“Misunderstanding -- getting it wrong -- is an essential part of the process of getting it right; we need an initial conception of something ... then it becomes important not to ignore misunderstandings, or to try get beyond them as quickly as possible, rather to revel in it, examine it, use misunderstanding as a creative tool.” (Bamberger)

Course: EHP 3600 (Philosophy of Education)  Instructor: H. Rashid, Ph.D.
Semester: Summer 2015  Time: M/W 4:30 -7:15 P.M.
Location: Room # 315 State  Credit: 3 Credit hours
E-mail: ac4551@wayne.edu  Section: #30096

[When you email me, be sure to put EHP 3600 in the subject line. Also, be sure to sign your email with first & last names. If you send attached papers, make sure they are in Microsoft Office format 2008 or higher.]

♦ REQUIRED TEXTS: (Available at the University Barnes and Nobles Bookstore)
John Dewey: Experience and Education. 1938. Sixtieth Anniversary Edition. West Lafayette: Kappa Delta Pi, 1998. [This is the book with the green cover. It has commentary notes in the margins of the text and includes several critical essays.]
Rebecca Evers (ed.): Education 14/15,  Dushkin Publishing Group, 2014

♦ COURSE DESCRIPTION:
An introduction to historical and philosophical issues in education. Important philosophical systems are introduced and compared and their theoretical relation to various contemporary educational problems is discussed. The impact of John Dewey and other major figures on the history and philosophy of education is also examined.

♦ COURSE OBJECTIVES:
The general objectives of the course are to enhance the student's ability to understand and philosophically analyze:

1. Educational theory in the context of philosophy in general,
2. Contrasting educational theories,
3. Contemporary issues in education,
4. Education as a social force,
5. Education as a political and economic force,
6. Freedom and education,
7. Democracy and education,

♦ COURSE REQUIREMENTS:
Each student will be required to do the following:

• Attend all the scheduled classes. Attendance at all sessions is essential since this course includes considerable teacher-student and student-student interaction.
Absences may result in a lower grade. A total of three excused and/or unexcused absences will automatically result in a grade B or lower. Any additional excused and/or unexcused absences will result in one letter grade lower for each absence.

- Complete reading the assigned material prior to the scheduled class period;
- Make two oral presentations on scheduled dates -- stimulate lively discussion by raising interesting issues/problems;
- Participate actively in every class and make meaningful contribution by asking questions, making rational analysis and/or evaluation;
- Hand in a 6-8 page long double-spaced typed term paper on the scheduled date. The paper should be based on the materials and textbooks used in this class (exclude the topics of your class presentations). Supplemental materials (6-8 authentic education journals) should also be used. Your paper should show your ability to think critically, analyze properly, and organize thoughts carefully. Creativity in topic, mode of presentation, and ways of manifesting what you learned from the material: are all strongly encouraged. Please remember there is no “correct” philosophy. This paper will be judged on its clarity, comprehensiveness, consistency, and respect for the English language. Please do not use a cover. A title page stapled to the paper will do.

The classroom oral presentations and all other assignments are due on scheduled dates, and each day an assignment is late, it will be marked down one letter grade. No late work will count for full credit except in documented extreme circumstances, such as serious illness with doctor’s written excuse. (Instructor decides the merit of the excuse). **Timely completion of all requirements is a necessary, but not sufficient, condition for receiving a final grade of C or better.**

*Note:* Instructor reserves the right to make necessary adjustments to this schedule.

**Student Disability Services** - If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

**Student Responsibilities**—Regular attendance at lectures and participation in discussions are expected. If the course is to be of any value, it has to be a serious commitment of time and energy. If you know that you will not be able to fulfill that, then you should reconsider the decision to take the course at this time. (For example, if you know that you must be absent for a large chunk of time during the semester, you should probably take the class at a later date.)

Of course, there is always the unexpected. Speedy notice and advance warning (where possible) may expand the range of available options and thus benefit the student. Legitimate problems (as determined by the instructor) will be resolved according to the instructor’s discretion. You should do all the readings until you understand the material. (If need be, you should go over it several times.) If you need help, you should seek it out in a timely fashion instead of waiting until the last minute. Plagiarism and cheating are irresponsible and unacceptable and will be penalized according to the Wayne State University rules.
Grades of Incomplete will be granted for due cause only. The presumption will be that you should drop (or should have dropped when you had the chance) if you cannot make it. The due cause will have to be good enough (as determined by the instructor at his own discretion) to overcome this presumption. In any event, the grade of Incomplete will ordinarily NOT be granted except for legitimate problems that arise after the deadline for dropping. At least 50% of the course work has to be completed with a passing grade in order to even ask for an “I” grade.

Classroom Etiquette—Student guests are not welcome, nor are children or animals, except for service animals (such as seeing-eye and hearing-ear dogs) where appropriate. Good manners are expected at all times—no talking, whispering, reading of newspapers or outside books, et cetera, during class. Students should be on time for class. If someone must be late, he or she should enter quietly and sit down as quickly and inconspicuously as possible (preferably in the back of the room). No student should cause disruption by leaving the class early. All cell phones and pagers are to be (at least) muted or (preferably) switched off, if indeed they are brought in at all.

The enormous presumption for cell phones and pagers is that they should be left outside (which is the preferred way) or at least switched off. This is part of a larger point. The lectures are not intended as a form of entertainment. They are meant as something much more serious. So, when the lecture/presentation is going on, the action is up front, where the instructor/presenter is. If you are not prepared to honor this concern, then perhaps it would be better if you did not come to the class. Be thoughtful and fair to your teacher and especially your fellow students.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Reading Assignment</th>
<th>Format</th>
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</thead>
<tbody>
<tr>
<td>July 1</td>
<td>Introduction to the Course Introduction to Philosophy of Education</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>July 6</td>
<td>Discussion on the major branches of philosophy Assignment of Presentation Topics</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>July 8</td>
<td>Traditional vs. Progressive Education School Reform in the 21st Century</td>
<td>Dewey, pp. 1-11</td>
</tr>
<tr>
<td>July 15</td>
<td>Criterion of Experience Literacy is the cornerstone of Learning</td>
<td>Dewey, pp. 23-52</td>
</tr>
<tr>
<td>July 20</td>
<td>Social Control Improve School Climate to Improve Sch. Performance</td>
<td>Dewey, pp. 53-68</td>
</tr>
<tr>
<td>July 22</td>
<td>The Nature of Freedom Teaching English Language Learners</td>
<td>Dewey, pp. 69-76</td>
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<tr>
<td>July 27</td>
<td>The Meaning of Purpose Technology Supports Learning</td>
<td>Dewey, pp. 77-85</td>
</tr>
<tr>
<td>July 29</td>
<td>Progressive Organization of Subject matter Collaboration</td>
<td>Dewey, pp. 86-112</td>
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</tbody>
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“Learning and developing as a person involves painful lessons, failures, and frustrations, without being paralyzed by them; it involves living with tensions rather than striving to mask them with simplifications that might make the world seem more palatable.” (Burbules and Rice)

◆ Grading will be based on:
- Attendance (1 pt. for each Non-tardy; +2 pts. for perfect attendance) 15%
- Oral Presentations (20% x 2) 40%
- Term Paper 30%
- Personal Philosophical Development Statement (2-3 pages) 15%

Grading Scale: TOTAL 100 pts.

A       = 100-94
A-      = 93-90
B+      = 89-88
B       = 87-84
B-      = 83-80
C+      = 79-78
C       = 77-74
C-      = 73-70
D+      = 69-68
D       = 67-64
D-      = 63-60
F       = 59 & below

Each student will be required to sign up for two oral presentations. Each presentation should be limited to 15 minutes each. Presenter is responsible for maintaining the time limit. The presentation in its entirety must be emailed to the instructor 24 hours before the oral presentation. Also, bring a hard copy of the presentation to the class for your instructor. It is always a good idea to email the presentation to yourself. The presentation must give salient features of the topic/topics discussed by the author(s), along with your critical reflection, followed by your conclusive remarks on the topic.