

**EDPL 210: Historical and Philosophical Perspectives in Education  
Fall 2004**

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**Office Hours: Tu., Th. by appointment**

This course has two main objectives. The first is to philosophically examine ideas and events that have shaped educational aims and practices from ancient cultures to modern societies. The second is to refine the particular philosophies of education that we hold individually. Read these authors as a way of getting at questions about what it means to get educated and questions about your own particular philosophy of education. Considering the values that undergird our opinions about what it means to become educated is important insofar that they have a direct impact on our purposes and practices as educators. An example of this is asking oneself whether education should simply be concerned with preparing individuals for future occupations; and if so, what implications does this have on the development of citizens for public life in a diverse society ?

The goal of the course is to help students develop adequate perspectives and skills of discernment in making reasoned, informed, and justifiable decisions in their professional and public life as educators. Major questions guiding this course are: What is philosophy? What does it mean to be educated? What are the characteristics of an educated person? Who is responsible for educating our society? Where does our education actually occur? What philosophies have influenced American schooling?

This class is designed as a seminar, with the expectation of active class participation through discussion and writing. Each class member will help lead a class discussion on at least one philosopher/theorist. The discussion leaders will prepare an accompanying handout for class distribution, analyzing the readings and suggesting problems and questions for further discussion and inquiry.

**Required Text:**

- Reed, Ronald F. & Johnson, Tony W. (2000). *Philosophical Documents in Education*, Second Edition. New York: Addison-Wesley Longman, Inc.
- Strike, Kenneth, Haller, Emil & Soltis, Jonas (1998). *The Ethics of School Administration*. New York: Teachers College Press.
- Selected short stories and/or articles (\*handouts)

## **Course Schedule**

\*(schedule is tentative)

### **September**

- Day 1 (8/31): Introduction
- Day 2 (9/2): 'Education' in Context (Discuss handout)
- Day 3 (9/7): Socrates
- Day 4 (9/9): Plato
- Day 5 (9/14): Aristotle
- Day 6 (9/16): St. Augustine
- Day 7 (9/21): Quiz/Case Study
- Day 8 (9/23): Context

### **October**

- Day 9 (9/28): John Locke
- Day 10 (9/30): Jean-Jacques Rousseau
- Day 11 (10/5): William James
- Day 12 (10/7): John Dewey/George Counts
- Day 13 (10/12): Quiz/Case Study
- Day 14 (10/14): Context
- Day 15 (10/19): Guest Philosopher (?)
- Day 16 (10/21): Synthesis (*Philosophical Influences paper due*)
- Day 17 (10/26): Maxine Greene
- Day 18 (10/28): NO CLASS

### **November**

- Day 19 (11/2): Jane Roland Martin
- Day 20 (11/4): Cornel West
- Day 21 (11/9): Paulo Friere
- Day 22 (11/11): Quiz/Case Study
- Day 23 (11/16): Context
- Day 24 (11/18): Matthew Lipman/Gareth Matthews
- Day 25 (11/23): Nel Noddings
- \*(11/25): NO CLASS – Thanksgiving Holiday

### **December**

- Day 26 (11/30): Kieran Egan
- Day 27 (12/2): Jeremy Waldron, "Multiculturalism and Melange"
- Day 28 (12/7): Quiz/Case Study
- Day 29 (12/9): Context (Final Paper can be turned in)
- DECEMBER 14<sup>th</sup>: Final Exam Day, **TBA** (*Final Paper Due*)

## Course Requirements:

1. *Class Participation*: Regular attendance, fulfillment of reading assignments, and active participation in discussions (small group and plenary) are critical for the success of the course. The overall grade of those students who meet these requirements will not be affected. However, *lack of preparation or poor attendance and poor participation will be cause for reducing course grades*. Participation does not mean that you will be forced to speak. Participation does mean that you are expected to be *prepared* and *engaged*. This means that you are not doing work for other courses during class and if your opinion is solicited, because you have at least read and thought about the material, you can offer an idea or at least a question for clarification. Not understanding the material is no excuse for not being able to express what you do not understand and, consequently, not being able to ask a specific question that might help your comprehension.
2. *Quizzes* (4 total, 12pts.): Covers material from previous two weeks.
3. *Historical Connections* (14 total, 42 pts.): Write a short paper connecting a current educational issue to the philosopher(s) read for that class session. Describe the issue, reference the source<sup>1</sup>, and demonstrate how you see the issue relating to the theorist's philosophy of education. Each paper should be succinct, clear and between 1-2 double-spaced pages in length (2 page maximum). **Papers are due each Thursday**. Late papers will receive half credit off the top.

Helpful websites for current educational news:

[www.educationnews.org](http://www.educationnews.org)

[www.washingtonpost.com](http://www.washingtonpost.com)

[www.nytimes.com](http://www.nytimes.com)

4. *Philosophical Influence* (15pts.): Write a short 3-5 page (double spaced) paper on two or more philosophers that have influenced you and helped you think through your own philosophy to date. Draw from weekly readings, and think about what is happening to you as you read: How is the passage making you think in a particular way? What way is that? Does the philosopher support what you already believe, refine your position, or provide a completely new philosophical orientation? Describe his/her influence and its significance. **Due October 21**
5. *Term Paper* (25pts.): Choose a case to unpack (excluding those we have discussed in class; can be an historical case). Cases can be found in your text. Use the class readings and discussions to ground your assertions and defend your opinions. 1) Explain what the issue is about; 2) Reveal what is at stake from all possible viewpoints; 3) State how you would resolve it and why? The paper should be 7-10 (double spaced) pages and may be submitted on December 12. The absolute final due date is **December 14<sup>th</sup>**. A post mid-term conversation will be held with me to discuss where you are ideologically. During the end of the semester students will exchange a draft of their papers to classmates.

**\*\*\*All written assignments are expected to be typewritten, double-spaced, 12 font maximum in Times New Roman or comparable font.<sup>2</sup> Proofread all written assignments for spelling AND grammatical errors. Papers that do not meet acceptable standards will have points deducted off the top. All work must be turned in on time!!**

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<sup>1</sup> One-half of total possible points will be deducted if the source of your article is not referenced.

<sup>2</sup> 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 [www.inform.umd.edu/CampusInfo/Departments/jpo/code\\_acinteg.html](http://www.inform.umd.edu/CampusInfo/Departments/jpo/code_acinteg.html)

