PHILOSOPHICAL THEORIES OF EDUCATION, EDCI 662
Fall, 2002  (3 Hours Credit)
Dr. Patrick Slattery, Professor
Teaching, Learning, and Culture (TLAC) & Educational Administration (EAHR)

INSTRUCTOR INFORMATION:
Office/Phone: 314 Harrington, MS 4232, 845-8397; (512) 834-2454 (Home).
E-mail: patslat@aol.com or pslattery@tamu.edu  NO ATTACHMENTS
Class Web Board: www.coe.tamu.edu/wwwboard/edci662f02 (case sensitive)
Codes: Username: edci662fall2002  Password: TAMUfall2002 (case sensitive)
Class Meetings: Monday, 5:45-8:35, EDCT 225.  (And Sat., Sept. 21)
Office Hours: Before and after class or by appointment
Appointments: Available upon request by phone, email, or in office.

COURSE DESCRIPTION:
Educational perspectives, policies, and practices are based upon assumptions about people, culture, and society. Educational philosophers study serious problems in education by analyzing and clarifying arguments, theories, and language. Informed by epistemology, linguistics, hermeneutics, ontology, axiology (ethics and aesthetics), science, logic, sociology, theology, and political theory, educational philosophers raise questions, enhance arguments, introduce new language, deconstruct sedimented perceptors, and generally clarify thoughts about education, teaching, and learning. This survey course will examine selected historical and contemporary theories of education that have impacted schooling as it is practiced today. Therefore, contemporary philosophical perspectives of education that challenge established educational practices like critical theory, feminist theories, queer theory, constructivism, pragmatism, poststructuralism, and postmodernism will be included in substantial ways in the course. During the semester students will read and discuss articles and book chapters dealing with various philosophical topics.

COURSE READINGS:
Handouts: Art as Experience (Dewey); Aims of Education (Whitehead); Simone de Beauvoir (Slattery and Morris); Time and Learning (Slattery); Analysis of John Dewey (Ornstein and Ozmon); Contextualizing Teaching. (Kincheloe, Slattery, & Steinberg); and others.
ADA:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

PLAGIARISM:
The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, data base, research notes, web site information, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

DEPARTMENT DIVERSITY POLICY:
The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

SELECTED BIBLIOGRAPHY:


Corwin Press.


York: Routledge.

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**INSTRUCTIONAL METHODS:**

Instructional strategies may include the following: seminar discussion, lecture, library research, films, small group discussion, guest lectures, individual and group oral presentations, and reading current educational literature. We may also spend one class session in a museum to discuss the philosophy of aesthetics.

**ATTENDANCE AND PARTICIPATION:**

Attendance and participation in class discussions and group work is essential for success in this course. Students will be expected to ask questions and dialogue with the professor and other students during each class session. NO CREDIT will be given for assignments missed because of an unexcused absence, and a grade of 0 will be assigned. In the case of illness or emergencies, please submit a written note to the professor following the absence. Please do NOT call or e-mail in advance unless an extended absence is anticipated. There will be no penalty for excused absences, and assignments may be submitted late for excused absences.
COURSE ASSIGNMENTS:
1. At the first class session each student will be assigned one philosopher to research. Students will read at least one book written by this philosopher, a sample of chapters from other books written by the philosopher, commentaries about the philosopher from anthologies, and critical reviews of the philosopher’s work. Students will write a 5-6 page formal scholarly research paper (APA Style) discussing her or his findings. The paper must include a critical analysis. A reference list of the primary and secondary sources cited in the paper must be included. Be prepared to discuss your findings and critical analysis throughout the course. You will become the “expert” on this philosopher for the class. Please also prepare a short (one page maximum) abstract of your paper and a short (one page maximum) bibliography on the philosopher. Make copies of each (front and back of one page) to distribute to all class members. In order to receive an “A” for this assignment, students must demonstrate a thorough knowledge of the philosopher, present a scholarly critical analysis, and submit a comprehensive abstract/reference list. (30%)

2. Students will write a short book review and narrative commentary on three of the assigned textbooks for the course. In order to receive an “A” on each paper, students must demonstrate a comprehensive understanding of the reading and demonstrate the ability to engage in philosophical discourse. Cover page and reference page required. (30%)

3. At the final class meeting students will present a formal oral autobiographical philosophy of education statement. References to many of the philosophers and philosophies of education studied in the course must be cited in this final synthesis statement. (20%)

4. Students must actively participate during each class session. Active participation includes, but is not limited to, the following: weekly participation on the class webboard, asking probing questions about the reading assignments, making comments during class discussions, bringing relevant handouts, newspaper clippings, or journal articles to class for distribution to classmates, making recommendations for further reading on a topic under discussion, actively listening to classmates and the professor, suggesting activities to enhance the investigation of a philosophical issue, meeting before or after class with the professor or classmates to discuss issues in more depth, and being prepared to answer questions about assigned philosopher and readings. A participation grade will be assigned (20%).

COURSE GRADING:
90-100 = A (Outstanding Graduate Level Scholarship)
80-89 = B (Excellent Graduate Level Scholarship)
70-79 = C (Acceptable Scholarship)
65-70 =D (Not Graduate Level Scholarship)
Below 70 =F (Unacceptable)

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SCHEDULE OF READINGS
SEPT 9 Discuss the Handout Contextualizing Teaching.
SEPT 16 Discuss Sophie’s World. Book Report #1 Due.
SEPT 21 (SAT) Discuss The Metaphysical Club. Book Report #2 Due.
SEPT 23 No Class
SEPT 30 Discuss Philosophy of Education by Noddings
OCT 7 Discuss Philosophy of Education by Noddings.
OCT 14 Discuss Whitehead, de Beauvoir, and Dewey Handouts.
OCT 21 No Class
OCT 28 Discuss Philosophy of Education by Noddings. Book Report #3 Due.
NOV 4 Discuss Individual Philosophers in Relation to Texts.
NOV 11 Discuss Individual Philosophers in Relation to Texts.
NOV 18 Discuss Ethics and the Foundations of Education
NOV 25 Discuss Ethics and the Foundations of Education.

CONTROVERSIAL TOPICS:
Controversy surrounds contemporary philosophical issues in education. Please read the texts, listen to
the professor, and listen to student reports with curiosity and a healthy skepticism. Please ask
questions, challenge positions, and present rebuttals. Please allow all students to engage in the
discussion. However, please refrain from attacking or belittling the position of an author, professor,
guest lecturer, or fellow student. Ad Hominem attacks must be avoided. We are all challenged to
listen, question, and debate from an open and inquisitive posture. When the course if over, you are free
to accept or reject any philosophy presented in this course. However, during the course your are
required to explore and understand the various philosophies studied and engage in the philosophic
discourse as directed by the professor.
Philosophers:

Thales
Parmenides
Empedocles
Anaxagoras
Democritus (*)
Socrates (*) (!)
=Plato (*) (E)
Heraclitus (!)
Pythagoras (!)
Confucius
Lau-Tzu (!)
Origen
Aristotle (*) (E)
Augustine
Thomas Aquinas (!)
Erasmus
John Locke (E)
Jean-Jacques Rousseau (*) (!) (E)
William James (*) (E) (!)
George Counts (*) (!) (E)
=Cornel West (L) (*) (!) (E)
=Paulo Freire (*) (!) (E)
D. T. Suzuki (!)
Jane Roland Martin (L) (E)
Richard Rorty (L) (*) (!) (E)
=Soren Kierkegaard (!)
=Alfred North Whitehead (*) (!) (E)
Bertrand Russell
=Simone de Beauvoir (!) (E)
=Jean-Paul Sartre (*) (E)
Thomas Kuhn (L) (*) (!) (E)
Pierre Teilhard de Chardin (!)
Swami Vivekananda
=Hanah Arendt (*) (!) (E)
Henri Bergson (!)
=Michel Foucault (*) (!) (E)
Rene Descartes (*)
Jacques Derrida (L) (*) (!) (E)
=John Dewey (*) (!) (E)
Jean Piaget (*) (E)
Michel Serres (L) (*) (!)
Ferdinand de Saussure (*)
=Jurgen Habermas (*) (!) (E)
Frederich D. E. Schleiermacher
Willham Dilthey
=Georg Wilhelm Friedrich Hegel (*) (E)
Edmund Husserl (*) (!) (E)
Simone Weil (!)
=Immanuel Kant (*)
=Emmanuel Levinas (L) (*) (!) (E)
John Stuart Mill (*)
Jeremy Betham
=Karl Marx (*) (E)
Louis Althusser
Maria Montessori (*)
=Charles Sanders Peirce (!)
Johann Heinrich Pestalozzi (*) (E)
=Lev Vygotsky (*) (E)
Baruch Spinoza
Ludwig Wittgenstein (*) (E)
Charles Hartshorne (!)
Mary Daly (L)
=Maurice Merleau-Ponty (!) (*) (E)
Hebert Marcuse (*)
David Hume
Charles Darwin
Sigmund Freud
W. E. B. Du Bois (!)
Hans Kung (L) (!)
=Hans-Georg Gadamer (*) (!) (E)
=Martin Heidegger (*) (E)
=Friedrich Nietzsche (*) (!) (E)
=Jacques Lacan (*) (!) (E)
Sigmund Freud (*) (E)
Carl Jung (*) (!) (E)
George Berkeley
Martin Buber (!)
Dietrich Bonhoeffer (!)
Maxine Greene (L) (*) (!) (E)
Paul Tillich
Jurgen Moltmann (!)
Leonardo Boff (L) (!)
Rosemary Radford Ruether (L) (!)
Juan Luis Segundo (L)
Ernest Bloch (!)
Karl Jaspers (!)
Claud Levi-Strauss (E)
Roland Barthes
Friedrich Froebel
Carol Gilligan (L) (*) (!) (E)
Ticht Nat Hahn (L) (!)
Gustavo Gutierrez (L) (!)
Abraham Joshua Heshel (L) (!)
=Julia Kristeva (L) (!) (E)
Jean-Francois Lyotard (!) (*) (E)
=Jean Baudrillard (L) (*) (E)
=Zygmunt Bauman (L) (!)
Suzanne Langer (L) (!)
Charles Taylor (L) (*)
Hildegard of Bingham (!)
Wilhelm von Humboldt
Rudolf Bultman
Karl-Otto Apel
Homi Bahbah (L) (!) (*) (E)
=Mikhail Mikhailovich Bakhtin (E) (*)
Leila Gandhi (!)
Henry Louis Gates, Jr. (L) (!)
Antonio Gramsci (!) (*)
Giles Deleuze (L) (*) (E)
Felix Guattari (L) (E)
Francis Bacon
Albert Camus
Auguste Comte

KEY
= Assigned philosopher for research projects
(!) Philosopher who particularly influenced this professor
(L) Still living, I believe
(E) Often cited in educational literature
(*) Very influential in contemporary educational research