

Philosophical Foundations of Education

Education 605, Summer Semester 2010

Dr. Stephen Hicks

Scarborough 119 Phone: 226 4078

SHicks@Rockford.edu / www.StephenHicks.org

Books

- Howard Ozmon & Samuel Craver, *Philosophical Foundations of Education* (Prentice-Hall)
- Alison Gopnik, *The Philosophical Baby* (FSG, 2009) [<http://www.amazon.com/Philosophical-Baby-Childrens-Minds-Meaning/dp/0374231966>]
- Stephen Hicks, editor, *Philosophical Foundations of Education* packet

Assignments and Grading

▪ Seminar	25%
▪ Participation	20
▪ Book Review of Gopnik	25
▪ Final Exam	<u>30</u>
	100

On the Seminar

Each seminar will be a team project on one of the philosophies of education discussed in Ozmon and Craver's book. The purpose of the seminar will be to present (a) the key themes of the philosophy and (b) their implications for education.

On (a): Where relevant, address the philosophy's accounts of the nature of reality, how humans acquire knowledge, what human nature is, what is of value, and how society should be organized.

On (b): Some relevant questions are: What does that philosophy say is the primary goal of education? What educational methods should be used to reach that goal? If advocates of that philosophy took over our schools, what would change and what would stay the same? For example:

- What would the school's mission statement be?
- What would the curriculum consist of?
- Which subjects in the curriculum would have priority?
- How would those subjects be taught?
- What would the physical set-up of the class space be?
- How would students be evaluated?
- What special qualities should teachers embody?
- How would the social structure of the classroom change?

Time: 70 minutes overall (25-30 minutes of presentation, 30-40 minutes for questions and discussion).

(Just a suggestion for your presentation: From Dale Carnegie on the dangers of using notes in front of your audience:

- Notes destroy fifty percent of the interest in your talk.
- Notes prevent contact and intimacy with the audience.
- Notes create an air of artificiality.
- Notes make the speaker look less confident, less powerful.
- Make lots of notes in the preparation of your talk, but use them only in the event of a total emergency.
- If you must use notes, then make sure the audience does not see them. That is, "... endeavor to hide your weakness from the audience."

[Source: Dale Carnegie, *Public Speaking for Success*, p. 62])

Schedule and Readings

	<i>Topics for first half of the meeting</i>	<i>Topics for second half of the meeting</i>	<i>Readings</i>
1 June 9	Introduction Philosophy's relevance to education	Philosophical schools of thought: science and religion	Introduction [O&C]
2 June 14	Metaphysics: The Argument from Design	Metaphysics: The Argument from Evil	William Paley, "The Watch and the Watchmaker" [SH]
3 June 16	Epistemology: Reason	Epistemology: Faith	"Semmelweis" & "Romeo & Juliet" excerpt [SH] "Quotations on Faith" [SH]
4 June 21	Human Nature: Dualism and Reductive Materialism	Human Nature: Naturalism	"Love and Sex" [SH]
5 June 23	Ethics: Egoism and Self-realization	Ethics: Predation and Altruism	Nathaniel Branden [SH] Mother Teresa [SH]
6 June 28	Transition: From independent issues to schools of thought	Lecture on Idealism: Plato and Immanuel Kant	Chapter 1 [O&C]
7 June 30	Seminar on Idealism	Lecture on Realism: John Locke	Chapter 2 [O&C]
8 July 7	Seminar on Realism	Lecture on Pragmatism: William James and John Dewey	Chapter 4 [O&C]
9 July 12	Seminar on Pragmatism	Lecture on Behaviorism: B. F. Skinner	Chapter 6 [O&C]

10 July 14	Seminar on Behaviorism	Lecture on Existentialism: Jean-Paul Sartre	Chapter 7 [O&C]
11 July 19	Seminar on Existentialism [ignore Phenomenology] Book review due	Conclusions Take-home exam questions distributed	
12 July 21	Take-home exam questions due		

A copy of the syllabus and schedule can be found online at www.StephenHicks.org.
For Honor Code and Disability issues, consult the College's website.

Philosophical Foundations of Education