

**EDPL 301 “*Foundations of  
Education*”**  
**Professor: Dr. John Splaine**

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EDPL 301  
FOUNDATIONS OF EDUCATION  
Fall, 2006

Professor John Splaine

**Catalog Course Description:** Foundations of Education (3 credits) Grade Method: REG/P-FAUD

Prerequisite: junior standing and admission to teacher education; or Bachelor's degree; or permission of department. Formerly EDPA 301. Social context of education and conflicts over philosophies, values, and goals that are reflected in education institutions in our pluralistic society. Helps teachers become reflective, critical thinkers about the social and philosophical issues they face and the choices they make.

The PURPOSE of this course is: To enable students to think critically about contemporary education issues, so they can develop creative solutions to difficult problems. This will be accomplished by gaining an understanding of the history of these issues and problems.

The major QUESTIONS guiding this course are:

- What is teaching?
- What is education?
- What does it mean to be multicultural?
- What is the history of education?
- What are the issues and problems in education today and what are the various histories?
- What should education be in the future?
- What are some of the social influences on education?
- What philosophies have influenced education?

- How does the educational system in the United States compare with others?
- What are the politics of education?

## CLASS SCHEDULE

### DATE

August 31 2006:	Introduction and General Orientation to the Course.
September 5:	<b>Chapter 1 in Joel Spring's <u>The American School: 1642-2004</u>.</b> "Thinking Critically about History: Ideological Management, Culture Wars, and Consumerism."
September 7:	<b>Chapter 2 in Spring,</b> "Religion and Authority in Colonial Education.
September 12:	<b>Chapter 3:</b> "Nationalism, Multiculturalism, and Moral Reform in the New Republic." (Spring)
September 14:	Chapter 3 continued.
September 19:	<b>Chapter 4:</b> "The Ideology and Politics of the Common School." (Spring)
September 21:	Chapter 4 continued.
September 26:	<b>Chapters 5:</b> The Common School and the Threat of Cultural Pluralism (Spring)
September 28:	<b>First Examination.</b>
October 3:	<b>Chapter 6:</b> "Organizing the American School: The Nineteenth-Century Schoolmarm." (Spring)

- October 5: **Chapter 7:** “Multiculturalism and the Failure of the Common School Ideal.” (Spring)
- October 10: On-Line assignment.
- October 12: **Chapter 7** continued.
- October 17: **Chapter 8:** “Growth of the Welfare Function of Schools: School Showers, Kindergarten, Playgrounds, Home Economics, Social Centers, and Cultural Conflict.” (Spring)
- October 19: **Chapter 9:** “The School and the Workplace: High school, Junior High School, and Vocational Guidance and Education.” (Spring)
- October 24: **Chapter 10:** “Meritocracy: The Experts Take Charge.” (Spring)
- October 26: Chapter 10 continued.
- October 31 **Second Examination.**
- November 2: **Chapters 11:** “The Politics of Knowledge: Teachers Unions, the American Legion, and the American Way.” (Spring)
- November 7: **Chapter 11** continued.
- November 9: **Chapter 12:** “Schools, Media, and Popular Culture: Influencing the Minds of Children and Teenagers.” (Spring)
- November 14: Chapter 12 continued.
- November 16: **Chapter 13:** “Education and National Policy” (Spring)
- November 21: On-line assignment.
- November 28: **Chapter 13** continued.
- November 30: **Chapter 14:** “The Great Civil Rights Movement and the New Culture Wars.” (Spring)

December 5:                   **Chapter 14** continued.

December 7:                   **Chapter 15:** “Education in the Twenty-First Century.”

December 12:                 **Chapter 15** continued.

December 19 is a possible date, but we have to wait to here from the University: **Final examination.** The examination will be comprehensive

**ASSIGNMENTS: PARTICIPATION AND PREPARATION:** We can only think critically if we know enough so that we know what to think critically about. Therefore, a major focus of this course is gaining knowledge of the history of education. As a result of gaining knowledge, you will be able to debate those resisting the changes you favor and/or advocating changes that you consider to be unwise or unnecessary for students. Knowledge provides you with a foundation to support those changes you are advocating and to refute those you are against. Therefore, being in class for the discussions and reading the text are important. There will be two examinations plus a final. The total awarded for the examinations is 84 points.

Because class participation and preparation are so important, there will be a possible total of 16 points awarded if the student and professor deem your participation and preparation sufficient.

**FIRST EXAMINATION:** The first examination will be given on September 28, 2006. This examination will count for 26 points.

**Second Examination:** The second examination will be give on October 31, 2006. This examination will count for 26 points.

**FINAL EXAMINATION:** The final examination will be given during the examination period designated by the University of Maryland. This

examination will be comprehensive and will cover chapters 1 through 15 in Spring. The final examination will be for 32 points.

Dr. Splaine will determine the final grade ranges. Dr. Splaine will then assign the grades to the students.

**COURSE TEXT:** Joel Spring, The American School: 1642-2004. New York: McGraw-Hill, 2005. ISBN #: 0-07-232274-6

### Accommodation for Disabilities

If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible.

### Statement on Code of Academic Integrity

Academic integrity is the foundation for learning. All students are expected to observe and honor the provisions of the University's Code of Academic Integrity. Academic dishonesty includes cheating, plagiarism, fabrication, or facilitating academic dishonesty. Academic dishonesty is a serious offense that may result in suspension or expulsion from the University. The full text of the code is available on the web at:

<http://www.studenthonorcouncil.umd.edu/code.html>

### Religious Observances

Students will not be penalized because of observances of their religious beliefs. Students will be given the opportunity, whenever possible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of intended absences for religious observances as soon as possible.

### Personal Responsibility Statement

This course addresses the history, sociology, and philosophy of education; as well as controversial education issues, both past and present. While you may disagree with the opinions and understandings of others in this course, as a future educator (but more importantly as a human being) it is your responsibility to respect the ideas of others. No individual enrolled in this course has the right to take advantage of another simply because of station in life. Gender and ethnicity are not to be used as tools to gain power over

individuals but are acknowledged as our station in life that may influence how we understand and make sense of the world. As active participants in this course, we will attempt to understand the ideas in the history and philosophy of education acknowledging that there are many lenses and forces that have shaped education as we have come to know it.

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This syllabus is subject to change.  
Students enrolled in this course are responsible for all changes that are announced in class.