

1. Abbreviated Course Title: Philosophy of Education

2. Full Course Title: Practice, Policy and Philosophy of Education

3. Credits: Three (3)

4. Course Components: Lecture

5. Course Level: 200–level

6. Catalogue Description:

This course will introduce students to the essential concepts, precepts and methods of philosophy of education. Students will use these foundations to reflect on the basic aspects of human learning as well as become effective participants within the milieu of modern education.

7. Course Prerequisites or Co-requisites: N/A

8. Rationale:

This course is a new course and an important one for our department to develop for several reasons. First, students interested in philosophy sometimes shy away as they struggle to see how the sometimes esoteric boons of philosophy can, in fact, be used to solve challenges that they and others already care about, including issues of equity, justice, and the development of an inclusive community. This course will focus on substantial, procedural policy challenges of real-world problems showing students how the study of philosophy can help solve them. Second, while we have many eager students, we need to improve their retention of course content and abilities to apply the content to new areas. Current best practices suggest that interdisciplinary and applied modes of learning are best suited to address these concerns, and the course we are proposing has a significant component on the application and implementation of policies in a variety of educational contexts. Third, many of our students have yet to develop the study and learning habits necessary to maximize their potential. But students who study the nature of education become better learners themselves.

This course is valuable for any student, but it will be especially valuable to future teachers. As student bodies become increasingly diverse, teaching becomes increasingly complex. By introducing students to the tools of philosophy, such as critical thinking, in an applied setting, they will develop and refine their ability to think through unexpected questions and situations in the classroom. Students in this course will develop an informed personal philosophy of education, which will provide a tool to engage the questions and challenges that face teachers, educational advocates, and policy makers. For instance, they will consider concrete questions about how to manage a classroom and develop inclusive curricula for a diverse student body.

9. Student Learning Outcomes (SLO)

9.1. Discipline-specific Learning Outcomes (DLO)

By the end of this course, students will be able to:

DLO1 APPLY philosophical concepts to pragmatic examples. For example, how do the insights of Aristotle continue to inform science education?

DLO2 EVALUATE educational research, policy and journalism using the tools of philosophy, informal logic and critical thinking.

DLO3 APPLY ethical concepts and ethical thought to education and education policy.

DLO4 COMPARE competing ethical perspectives as they apply to learning, intellectual growth and educational policy.

DLO5 APPRAISE arguments that relate to educational innovation and reform.

DLO6 DEVELOP a stronger sense of empathy and personal responsibility regarding educational systems and education across cultures.

9.2. University-wide Student Learning Outcomes

Our course will focus on the following three learning outcomes:

1. Students will demonstrate effective writing skills.
4. Students will demonstrate the ability to think critically to evaluate and solve problems.
6. Students will practice responsible citizenship in a culturally complex world.

Written Communication (CW): Upon completion of this course, students will be able to:

T2WC1	DEMONSTRATE adequate consideration of content, audience, and purpose, and a clear focus on the assigned task(s) (e.g. the task aligns with audience, purpose, and context)
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T2WC2	USE appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.
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T2WC3 DEMONSTRATE consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.

T2WC4 DEMONSTRATE consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of writing.

T2WC5 USE straightforward language that generally conveys meaning to readers. The language has few errors.

Critical Thinking and Problem Solving (CTPS): Upon completion of this course, students will be able to:

T2CTPS1 IDENTIFY a focused and manageable/doable topic that appropriately addresses relevant aspect of the topic.

T2CTPS2 STATE an issue/problem that has been considered critically, described, and clarified so that understanding is not seriously impeded by omissions.

T2CTPS3 TAKE information from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Subject expert viewpoints to questioning.

T2CTPS4 IDENTIFY own and others' assumptions and several relevant contexts when presenting a position.

T2CTPS5 STATE a specific position (perspective, thesis/hypothesis) that takes into account the complexities of an issue. Acknowledge others' points of view within position (perspective, thesis/hypothesis).

T2CTPS6 Appropriately DEVELOP critical elements of the methodology or theoretical framework. However, more subtle elements are ignored or unaccounted for.

T2CTPS7 Logically TIE conclusion to a range of information, including opposing viewpoints; clearly identify related outcomes (consequences and implications).

Civic Engagement and Intercultural Knowledge (CEIK): Upon the completion of this course, will be able to:

T2CEIK1 DEMONSTRATE adequate understanding of the complexity of elements important to members of another culture in relation to

its history, values,
beliefs and practices.

politics, communications styles, economy, or

T2CEIK2 DEMONSTRATE awareness that one's own attitudes and beliefs are different from those of other cultures and communities with curiosity about what can be learned from diversity of communities and cultures.

T2CEIK3 ANALYZE knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.

T2CEIK4 PROVIDE evidence of experience in civic-engagement activities and describe what has been learned about her- or himself as it relates to a growing sense of civic identity and commitment.

T2CEIK5 Effectively COMMUNICATE in a civic context showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.

T2CEIK6 DEMONSTRATE independent experience and leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.

T2CEIK7 DEMONSTRATE ability and commitment to work actively within community contexts and structures to achieve a civic aim.

10. Instructional Procedures

- Discussion (SLO: DLO1-6; T2CTPS1, 2, 4-7; T2CEIK 1-7)
- Lectures (SLO: DLO1-2, 6; T2CTPS1-3, 5, 7)
- Reading Assignments (SLO: DLO1-4-6; T2CTPS1-7; T2CEIK1-3, 5)
- Listening/Viewing Assignments (SLO: DLO2-4, 6; T2CTPS1-5, 7)
- Written Assignments (incl. **Signature Assignment**) (SLO: DLO1-7; T2CTPS1-7; T2CW1-5)
- Student Presentations (SLO: DLO1-6; T2CTPS1-7; T2CEIK1-3, 5)

11. Course Content

Almost all assignments are excerpts either available online or made available on Blackboard. Chapters from Nel Noddings are from the required textbook indicated below.

Week One – What is philosophy? What constitutes a philosophy of education?

D.C. Phillips, "What is Philosophy of Education"

Assignment: Reflection Paper 1

(SLO: DLO1; T2WC1-5)

Week Two – Historical Overview

Noddings, Ch. 1: Philosophy of Education before the Twentieth Century

Plato, *The Apology*

Plato, *The Republic*

Assignment: Reflection Paper 2

(SLO: DLO2, 3-4; T2WC1-5; T2CTPS1-4)

Week Three – Historical Overview continued

Plato, *Meno*

Aristotle, *Nicomachean Ethics*

Thomas Hobbes, *Leviathan*

John Locke, *Some Thoughts Concerning Education*

Jean Jacques Rousseau, *Emile*

Johann Pestalozzi, *How Gertrude Teaches her Children*

Johann Herbart, *Letters and Excerpts on Education*

Friedrich Froebel, *On the Education of Man*

Assignment: Reflection Paper 3

(SLO: DLO1-4; T2WC1-5; T2CTPS1-4; T2CEIK1-2)

Week Four – The Pragmatic Tradition

Noddings, Ch. 2: The Philosophical and Educational Thought of John Dewey

Hegel, *Phenomenology of Spirit*

John Locke, *An Essay Concerning Human Understanding*

Charles Sanders Pierce, *Questions Concerning Certain Faculties Claimed For Man*

William James, *Talks to Teachers*

John Dewey, *Experience and Education*

Assignment: Reflection Paper 4

(SLO: DLO1-4; T2WC1-5; T2CTPS1-4; T2CEIK1-3)

Week Five – Analytic Philosophy and the Public Education

Noddings, Ch. 3: Analytic Philosophy

Bertrand Russell, *On Education*

Israel Scheffler, *The Language of Education*

B. Othanel Smith, "A Concept of Teaching"

Paul Komisar, "Teaching: Act and Enterprise"

Gilbert Ryle, *The Concept of Mind*

Assignment: Reflection Paper 5

(SLO: DLO1-5; T2WC1-5; T2CTPS2-6; T2CEIK1-2)

Week Six – Existentialism, Constructivism, and the Challenges of Knowledge and Intention

Noddings, Ch. 4: Continental Philosophy
Soren Kierkegaard, *Either/Or*
Martin Buber, *I and Thou*
Simone de Beauvoir, *The Ethics of Ambiguity*
Maxine Greene, *The Dialectic of Freedom*
Simone Weil, "Reflections on the good usage of school studies in view of the Love of God"
Richard Rorty, *Philosophy and the Mirror of Nature*
Assignment: Reflection Paper 6
(SLO: DLO1-3; T2WC1-5; T2CTPS1-6; T2CEIK3-6)

Week Seven – The Logic of Educational Philosophy
Noddings, Ch. 5: Logic and Critical Thinking
Noam Chomsky, *Language and Mind*
Robert Ennis, "A Conception of Rational Thinking"
Harvey Siegel, *Educating Reason: Rationality, Critical Thinking, and Education*
John McPeck, *Critical Thinking and Education*
Jane Roland Martin, "Critical Thinking for a Humane World"
Matthew Lipman/Ann Margaret Sharpe, *Philosophy for Children*
Assignment: Reflection Paper 7
(SLO: DLO1-5; T2WC1-5; T2CTPS1-7; T2CEIK1-6)

Week 8 – Constructivism: Social and Radical
Noddings, Ch. 6: Epistemology and Education
Jean Piaget, *Genetic Epistemology*
Lev Vygotsky, *Thought and Language*
Ludwig Wittgenstein, *Philosophical Investigations*
Assignment: Reflection Paper 8
(SLO: DLO1-6; T2WC1-5; T2CTPS1-7; T2CEIK1-3)

Week 9 – Science, Philosophy, and the Puzzle of Knowledge in Education
Noddings, Ch. 7: Philosophy of Social Science and Educational Research
Karl Popper, *Objective Knowledge: An Evolutionary Approach*
Thomas Kuhn, *The Structure of Scientific Revolutions*
Imre Lakatos/Alan Musgrave, *Criticism and the Growth of Knowledge*
Assignment: Reflection Paper 9
(SLO: DLO1-2, 4; T2WC1-5; T2CTPS1-7; T2CEIK1-4)

Week 10 – The Ethics of Education
Noddings, Chapter 8, Ethics and Moral Education
Aristotle, *Nicomachean Ethics*
Immanuel Kant, *Groundwork of the Metaphysics of Morals*
John Stuart Mill, *Utilitarianism*
Lawrence Kohlberg, *The Philosophy of Moral Development*
Carol Gilligan, *In a Different Voice*

Signature Assignment: Personal Philosophy of Education (first draft due week 12, final draft due week 15)
(SLO: DLO1-6; T2CTPS1-7; T2CEIK1-4)

Week 11 - The Socio-Political Aspects of Education
Noddings, Ch. 9: Social and Political Philosophy
John Rawls, *A Theory of Justice*
John Dewey, *Democracy and Education*
Jonathan Kozol, *Savage Inequalities*
(SLO: DLO1-6; T2CTPS1-7; T2CEIK1-4)

Week 12 – School Reform, Philosophy, and the Place of the Teacher.
Noddings, Ch. 10, Problems of School Reform
Kenneth Howe, *Understanding Equal Educational Opportunity*
Eamonn Callan, *Creating Citizens: Political Education and Liberal Democracy*
Charles R. Lawrence III, "Race, Democracy, and Education"
---, *We Won't Go Back: Making the Case for Affirmative Action*
Diane Ravitch, *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*
(SLO: DLO1-6; T2CTPS1-7; T2CEIK1-7)

Week 13 – The Challenge and Promise of Multicultural Education
Noddings, Ch. 11: Multiculturalism and Cosmopolitanism
Edward Taylor, David Gillborn, Gloria Ladson-Billings, *Foundations of Critical Race Theory in Education*
Lisa Delpit, *"Multiplication is for White People": Raising Expectations for Other People's Children*
Sonya Nieto, *The Light in Their Eyes: Creating Multicultural Learning Communities*
Kwame Anthony Appiah, *Cosmopolitanism*
Charles Taylor, *Multiculturalism: Examining the Politics of Recognition*
(SLO: DLO1-6; T2CTPS1-7; T2CEIK1-7)

Week 14 – The Challenge and Promise of Feminist Perspectives
Noddings, Ch. 12: Feminism, Philosophy, and Education
Mary Wollstonecraft, *A Vindication of the Rights of Woman*
Simone de Beauvoir, *The Second Sex*
Evelyn Fox Keller, *Reflections on Gender and Science*
Jean Grimshaw, *Feminist Philosophers: Women's Perspectives on Philosophical Traditions*
bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*
(SLO: DLO1-6; T2CTPS1-7; T2CEIK1-7)

Week 15 – Discussion of students' personal philosophies of education

12. Undergraduate General Education Courses

- a) Approval is sought as a 200-level Tier 2 course.
- b) Approval in Modes 2: Language, Literary, and Cultural Studies, and 4: Social and Historical Perspectives, is sought.
- c) This course will be listed in the Philosophy & Religion Department (PHIL).

13. Graduate Course Status: N/A

14. Degree Requirements

The course is an elective in the Philosophy & Religion Department and does not add to the list of required courses.

15. Specialized Accreditation, Certification, and Licensure: N/A

16. Assessment/ Evaluation of Student Outcomes and Determining Student Grades

Class Participation T2CEIK1-6)	20% (SLO: DLO1-5; T2CTPS1-7;
9 Reflection Papers	25% (SLO: DLO 1-5; T2WC1-5; T2CTPS1-7; T2CEIK1-4, 6)
1 Group Lesson Plan + Reflection Paper 7;	25% (SLO: DLO1-5; T2WC1-5; T2CTPS1- T2CEIK1-7)
1 Essay on Personal Philosophy of Education T2CTPS1-7;	30% (SLO: DLO1-6; T2WC1-5; T2CEIK1-7)

Reflection Papers:

During the first nine weeks of class, students will turn in a reflection paper each week. These papers will discuss the readings for the week in question. The papers should also connect each week's readings with actual classroom practices, the nuances of teaching in a diverse, global society, and with ideas from earlier course readings. So, for example, in our readings on Realism, one might contrast Realism with Idealism. By the same logic, in reflecting upon Feminist education, one might discuss how Feminist approaches might compliment Multicultural approaches.

Group Teaching Lesson:

On appointed dates throughout the course, student groups will explain a particular strand of the educational philosophy to the rest of the class. This lesson will be preceded by a conference with the professor and the development

of a detailed lesson plan. The week after the presentation, students turn in their lesson plan alongside with a reflective self-assessment on the lesson.

In your lesson plan, include and explain the rationale, learning outcomes, methods and assessment of your lesson. Also be sure to explain how these facets of your lesson plan align. For example, why are your teaching methods and assessment methods a particularly good fit with your learning outcomes?

In your follow up/reflection paper be sure to address the following questions: What part of the lesson went well? What parts of the lesson did not go as planned? Why did they not as planned? Were the outcomes of this negative, neutral or even perhaps positive? How could the lesson be improved? What lessons did you learn as you were developing and presenting the lesson to your peers? How did the lesson help you to develop a stronger practitioners understanding of the philosophy in question?

Personal Philosophy of Education:

As a **SIGNATURE ASSIGNMENT** and capstone project, students will complete reflective personal philosophies of education. These papers, although valuable in themselves, are an essential step in transforming oneself into a reflective participant or practitioner in the classroom.

In a 7-8 page paper explain the following items:

What is your philosophy of education?

What thinkers influenced your philosophy of education?

Is your personal philosophy of education derived from a single, historic school of thought?

OR, perhaps, is your personal philosophy of education a hybrid woven together from various schools of thought?

Which schools of thought? Why?

Using this background we can now turn to the processes and goals of education:

What is the purpose of education?

What are the goals of education for society and for the learner?

How do we view students?

What motivates students?

How can they learn best?

What is the role of the teacher in shaping and leading student learning?

What is the role of the teacher in the broader world outside of education?

What methods are the most likely to be successful in learning?

How can teachers create classrooms that are reflective of the new global world? How can these classroom create environments of true multiculturalism and global community?

Should teachers try to change the world? To transform students? Equip students to change the world? OR should teachers impart skills that will allow students to succeed in the status quo economy?

Finally, we are currently living in an era of increasing school centralization and “top-down” authority. In many educational settings, teachers must adhere to educational ideologies that are not entirely their own. For example, some schools, promulgate a strong set of Behaviorist protocols. How will you maintain your philosophy of education (and your integrity)? One possibility is to simply find schools and communities that are a solid fit with one’s own personal viewpoint and goals. However, even in the best of matches, there will be some gap the ideals of one’s own philosophy and the day-to-day realities of life as a teacher. How will you use philosophy to meet and grow as a result of this challenge?

17. Bibliography (MLA)

a. Required Texts:

Gutek, Gerald L. *Philosophical, Ideological, and Theoretical Perspectives on Education*. Upper Saddle River, NJ: Pearson, 2013.

Noddings, Nel. *Philosophy of Education*. Boulder, CO: Westview, 2011.

b. Supporting Bibliography:

Alonso, Gaston & Noel S. Anderson. *Our Schools Suck: Students Talk Back to a Segregated Nation on the Failures of Urban Education*. New York City, NY: NYU Press, 2009.

Apple, Michael W. *Can Education Change Society*. New York: Routledge, 2012.

---. *Official Knowledge: Democratic Education in a Conservative Age*. New York, NY: Routledge, 2014 (third edition).

---. *Ideology and Curriculum*. New York, NY: Routledge, 2004 (third edition).

Darder, Antonia. *Culture and Power in the Classroom: Educational Foundations for the Schooling of Bicultural Students*. ???: Paradigm Publishers, 2012 (second edition)

Darder, Antonia, Marta P. Baltodano and Rodolfo D. Torres, eds. *The Critical Pedagogy Reader*. New York, NY: Routledge, 2008 (second edition).

Darling-Hammond, Linda. *The Flat World and Education: How America’s commitment to Equity Will Determine Our Future*. New York, NY: Columbia UP / Teachers College Press, 2010.

Duckworth, Eleanor. *The Having of Wonderful Ideas: And Other Essays on Teaching and Learning*. New York, NY: Columbia UP / Teachers College Press, 2006.

Dewey, John. *The School and Society & The Child and Curriculum* (reprint). 1902: CreateSpace Independent Publishing Platform, 2011.

- . *Experience and Education*. New York, NY: The Free Press, 1997.
- Freire, Paulo. *Pedagogy of the Oppressed*. New York, NY: Bloomsbury Academic, 1970 / 2000.
- Giroux, Henry A. *On Critical Pedagogy*. New York, NY: Bloomsbury Academic, 2011.
- Greene, Maxine. *The Public School and the Private Vision: A Search for America in Education and Literature*. New York, NY: The New Press, 1965 / 2007.
- . *Releasing the Imagination: Essays on Education, the Arts, and Social Change*. San Francisco, CA: Jossey-Bass, 2000.
- hooks, bell. *Teaching Critical Thinking: Practical Wisdom*. New York, NY: Routledge, 2009.
- . *Teaching Community: A Pedagogy of Hope*. New York, NY: Routledge, 2003
- . *Teaching to Transgress: Education as the Practice of Freedom*. New York, NY: Routledge, 1994.
- Kohn, Alfie. *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Boston, MA: Mariner Books, 1999.
- Kumashiro, Kevin K. *Bad Teacher! How Blaming Teachers Distorts the Bigger Picture*. New York, NY: Columbia UP / Teachers College Press, 2012.
- McLaren, Peter. *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education*. Upper Saddle River, NJ: Pearson, 2006 (fifth edition).
- Milner, H. Richard. *Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms*. Cambridge, MA: Harvard Education Press, 2010.
- Noddings, Nel. *Education and Democracy in the 21st Century*. New York, NY: Columbia UP / Teachers College Press, 2013.
- . *The Challenge to Care in Schools: An Alternative Approach to Education*. New York, NY: Columbia UP / Teachers College Press, 2015 (second edition).
- . *Caring: A Feminine Approach to Ethics and Moral Education*. Berkeley and Los Angeles, CA: University of California Press, 2003 (second edition).
- Steinberg, Shirley R. *19 Urban Questions: Teaching in the City*. New York, NY: Peter Lang International Academic, ???.
- Vygotsky, Lev S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard UP, 1980.
- Villaverde, Leila. *Feminist Theories and Education*. New York, NY: Peter Lang International Academic Publishers, 2007.
- Wadsworth, Barry J. *Piaget's Theory of Cognitive and Affective Development: Foundations of Constructivism*. Upper Saddle River, NJ: Pearson, 2003 (fifth edition).

Watson, Vajra. *Learning to Liberate: Community-Based Solutions to the Crisis in Urban Education*. New York, NY: Routledge, 2011.

c. Relevant Periodical Sources

Educational Philosophy and Theory
Educational Theory
Journal of Philosophy of Education
Paideusis
Philosophical Studies in Education
Philosophy of Liberal Education
Studies in Philosophy and Education

d. Relevant Online Materials

Philosophy of Education Society – www.philosophyofeducation.org
International Montessori Foundation – www.montessori.org
Infed – Encyclopdia of Informal Eduaction – www.infed.org
Education Revolution – educationrevolution.org
International Network of Philosophers of Education -
<http://pendientedemigracion.ucm.es>

e. Relevant Audiovisual Materials

18. Budget

No additional budget is required.

19. Enrolment and Scheduling

This course will be offered every semester with a maximum number of 25 students.