

EDPL 210
Historical and Philosophical Perspectives in Education
Spring 2007, Section 0101

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Office Hours (Benjamin #2105C): By Appointment

Required Text: Reed, Ronald F. and Tony W. Johnson, *Philosophical Documents in Education, Second Edition*. Longman, 2000. Other materials may be assigned as needed throughout the semester.

Catalog Description: An examination of illustrative historical and philosophical examples of the interplay of ideas and events in shaping of educational aims and practices from ancient cultures to modern technological societies.

Purpose: The purpose of this course is to learn to think critically about educational issues. Your beliefs direct your thinking and your actions as a teacher or as a learner. Philosophy is a process of systematically reflecting on the world around us in order to build a coherent set of beliefs and values to guide our actions.

By the end of the course you will have:

- Discussed a framework from which to think philosophically
- Thought about life questions
- Seen the relevance of life questions to education
- Read selected leading thinkers in education
- Begun to develop your own ideas about education, what it means and how it can be achieved.

The major questions guiding this course are:

- What is education?
- What is philosophy?
- What philosophers have influenced education?
- What has education been in the past?
- What is education today?
- What should education be in the future?
- What are the characteristics of an educated person?

Class Schedule/Topics, Assignments, and Due Dates

#	<i>Month</i>	<i>Day</i>	<i>Topics/Chapters</i>
1	January	30	Introduction
2	February	06	Internet Assignment
3		13	Socrates and Plato: Introduction, Chapter 1
4		20	Aristotle: Chapter 2
5		27	Exam 1
6	March	06	St. Augustine and Erasmus: Chapters 3 and 4
7		13	Locke and Rousseau: Chapters 5 and 6
8		20	SPRING BREAK
9		27	Counts and Greene: Chapters 9 and 10
10	April	03	Martin and Noddings: Chapters 11 and 16
11		10	Exam 2 James and Dewey: Chapters 7 and 8
12		17	West and Freire: Chapters 12 and 13
13		24	Lipman, Matthews, and Egan: Chapters 14, 15, and 17
14	May	01	Rorty and Synthesis: Chapter 18 Learning Guide due
15		08	Last Class
		15	Final (TBD)

Assignments

Preparation is required for all classes. **Participation and attendance are expected.**

Learning Guide—You will be responsible for completing a learning guide, which is attached to this syllabus. The guide is designed to help you learn the content that will allow you to reflect on and discuss philosophical issues that have emerged during the history of education. The guide should be completed as we go through the specific chapters and philosophers and will be turned in at the end of the semester. The guide is a component of your 18 preparation and participation points.

Exams

Exam 1 will be held on February 27, 2007. The exam will be worth 25 points. You will be able to use your learning guide during the exam.

Exam 2 will be held on April 10, 2007. It will be worth 25 points. This will be a take home exam.

The date and time of the final exam will be determined during the middle of the semester. One of the questions will ask you to write your philosophy of education and you will be allowed to bring in notes for this question. You should use the class readings, discussions, and assignments to base your assertions and defend your perspectives. Use specific philosophers to support your ideas. Other questions will be announced at the time of the exam. The exam will take the entire period and be worth 32 points.

Summary of Points

Preparation and Participation	18
Exam 1	25
Exam 2	25
Final Exam	32

Process: The Internet and e-mail will be used to augment class time and assignments in order to achieve the purpose of this class.

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/index.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 and philosophy of education and controversial educational issues. While you may disagree with the opinions and understandings of others in this course, 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.

This syllabus is subject to change.

Students enrolled in this course are responsible for all changes that are made.

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Learning Guide

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In class, we will discuss the why and meaning of some of the questions in this Learning Guide. Therefore, in order to discover answers to the more important questions, your knowledge of the following will enrich our discussions and enable us to go into more depth in class. If you have questions about why a specific item is in this guide and why it is important to know, then please ask about the item in class.

Socrates

- How is Socrates different from the Sophists?
- What does Socrates believe about the truth?
- Define the Socratic Method.
- What is Socrates' definition of wisdom in the "Apology"?
- Why do we rely on the writing of Plato to know about Socrates?
- What does Socrates mean by the "unexamined life is not worth living"?
- When and how did Socrates die?

Plato

- When and where was Plato born?
- What does education mean for Plato?
- What is the dialectical process?
- When and how was Plato educated?
- What is an allegory?
- Explain the allegory of the cave in your own words.
- How does the Theory of Forms relate to the allegory of the cave?
- When did Plato die and how old was he?

Aristotle

- When and where was Aristotle born?
- When and how was Aristotle educated?
- Who was Alexander the Great and how did he and Aristotle relate?

- What does Aristotle mean by “the highest good is to be formed in human happiness?”
- How does Aristotle define virtue?
- How does habit affect virtue?
- What is it about human beings that make them unique according to Aristotle?
- When did Aristotle die and how old was he?

St. Augustine

- When did Augustine live and why is that important?
- What is Augustine’s foundation?
- For Augustine, what is the role of the teacher?
- Who is Cicero, and how did he influence Augustine?
- When did Augustine die and how old was he?

Erasmus

- Why was Erasmus considered by some to be a philosopher?
- How does Erasmus describe an ideally educated person?
- Describe Erasmus' idea of a universal humanist society.
- What were Erasmus' views of the Catholic church during his time and why?
- How was Erasmus educated?
- What kind of a scholar was Erasmus?
- How does he use wit and satire in "Praise of Folly"?
- Why was knowledge of Greek and Latin so important to Erasmus?
- How did Erasmus reconcile reason and religion?
- When did Erasmus die and how old was he?

John Locke

- When and where was Locke born?

- How did Locke generate his theory of political rights and responsibilities?
- How does this theory help us understand Locke's view of an educated person?
- Describe Locke's four elements of education.
- Describe *Tabula Rasa* and why it is important in education.
- What part does habit play in Locke's philosophy of education?
- When did Locke die and how old was he?

Jean-Jacques Rousseau

- When and where was Rousseau born?
- What does Rousseau mean by "Man in born free; and everywhere he is in chains"?
- How does Rousseau think a society could be created to resolve the conflict between individual needs and societal demands?
- Explain Rousseau's position on progress in the arts and sciences and its significance.

- How does Rousseau use nature to educate students?
- How could Rousseau's philosophy of education be considered "negative education"?
- When did Rousseau die and how old was he?

William James

- Describe pragmatism.
- How does pragmatism differ from the philosophies of Plato and Aristotle?
- Why do Reed and Johnson describe James' educated person as needing to look at everything with a "fresh eye"?
- What other philosophers has James influenced?

John Dewey

- Who is John Dewey?
- How did Dewey use education to promote his social justice and democratic principles?

- What is the significance of his lab school?
- What is an educative experience?
- List five important concepts from Dewey's *My Pedagogic Creed*?

George S. Counts

- How did the times in which Counts lived affect his views on education?
- How did Dewey influence Counts?
- What did he believe was the role of the school in times of crisis?
- What three ways did Counts believe imposition occurred in the schools?
- How did Counts answer the question "Should the schools be in a position of creating a better society?"

Maxine Greene

- Reed and Johnson contend that Greene has "faith in humankind's willingness and ability to build on and transcend their lived worlds." What does this mean?

- How did *Greene* exemplify her belief in multiple ways of knowing?
- What does *Greene* mean by freedom?
- What does *Greene* mean by barriers to freedom?
- How does *Greene* define the educated person?
- Why should the arts be a central part of the curriculum?

Jane Roland Martin

- What does *Martin* mean by "reclaiming a conversation" and why is it important?
- What conversation is *Martin* referring to?
- What is the difference between "claiming" and "receiving" an education?
- Describe how the "reproductive processes" and "productive processes" relate to reclaiming the conversation.

Cornel West

- Who is Cornel West?
- How does West embody his vision of the ideally educated individual?
- Explain West's four components of prophetic thought.
- What does West mean by the "culture of consumption"?

Paulo Freire

- When and where was Freire born?
- What does Freire mean by the "culture of silence"?
- Describe Freire's problem-posing method of education.
- What does Freire mean by the "banking" method of education?
- For Freire, what is the significance of "words"?
- What does pedagogy mean?
- According to Freire, how does his pedagogy center on dialogue?

Matthew Lipman

- What were the cognitive and affective problems that Lipman sought to address?
- How does "philosophy for children" benefit them?
- What two things hold "philosophy for children" together?
- How do Reed and Johnson describe the critical thinker?
- What qualities are needed to enhance thinking according to "philosophy for children"?
- What is the general methodology used in "philosophy for children"?
- What does Lipman say makes classical rhetoric and dialectic dangerous for young people and how would he solve it?
- In Lipman's *Philosophy Goes to School*, why does he ask "Did Plato Condemn philosophy for the Young"?
- What does Lipman mean by a community of inquiry?
- What are philosophical discussions concerned with?

Gareth Matthews

- What role has Matthews played in "Philosophy for Children"?
- How has Matthews developed his understanding of what children are like and can do philosophically?
- How do Reed and Johnson liken Matthews work to Rousseau?
- What two assumptions does Matthews call into question about the nature of childhood, according to Reed and Johnson?
- Why does Matthews think it important to respect children as partners in inquiry?

Nel Noddings

- Why does Noddings say that her life developed as a result of happy accidents?
- What two qualities does Noddings believe are required to initiate the changes that our schools need?
- According to Noddings, how would the curriculum be different if women had developed the disciplines?
- What is Noddings view of liberal education?

- Describe the alternative education plan for caring that Noddings proposes.
- In the "caring relation," what will the "carer" do and what will the "cared-for" do?
- What are the four major components of moral education from the perspective of an ethic of caring?

Kieran Egan

- Who is Kieran Egan?
- How do Reed and Johnson relate him to Plato and Rousseau?
- What are the three dominant educational ideas that Egan believes are incompatible and therefore the cause of the continuing educational crisis?
- By focusing on the imaginative capacities, what is Egan able to observe about children's development?
- What is meant by the "affective"?
- What two ways does Egan say stories engage us affectively?
- What is a metaphor?

- What is an analogy?
- Why does Egan believe storytelling is a better model than analogy for planning teaching?

Richard Rorty

- Who is Richard Rorty?
- How do Reed and Johnson describe modernism?
- What is postmodernism?
- How does Rorty say an educated person uses the curriculum?
- What is the nature of a modern thinker and a postmodern thinker?
- Why do Reed and Johnson suggest that "the postmodern thinker sees truth as more of a resting place than a destination"?