

# Philosophy of Education

V2100

*Barnard College/Columbia University*

Spring 2012

What is education? How does it differ, if at all, from indoctrination or conditioning? What makes one education better than another? And what are education's proper aims? To prepare people for the labor market? To create good citizens? To socialize individuals into a particular culture? To foster a person's growth as a human being? Further, who ought to have authority over what is taught? Parents? The state? Young people themselves? Finally, is it unjust if more resources are devoted to some children's educations than to those of others? In this course, we explore questions such as these through readings and discussions of classical and contemporary philosophers of education.

**Instructor:** Dr. Andrew Franklin-Hall

**Email:** ajh2009@columbia.edu

**Time:** Monday/Wednesday 4:10pm-5:25pm

**Office Hours:** After class or by appointment

**Location:** Milbank 328

**Required Books:**

1. Randall Curren (ed.), *Philosophy of Education: An Anthology* (Blackwell, 2007)
2. John Dewey, *Experience and Education* (Free Press, 1997)

Other readings will be posted on Courseworks.

**Course Requirements:**

Coursework Posting:	5%
Paper 1:	20%
Midterm Exam:	20%
Paper 2:	25%
Final Exam:	30%

**Coursework Posting:** At least 1 hour before each class, you should either (a) post a question or objection you have regarding the assigned reading, or (b) briefly respond to, or expand upon, a question or objection already posted on the Courseworks Bulletin Board. These may be as short as a single sentence or as long as a paragraph. Credit may be withheld for responses that do not reflect having actually read the assigned text.

**Papers:** Papers will address assigned topics based on the assigned readings. In length, each paper should be not less than 1500 words (about 5 double-spaced pages). Papers should be submitted in the Courseworks “Dropbox” (preferred) or emailed to me by 11:59 PM on the due dates (2/18) and (4/21).

**Plagiarism Policy:** Unless otherwise instructed, you should not do outside research for these papers. Any text taken verbatim from other sources must be quoted and cited. Paraphrases and the borrowing of ideas from other sources should also be cited. Plagiarism will be dealt with severely and may result in both failing the course and having the incident permanently recorded on your academic transcript. You may talk with other students about your papers, but you must do the actual writing yourself. You are encouraged to have friends or writing tutors read over your work and give you feedback.

**Exams:** There will be an in-class midterm (3/5) and an in-class final exam (date TBA). Exams will feature a combination of short-answer and essay questions.

## Readings

PART I: CLASSIC THEORIES OF EDUCATION		
Class	Reading	Source
1/18 W	Introduction (no reading)	
1/23 M	Plato, <i>Republic</i> II-III (selection)	Courseworks
1/25 W	1. Plato, "Turning the Psyche" (selection from <i>Republic</i> VI-VII)	Anthology §1
	2. Plato, "Knowing How to Rule..." (selection from <i>Laws</i> I)	Anthology §2
1/30 M	1. John Locke, "The Exercise of Reason," (selection from <i>On the Conduct of the Understanding</i> )	Anthology §4
	2. John Locke, "Reasoning with Children," (selection from <i>Some Thoughts Concerning Education</i> )	Anthology §46
2/1 W	J.S. Mill, <i>Autobiography</i> (selections)	Courseworks
2/6 M	Jean-Jacques Rousseau, <i>Emile</i> , Books I-II (selections)	Courseworks
2/8 W	Jean-Jacques Rousseau, <i>Emile</i> , Book III (selections)	Courseworks
2/13 M	Jean-Jacques Rousseau, <i>Emile</i> , Book IV (selections)	Courseworks
2/15 W	1. John Dewey, "The Democratic Conception of Education," (ch. 7 of <i>Democracy and Education</i> )	Anthology §6
2/18 SAT	<b>First Paper Due</b>	
2/20 M	John Dewey, <i>Experience and Education</i> , chs. 1-4	Book
2/22 W	John Dewey, <i>Experience and Education</i> , chs. 5-8	Book
2/27 M	1. John Dewey, "Education for Labor and Leisure," (ch. 19 of <i>Democracy and Education</i> )	Anthology §11
	2. John Dewey, "Vocational Aspects of Education," (ch. 23 of <i>Democracy and Education</i> )	Courseworks
2/29 W	R.S. Peters, "Education as Initiation"	Anthology §7
3/5 M	<b>Midterm</b> (no reading)	

**PART II: CONTEMPORARY ISSUES – AUTHORITY, PLURALISM, AND INEQUALITY IN EDUCATION**

<b>Class</b>	<b>Reading</b>	<b>Source</b>
3/7 W	1. Hannah Arendt, "The Crisis in Education"	Anthology §21
	2. Israel Scheffler, "The Teacher's Grasp of Subject-Matter"	Anthology §36
	3. Nel Noddings, "The One-Caring as Teacher"	Anthology §40
3/19 M	1. John Wilson, "Indoctrination and Education"	Courseworks
	2. Randall Curren, "Cultivating the Moral and Intellectual Virtues"	Anthology §55
3/21 W	R.S. Peters, "Authority and Education," (ch. 8 of <i>Ethics and Education</i> )	Courseworks
3/26 M	Joel Feinberg, "The Child's Right to an Open Future"	Anthology §14
3/28 W	1. Harvey Siegel, "The Reasons Conception"	Anthology §49
	2. Mosha Halbertal and Tova Hartman Halbertal, "The Yeshiva"	Courseworks
4/2 W	1. J.S. Mill, "Education and the Limits of State Authority" (selection from <i>On Liberty</i> )	Anthology §17
	2. Milton Friedman, "The Role of Government in Education"	Anthology §22
4/4 M	1. William A. Galston, "Civic Education," (ch. 11 of <i>Liberal Purposes</i> )	Courseworks
	2. Harry Brighouse, "Should We Teach Patriotic History?"	Anthology §57
4/9 W	Amy Gutmann, <i>Democratic Education</i> (chs. 1-2)	Courseworks
4/11 M	1. K. Anthony Appiah, "Culture, Subculture, Multiculturalism: Educational Options"	Anthology §28
	2. Meira Levinson and Sanford Levinson, "'Getting Religion': Religion, Diversity, and Community in Public and Private Schools"	Anthology §30
4/16 M	Michael J. Reiss, "Conflicting Philosophies of School Sex Education"	Anthology §59
4/18 W	1. Christopher Jencks, "Whom Must We Treat Equally for Educational Opportunity to be Equal?"	Anthology §27
	2. Amy Gutmann, "Interpreting Equal Educational Opportunity" (selection from ch. 5 of <i>Democratic Education</i> )	Anthology §26
	3. <i>Rose v. Council</i> (selection)	Courseworks
4/21 SAT	<b>Second Paper Due</b>	
4/23 M	G.E. Zuriff, "The Myths of Learning Disabilities"	Anthology §31
4/25 W	1. Laura Purdy, "Educating Gifted Children"	Anthology §33
	2. Joel Kupperman, "Perfectionism and Educational Policy"	Anthology §34
4/30 M	Robert Paul Wolff, "A Discourse on Grading"	Anthology §51
	<b>Final Exam</b>	