787  
 ELI WHITNEY INVENTS COTTON GIN 1793 → IR  
 CONGRESS OUTLAWES THE SLAVE TRADE 1808  
 MISSOURI COMPROMISE (1820)  
 REPUBLIC OF LIBERIA ESTABLISHED IN AFRICA 1822  
 DAVID WALKER PUBLISHES AN APPEAL TO THE COLORED CITIZENS OF THE WORLD 1829  
 GARRISON PUBLISHES THE LIBERATOR 1831-1863  
 NAT TURNER'S REBELLION 1831  
 WAR WITH MEXICO 1846-1848  
 HARRIETT TUBMAN ESCAPES FROM SLAVERY 1849  
 COMPROMISE OF 1850  
 HARRIET BEECHER STOWE PUBLISHES UNCLE TOM'S CABIN 1852  
 KANSAS-NEBRASKA ACT 1854 → POP SOP  
 DRED SCOTT DECISION 1857  
 CIVIL WAR STARTS 1861  
 EMANCIPATION PROCLAMATION 1863  
 FIFTY-FOURTH MASSACHUSETTS VOLUNTEERS ATTACKS FORT WAGNER 1863  
 CIVIL WAR ENDS 1865  
 13<sup>TH</sup> AMENDMENT 1865  
 KKK STARTS 1865  
 HOWARD UNIVERSITY CHARTERED BY CONGRESS 1867  
 14<sup>TH</sup> AMENDMENT  
 15<sup>TH</sup> AMENDMENT  
 RECONSTRUCTION  
 JIM CROW LAWS  
 PLESSY V. FERGUSON  
 BOOKER T. WASHINGTON DINES AT THE WHITE HOUSE



NAACP FOUNDED  
D.W. GRIFFITH'S *THE BIRTH OF A NATION*

THE GREAT MIGRATION  
MASS RIOTS IN THE NORTH  
TULSA RACE RIOT

WILLIAM HANSBERRY OFFERS FIRST AMERICAN UNIVERSITY COURSE IN AFRICAN HISTORY  
JACOB LAWRENCE HOLDS HIS FIRST SOLO EXHIBITION AT THE HARLEM YMCA  
GUNNAR MYRDAL: *AN AMERICAN DILEMMA*

JACKIE ROBINSON ENTERS THE MAJOR LEAGUES (BASEBALL)  
BROWN V. BOARD OF EDUCATION  
EMMETT TILL KILLED

MONTGOMERY BUS BOYCOTT  
LITTLE ROCK SCHOOL CRISIS

LORRAINE HANSBERRY'S *A RAISIN IN THE SUN* OPENS IN NYC 1959  
SIT-IN MOVEMENT FOR CIVIL RIGHTS BEGINS 1960

JAMES MEREDITH ENROLLS AT THE UNIVERSITY OF MISSISSIPPI 1962  
CIVIL RIGHTS ACT 1964

24<sup>TH</sup> AMENDMENT 1964 →  
LONG HOT SUMMERS 1964-1967

VOTING RIGHTS ACT 1965  
MALCOM X ASSASINATED 1965

A FREEDOM BUDGET FOR ALL AMERICANS PROPOSED 1966  
THURGOOD MARSHALL NOMINATED 1967

LOVING V. VIRGINIA STRIKES DOWN INTERRACIAL MARRIAGE BANS 1967  
MLK JR ASSASSINATED 1968

KERNER COMMISSION  
SHIRLEY CHISHOLM ELECTED TO CONGRESS  
RICHARD NIXON ELECTED  
GEORGE WALLACE WINS FIVE SOUTHERN STATES  
MILLIKEN V. BRADY

SUPREME COURT TIGHTENS AFFIRMATIVE ACTION RULES (BAKKE)  
RONALD REAGON DECLARES ILLICIT DRUGS TO BE A THREAT TO NATIONAL SECURITY  
TONI MORRISON WINS THE NOBEL PRIZE IN LITERATURE

BILL CLINTON SIGNS THE OMNIBUS CRIME BILL 1994  
CALIFORNIAN VOTERS PASS PROPOSITION 209 1996  
BARACK OBAMA SWORN IN AS THE 44<sup>TH</sup> PRESIDENT OF THE UNITED STATES 2009  
CITIZENS UNITED 2010




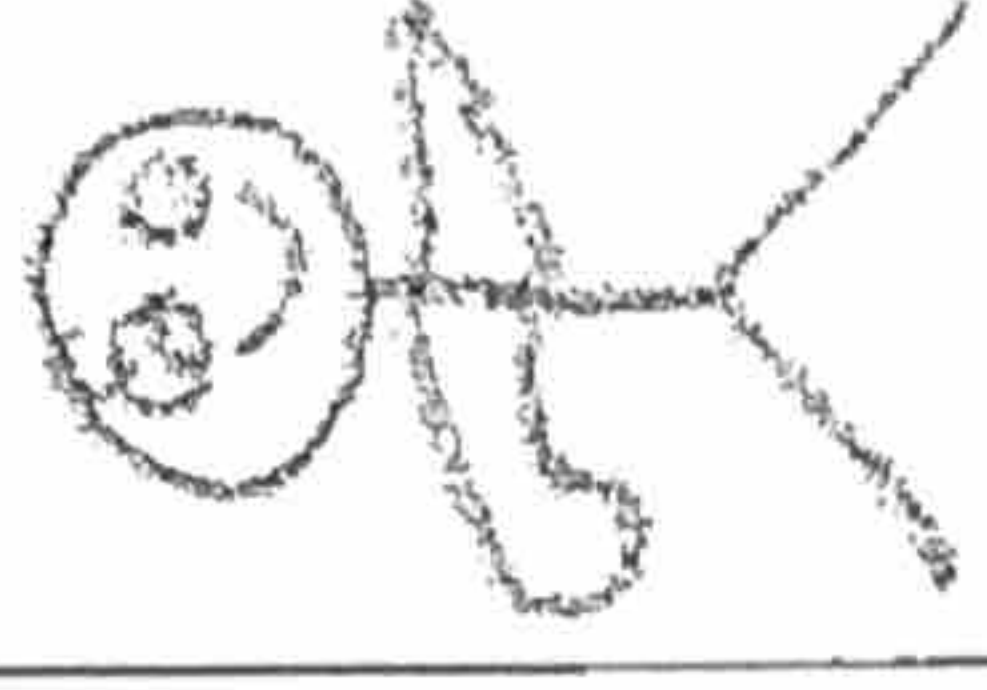
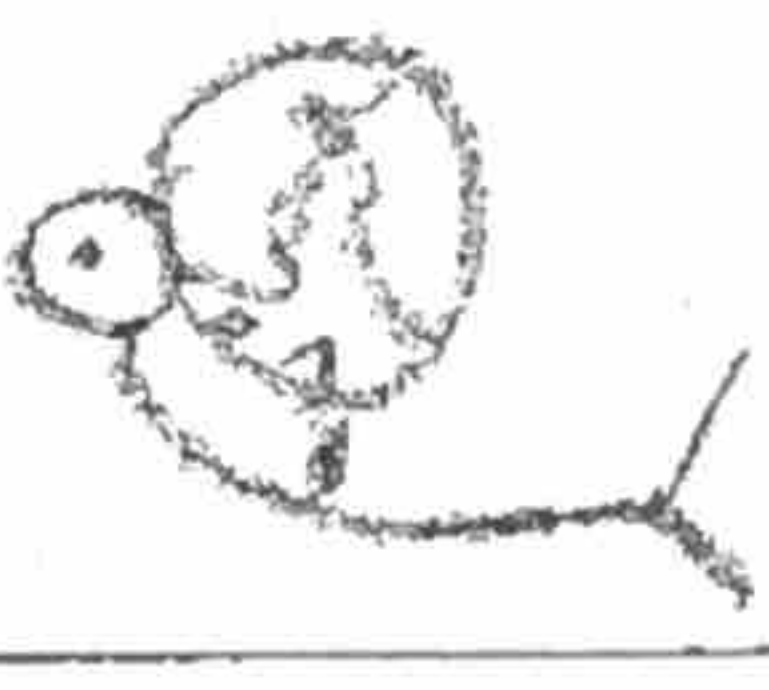
SHELBY COUNTY V. HOLDER 2013  
MICHAEL BROWN SHOT AND KILLED IN FERGUSON, MO 2014

MASS SHOOTING AT EMANUEL AFRICAN METHODIST EPISCOPAL CHURCH IN CHARLESTOWN 2015  
BREE NEWSOME REMOVES CONFEDERATE BATTLE FLAG FROM SC STATE HOUSE GROUNDS 2015

ISSUES: EDUCATION, JOBS AND WAGES, UNEMPLOYMENT, HOUSING, HEALTH, CRIMINAL JUSTICE, VOTING RIGHTS, SEGREGATION, ETC.



# Philosophical Orientations to Teaching

Philosophy	Aim of Education	Key Points	Teaching Strategies	Teacher Role	Metaphor	Image	Author(s) dates
<b>Perennialism</b>	To ensure students acquire knowledge of unchanging principles/ideas	<ul style="list-style-type: none"> <li>*Truth as constant, perennial</li> <li>*Nature of world and humans is unchanging</li> <li>*To cultivate intellect is human achievement</li> <li>*Mind focus is ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Stress becoming culturally literate</li> <li>*Intellectual growth in arts and sciences</li> </ul>	<ul style="list-style-type: none"> <li>*Give students most significant human works to study</li> <li>*Ensure students acquire these</li> </ul>	Truth forever		Plato (Idealism) Robert Hutchins (1963) Mortimer Adler (2001) Adam Smith (1790)
<b>Essentialism</b>	To prepare students for life through traditional curriculum, transmitting heritage	<ul style="list-style-type: none"> <li>*Core of common knowledge to be transmitted to students</li> <li>*Essential knowledge and skills needed to become productive members of society</li> <li>*Child neither evil nor good</li> </ul>	<ul style="list-style-type: none"> <li>*Systematic, disciplined rigorous approach</li> <li>*Direct instruction, not introspection</li> <li>*Teach communication skills and core</li> </ul>	<ul style="list-style-type: none"> <li>*No influence on social policies</li> <li>*Teach the facts to ensure mastery</li> </ul>	Back to Basics		Aristotle (Realism) Bagley (1934) Koerner (1959) Rickover (1959) E.D. Hirsch Allan Bloom (1992)
<b>Progressivism</b>	To prepare students to think rationally, contribute to society and deal with change	<ul style="list-style-type: none"> <li>*Education is child centered</li> <li>*Curriculum derived from student interest</li> <li>*Learning is active, students learn by doing</li> <li>*Education for change</li> </ul>	<ul style="list-style-type: none"> <li>*Provide experiences replicating everyday life</li> <li>*Trust students</li> <li>*Begin where students are</li> <li>*Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>*Serve as guide or resource person</li> <li>*Facilitate learning</li> <li>*Teach personal and social values</li> </ul>	Child at center		John Dewey (1952) Maria Montessori (1952)
<b>Existentialism</b>	To provide students with opportunities to discover who they are. A personal quest for meaning	<ul style="list-style-type: none"> <li>*Life has no meaning, universe is indifferent, we are alone: Thus, humans must find meaning in life</li> <li>*Educational process helps in quest for meaning</li> <li>*Focus on experiences of individual-thinking about ME, my life, my truth, my meaning</li> <li>*Subjectivity</li> <li>*Two schools Theistic (Choose life as if there is God). Atheistic: Live moral life through freedom and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>*Creative choice</li> <li>*Curriculum must contribute to individual's quest for meaning</li> <li>*Students ask own questions, conduct own inquiries, draw own conclusions</li> </ul>	<ul style="list-style-type: none"> <li>*Allow freedom of choice</li> <li>*Provide experiences that result in personal awareness</li> </ul>	MEI "Wide-awakeness"		Jean-Paul Sartre (1980) Maxine Greene (2014) Friedrich Nietzsche (1900)
<b>Social Reconstructivism</b>	To analyze world events, controversial issues to provide vision for better world and social change	<ul style="list-style-type: none"> <li>*Quest for a better society and world-wide democracy</li> <li>*Actively apply knowledge to avoid human destruction</li> <li>*Fit school to child</li> <li>*Education is a means to change systems that oppress</li> </ul>	<ul style="list-style-type: none"> <li>*Curriculum highlights needs for social reforms</li> <li>*Students experience reform activities</li> <li>*Bring community and world into classroom and kids into world</li> <li>*Inquiry: Invention and reinvention</li> </ul>	<ul style="list-style-type: none"> <li>*Give opportunities for students to respond to social problems</li> <li>*Teach methods for dealing with crises</li> <li>*Use active inquiry</li> </ul>	Critical pedagogy: Make a difference in the world		Paulo Freire (1997) Peter Singer bell hooks Noam Chomsky