

EDPL 301-0301: Social Foundations of Education

Fall 2005

Class Time: 9:30-10:45 Tuesday and Thursday
Place: EDU 1107
Credits: 3

Office: B0108 Cole
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Course Description

This course examines the education and schooling in a social context with special attention to conflicts over philosophies, values, and goals that are reflected in educational institutions in our pluralistic society.. In this course, we will spend significant time studying the historical evolution of American schools. The purpose of the historical content of this course is not to force students to memorize names, dates or events, but instead to offer students an understanding of the genesis of the system of education to which they will contribute. Students are encouraged to consider class discussions, activities, readings and assignments in the context of their own lives as teachers and students.

Required Texts

Spring, Joel. (2005). The American School 1642 – 2004. Fifth edition
Other Readings as assigned

Value Ends for the Course

Understand the historical genesis of the American Education system

Identify how factors external to schools themselves (i.e. political, military, religious and economic interests) impact the experiences of teachers and students in the classroom

Examine how the value placed on schooling and education by prominent politicians and social leaders impacts school regulations, teacher training and curriculum policy.

Use writing and dialogue to synthesize course material with your experiences as a teacher and student.

Assignments

Participation

The first and foremost requirement of this course is to attend class and participate in discussions and activities. I will leave it up to you to decide what type of participation works best for you. While everyone should speak during class time, some students prefer to discuss course material outside of class time – that's fine. Some students prefer to focus more on written assignments – that's fine too. My point is that you must participate fully in this course in order to reach the value ends.

Reflection

Each week, students should prepare written reflections to share with the class. In these pieces you may respond or react to something that happens in class, the course readings, an experience you've had recently. These reflections are not a tool for me to monitor whether you have completed the readings. Instead, the reflections will serve as an opportunity to think through the course material. The format and length of these reflections is entirely up to you. **Please post your reflections on WebCT by midnight each Thursday.**

Engagement

In lieu of a mid-term assignment, each student will submit a brief paper analyzing an article from a major academic journal. You should choose an article that uses the social perspective to discuss an important educational issue. Please do not turn in a paper that summarizes the article, but rather one that demonstrates your engagement with it. Again, the point here is to further your understanding of an important issue in education, not to offer me proof that you read the article (I can take your word). **This paper is due November 17.**

Recall

In keeping with departmental requirements for this course, each student will be required to take three brief quizzes to demonstrate knowledge of the required text. The quizzes will each cover roughly 5 chapters in the Spring book. I will offer a review session for each quiz outside of class time. **The tentatively scheduled for September 27, October 25 and December 6.**

Synthesis

At the end of the semester, each student will submit a substantial paper synthesizing your experience with the class. The topic, length and format of the paper are up to you. **This project is due on the last day of class.**

Course Schedule

Week 1

September 1 – Introduction to course, discussion of grading scheme

DUE: Reflections

Week 2: The Purpose, Aim and Function on Schooling and Education

September 6 - Kieran Egan: “Why education is so contentious is so difficult and contentious.

September 8 – Spring chapter 1 and William Pinar: “The miseducation of the American public”

DUE: Reflections

Week 3: The Genesis of the American Public Education

September 11 – Spring chapter 2

September 13 – Spring chapter 3

DUE: Reflections

Week 4: The Common School Movement

September 18 – Spring chapter 4 and E.D. Hirsch: from : “The dictionary of cultural literacy”

September 20 – Spring chapter 5

DUE: Reflections

Week 5: Education in a Pluralistic Society

September 25 – Emily Style: “Curriculum as window and mirror” and Kevin Franck: “Rethinking Homophobia” and Peggy McIntosh: On White Privilege

September 27 – Spring chapter 7

QUIZ #1

DUE: Reflections

Week 6: The Feminization of Teaching

October 4 – Spring chapter 6 and Madeline Grumet: from “Bitter Milk”

October 6 – No Class

DUE: Reflections

Week 7: Education and other Social Institutions

October 11 – Spring chapter 8

October 13 – Spring chapter 9

DUE: Reflections

Week 8: Meritocracy and the Functionalist Ideal

October 18 – Feinberg and Soltis: from “Schools and Society” and
Ralph Tyler: from “Basic principals of curriculum and instruction”

October 20 – Spring chapter 10

DUE: Reflections

Week 9: The Politics of American Education

October 25 – Spring chapter 11

QUIZ #2

October 27 – Eden Segal

DUE: Reflections

Week 10: Education and Popular Culture

November 1 - Spring chapter 12

November 3 – Ian MacGillivray: “Using cartoons to teach about
stereotypes” and South Park: “Stan’s Gay Dog” an Family Guy: “When
you wish upon a Weinstein”

DUE: Reflections

Week 11: Civil Rights Movements and Education Policy

November 8 – W.E.B. Dubois: “Of the coming of John”

November 10 - Spring chapter 14
DUE: Reflections

Week 12: The Foundations of NCLB

November 15 - Spring chapter 13

November 17 – Open
DUE: Engagement Paper
DUE: Reflections

Week 13: NCLB continued

November 22 - Spring chapter 15

November 24 – No Class
NO Reflections

Week 14: More NCLB

November 29 – Spring chapter 15 continued

December 1 – Joel Spring: “Education and American global power: The political road to No Child Left Behind
DUE: Reflections

Week 15: Le Fin

December 6 –**Quiz #3**

December 8 – Student Presentations
DUE: Final Reflections

Week 16: Wrap-up

December 13 – Student presentations and evaluations
DUE: Synthesis Paper

Things That Have to Be Listed on a Syllabus.

Mission of the Department of Education Policy and Leadership

The Department of Education Policy and Leadership (EDPL) is a community whose work is informed by diverse methodological approaches, disciplinary traditions, and theoretical perspectives. The Department seeks, through its teaching, research, and service initiatives, to strengthen the capacity of students, education policymakers, analysts, planners, administrators, teachers, researchers, advocates, community leaders, and others to understand and improve educational conditions, policy, and practice in the United States and other nations. Our programs, which seek to make significant contributions to educational and social change so as to better the human condition, are informed and motivated by four core commitments:

- The production of high quality research and the cultivation of scholarly habits of mind and critical capacities among educational leaders are essential to the design and implementation of effective policies and practices.
- The systematic analysis of multiple ways to achieve equal opportunity, to reduce social and economic inequality, to encourage fair and open decision-making, to promote social justice, to cultivate international and transcultural understanding and to engender an appreciation for diversity is essential to educational improvement and human welfare.
- The improvement of educational and related social policies and practices require an understanding of the social, cultural, economic, historical, philosophical, and political contexts in which education occurs.
- As the State of Maryland flagship institution and as a land grant institution, we recognize that we have a unique responsibility to the State of Maryland. Our responsibility involves preparing professionals for educational leadership positions by offering research based preparation and degree programs.

UMCP Honor Code

All students are expected to abide by the code of academic integrity throughout this course. 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 code is available on the web at <<http://www.studenthonorcouncil.umd.edu>>.

Disabilities

A student with a documented dis/ability or any other special need who wishes to discuss academic accommodations should contact the instructor as soon as possible.

Religious Observances

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