

Philosophical Foundations of Education

Education 605, Spring Semester 2012

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Course Materials

- Howard Ozmon, *Philosophical Foundations of Education* (Prentice-Hall, 2011). <http://www.amazon.com/Philosophical-Foundations-Education-Howard-Ozmon/dp/0132540746>.
- Esmé Raji Codell. *Educating Esmé: Diary of a Teacher's First Year*. <http://www.amazon.com/Educating-Esmé-Diary-Teachers-Expanded/dp/1565129350/>.
- Stephen Hicks, editor, *Philosophical Foundations of Education* booklet. PDF available at <http://www.stephenhicks.org/wp-content/uploads/2009/02/educ-605-booklet.pdf>.
- Philosophy of Education course lectures on video. Viewable at <http://www.stephenhicks.org/publications/philosophy-of-education/> or <http://tinyurl.com/5vw944b> or <http://www.youtube.com/user/CEEChannel#g/p>.

Assignments and Grading

▪ Book Review of Codell	25%
▪ Seminar	25
▪ General Participation	25
▪ Final Exam	<u>25</u>
	100%

On the Book Review

Address two overall questions:

- What are the major educational and philosophical themes of the book?
- What do you think about the educational and philosophical themes the book?

Give approximately equal attention to each question.

Length: 2000-2500 words.

Due: May 2.

Email your review as a Word document to SHicks@Rockford.edu. Put your last name in the Word document name—e.g., “Socrates-review-of-Codell.doc.”

On the Seminar

Each seminar will be a two-person 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).

(A suggestion from Dale Carnegie's *Public Speaking for Success* 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.")

On the General Participation

This will be based on three things:

- The quality of your discussion when we meet as a group in weeks 3, 5, and 7. We will conduct the discussions Socratically, which means you will be responsible for how they go. My contribution to the discussions will be to moderate rather than lead them, as I will assume you have read the text and seen the videos. Your contribution will be to bring the questions and ideas and to sort them out to your satisfaction.
- Your contributions to the discussions following the "Isms" seminars in weeks 9, 11, 13, and 15.
- My overall judgment of how much effort you put into getting as much as possible out of the course.

Schedule and Readings

Week	Topics	Video	Text [HO = Howard Ozmon, SH = Stephen Hicks]
1 Jan 18	<p>Introduction: What philosophy is and its relevance to education</p> <p>Philosophical schools of thought: science and religion</p>		Introduction [HO]
2 Jan 25	Class does not meet in person	<p>Part 2: Metaphysics</p> <p>Part 3: Epistemology</p>	
3 Feb 1	<p>Metaphysics discussion</p> <p>Epistemology discussion</p> <p>Sign up for seminars</p>		<p>“The Watch & the Watchmaker” [SH]</p> <p>“Simmelweis” [SH]</p> <p>“Romeo & Juliet” excerpt [SH]</p> <p>Quotations on Faith [SH]</p>
4 Feb 8	Class does not meet in person	<p>Part 4: Human Nature</p> <p>Part 5: Ethics</p>	
5 Feb 15	<p>Human Nature discussion</p> <p>Ethics discussion</p>		<p>“Love and Sex” [SH]</p> <p>Nathaniel Branden [SH]</p> <p>Mother Teresa [SH]</p>
6 Feb 22	Class does not meet in person	<p>Part 6: Transition</p> <p>Part 7: Idealism</p>	<p>Quotations on Education [SH]</p> <p>Chapter 1 [HO]</p>
7 Feb 29	<p>Six primary goals of education: knowledge, method, skills, morality, individuation, socialization</p> <p>Seminar on Idealism: Plato & Kant [SH will do this one]</p>		
8 Mar 7	Spring Break		
9 Mar 14	Seminar on Realism: Locke	Part 8: Realism	Chapter 2 [HO]
10 Mar 21	Class does not meet in person	Part 9: Pragmatism	Chapter 4 [HO]
11 Mar 28	Seminar on Pragmatism: Dewey		

12 Apr 4	Class does not meet in person	Part 10: Behaviorism	Chapter 6 [HO]
13 Apr 11	Seminar on Behaviorism: Skinner		
14 Apr 18	Class does not meet in person	Part 11: Existentialism	Chapter 7 [HO]
15 Apr 25	Seminar on Existentialism: Sartre		
16 May 2	Book review due	Part 15: Conclusion— The Importance of Philosophy of Education	
17 May 9	Final exam 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.