WILLIAM PATERNSON UNIVERSITY  
COLLEGE OF EDUCATION  

ELCL 652 
HISTORY OF CURRICULUM AND INSTRUCTION IN AMERICA  

COURSE OF STUDY 

Preparing Inquiring Educators: Knowledge, Understanding and Application  

Course Title and Number of Credits: ELCL 652. History of Curriculum and Instruction in America. Three (3) Graduate Credits.  

2. Course Description: This course examines the historical development of curriculum and instruction in America, and historically explores some of the critical questions faced by educators today. The course discusses social, cultural, economic, political and institutional factors that have influenced the development of different theories and methods of education, and how and why schools have adopted particular educational practices and organizational structures. The course focuses on how and why educators have chosen materials and methods of teaching, and encourages teachers to reflect on their own choices.  

3. Prerequisites: None.  

4. Course Objectives: Students will develop knowledge, understanding and applicable skills in the history of curriculum and instruction so that they will be able to:  
   a. Describe the nature of education in different periods of American history.  
   b. Discuss different materials and methods used in teaching during different historical periods to the present, including the influence of changing technological resources on curricula and methods of teaching.  
   c. Discuss different themes emphasized in education during different historical periods to the present.  
   d. Discuss developments and changes in textbooks during different historical periods to the present.  
   e. Discuss social, political, economic, cultural and technological influences on schools in different historical periods including the present.  
   f. Identify some of the continuities and changes in education over the course of American history to the present.  
   g. Identify some of the choices made by educators in the past that have become problematical in the present and ought to be changed.  
   h. Reflect on the historical origins of their educational ideas and on which, if any, of the traditions of the past they would choose to continue into the future.
5. **Student Learning Outcomes:** Students will demonstrate knowledge, understanding and application of the history of curriculum and instruction through research papers, dramatic presentations, oral reports and classroom discussions in which they:

a. Critically examine the pedagogical choices made by educators during different historical periods including the present, and assess the social, political, economic and cultural influences on those choices.

b. Explore the continuities and changes in curriculum and instruction over the course of American history and the reasons for them, identifying present-day elements inherited from the past that ought to be continued and ought to be changed.

c. Reflect on the origins of their own ideas, the social and cultural influences on their ideas, and the choices they intend to make with respect to their own teaching.

6. **Course Content:** Subjects the course will cover include the following:

a. Education in different historical periods, such as the Colonial Period, the National Period, the Jacksonian Era, the Ante-Bellum Era, the Reconstruction Era, the Gilded Age, the Progressive Era, the Age of Normalcy, the New Deal Era, the McCarthyist Period, the Cold War Era, the Vietnam War Era, the Reagan Era, and the Post-Cold War Era.

b. Major organizations involved in the development of education, including the National Educational Association, the Progressive Education Association, the Carnegie Endowment for Education and others.

c. Major reports and recommendations on education, including:

   - The Report of the Committee of Ten on Secondary Schools (1893) by the National Education Association
   - The Study of History in Schools, Report to the American Historical Association (1899) by the American Historical Association Committee of Seven.
   - The Cardinal Principles of Secondary Education (1918) of the National Education Association.
   - The Report of the Commission on the Social Studies (1932) by the American Historical Association Commission on Social Studies in the Schools.
   - A Nation at Risk (1983) by the National Commission on Excellence in Education.
   - The New Jersey Core Curriculum Content Standards: Social Studies (1996) by the New Jersey State Board of Education.

e. Major social, economic, political and technological influences on education, such as the American Revolution, Industrial Revolution, Civil War, Reconstruction, immigration, Red Scares of the 1920’s and 1950’s, Great Depression, World Wars I and II, Cold War, and Computer Revolution.

f. The influence of social movements on education, including Abolitionism, Ku Klux Klan, Populism, Progressivism, Socialism, Labor Unionism, Civil Rights Movement, Anti-Poverty Movements, Feminism, and Religious Movements.

g. The influence on education of institutions outside of schools, such as churches, settlement houses, political parties, and the mass media.

7. Teaching/Learning Methods: The course will be taught through methods that include the following:
   a. Lectures and whole-class discussions.
   b. Small-group discussions.
   c. Practice teaching.
   d. Library research.
   e. School research.
   f. Community research.
   g. Internet research.
   h. Videos, CD Roms and films.
   i. Recorded and live music.
   j. Guest speakers.

8. Evaluation Methods: Students will be evaluated through written and oral presentations, including the following:
   a. Portfolios of class work.
   b. Research papers and reflective papers.
   c. Lesson plans and practice lessons.
   d. School and community projects.
   e. Stories, songs and plays.
   f. Works of art.
   g. Class participation.
   h. Journals

10. Reviser’s Name and Date: Burton Weltman, Fall 2003

11 Department Revision Approval Date:

12. BIBLIOGRAPHY:


