

PHILOSOPHY OF EDUCATION  
Spring 2013  
T & Th 2.00-3.15pm  
NAC 6/112

Professor Jennifer M. Morton  
E-mail: [jmorton@ccny.cuny.edu](mailto:jmorton@ccny.cuny.edu)

Office: NAC 5/136C Phone: x7637  
Office Hours: T 12.30-1.30pm, Th 9.30-10:30am

**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 classic texts in philosophy pertaining to education: Plato, Aristotle, Locke, Rousseau, Mill, and Dewey. We will then discuss the nature of the child, the relationship between education and the values of equality and autonomy, and the role of the liberal arts in a college education.

**PREREQUISITES:** An introductory level philosophy course (Phil 10200, Phil 30000, Phil 20100, or Phil 20200).

**READING:** Philosophy of Education: An Anthology (editor Randall Curren) Blackwell Philosophy Anthologies, 2006. Other readings will be available on Blackboard.

**COURSE REQUIREMENTS:** Every Thursday, you will be required to write a 1-2 page polished reading response based on the assigned reading and a prompt I will post on Blackboard. Be ready to share your reading response with the rest of class when called upon to do so. You will complete an exam and a 6-8 page paper. You will be required to bring a draft of your final paper for peer review on the assigned date (see schedule). You should expect a few unannounced quizzes during the term. Participation and attendance will count for a significant portion of your grade.

11 Response Papers (1-2 pp)	25%
Exam	20%
Paper Draft	5%
Paper (6-8 pages)	30%
Quizzes/In-Class Activities	5%
Participation	10%
Attendance	5%

A	95-99%
A-	90-94%
B+	85-89%
B	80-84%
B-	75-79%
C+	70-74%
C	65-69%
C-	60-64%
D	51-59%
F	0-50

**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.

**SUBMISSION OF ASSIGNMENTS:** A printed copy **AND** an electronic copy via Safe Assign should be submitted.

**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 **must** contribute to the class discussion by asking a question or making a comment in order to count as having attended the class.

**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:** By the end of this course you will (1) be able to identify and discuss philosophical questions surrounding education, (2) be able to draw connections between education and other areas of philosophy, and (3) be able to develop and argue for a critical position that engages with a central debate in the philosophy of education.

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 1/29	Introduction ( <b>PE*</b> pp. 1-14)	
THE CLASSICS		
Th 1/31	Plato, "The Meno" ( <b>BB</b> )	Reading Response #1
T 2/05	Plato, Excerpts from <u>The Republic</u> ( <b>PE</b> pp. 16-25)	
Th 2/07	Aristotle, Excerpts from <u>The Politics</u> ( <b>PE</b> pp. 77-82)	Reading Response #2
T 2/12	No Classes	
Th 2/14	Locke, Excerpts, <u>Some Thoughts Concerning Education</u> ( <b>PE</b> pp. 35-42, 424)	Reading Response #3
T 2/19	Rousseau, Excerpts from <u>Emile</u> ( <b>PE</b> pp. 43-46, 425, 83-88)	
Th 2/21	Class Canceled/Take Home Quiz	
T 2/26	Mill, Inaugural Address at St. Andrews ( <b>BB</b> )	
Th 2/28	Dewey, Excerpts from <u>Democracy and Education</u> ( <b>PE</b> 47-54, 89-94)	Reading Response #4
T 3/05	Review	
Th 3/07	Exam	
WHAT IS A CHILD?		
T 3/12	Archard and Macleod, <u>The Moral and Political Status of Children</u> ( <b>BB</b> )	
Th 3/14	Schapiro, Tamar, "What is a Child?" ( <b>BB</b> )	Reading Response #5
T 3/19	Brighouse, Harry, "How Should Children be Heard?" ( <b>BB</b> )	
Th 3/21	Noggle, Robert, "Special Agents: Children's Autonomy and Parental Authority" ( <b>BB</b> )	Reading Response #6
T 3/26	Spring Break	
Th 3/28		
T 4/02		
EQUALITY		
Th 4/04	Rawls, Excerpts from <u>A Theory of Justice</u> ( <b>BB</b> )	Reading Response #7
T 4/09	Gutmann, Excerpts from <u>Democratic Education</u> ( <b>PE</b> pp. 236-242)	
Th 4/11	Jencks, Whom Must We Treat Equally for Educational Opportunity to be Equal? ( <b>PE</b> 243-253)	Reading Response #8
T 4/16	Kozol, Chapter 3 of <u>Savage Inequalities</u> ( <b>BB</b> )	
Th 4/18	Laureau, "Invisible Inequality: Social Class and Childrearing in Black Families and White Families" ( <b>BB</b> )	Reading Response #9
T 4/23	Tough, Paul. Excerpts from <u>How Children Succeed</u> ( <b>BB</b> )	
Th 4/25	Peer Review	Paper Draft
AUTONOMY		
T 4/30	Supreme Court Decision on WISCONSIN V. YODER, 406 U. S. 205 (1972)	
Th 5/02	Galston, Two Concepts of Liberalism	Reading Response #10
T 5/07	Okin, "'Mistresses of their Own Destiny': Group Rights, Gender, and Realistic Rights of Exit" ( <b>PE</b> 134-148)	Paper Due
THE LIBERAL ARTS CONTROVERSY		
Th 5/09	Traub, Chapters 1-3 from <u>City on a Hill</u> ( <b>BB</b> )	Reading Response #11
T 5/14	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 ( <b>BB</b> )	
Th 5/16	David Foster Wallace, "Kenyon Commencement Speech" ( <b>BB</b> )	Reading Response Make-Up Due/Optional Paper Rewrite

\***PE**: Blackwell's Philosophy of Education: An Anthology, **BB**: the reading is available on Blackboard