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

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Office hours by appointment
(Because my office requires an outside key, we will decide on where to meet.)

EDPS 301 (Section 0501)
FOUNDATIONS OF EDUCATION
Fall, 2012

Dr. John Splaine

Class meets in HJP, room 1125
Tuesdays, 10 A. M. to 12:45 P. M.
Catalog Course Description: EDPS301 Foundations of Education; (3 credits) Grade Method: REG/P-F/AUD. GenEd: Distributive Studies - History and Social Sciences. Credit only granted for: EDPL301 or EDPS301. Formerly: EDPL301. Social context of education and conflicts over philosophies, values, and goals that are reflected in educational 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?

Placed on ELMS are this syllabus and a course “Study Guide” and a “Pool of Questions for the Final.” Both documents may help as you study and learn the content for this course.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>Chapter(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>September 4, 2012</td>
<td>Introduction and General Orientation to the Course. <strong>Chapter 1 in Joel Spring’s The American School: From the Puritans to No Child Left Behind.</strong> “Thinking Critically about History: Ideological Management, Culture Wars, and Consumerism.”</td>
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<td>September 11</td>
<td><strong>Chapter 2 in Spring</strong>, “Religion and Authority in Colonial Education” (Spring).</td>
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<td>September 18</td>
<td><strong>Chapter 3</strong>: “Nationalism, Multiculturalism, and Moral Reform in the New Republic.” (Spring)</td>
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<td>September 25</td>
<td><strong>Chapter 4</strong>: “The Ideology and Politics of the Common School.” (Spring)</td>
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<td>October 2</td>
<td><strong>Chapters 5</strong>: The Common School and the Threat of Cultural Pluralism (Spring); and a review.</td>
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<td>October 9</td>
<td><strong>Chapter 6</strong>: “Organizing the American School: The Nineteenth-Century Schoolmarm.” (Spring) <strong>Chapter 7</strong>: Failure of the Common School Ideal.” (Spring) And, the <strong>First Examination which will be chapters 1 through 7 inclusive. As with all of the exams, questions may include issues that were discussed and/or presented by class guests.</strong></td>
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<td>October 16</td>
<td><strong>Chapter 8</strong>: “Growth of the Welfare Function of Schools: School Showers, Kindergarten, Playgrounds, Home Economics, Social Centers, and Cultural Conflict.” (Spring) Discussion of the exam.</td>
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<td>October 23</td>
<td><strong>Chapter 9</strong>: “The School and the Workplace: High school, Junior High School, and Vocational Guidance and Education.” (Spring)</td>
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October 30:  
**Chapter 10:** “Meritocracy: The Experts Take Charge.” (Spring)

November 6:  
**Chapters 11:** “The Politics of Knowledge: Teachers Unions, the American Legion, and the American Way.” (Spring)

November 13:  
**Chapter 12:** “Schools, Media, and Popular Culture: Influencing the Minds of Children and Teenagers.” (Spring) **Second Examination:** Chapters 1 through 12, with most of the questions taken from chapters 7 through 12.

November 20:  
**Chapter 13:** “Education and National Policy” (Spring), and **Chapter 14:** “The Great Civil Rights Movement and the New Culture Wars.” (Spring)

November 27:  
**Summary and Review**

December 4:  
**Chapter 15:** “Education in the Twenty-First Century.” (Spring)

December 11:  
**Synthesis**

December ___:  
**Final examination. We follow the university’s final examination schedule.**

**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 76 points. The first exam is for 24 points, the second for 24 points and the final for 28 points.

Because class participation and preparation are so important, there will be a possible total of 24 points awarded if the professor deems your participation and preparation sufficient. Your completed “I believe...” statements should be submitted on December 11th as one indicator of your thinking during the course. Your evaluation of the text, or similar text, will also be part of the participation and preparation points. In this assignment, you will find primary sources to judge whether the text, or other texts, are fully accurate and in context. We will discuss this assignment in class. This is due on November 27th.

**FIRST EXAMINATION:** The first examination will be given on **October 11th.** This examination will count for 24 points.

**Second Examination:** The second examination will be given on **November 15th.** This examination is accumulative and will count for 24 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 may cover chapters 1 through 15 in Spring. The final examination will be for 28 points.

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


*If there is inclement weather or for any other reason you believe the university to be closed, please check the local news and or the University of Maryland’s website: [www.umd.edu](http://www.umd.edu). Also, I will try to email you if I have availability.*

*Only with permission, may a cell phone, texting devices, visual or audio recorders, or a laptop computer be used in class. Recording devices are prohibited without the permission of the professor.*
Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

2. If a student is absent more than 3 time(s), the instructor may require documentation signed by a health care professional.

3. If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Accommodation for Disabilities

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

The Code of Academic Integrity

“The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."
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, politics 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 and citizen 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, sociology, politics and philosophy of education acknowledging that there are many viewpoints and forces that have shaped contemporary education.

Please see the statement below on the importance of course evaluations:
*CourseEvalUM*
"As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for *Spring 2009 (Tuesday, April 28 through Wednesday, May 13)* and the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Spring
2009 evaluations. More information is at:
https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.”

“If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.”

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