

PHILOSOPHY OF EDUCATION  
Spring 2011  
T & Th 2.00-3.15pm NAC 4/222

Professor Jennifer M. Morton  
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Office Hours: T & Th 12.30-1.30pm

**COURSE DESCRIPTION:** This course will serve as an introduction to the fundamental philosophical questions surrounding the nature and aims of education. We will begin our investigation by familiarizing ourselves with the classic texts in philosophy pertaining to education: Plato, Aristotle, Locke, Rousseau, Mill, and Dewey. We will then discuss the relationship between education and equality, autonomy, cosmopolitanism and multiculturalism. Finally, since one of the aims of this course is to use the philosophical resources gained to enable you to assess your own educational experience critically, in the final section we will turn to assessing the value of a liberal arts college education.

**READING:** All of the primary reading for this course will be posted on the course website

**COURSE REQUIREMENTS:** You will be required to write 12 polished reading responses based on the assigned reading and a prompt I will post on the blackboard site each week. You will also complete a take-home exam and a final paper. You will be required to write a draft of your final paper that you will bring to class on the assigned date for peer review (see schedule). You should also expect a few unannounced quizzes during the term. Participation will count for a significant portion of your grade.

11 Response Papers (1-2 pp)	15%
Take Home Exam	25%
Final Paper (5-6 pp)	35%
Quizzes	5%
Participation	10%
Attendance	5%

**LATE ASSIGNMENT POLICY:** Late papers will only be accepted in cases of emergency AND arrangements must be made with me at least **48 hours in advance**. No exams will be issued after the exam date, except for in extreme medical circumstances with a hospital note.

**ATTENDANCE: Regular attendance is required.** You will be granted up to **3 excused absences** (medical, family emergencies, etc) throughout the term, any absences above that number will affect your grade significantly. If you arrive **late to class**, you will be called on to contribute to the class discussion upon your arrival.

**PLAGIARISM:** Plagiarism and other forms of cheating will be subject to penalties in conformity with the College's policy on Academic Integrity.

**LEARNING COURSE OBJECTIVES:** In this course you will (1) become familiar with the philosophical questions surrounding education, (2) develop an understanding of the relationship between education and other areas of philosophy, and (3) develop a philosophical approach to the topic of education. These three objectives will be brought together when you are asked to assess and argue for, or against, the value of a liberal arts college education in your final paper.

As part of the College's General Education Curriculum, this course is designed to satisfy the requirements for a *Logical-Philosophical Perspective* course. Students successfully completing this course will develop the following proficiencies: will have had multiple experiences in communicating ideas in writing and speaking by completing assignments totaling at least 3500 words of writing, will have had experiences that emphasize analytic and/or philosophical reasoning to critically examine fundamental questions of ethics, justice and epistemology, and will have had multiple experiences in finding information and evaluating the reliability of this information.

Date	Reading Assignment	Writing Assignment
T 08/30	Introduction	
THE CLASSICS		
Th 09/01	Plato, "The Meno"	Reading Response #1
T 09/06	Plato, Excerpts from <u>The Republic</u>	
Th 09/08	Aristotle, Book VIII of the <u>Politics</u>	Reading Response #2
T 09/13	Locke, Excerpt from <u>Some Thoughts Concerning Education</u>	
Th 09/15	Rousseau, Excerpts from <u>Emile</u>	Reading Response #3
T 09/20	Rousseau, Excerpts from <u>Emile</u>	
Th 09/22	Mill, Inaugural Address at St. Andrews	Reading Response #4
T 09/27	Mill, Inaugural Address at St. Andrews	
Th 09/29	No Classes	
T 10/04	No Classes (Friday Schedule)	
Th 10/06	Dewey, Excerpts from <u>The Child and the Curriculum &amp; Democracy and Education</u> (220-238)	Reading Response #5
T 10/11	Dewey, Excerpts from <u>Democracy and Education</u> (238-265)	<b>Take Home Exam Distributed</b>
Th 10/13	Class Canceled	<b>Take Home Exam Due Friday, October 14<sup>th</sup></b>
EQUALITY		
T 10/18	Rawls, Excerpts from <u>A Theory of Justice</u>	
Th 10/20	Laureau, "Invisible Inequality: Social Class and Childrearing in Black Families and White Families"	Reading Response #6
T 10/25	Jencks, Whom Must We Treat Equally for Educational Opportunity to be Equal?	
Th 10/27	Satz, Equality, Adequacy, and Education for Citizenship	Reading Response #7
AUTONOMY		
T 11/01	Supreme Court Decision on WISCONSIN V. YODER, 406 U. S. 205 (1972)	
Th 11/03	Galston, Two Concepts of Liberalism	Reading Response #8
T 11/08	Feinberg, "The Child's Right to An Open Future"	
Th 11/10	Okin, "'Mistresses of their Own Destiny': Group Rights, Gender, and Realistic Rights of Exit"	Reading Response #9
MULTICULTURALISM AND COSMOPOLITANISM		
T 11/15	Searle "Traditionalists and Their Challengers"	
Th 11/17	Appiah, "Culture, Subculture, Multiculturalism: Educational Options"	Reading Response #10
T 11/22	Rorty, The Unpatriotic Academy Nussbaum, Patriotism and Cosmopolitanism	
Th 11/24	No Class (Thanksgiving)	
T 11/29	Guest Lecturer	
Th 12/01	Nussbaum, Excerpts from <u>Not For Profit</u>	Reading Response #11
THE LIBERAL ARTS CONTROVERSY		
T 12/06	Nussbaum, Excerpts from <u>Not For Profit</u>	
Th 12/08	Professor X, "In the Basement of the Ivory Tower" <u>The Atlantic</u> , June, 2008 Louis Menand, "Live and Learn," <u>The New Yorker</u> , June 6 <sup>th</sup> , 2011	Reading Response Make-Up Due
T 12/13	The College Controversy Continued	Final Paper Draft
M 12/19	<b>Final Paper due via electronic submission to <a href="mailto:jmorton@ccny.cuny.edu">jmorton@ccny.cuny.edu</a></b>	