

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](http://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:

Gaarder, Jostein. (1991). *Sophie's World*. New York: Berkley Books.

Menand, Louis. (2001). *The Metaphysical Club: A Story of Ideas in America*. New York: Farrar, Straus, and Giroux.

Noddings, Nel. (1995). *Philosophy of Education*. New York: Westview.

Slattery, Patrick & Rapp, Dana. (2003). *Ethics and the Foundations of Education: Teaching Convictions in a Postmodern World*. Boston: Allyn and Bacon Publishers.

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:

- Loewen, James W. (1997). *Lies My Teacher Told Me*. New York: Simon and Schuster.
- Macedo, Donaldo (1994). *Literacies of Power*. Boulder, CO: Westview Press.
- National Commission on Time and Learning. (1994). *Prisoners of Time*. Washington, D.C.; US Department of Education. (and 1995 *Harvard Educational Review* 65 (4) .)
- Eisner, Eliot W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York: Macmillan.
- Grumet, Madeleine R. (1988). *Bitter milk: Women and teaching*. Amherst, MA: University of

Massachusetts Press.

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- Henderson, James G., & Hawthorne, R. D. (1995). *Transformative curriculum leadership*. New York: Macmillan.
- Kincheloe, Joe L., & Pinar, William F. (Eds.). (1991). *Curriculum as social psychoanalysis: The significance of place*. NY: SUNY.
- Kincheloe, Joe L., Slattery, Patrick, & Steinberg, Shirley R. (2000). *Contextualizing Teaching*. New York: Longman.
- Kozol, Jonathan. (1991). *Savage inequalities: Children in America's schools*. New York: Crown.
- Kozol, Jonathan. (1995). *Amazing Grace*. New York: Crown.
- McCarthy, Cameron. (1990). *Race and curriculum*, London: Falmer.
- Miller, Janet L. (1990). *Creating spaces and finding voices*. Albany, NY: SUNY Press.
- Noddings, Nel. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College.
- Pinar, William, Reynolds, William, Slattery, Patrick, & Taubman, Peter. (1995). *Understanding curriculum*. New York: Peter Lang.
- Reed, Ronald & Johnson, Tony. (1996). *Philosophical documents in education*. New York: Longman.
- Slattery, Patrick. (1995). *Curriculum development in the postmodern era*. New York: Garland.
- van Manen, Max. (1993). *The tact of teaching: The meaning of pedagogical tactfulness*. New York: SUNY Press.
- Bennett, William. (1987/1988). *The James Madison High School or The James Madison Elementary School*. Washington, DC: U.S. Department of Education. [Handout].
- Dewey, John. (1916). *Democracy and Education*. New York: Macmillan.
- Dewey, John. (1938). *Experience and Education*. New York: Macmillan.
- Dewey, John. (1934). *A Common Faith*. New York: Macmillan.
- Dewey, John. (1934). *Art as experience*. New York: Macmillan
- Doll, William E., Jr. (1993). *A post-modern perspective on curriculum*. New York: Teachers College Press.
- Eisner, Elliot W. (1994). [Third Edition]. *The educational imagination: On the design and evaluation of school programs*. New York: Macmillan. [Handout].
- Freire, Paulo. (1970). *Pedagogy of the oppressed*. New York: Continuum Press.
- Knapol, Barry, & McLaren, Peter (eds.). (1997). *Critical Multiculturalism: Uncommon voices in a common struggle*. Westport, CT: Bergin and Garvey.
- Shapiro, H. Svi, & Purpel, David E. (1993). *Critical social issues in American education: Toward the 21st century*. New York: Longman Publishers.
- Wheatley, Margaret J. (1992). *Leadership and the new science: Learning about organization from and orderly universe*. San Francisco: Berret-Koehler Publishers.
- Capra, Fritjof. (1983). *The turning point: Science, society and the rising culture*. New York: Banta Books.
- Griffin, David Ray (Ed.). (1988). *The reenchantment of science*. Albany, New York: State

University of New York Press.

Maxcy, Spencer J. (1995). *Democracy, chaos, and the new school order*. Thousand Oaks, CA: Slattery — Syllabus Page Four

Corwin Press.

Bowles, Samuel, & Gintis, Herbert. (1976). *Schooling in capitalist America: Educational reform and the contradictions of economic life*. New York: Basic Books.

Daly, Herman E., and Cobb, John B., Jr. (1994). *For the common good: Redirecting the economy toward community, the environment and a sustainable future*. Second Edition. Boston: Beacon Press.

Deleuze, Gilles, & Guattari, Felix. (1987). *A thousand plateaus: Capitalism and schizophrenia*. Minneapolis: University of Minnesota Press.

Bowers, Chet A. (1993). *Critical essays on education, modernity, and the recovery of the ecological imperative*. New York and London: Teachers College Press.

Bowers, Chet A., & Flinders, David J. (1990). *Responsive teaching: an ecological approach to classroom patterns of language, culture, and thought*. New York: Teachers College Press.

Orr, David W. (1992). *Ecological literacy: Education and the transition to a postmodern world*. Albany, New York: State University of New York Press.

Jencks, Charles, (Ed.). (1992). *The post-modern reader*. New York and London: St. Martin's Press.

Usher, R. & Edwards, R. (1995). *Postmodernism and education*. New York: Routledge.

Bauman, Zygmunt. (1994). *Postmodern Ethics*. New York: Blackwell Publishers.

Derrida, J. (1976). *Of grammatology*. Baltimore: Johns Hopkins University Press.

Derrida, J. (1981). *Positions*. Chicago: University of Chicago Press.

Dewey, J. (1934). *Art as experience*. New York: Minton Balch.

Diamond, C. T. P. & Mullen, C. A. (Eds.). (1999). *The postmodern educator: Arts-based inquiries and teacher development*. New York: Peter Lang.

Ellsworth, E. (1997). *Teaching position: Difference, pedagogy, and the power of address*. New York: Teachers College Press.

Foucault, M. (1972a). *Power/Knowledge*. New York: Pantheon.

Foucault, M. (1972b). *The Archaeology of Knowledge*. New York: Pantheon.

Foucault, M. (1975). *Discipline and Punish: The Birth of the Prison*. New York: Pantheon.

Foucault, M. (1977). *Language, counter-memory, practice*. Ithaca, NY: Cornell University press.

Foucault, M. (1983). *This is not a pipe*. (J. Harkness, Trans.). Berkeley, CA: University of California Press.

Freire, P. (1985). *The politics of education: Culture, power, and liberation*. South Hadley, MA: Bergin and Garvey.

Giroux, H. A. (1992). *Border crossings: Cultural workers and the politics of education*. New York: Routledge.

Giroux, H. A. (1997). *Pedagogy and the politics of hope: Theory, culture, and schooling*. Boulder, CO: Westview Press.

Lather, P. (1986). Research as praxis. *Harvard Educational Review* 56, 257-77.

Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern*. New

York: Routledge.

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- Lather, P. & Smithies, C. (1997). *Troubling the angels: Women living with HIV/AIDS*. Boulder, CO: Westview/harper Collins.
- Lawrence-Lightfoot, S. (1983). *The good high school: Portraits of character and culture*. New York: Basic Books.
- Lawrence-Lightfoot, S. & Davis, J. H. (1997). *The art and science of portraiture*. San Francisco: Jossey-Bass.
- Lyotard, J.-F. (1984). *The postmodern condition: A report on knowledge*. [G. Bennington and B. Massumi, Trans.]. Minneapolis: University of Minnesota Press.
- Lyotard, J.-F. (1992). *The postmodern explained to children: Correspondences 1982-1984*. London: Turnaround.
- McLaren, P. (1997). *Revolutionary multiculturalism: Pedagogy of dissent for the new millennium*. Boulder, CO: Westview Press.
- Nietzsche, F. (1968). *The birth of tragedy*. In W. Kaufman (Ed.), *Basic writings of Nietzsche*. New York: Modern Library.
- Rorty, R. (1989). *Contingency, irony, and solidarity*. Cambridge, England: Cambridge University Press.
- Rorty, R. (1991). *Objectivity, relativism, and truth*. Cambridge, England: Cambridge University Press.
- Said, E. (1979). *Orientalism*. New York: Routledge.
- Greene, Maxine. (1995). *Releasing the Imagination*. New York: Teachers College Press.

#### 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 students 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 question 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 2	Introduction. Assign philosophers. Distribute Handouts.
SEPT 9	Discuss the Handout <i>Contextualizing Teaching</i> .
SEPT 16	Discuss <i>Sophie's World</i> . Book Report #1 Due.
SEPT 21 (SAT)	Discuss <i>The Metaphysical Club</i> . Book Report #2 Due.
SEPT 23	No Class
SEPT 30	Discuss <i>Philosophy of Education</i> by Noddings
OCT 7	Discuss <i>Philosophy of Education</i> by Noddings.
OCT 14	Discuss Whitehead, de Beauvoir, and Dewey Handouts.
OCT 21	No Class
OCT 28	Discuss <i>Philosophy of Education</i> 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 <i>Ethics and the Foundations of Education</i>
NOV 25	Discuss <i>Ethics and the Foundations of Education</i> .
DEC 2	Final Oral Presentations. Final Paper on Philosopher Due.

### 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 is over, you are free to accept or reject any philosophy presented in this course. However, during the course you 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 (!)

Ccnfucius

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. Schleirmacher  
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 Guterrez (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 (!)  
Wilheim 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 Guttari (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