

## Philosophical Foundations of Education EDFD 7309:01D

CRN 10888

Semester Hours: 3

Semester: Spring, 2015

Time/Location 5:30 PM, Thursdays ; Room 229 Education Center

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Online Support: D2L Home Page <https://westga.view.usg.edu/>  
D2L Online Help <http://www.westga.edu/~distance/webct1/help>  
UWG Distance Learning <http://uwgonline.westga.edu/>  
Teacher Renewal [Teacherrenewal.wikispaces.com](http://Teacherrenewal.wikispaces.com)

### COURSE DESCRIPTION

A survey of philosophical thought foundational to educational theory and practice.

#### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

#### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

### APPROACHES TO INSTRUCTION

This course employs various pedagogical methods including the use of small group discussion, reflection and introspection, critical thinking and reflective writing.

This course will be delivered approximately 51% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 300 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

#### Activity

#### Instructional Equivalent

Face to face classes

1200 minutes

Online classes

960 minutes

Assignment posts

100 minutes

## **COURSE OBJECTIVE**

### **Students will:**

1. study the discipline of philosophy and examine the philosophical roots of the field of education (Ozmon & Craver, 1999; Dewey, 1916; Ulich, 1961); (D3 Lifelong Learners, D8 Knowledgeable, INTASC 2);
2. examine the inquiry specific to epistemology, ontology, and axiology (Ozmon & Craver, 1999; Durant, 1961; Kneller, 1971); (D3 Lifelong Learners, D8 Knowledgeable, INTASC 2);
3. compare major philosophical positions including Idealism, Realism, Pragmatism, and Existentialism and the theories of education specific to them (Ozmon & Craver, 1999; de Nicolas, 1989; Kneller, 1984); (D8 Knowledgeable, D10 Reflective; INTASC 4);
4. evaluate minority issues and problems relative to a dominant philosophical perspective (Capra, 1983; Giroux, 1983; King, 1963; Mahowald, 1983; Noddings, 1995); (D8 Knowledgeable, D10 Reflective; INTASC 4) and
5. study the relationship between the world (s) of the individual and society (Barrett, 1962, 1986; Buber, 1929; Dewey, 1916; Kaufmann, 1975; Noddings, 1995). (D8 Knowledgeable, D10 Reflective; INTASC 4).

## **TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text**

Palmer, P. (1993). To know as we are known: education as a spiritual journey. San Francisco: Harper. Additional readings will come from professional/educational journals/ books.

### **Instructional Resources**

Readings to be found at [Teacherrenewal.wikispaces.com](http://Teacherrenewal.wikispaces.com)

Submit papers to: Dropbox in Course Den

### **References**

- Barrett, W. (1986). Death of the soul. NY: Anchor Books.
- Buber, M. (1965). The knowledge of man. Trans., M. Friedman. NY: Harper.
- Buber, M. (1929). I and thou. NY: Scribners.
- Denton, D. (1974). Existentialism & phenomenology in education. NY: Teachers College Press.
- Dewey, J. (1916). Democracy and education. NY: Free Press.
- Dewey, J. (1938). Experience and education. NY: Collier.
- Dewey, J. (1915). Schools of tomorrow. NY: E.P. Dutton.
- Glazer, S. (1999). The heart of learning: Spirituality in education. NY: Penguin Putnam Inc.
- Jacobsen, D. (1999). Philosophy in classroom teaching: bridging the gap. NJ: Merrill.
- Locke, A. (1989). Ed., L. Harris. The philosophy of Alain Locke: Harlem renaissance and beyond. Philadelphia: Temple University Press.
- Merrell-Wolf, F. (1983). Philosophy of consciousness without an object. NY: Julian Press.
- Needleman, J. (1982). The heart of philosophy. NY: A. A. Knopf.
- Neill, A. S. (1960). Summerhill. NY: Hart.
- Palmer, P. (Jan/Feb 1990). "Good teaching". Change. pp. 11-16.
- Miller, R. (1993). The renewal of meaning in education. Vermont: Holistic Education Press.
- Palmer, P. (1998). The courage to teach. San Francisco: Josey-Bass Publishers.
- Plato. (1972). Dialogues. Trans., B. Jowett. NY: Scribner's Sons.
- Plato. (1941). The republic. Trans., B. Jowett. NY: Modern Library.
- Richards, M.C. (1980). Toward wholeness: Rudolf Steiner Education in America. Middletown, CN: Wesleyan University Press.
- Thayer-Bacon, B with Bacon, C. (1998). Philosophy applied to education: nurturing a democratic community in the classroom. Columbus, OH: Prentice Hall.
- Ulich, R. (1961). Philosophy of education. NY: American Book Co.
- Whitehead, Alfred N. (1996). Modes of thought. NY: The Free Press.

## PROCEDURES, AND GRADING

### Assignments/Requirements/Project

1. Plato's allegory visual; Due Jan 15.
  2. Submit a paper on the inner reality of teaching and learning. Due April 16.
- Final philosophy paper is to be submitted to: Dropbox

### Evaluation Procedures

A final grade will be assigned to each student based on the quality of the work submitted.

Preparation	20%
Plato's Allegory	10%
Paper	30%
Assignments	20%
Final evaluation	20%

### Grading

A=90-100; B=80-89; C=70-79.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

**Attendance: Participation** is an integral dimension for learning and is encouraged. I **invite** you to become involved in every class. No classes should be missed. More than one (1) absence for any reason may lower your grade by one letter grade.

**Disability: Americans with Disabilities Act:** The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia:

[http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Student Email Policy:** The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. *You might want to add other ways you'll communicate with students, especially if you have an online course (e.g. via D2L).*

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**CLASS OUTLINE** & additional readings can be found at [www.Teacherrenewal.wikispaces.com](http://www.Teacherrenewal.wikispaces.com)  
Tuesday 5:30 – 8:00 P.M., Room 229 Ed. Center

Jan 8 **Theme:** Your introduction to the course. How did I arrive at my present philosophy of education? Philosophical Cosmos. What does it mean to be educated? (Objective #1; knowledge, teacher observation, participation)

- Jan 15 **Theme: Truth, idealism, reality, education**  
 What is real and what is an illusion? Plato's interpretations of shadows/images, light/dark, good/evil, reality/illusions. **Illustrate** your interpretation of Plato's Allegory. Read: Socrates & Plato. (Objective #3; illustration, observation, inquiry)
- Jan 22** **Theme: Realism & Education**  
 How do you know what is real? What does it mean to be education? Read: Aristotle. (Objective #3; knowledge, inquiry)
- Jan 29 **Theme: Progressive education and John Dewey**  
 What is education?  
 Read: John Dewey. Video to be shown in class: *Truth about Teachers*. (Objective #3; knowledge, inquiry)
- Feb 5** **Theme: Behaviorism**  
 Examining the dubious presence of behaviorism in the classroom. How is behaviorism played out in our classroom? How does it motivate/demotivate students?  
 Read: *Critical Education: Snake in the Grass* by Patrick Whitehead. (Objective #3; knowledge, inquiry)
- Feb 12 **Theme: Critical theory - Education for liberation or oppression**  
 Video: Two Ball Games. Where do you see the "banking" method used? Where do you see youth problem solving? Read: Chapter 13. (Objective #4; knowledge, inquiry)
- Feb 19** **Theme: Spiritual existentialism**  
 Parker Palmer and Thinking the world together (Hidden Wholeness)  
 Read: Chapter 18. (Objective #4; knowledge, inquiry)
- Feb 26 **Theme: Knowing as Meeting**  
 Read: Martin Buber's "I" & "Thou" & M. Buber Homepage. [www.buber.de/en/index.html](http://www.buber.de/en/index.html) and [Teacherrenewal.com](http://Teacherrenewal.com) (Objective #5; knowledge, critical reflection)  
**Describe your understanding of how "Thou" relations are formed in grace and not in seeking? Share this at our next class meeting which will be online.**
- Mar 5** **Theme: Ways of knowing /knowing as loving**  
 To what is education connected? What is its Purpose? How do we relate to epistemology? How does one come to know the truth about something? The hidden curriculum of objective knowing. How does one arrive at the truth of something? Read: Preface, Introduction, & Ch 1. *To Know as we are known*. Parker J. Palmer. (Objective #2; knowledge, inquiry)
- Mar 12 **Theme: Education as spiritual formation**  
 How does language shape our image of school and the world? How do we know if the teaching we are doing is good? How can we reconnect students to deep learning without offering rewards? Read: Chapters 2 and 3, Palmer. (Objective #2; knowledge, inquiry)
- Mar 16-20 Spring Break
- Mar 26** **Theme: Opening the space**  
 What does it mean "to teach is to create a space in which obedience to truth is practiced."? What does it mean to be obedient to truth and how does it lead us to freedom? How do we create a space for truth to be known? Who controls truth? Read Chapters 4 & 5. (Objective #2; knowledge, inquiry)
- Apr 2 **Theme: the voice of the subject**  
 How do we practice truth? Read: Chapter 6 and 7, Palmer. (Objective #5; knowledge) Education and Meaning; Objective #4; knowledge, inquiry)

Apr 9

**Theme: Caring in Education**

Read: *Educating for mission meaning, and compassion* by Rachel Naomi Remen, M.D. on Centerforteacherrenewal.com. (Objective #4; knowledge, inquiry)

Apr 16

**Review and Evaluation of Philosophies**

(Objective #4; knowledge, inquiry)