



**Professional Education Unit
Department of Foundational and Graduate Studies in Education**

HISTORY AND PHILOSOPHY OF EDUCATION (Face to Face)

EDF 680

Wednesday 6 – 8:40

Spring 2010

“As for myself, Antiphon, I (Socrates) take as much pleasure in good friends as other people take in a good horse or dog or bird – in fact, I take more; and if I have anything good to teach them, I teach it, and I introduce them to any others from whom I think they will get help in the quest for goodness. And in company with my friends, I open and read from beginning to end the books in which the wise men of past times have written down and bequeathed to us their treasures; and when we see anything good, we take it for ourselves; and we regard our mutual friendship as great gain.”

Xenophon, *Memoirs of Socrates*, Book I, section 6, paragraph 14

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Office Hours: By appointment

Course Description: Beginnings of American system of education; survey of theories of education, factors and forces changing American education philosophies of learning applied to contemporary educational problems. **Prerequisites:** Admission to Master’s degree program.

Required Field Experience Hours: 0

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO’s):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s): By the end of this course, the candidate will be able to:

- 1) **identify** and **describe** important teaching issues from multiple philosophical perspectives,
- 2) **explain** how an important teaching issue has been dealt with at key points in western educational history,
- 3) **find** historical antecedents for their own professional practice, and **evaluate** their own teaching in light of insights gained,
- 4) **develop** their critical thinking, reading, writing, and speaking skills,
- 5) **develop** their own philosophical viewpoints in a self-conscious and critical way.

Required Textbooks:

Plato, Meno
 Dewey, Experience and Education
 Paulo Friere, Pedagogy of the Oppressed
 Ruby Payne, A Framework for Understanding Poverty
 Mortimer Adler, The Paideia Proposal
 EDF 680, Course Packet

Assignment Descriptions:

Assessment (point value)	Description
Attendance (10)	Attendance is an important professional disposition within the College of Education. Attendance at all class meetings is required. ***Please read “Attendance Policy” below.
Four Digests (10 each)	Write one-page, single-spaced summary of an argument from a reading to be assigned by the instructor. It is not an opinion on the reading, but a precise description of the author’s argument. A digest must include a THESIS , STRUCTURE OF ARGUMENT , and a CONCLUSION . The purpose of the digest assignment is to help you read more carefully. You should first read the assigned reading searching for the THESIS . A thesis (a.k.a the main idea) is a position or stance taken by an author. After identifying the thesis, then outline the basic argument that supports the thesis. By doing this, you will identify the structure of the argument. Finally, your conclusion should

	summarize the basic point of the author. The conclusion will inevitably reflect the thesis. Identifying the THESIS is the most important part of your reading. Without the thesis you will struggle to understand the structure of the argument and articulate the conclusion.
Intellectual Autobiography (30)	Write a three-part essay about those life factors that have most affected your worldview. Part one should be about one person, part two about one event, and part three about one idea that has most shaped your philosophy of life. In each case <u>show how those influences have worked their way into your teaching</u> . Be specific! To help you with the assignment, reflect on this question: How do you conceive of teaching, how has it been influenced by others and what do you <i>do</i> as a result of your influences? This assignment is NOT asking you explain your motivation for teaching, but the influences on your teaching. This is a formal writing assignment which should reflect not only your best thinking skills, but your best writing and editing skills as well. Suggested length: 1200 - 3000 words.
Midterm and Final Exam (100 each)	Essay exams covering important terms, topics, and people from the history and philosophy of education. **Will be in-class.
Philosophy of Teaching Statement (50)	Write a philosophy of teaching statement that synthesizes what you have learned from this course and provides you with direction for your current/future teaching endeavors. This statement might include, but is not limited to, a discussion of teaching, the teacher, learning, the student, a conception of human nature, the relationship between teaching and society. In addition, it must incorporate a minimum of four of the philosophical readings from the semester. This is a formal writing assignment which should reflect not only your best thinking skills, but your best writing and editing skills as well. Suggested length: 1200 - 3000 words.

Grading Scale:

90% - 100 % A
80% - 89% B
70% - 79% C
60% - 69% D
0% - 59% E

Format for Completing Assignments:

1. Put name, course # and Section #, date and assignment title in upper right hand corner.
2. Use Times New Roman, 12 – font only
3. Double – space all assignments (except Digests)
4. Use 1” margins all the way around.

Attendance Policy:

Should a student miss class, it is his/her responsibility to make up for everything missed. Should a student miss class on the day an assignment is due he/she should send the assignment to class with a classmate or call the instructor before class and ask permission to turn it in late. Legitimate absences do not excuse the student from class responsibilities. Examples of reasons that might be excused by the instructor are illness, accident, personal emergency, death in the immediate family, special academic programs, or an authorized university function for which the student's presence is required. If a student has an excused absence on the day of a test, he/she will be allowed to take an alternate make-up exam.

One absence will be allowed without penalty. Each absence beyond that (for any reason) results in a deduction of 10 points. Students may make up the absence and get the 10 points back by writing an acceptable essay on a topic approved by the instructor. Essay should be typed, double-spaced and at least 500 words long and is due two class periods from the day the student returns to class. (It is the student's responsibility to seek out the instructor and get his/her essay topic after being ill.) A student who misses repeatedly and does not write the make-up essays may have negative points in this category, which will be deducted from the total score for other assignments. Students who repeatedly miss part of a class period will be required to write essays as well in order get full credit for participation.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

***Please SILENCE your cell phones during class.

***Please DO NOT USE COMPUTERS / Laptops during class (unless otherwise instructed by Dr. Simpson) ----
Absolutely NO Emailing, Texting, instant messaging, net – surfing, etc during class!

Readings in Course Packet:

1. Isocrates, “Against the Sophists” and “Antidosis,” in *Isocrates, Vol. II* (Cambridge, MA: Harvard University Press, 2000), 160-77, 181-83, 335-57.
2. John Koller, “Chapter 10-Buddhism and Suffering: Basic Teachings” in *Oriental Philosophies* (New York: Charles Scribner’s Sons, 1985).
3. Sheldon Kopp, “Chapter 3-Tale of a Discontented Disciple” in *If you meet the Buddha on the road kill him* (New York: Bantam Books, 1972).
4. Maxine Greene, “Reflections on Teaching,” in the *Handbook of Research on Teaching*, 4th edition, ed. Virginia Richardson (Washington, D.C.: American Educational Research Association, 2001), 82-9.
5. Nicholas C. Burbules, “Jesus as a Teacher,” in *Spirituality and Ethics in Education: Philosophical, Theological and Cultural Perspectives*, ed. Hanan Alexander (Brighton: Sussex Academic Press), forthcoming.
6. Steven Cahn, “Jean Jacques Rousseau’s *Emile*,” in *Classic and Contemporary Readings in the Philosophy of Education* (New York: McGraw-Hill, 1997), 162-96.

7. John Koller and Patricia Koller, eds., "The Words of Truth, Selections from the Dhammapada" in *A Sourcebook in Asian Philosophy* (New York: MacMillan Publishing Co., 1991).
8. David Tyack, "A City Upon a Hill: Education in the Massachusetts Bay Colony," in *Turning Points in American Educational History* (Blaisdell Publishing Company, 1967), 1-27.
9. Richard Malcolmson, Richard Meyers, Colin O'Connell, "The Idea of a Liberal Education" in *Liberal Education and Value Relativism* (Washington, DC: University Press of America, Inc., 1996).
10. Arnold Levison, "The Uses of Philosophy and the Problems of Educators" in *Selected Readings in the Philosophy of Education*, Third edition, ed. Joe Park (New York: MacMillan Publishing Co., 1968).
11. Leeman McHenry and Frederick Adams, "What is philosophy?" in *Reflections of Philosophy* (New York: St. Martin's Press, 1993).
12. Parker J. Palmer, "The Heart of a Teacher: Identity and Integrity in Teaching," in *The Courage to Teach* (San Francisco: Josey-Bass Publishers, 1998), 9-33.
13. Joe Park, ed., "Introduction" in *Selected Readings in the Philosophy of Education* (New York: MacMillan Publishing Co., 1958).
14. Nel Noddings, "Moral Education," in *Caring: A Feminine Approach to Ethics and Moral Education* (Berkeley, CA: University of California Press, 1984), 171-201.
15. Jennifer Ng and John Rury, "Poverty and Education: A Critical Analysis of the Ruby Payne Phenomenon," in *Teachers College Record*. Accessed at: <http://www.tcrecord.org/Content.asp?ContentId=12596>

Tentative Schedule of Classes:

Week 1 – Introduction to Course

Week 2 – What is philosophy? What is philosophy of education?, CP Malcolmson, et. al. #9, Levison #10, McHenry and Adams #11, Park #13 **Digest #1 Due**

Week 3 – Buddhism and Education, CP Koller #2, Kopp #3, Koller and Koller, #7

Week 4 – Teaching for Success, CP: Isocrates #1 **Digest #2 Due**

Week 5 -- Teaching as a Midwife, Learning as Recollection, Plato's Meno

Week 6 -- Teacher as Preacher or Storyteller?, CP: Puritans #8, Burbules #5
Intellectual Autobiography Due

Week 7 -- Teaching the Natural Child, CP: Rousseau #6

Week 8 – Teaching the Child for Society, John Dewey, Experience and Education

Week 9 – Midterm Exam

Week 10 – Teaching for Freedom, CP: Palmer # 12 and Greene #4

Week 11 – Teaching for Truth, Mortimer Adler, The Paideia Proposal

Digest #3 Due

Week 12 – Teacher as Liberator, Paulo Friere, Pedagogy of the Oppressed, Chapters 1 and 2

Week 13 – Teaching in Poverty, A Framework for Understanding Poverty, Ruby Payne, intro, chapter 1 – 5.

Week 14 – Teaching in Poverty, A Framework for Understanding Poverty, chapter 6-9; Jennifer Ng and John Rury, “Poverty and Education.” #15 **Digest #4 Due**

Week 15 – Final Exam

Finals Week – Philosophy of Teaching Statement due

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:	Foundations	EDF 680		
Aligned with → Assessment ↘ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB) NCATE	Council for Social Foundations of Education (CSFE)
Attendance (10) CFO: 3 SLO: 1	#8	n/a	n/a	n/a
Intellectual Autobiography (50) CFO: 2,3,4,5 SLO: 1,5	n/a	AE 1:11 AE 5:1	3. Literacy	Principles #1-6
Four Digests (40 total) CFO: 1,2 SLO: 1,2	n/a	AE 1:2 AE 1:11 AE 5:1	3. Literacy	Principles #1-6
Two Exams (200 total) CFO: 1,2,4 SLO: 1,2	#2, #3, and #4	AE 1: 2 AE 1:11 AE 2:14 AE 2: 16 AE 2: 20 AE 5:1	1. Diversity 2. Assessment 3. Literacy 4. Closing the Achievement Gap	Principles #1-6
Philosophy of Teaching Statement (50) CFO: 1,2,4 SLO: 1,2,3,4,5	#2, #3, and #4	AE 1: 2 AE 1:11 AE 2:14 AE 2: 20 AE 5:1	3. Literacy	Principles #1-6

