EDEC 6523 History, Philosophy, and Ethics in Early Childhood Education

COURSE DESCRIPTION:

The purpose of this course is to study the theories, philosophies and ethics underlying the field of early childhood education to help students understand the process and reasoning behind practices in the field. Through active participation the students will be able to critically examine the changes in beliefs and practices concerning child development and early childhood education through a historical analysis. Students will understand how those changes have been reflected in public policy and programs for young children over time. In addition, the emergence of different ethical views of childhood welfare and education will be discussed from the perspectives of diversity, equity, and social justice.

COURSE OBJECTIVES:

Through critical analysis of readings, wikis and discussions, and written and visual presentations, students will:

1. Gain an understanding of the history of early care and education (e.g. nursery school, 1800’s industry operated kindergartens, 1890’s immigration,
cooperative preschools, sociology, psychology, children’s aid, psychology labs)
2. Gain an understanding of the different philosophical and theoretical perspectives about child development through a historical analysis, and how they have influenced early childhood care and education policies and practices.
3. Gain an understanding of how child study movements in the United States have changed throughout the years and how these perspectives are being interpreted today.
4. Examine the different programs created to target “disadvantaged” children and/or children living in poverty through a historical analysis of policy and programs in early childhood education and care.
5. Demonstrate the ability to analyze and discuss the reconceptualization of early childhood in an era of super-diversity.
6. Demonstrate the ability to critically examine and appraise published research to develop an informative and research based wiki about early childhood education and care history, philosophy, and ethics.
7. Strengthen the ability to design an academic literature review on a topic related to early childhood care and education that can add a historical perspective and insight to the students’ own research interests and/or dissertation proposal.

METHODS OF INSTRUCTION

1. Online assignments and instructions will be uploaded in Blackboard and readings will be used to introduce topics.
2. Class discussion using UNT Blackboard wikis will be utilized to ensure each student has an opportunity to explain theories and concepts throughout history, philosophical movements, and ethical considerations.
3. Students must do all the assigned readings before class. This class will be run as a seminar in which everyone participates and contributes his/her ideas, conjectures, hypotheses and/or observations.
4. Visual aids (power point, videos) will be utilized for reinforcement and for those with multiple-learning styles.

COURSE ASSIGNMENTS

In addition to participating in class meetings and contributing to online discussions, you are expected to complete the following assignments:
## ASSIGNMENTS & EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autobiography- Your autobiography from a critical standpoint.</strong></td>
<td>150</td>
<td>Submit assignment to Blackboard on Friday 7/14 by 11:59 p.m.</td>
</tr>
<tr>
<td>This assignment is for you to analyze your own life and what</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brought you to this point in your career. You must read the articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>before you start writing your autobiography. This is important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>because you will have a chance to compare some of the different</td>
<td></td>
<td></td>
</tr>
<tr>
<td>approaches to writing an essay of your own life. You can choose between</td>
<td></td>
<td></td>
</tr>
<tr>
<td>writing a <em>Testimonio, a curriere, or autoethnography</em>. These three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>methods are all forms of a narrative inquiry. You will have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>four days to complete this assignment. This assignment is for you to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>apply qualitative methodologies to tell your own story. You will tell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>us how you got where you are now, personally and academically, and where</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you think you are going. You can also look for more research articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that have descriptions of these methods, but you should read the articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assigned this week before beginning to write your paper. This written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assignment is to put a critical perspective to your own biography in a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>form that can be shared and submitted as an actual essay. Please keep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>this paper to five to seven pages, including references. If you have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>concerns about autobiographical work, please let me know the first day of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>class, so we can arrange an alternate project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Blackboard Wiki</strong></td>
<td>200</td>
<td>ongoing</td>
</tr>
<tr>
<td>On the first week of class you will be responsible to select a topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from the list provided to develop an online wiki page thru Blackboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This wiki will enhance your learning about the history, philosophy, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ethics in early childhood education. It will let you and your peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>explore about the historical milestones and current topics of early</td>
<td></td>
<td></td>
</tr>
<tr>
<td>childhood education through your independent research. You should</td>
<td></td>
<td></td>
</tr>
<tr>
<td>include visuals and summaries from what you find, as well as your own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reflections on the topic, and comments from your peers. There are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>multiple formats to develop wiki pages, so it will be up to each of you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to decide on the organization of your personal wiki. You must have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>references for everything that you cite, following APA guidelines. You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>must have at least three entries of new material on your wiki every week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyone should reflect on everyone’s wiki This is part of your</td>
<td></td>
<td></td>
</tr>
<tr>
<td>participation grade too.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Face-to-Face or Online discussions thru academic questions
These discussions will result from questions you elaborate from the readings assigned and will be separate from the blog. Each person is required to elaborate three questions for each article assigned that may represent a critique of the articles assigned every day. These questions will serve as discussion points during face to face classes. You will have to bring those questions typed in a hard copy to turn in at the end of the class. During the online sessions, you will be able to post your questions on the specific threads created for such online session each student is responsible to use create their own thread to post their three questions per article, and discuss and collaborate with peers. You should share thoughtful comments, questions, and responses as appropriate.

- 90-100 points — outstanding contributions (including but not limited to suggesting additional resources and connections; asking questions that prompt responses; sharing insights that help us make connections across the content; providing examples and stories that help us make sense of the content)
- 76-89 points --- complete the expected tasks and assignments; provides insightful contributions consistently, but do not contribute additional resources beyond those provided by the instructor.
- 60-75 points — complete the expected tasks; provide occasional contributions
- 0-59—lacks consistent completion of tasks; lack of engagement or contributions

## Book Critique and Presentation
on the specific book from the suggested list on the bibliography. **Read and write a review** for the book you select. **Prepare a handout** that summarizes critical information and resources related to the book (make a copy for each person in the class). **Present the book and lead a discussion.** Think in terms of 30 minutes for the presentation and 10 minutes for discussion.

- 150 - 200 points—Clear and engaging information that accurate summarizes the book; thoughtful planning to engage classmates; responsive leadership of the discussion; handout shows comprehensive consideration of multiple sources and perspectives.
- 100 - 149 points—Clear and accurate information; but lacks comprehensive consideration.
- 60 – 99 —Lacks clarity, accuracy, comprehensiveness
- 0 – 59 –Not acceptable; re-do.

| 200 | ongoing |
| 200 | Submit book review to Blackboard by 11:59 p.m. on the date assigned. |
**Literature Review**—Develop literature review on a topic of interest to you related to early education applying the content discussed in this course. Describe and explain the historical background of your topic and explain the philosophical perspectives related to it, as well as the ethical issues surrounding that topic. Each of the following sections will be evaluated in terms of clarity, use of appropriate detail, and application of course content. This assignment should be organized as a literature review paper that you may be able to turn in a future review paper to submit to a journal or to a conference.

- Objective of the literature review and definition of your subject and the scope of the review.
- Overview of the subject under consideration.
- Clear categorization of sources selected into those in support of your
- Recognize particular positions, those opposed, and those offering completely different arguments.
- Discussion of each source and its similarities with the others.
- Evaluate the sources and determine their suitability to the understanding of topic at hand.
- Analyze, interpret and discuss the findings and conclusions of the sources you selected.

The following grading rubric is based on the literature review sections discussed above:

- **150 - 200 points**—Clear and engaging information that accurate summarizes literature reviewed; thoughtful planning to engage classmates; responsive leadership of the discussion; handout shows comprehensive consideration of multiple sources and perspectives.
- **100 - 149 points**—Clear and accurate information; but lacks comprehensive consideration.
- **60 – 99** —Lacks clarity, accuracy, comprehensiveness
- **0 – 59** —Not acceptable; re-do.

Submit assignment to Blackboard by 11:59 p.m.
GENERAL EXPECTATIONS

1. Engaging on discussions online. Responding to online threads and/or blogs.
2. Completion of readings and assignments by due dates. Assignments submitted after the due dates will not be graded.
3. Participation in class discussions and activities. Although there will be occasional lectures, the classes will be primarily seminars. **Bring forward in our class discussions and activities your thoughts, concerns, and questions about the readings.**
4. Extensive reading beyond assigned articles.
5. **ALL ASSIGNMENTS MUST BE SUBMITTED/UPLOADED FOR GRADING AND FOR A FINAL GRADE, IF NOT, THIS WILL RESULT IN AN ASSIGNMENT GRADE OF “0”**.
6. All assignments must be submitted for grading to earn a passing grade in the course.

GRADING SCALE

**A = 95-100% = 950-1000 pts**: Outstanding work in terms of effort, improvement, innovation, insight, and class leadership

**B = 85-94% = 850-949 pts**: Thoughtful and thorough completion of assignments, clear connections to personal questions, synthesis and analysis of readings, class discussions, and personal inquiry

**C = 75-84% = 750-849 pts**: Timely and adequate completion of assignments; some synthesis and analysis, but lacking the qualities listed above

**D = 65-74% = 650-749 pts**: Completion of assignments but little evidence of synthesis or analysis; little response to feedback

**F = 64% - Below = 649-Below pts**: Excessive absences and/or lack of promptness; incomplete assignments; assignments of poor quality.

See class schedule below:
**EDEC 6523 – History Philosophy, and Ethics in Early Childhood Education**  
Class Schedule—Summer 2017

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic/ Class Discussion</th>
<th>Independent Readings for the week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1-Blended</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Monday, 7/10- face-to-face** | **Roots of Early Childhood Education**  
  **Introduction**- Who are you? What are your interests? What do you expect from this class?  
  **Class Syllabus**- Read thoroughly. Ask questions about the syllabus and assignments  
  **Wikis**- Get familiar with blackboard wikis, watch the video about wikis. Decide the topic for your wiki, and email it to me.  
  **Book presentation & review**: Choose your book to review from the list provided. | Seung Yang. (2001)  
Zhao. (2010) |
| **Wednesday, 7/12- online** | **Discussion about assigned readings**  
  **Start your Wiki.** |                                                |
| **Friday, 7/14- online** | **Continue with online discussions**  
  **Continue with your wiki**  
  **Your Testimonio/autobiography is due today.** | Pinar. (1975)  
Perez Huber. (2009)  
Ntbrown. (2010)  
Delgado Bernal et al. (2012)  
Saavedra. (2011)  
Brown & Mowry. (2016)  
Romero et al. (2016) |
| **Week 2-Blended**     |                                                                                           |                                                |
| **Monday, 7/17 – online** | **Influences of child development theories on early childhood education: A historical analysis**  
  **Continue with your wiki. The expectation for today is that you make a good progress on your wiki and collaborate with your peers’ wiki projects too.** |                                                |
| **Wednesday, 7/19- Face-to-face** | **History and race in the U.S and its impact on Early childhood education.** | Richardson (2000)  
Cochran (2011)  
Prochner & Woitte (2013) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
</table>
| Friday, 7/21 | Face-to-face                                                         | International historical perspectives on Early childhood education. Early childhood history in teacher education programs.  
Vygotsky and today's dilemma standardization. The knowing of developmental theories. |
|              |                                                                    | Badrova (2008)  
Pancini Ketchabaw (2010)  
Stephen (2012)                                                                        |
| Week 3- online|                                                                    | Dahlberg, Moss, & Pence (1999) Discussion leader  
Chapter 2  
Chapter 3  
Chapter 4  
Chapter 5  
Chapter 6 |
| Monday, 7/24 | Online                                                               | Child Study Movement: US Perspectives  
Submit three discussion questions form the article assigned today and participate in an online discussion with your classmates. Continue with your wiki. |
| Wednesday, 7/26 | Online                                                             | Gibboney (2006)  
Submit three discussion questions form the article assigned today and participate in an online discussion with your classmates. Continue with your wiki. |
| Friday, 7/28 | Online                                                              | Lindsay (2016)  
Continue with your wiki. Collaborate with your classmates by reading and commenting on their wikis. Book Review assignment due on blackboard before 11:59PM |
<table>
<thead>
<tr>
<th>Week 4 - Face-to-Face</th>
<th>Programs for Children in Poverty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 7/31</td>
<td>Book presentations</td>
<td></td>
</tr>
<tr>
<td>Friday, 8/4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5 - Face-to-Face</th>
<th>Reconceptualizing early childhood in an era of super-diversity</th>
<th></th>
</tr>
</thead>
</table>
Friday, 8/11  | Social Competence and Wellness  
**Paper/lit. review presentations** - bring a handout for your peers to share and follow your presentation

## COURSE BIBLIOGRAPHY

### Required readings


**Books to critique and present:**


**Suggested Readings**


UNT Statements for Syllabi

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on academic integrity: [http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Student Conduct:* Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to
leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See www.unt.edu/csrr.

Teacher Education & Administration Policy Statement

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail, visit http://eagleconnect.unt.edu/.

************************

VERY IMPORTANT NOTE FROM INSTRUCTOR: All content used by students in papers MUST BE REFERENCED, including the listing of page number for quoted content. Use a format that always lists the author and year (e.g. APA). Any ideas taken from other sources require this referencing. If you did not know about a topic before you began, virtually everything should be referenced with the exception of manuscript content like telling the purpose of your paper, explaining how the paper is organized, summarizing what has been discussed by you already, or generating ideas yourself that have not been in any readings (you must be very aware of the literature to know whether your ideas are unique because often other authors have already generated them).

Note: This syllabus is a plan for the course and, as such, is subject to modification as the course progresses.