

International History and Trends in Education

Syllabus

Undergraduate Studies on Primary Education

Curriculum: Plan 2009

Academic Year: 2016/17

Subject Matter: History of Education (International History and Trends in Education)

Code: 800424

Matter: Educational Processes and Contexts

Module: Basic Formation

Character: Compulsory

Credits ECTS: 6 ECTS

- **On-Site (Class) Work Load:** 45 hrs.
- **Home Work Load:** 105 hrs.

Duration: 1 Semester (2nd)

Language of instruction: English

Instructor: Carlos Martínez Valle. Department of Theory and History of Education.

Office Hours: Tuesday & Thursday 12:30 – 14:30, 15:30 – 16:30. **Office:** 3105

Instructor's e-mail and phone: carlos03@pdi.ucm.es; 91.394.61.92

Key Words:

History of Childhood, History of Educational Ideas and Practices, History of the Writing and Reading Practices, History of the Spanish Educational System.

Abstract:

The course “History of Education” aims at examining the evolution of the practices and ideas related to the child, reading and writing, and education in the western world. Using historical sources (iconic, textual, material), different historiographical approaches and through lectures and workshops the course connects these ideas and practices with their socio-political and cultural background. The course analyzes also the history of the Spanish educational system pointing at some basic factors that still influence it. This content level is connected with reflections on the student’s intellectual practices and the role of History as discipline. So, the analysis of historical reading and writing practices provide a basis for questioning the student’s writing and reading practices and proposing alternative ones. Through the direct contact with the historical sources and workshops on source criticism, it proposes, secondly, a critical approach to texts and knowledge. In doing so, the course points, thirdly, at the ways and reasons for making History in the 21st Century. Therefore the course aims not only at acquiring

historical knowledge but at getting a more scientific and critical approach to knowledge and at improving the students' reading and writing practices.

Contents:

1st Section: History of Childhood

- The Childhood as a Cultural and Historical Construction

2nd Section: History of Education

- History of Education, Reading and Writing in the Western World
- The School as a Cultural and Historical Construction: The Social History of the School
- Educational Theories of the Early Modern and Modern Ages
- The Institutionalization of Mass Schooling
- The Contemporary Educational Currents
 - The progressive School and John Dewey
 - Decroly and the "Interest Centres"
 - Freinet and the Collaborative School
 - Kerschensteiner's Arbeitsschule
 - Paul Goodman's and Ivan Illich's De-Schooling of Society

3rd Section: The Spanish Educational System. Genesis, Evolution and Problems

- Genesis, Evolution and Present Situation of the Spanish Educational System:
 - Liberal Projects and Attainments
 - Republican Promises and Dictatorial Reaction
 - Literacy Processes and Elitism. Present Relevance of the Historical Literacy Processes
 - Gender and Education
 - The Church, the State and Education
 - Democratization of Education
- Normative Frames of the Spanish Educational System
- Current Challenges of the Spanish Educational System

UCM Campus Virtual provides a more detailed outline of the course.

Objectives:

The course aims at:

- * Historizing the idea of childhood.
- * Gaining an overview of the History of Education its socio-political and cultural factors and background.

- * Gaining a historical perspective of long durée factors that mould the Spanish educational system.
- * Gaining an awareness of historical transformation as a basis for a critical approach to educational institutions and practices.
- * Providing and using basic methodological instruments of the History of Education and Comparative Education. Learning how to make History.
- * Reflecting upon the uses and social functions of History.
- * Improving the student's written and spoken English through practice. Lectures and practical classes (workshops) will set the focus on the acquisition of technical vocabulary and the writing of abstracts in preparation for writing essays and academic papers.
- * Reflecting upon the students' reading and writing practices and changing them.

Competences:

- *Specific*

To analyze and criticize complex historical sources, both textual and iconic

To reflect in a critical way upon historical and present educational issues

- *Transversal*

To develop critical and analytical reading and writing strategies

To write English abstracts

- *General*

To improve the students' spoken and written English

Activities: Flipped class – Practical Classes (Workshops) - Lectures

The first section of the course bases in a flipped-class method. The texts read at home will be criticized in class using historical source criticism. Abstracts of every reading will be produced in the practical classes. The students are asked to collect images about past educational practices, historical texts and writing instruments to order and analyze them in class. Textual and iconic analysis and abstract writing constitute the bulk of the work of the second section. Given the lack of English texts

about the Spanish educational system, the third section will consist mainly of lectures given by the instructor.

Activities in % of the total credit-time:

The course comprises lectures and debates (ca. 50%) and practical classes (ca. 50%). The practical classes and debates operate upon the assumption that all students have undertaken the respective readings and attended the connected lectures. The selected literature is available and commented at UCM Campus Virtual in PDF format.

Evaluation:

A good command of spoken and written English is a prerequisite for the evaluation. Syntactic, orthographic and pronunciation problems will be taken into account in the assessment. The assessment will base in the student's abstracts, the final exam, and the participation in class debates. The former two instruments account for 85% of the mark (40% and 45% respectively). The latter activity accounts for the rest 15% of the mark.

Basic Bibliography:

Aldrich, R. (Ed.).(2002). *A Century of Education*, London: Routledge-Falmer.

DeMause, L. (1974). "The History of Childhood: The Untold *Story* of Child Abuse". In: Ibid (Ed.). *The History of Childhood*. New York: Psychohistory Press.

Dewey, J. (1916). *Democracy and Education*:
<http://www.ilt.columbia.edu/publications/dewey.html>

Gibboney, R. A. (1994). *The Stone Trumpet: A Story of Practical School Reform*. New York: SUNY Press.

King, M. L. (2007). "Concepts of Childhood: What we know and where we might go", *Renaissance Quarterly*, 60, 2 (Summer), 371-407.

Maynes, M. J. (1985). *Schooling in Western Europe: A Social History*. New York: SUNY Press.

Nutbrown, C. et al. (2008). *Early Childhood Education: History, Philosophy, Experience*. London: Sage.

Rousseau, J. J. (1762). *L'Emile, or On Education*:
<http://www.ilt.columbia.edu/pedagogies/rousseau/Contents2.html>

William, J. R. (2007). *History, education, and the schools*. New York: Palgrave McMillan.

Optional Readings:

De Puelles Benitez, M. (2010). Educación e ideología en la España contemporánea. Madrid: Tecnos, 2010.

Núñez, C. E. (1992). *La fuente de la riqueza. Educación y desarrollo económico en la España contemporánea*. Madrid: Alianza Editorial.