“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.” (Bamburger)

Course: EHP 7600 (Philosophy of Education)  Instructor: H. Rashid, Ph.D.
Semester: Spring 2017  Time: T 5:30 P.M. - 8:50 P.M.
Location: #189 EDUCATION  Credit: 2 Credit hours
E-mail: ac4551@wayne.edu  Section: #30627

♦ REQUIRED TEXTS: (Available at the University Barnes and Nobles Bookstore)

♦ COURSE DESCRIPTION:
  ▪ A philosophic inquiry into educational theory and practice intended for teachers, counselors, curriculum directors, administrators, and those in related professions.
  ▪ An introduction to historical and philosophical issues in education. An introduction to important philosophical systems, their comparison, and theoretical relation to various contemporary educational problems.
  ▪ A critical discussion of the impact of John Dewey and other major educational philosophers on the history and philosophy of education.
  ▪ An analysis of educational aims, values, and criteria of education in a democracy; systems of educational philosophy, the nature of thinking, methods, and subject matter.

One contemporary educator has characterized the study of educational philosophy as an opportunity for educators to explore “unwrapping the ordinary.” He further says there are civic, pedagogical, psychological, and aesthetic reasons why educational professionals should be “exposed to” and should “engage in” this “unwrapping the ordinary.” While this course will introduce you to the “unwrapping” done by key educational philosophers, it will also explore the nature of philosophic inquiry, schools of educational philosophy, and philosophic perspectives of your own work and aspirations - thus introducing you to the applications this “unwrapping” has for your own work as educators.

♦ COURSE OBJECTIVES:
The primary audience for this course is students who are teachers, administrators, or other professionals in the field of education. The principal purpose of this course is to prepare students to be effective and proactive in today’s changing educational system.

• To familiarize students with the concepts, terminology and debates that have shaped contemporary western philosophy of education;
• To expand students’ horizons of thinking and perception by critically assessing: (I) arguments derived from texts, and (II) the assumptions and theories employed both in the primary sources and in students’ critical responses;
• To engage students in confronting ideas as they are presented in the primary sources (required texts);
• To help students appreciate the complexity of the issues and systematic approaches that have dominated human thought in the field of philosophy of education; and
• To enhance students’ ability to understand and philosophically analyze the following concepts/issues:
  -- Educational Theory in the Context of Philosophy in General;
  -- Contrasting Educational Theories;
  -- Contemporary Issues in Education;
  -- Education as a Social Force;
  -- Education as a political and economic force;
  -- Freedom and Education;
  -- Democracy and Education;
  -- Proposed Personal Perspectives on Educational Theory and Practice.

♦ COURSE REQUIREMENTS:
  Each student will be required to do the following:
  • Attend all the scheduled classes, and participate actively. 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 one oral presentation on the scheduled date -- stimulate lively discussion by raising interesting issues/problems;
  • Participate actively in every class and make meaningful contribution by asking questions, making rational analysis and reflection;
  • Hand in a 7-10 page long double-spaced term paper on the scheduled date. The paper should be based on the materials and text books used in this class (exclude the topics of your class presentations). Supplemental materials (7-10 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 graded on its precision/clarity, specificity, 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 presentation and all other assignments are due on scheduled dates, and each 24 hour (or part of it) 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 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, using electronic media including laptop/tablet, reading of newspapers or outside books, et cetera, during class. Students should be on time to receive full credit for class. If someone must be late, he or she should enter quietly and sit down as quickly and inconspicuously as possible. 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/presentations/discussions are not intended as a form of entertainment. They are meant as something much more serious. So, when the lecture/presentation/discussion is going on, please be sure to be an effective participant. 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 to your peers in the classroom.

**DATE** | **Reading Assignment** | **Format**
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May 9 | Introduction to the Course
Discussion on the major branches of philosophy
Assignment of Presentation Topics | Lecture/Discussion

May 16 | Philosophy of Education Before 20th Century
Philosophy of John Dewey
Chapter 1 | Noddings, pp. 1-22
Noddings, pp. 23-42
Dewey, PP. 1-11
May 23       Analytic Philosophy                              Noddings, pp. 43-60
Continent Philosophy                                 Noddings, pp. 61-82
Chapter 2                                               Dewey, PP. 12-22

May 30       Logic and Critical Thinking                      Noddings, pp. 83-102
Epistemology and Education                             Noddings, pp. 103-127
Chapter 3                                               Dewey, PP. 23-52

June 6       Phil. of Soc. Sc. and Ed. Research                Noddings, pp. 129-144
Ethics and Moral Education                             Noddings, pp.145-169
Chapter 4                                               Dewey, PP. 53-68

June 13      Social and Political Philosophy                Noddings, pp.171-191
Problems of School Reform                               Noddings, pp. 193-205
Chapter 5                                               Dewey, PP. 69-76

June 20      Multiculturalism and Cosmopolitanism            Noddings, pp. 207-215
Feminism, Philosophy/Education                         Noddings, pp. 217-238
Chapter 6                                               Dewey, PP. 77-85

June 27      Chapter 7                                       Dewey, PP. 86-112
Chapter 8                                               Dewey, PP. 113-116

PPDS & TERM PAPER DUE

“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 and Active Participation (3 pts. for each Non-tardy attendance) 24%
Oral Presentation (5 points for timely submission, and 25 points for following rubric) 30%
Term Paper (7-10 pages, and Follow the rubric) 30%
Personal Educational/Philosophical Development Statement (Follow Rubric, 3-4 pages) 16%

Presentation may be analyzed/reflect upon by classmates. Instructor is responsible for grading.

* Each student will be required to sign up for an oral presentation. The presentation should
be limited to 18-20 minutes. Presenter is responsible for maintaining the time limit. The
presentation (PP slides) in its entirety must be emailed to the instructor 24 hours before
the presentation. 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, along
with your critical reflection (argumentation and analysis), followed by your conclusive
remarks on the topic.