

**Foundations of Education  
EDPL 301**

Tuesday/Thursday, 11:00 a.m.– 12:15 p.m.  
Benjamin Building, Rm. 1107

**Course Instructor**

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**Office Hours**

Room BO108 Cole Field House  
TBD

**COURSE OVERVIEW**

**Course Description**

The purpose of this course is to introduce some of the major themes that have been key in the development of education in the United States. Integral to these themes is the exploration of the social context of education, as well as the political, historical and philosophical perspectives that have shaped the values, goals and conflicts of educational opportunities in our pluralistic society.

The goal of the course is to enable you to become reflective, critical thinkers about the multidimensional issues that you will face as educators. To achieve this goal the course is structured to strengthen your ability to 1) understand the critical concepts regarding the effect of sociological, political, historical and philosophical forces on education, 2) examine the impact of these forces on your own life as both a human being and a future teacher, 3) develop your own ideas about education and how you articulate them, and 4) engage with others to collectively work to identify and develop solutions to educational problems.

**Required Text**

Joel Spring, *The American School 1642-2004*, New York: McGraw-Hill, 2001, sixth edition.

As we will move forward current events will enhance our perspective and understanding of educational issues. I will take advantage of these opportunities to present you with appropriate additional material. In addition, you are encouraged to read the newspaper, listen to the radio or other media and share your perspective with the class.

**Course Requirements**

Course requirements include regular attendance and participation in discussions, group project and three examinations.

*Class attendance and preparation (25 points).* Accomplishing the above objectives is a lifelong process. This course is one of many experiences that will help you understand and clarify your role as an educator and think about educational issues from a social, historical, political and philosophical perspective as you move forward in the profession. As such, it is designed to provide you with a set of skills, knowledge and dispositions that emerges from reading, thinking examining and reflecting on educational issues based on the required textbook. To become informed, think critically and engage in discussion about the issues class attendance and participation is essential.

*Classroom Presentation (15 points).* Small group project where you develop and present an issue related to one of the topics identified by Joel Spring. This presentation may be based on historical or current issues. You will need to provide me with the focus of your idea at least one week in advance of the date your group will present. Also, a hard copy of the final work will be required.

*Examination #1 (30 points).* Covers material from classroom discussion and readings covered to this point in the semester.

*Examination #2 (30 points).* Covers material from classroom discussion and readings during the semester up to this point, but most of this exam will focus on material covered after exam #1.

*Examination #3 (30 points).* Covers material from classroom discussion and readings during the entire semester, however, most of this exam will focus on material covered after exam #2.

### **COURSE SCHEDULE**

<b>Date</b>	<b>Chapters</b>	<b>Topic</b>
August 31		Introduction and overview of course
September 2	Chapter 1: Chapter 2:	Thinking Critically About History: Ideological Management Culture Wars and Consumerism Religion and Authority in Colonial Education
September 7	Chapter 3:	Nationalism, Multiculturalism, and Moral Reform in the New Republic
September 9	Chapter 3:	Nationalism, Multiculturalism, and Moral Reform in the New Republic
September 14	Chapter 4:	The Ideology and Politics of the Common School
September 16	Chapter 4:	The Ideology and Politics of the Common School ( <i>Presentation – Group One</i> )
September 21	Chapter 5:	The Common School and the Threat of Cultural Pluralism
September 23	Chapter 5:	The Common School and the Threat of Cultural Pluralism
September 28	Chapter 6:	Organizing the American School: The Nineteenth Century Schoolmarm
September 30		Examination #1

<b>Date</b>	<b>Chapter</b>	<b>Topic</b>
October 5	Chapter 7:	Multiculturalism and Failure of the Common School Ideal
October 7	Chapter 7:	Multiculturalism and Failure of the Common School Ideal
October 12	Chapter 8:	Growth of the Welfare Function of School: School Showers, Kindergarten, Playgrounds Home Economics, Social Centers, and Cultural Conflict
October 14	Chapter 8:	Growth of the Welfare Function of School: School Showers, Kindergarten, Playgrounds Home Economics, Social Centers, and Cultural Conflict <i>(Presentation – Group Two)</i>
October 19	Chapter 9:	The School and the Workplace: High School, Junior High School, and Vocational Guidance and Education
October 21	Chapter 9:	The School and the Workplace: High School, Junior High School, and Vocational Guidance and Education
October 26	Chapter 10:	Meritocracy: The Experts Take Charge
October 28	Chapter 10:	Meritocracy: The Experts Take Charge
November 2	Chapter 11:	The Politics of Knowledge: Teachers Unions, the American Legion, and the American Way
November 4	Chapter 11:	The Politics of Knowledge: Teachers Unions, the American Legion, and the American Way <i>(Presentation – Group Three)</i>
November 9	Chapter 12:	Schools, Media, and Popular Culture: Influencing the Minds of Children and Teenagers
November 11		Examination #2
November 16	Chapter 13:	Education and National Policy
November 18	Chapter 13:	Education and National Policy <i>(Presentation – Group Four)</i>
November 23	Chapter 14:	The Great Civil Rights Movement and the New Culture Wars
November 25		No class (Thanksgiving)

<b>Date</b>	<b>Chapter</b>	<b>Topic</b>
November 30	Chapter 14:	The Great Civil Rights Movement and the New Culture Wars
December 2	Chapter 15:	Education in the Twenty-First Century
December 7	Chapter 15:	Education in the Twenty-First Century ( <i>Presentation Group Five</i> )
December 9		Wrap-up
Examination #3 to be arranged		

## **GENERAL INSTRUCTIONAL POLICIES**

### **Statement on Academic Integrity**

All students are expected to abide by the code of academic integrity throughout this course and all other courses offered at the University of Maryland. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the University's honor code is available on the web at <http://www.studenthonorcouncil.umd.edu/code.html>. Students who have questions about the code, or their obligations under the code, should contact the Office of Judicial Programs and Student Ethical Development (4-8204).

### **Equal Educational Opportunity Statement**

A student with a documented disability or any other special need who wishes to discuss academic accommodations should contact the instructor as soon as possible. The University is obligated, whenever possible, to provide appropriate accommodations for students with disabilities. Students who have questions about their rights or accommodations may contact Disability Support Services (4-7682)

### **Religious Observances**

It is the University policy (and my own) that students should not be penalized because of their religious beliefs and observances. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. Students should inform the instructor of any conflict between the course schedule and religious observances as soon as possible so that appropriate arrangements may be made.

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