

EDHD 638-01: Philosophy of Education

Location: Zoom link (link)

Time: Mondays and Wednesdays, 6:00pm to 9:20pm

Professor: Demetrius Colvin

Contact Number: 860-685-3979

Contact Email: dcolvin@wesleyan.edu

Office Hours: Sundays from 5-7pm, Office Hours Zoom link:

<https://wesleyan.zoom.us/j/94939837520?pwd=K0hBdzh3RG51RGFEbEtWVTROMWVBZz09>

Course Description:

What is education? How have different people over time conceptualized the role of teacher and student in America? What have been some of the major aims and problems associated with the various competing educational philosophies in contemporary American society? This course will provide a space for students to examine some of the most dominant educational theories in America, the presuppositions present in them, and the arguments for and against them. The first half of the course will focus on understanding some of the history and theoretical underpinnings of teaching and learning in the contemporary American classroom. Close attention will be paid to how critical theory, humanism, and multiculturalism can impact our understanding of education. The second half of the course will focus on seven contemporary ideologies (i.e. liberalism, conservatism, essentialism, perennialism, progressivism, social reconstructionism, and critical theory) that have impacted the rationale and structure of education in America the most.

The coursework will involve reflection essays on class lectures and readings as well as intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. In the culminating project/final, students will construct a research paper wherein students will explore the impact of one of the seven ideologies on American schooling while synthesizing both what they learned about themselves and the content that was presented during the course.

Course Objectives:

- Gain experience and familiarity with key concepts in the field of educational philosophy
- Develop historical and theoretical background to connect how different cultural ideologies have impacted how Americans have viewed the purpose and structure of schooling
- Practice dialogue skills and critical self-reflection
- Gain insight into the history of schooling in America

Course Requirements and Grading:

- Attendance and class participation (35%)
 - Dialogue will be an essential component to the learning objectives of the course.
 - We will meet for 9 classes on Mondays and Wednesdays from 6:00pm to 9:20pm (with a 10 minute break at 7:35pm), May 31st through June 28th
 - Each class will consist of dialogue and group activities based on the readings and assignments
 - Students must watch mandatory videos, review the lecture notes, and complete assigned readings before each corresponding class
 - Requirements
 - Students must notify the professor no later than 24 hours before a class if they are unable to attend class due to a personal emergency and/or sickness. If an emergency presents itself on the day of class, the student has until the end of that day to contact their professor detailing the emergency if they would like to have that absence excused.
 - Students are only allowed two excused absences during the course of a semester. If the student requires more than two excused absences, accommodations must be arranged through the student's class dean to verify the issue and identify workarounds.
 - Rubric for attendance and class participation
 - **5-** The student attends and participates as they are able in every class. Participation includes actively listening and responding to the experiences and thoughts of others during class as well as actively adding to the dialogue space by sharing reflections on the topic. The student recognizes that a

significant portion of their learning is connected to how they actively share their perceptions, experiences, concerns, (mis)understandings and personal connections with others during the class. It is evident through how they participate in class that the student challenges themselves to be critically self-reflective, non-judgmental, and open to imperfection.

- **4-** The student attends and participates as they are able in most classes. Participation includes actively listening and responding to the experiences and thoughts of others during class as well as actively adding to the dialogue space by sharing reflections on the topic. The student sometimes shares their perceptions, experiences, concerns, (mis)understandings and personal connections with others during the class. The student values being critically self-reflective, non-judgmental, and open to imperfection.
 - **3-** The student attends and participates as they are able in some classes. Participation includes actively listening and responding to the experiences and thoughts of others during class as well as actively adding to the dialogue space by sharing reflections on the topic. The student seldom shares their perceptions, experiences, concerns, (mis)understandings and personal connections with others during the class. Sometimes it is evident that the student values being critically self-reflective, non-judgmental, and open to imperfection.
 - **Needs Improvement-** The student's attendance and participation in class is inconsistent. The student does not challenge themselves to be critically self-reflective, non-judgmental, or open to imperfection.
- Homework assignments (35%)
 - There will be response/reflection papers due at the beginning of the course in addition to in-class and out of class activities that will further students' content mastery. You should complete the assignments in the following progression:
 - Class 1 and 2 reflection response due on Thursday, June 8th at 12noon
 - Class 3 and 4 reflection response due on Thursday, June 15th at 12noon
 - Class 5, 6, and 7 reflection response due on Thursday, June 22nd at 12noon
 - Self grading reflection essay due on Tuesday, June 27th at 12noon
 - All readings and assignments will be shared through a class google team drive (link)

- All homework assignments should be submitted to the professor by creating a google drive folder and sharing it with your professor
 - Once you have uploaded your assignment into the folder, email your professor/share the link to submit it.
- Rubric for homework assignments
 - **5-** The student responded well to the assignment prompt(s) by showcasing a clear understanding of the main arguments in the texts and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. There is a clear intention to go beyond shallow connections and truly discover/uncover/reveal something to and for themselves. The student takes the time and effort to challenge their own arguments and perceptions and reflect on why they are interpreting the authors' texts in a particular way and the potential implications of their beliefs. The student incorporates information from the supplemental readings and sources not provided by the professor (such as readings from previous classes, current events and news articles, family stories, personal history, memes and social media, wikipedia) to deepen their understanding of the context and implications of the authors' text and their own experiences/beliefs. The student connects their own interpretations and arguments to the course objectives and how the course is impacting their own development. The assignment was turned in on time.
 - **4-** The student responded well to some of the assignment prompt(s). The student showcases an understanding of the main arguments in the texts this week and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. The student takes the time and effort to make sure that their thoughts are clearly ordered and communicated. The assignment was turned in on time or at least one week after the original due date.
 - **3-** The student responded to the assignment prompt(s). The student showcases that they have read some of the readings and have an opinion about what they have read. They turned the assignment in and met all basic requirements about the length and content of the assignment

- **Needs improvement**- the response to the texts were incoherent and/or very little to no personal connections to the arguments made were present
 - **Incomplete**- student did not turn in the assignment
- Extension Policy
 - If you need an extension on an assignment, you must email the professor at least 24 hours before the assignment due date explaining what is preventing you from completing the assignment on time.
 - Since all the homework assignments have to be done in a sequence by the end of the month before beginning of July, extensions can only be granted up to 4 days after the original deadline before one point is taken off of your grade for tardiness.
- Final project (30%)
 - Final Project due on Thursday, June 29th at 12noon
 - In the culminating project/final, students will construct a research paper wherein students will explore the impact of one of the seven ideologies on American schooling while synthesizing both what they learned about themselves and the content that was presented during the course.
 - Rubric for final project
 - **5-** The student responded well to the assignment prompt(s) by showcasing a clear understanding of the main arguments in the texts and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. There is a clear intention to go beyond shallow connections and truly discover/uncover/reveal something to and for themselves. The student takes the time and effort to challenge their own arguments and perceptions and reflect on why they are interpreting the authors' texts in a particular way and the potential implications of their beliefs. The student incorporates information from the supplemental readings and sources not provided by the professor (such as readings from previous classes, current events and news articles, family stories, personal history, memes and social media, wikipedia) to deepen their understanding of the context and implications of the authors' text and their own experiences/beliefs. The student connects their own interpretations and arguments to the course objectives and how the course is impacting their own development. The assignment was turned in on time.

- **4-** The student responded well to some of the assignment prompt(s). The student showcases an understanding of the main arguments in the texts this week and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. The student takes the time and effort to make sure that their thoughts are clearly ordered and communicated. The assignment was turned in on time or at least one week after the original due date.
- **3-** The student responded to the assignment prompt(s). The student showcases that they have read some of the readings and have an opinion about what they have read. They turned the assignment in and met all basic requirements about the length and content of the assignment
- **Needs improvement-** the response to the texts were incoherent and/or very little to no personal connections to the arguments made were present
- **Incomplete-** student did not turn in the assignment

Course Topics:

1. May 31st, Class 1- What is critical constructivism? What is dialogue?
 - a. Texts (link)
 - i. Dmitri Nikulin- Dialectic and Dialogue- Chapter 4: Dialogue: A Systematic Outlook
 - ii. Kenneth Paul Kramer- Learning Through Dialogue: The Relevance of Martin Buber's Classroom- Chapter 1: Buber's Two Ways of Learning
 - iii. Joe L. Kincheloe- Critical Constructivism- Chapter 1: From Constructivism to Critical Constructivism
 - b. Videos (link)
2. June 5th, Class 2- What is education?
 - a. Texts (link)
 - i. Philip W. Jackson- What is Education?

- ii. Nel Noddings- Philosophy of Education 4th Edition- Chapter 1: The Philosophy of Education before the Twentieth Century
 - iii. Laura Rendon- Sentipensante: Sensing/Thinking Pedagogy
 - iv. Gert J.J. Biesta- The Beautiful Risk of Education
 - b. Videos (link)
- 3. June 7th, Class 3- What is consciousness? What is power/knowledge?
 - a. Texts (link)
 - i. Stephen S. Hall- Wisdom: From Philosophy to Neuroscience
 - ii. Urrea Jones- On the Nature of Consciousness: The Narrative, A Working Model of Consciousness, the Cognizable, the Known
 - iii. John L. Rury- Education and Social Change: Contours in the History of American Schooling
 - iv. Nel Noddings- Philosophy of Education 4th Edition- Chapter 6: Epistemology and Education
 - b. Videos
- 4. June 12th, Class 4- What is an educator? What is a student?
 - a. Texts (link)
 - i. Daniele-Hadi Irandoost- On the Philosophy of Education: Towards an Anthroposophical View
 - ii. Steven M. Cahn- Classic and Contemporary Readings in the Philosophy of Education Chapter 17: Paul H. Hirst- What Is Teaching?
 - iii. Steven M. Cahn- Classic and Contemporary Readings in the Philosophy of Education Chapter 9- John Dewey: The Child and the Curriculum
 - iv. Ivan Illich- Deschooling Society- Chapter 2: The Phenomenology of School
 - b. Videos (link)
- 5. June 14th, Class 5- What is Liberalism and Conservatism and how has it impacted teaching and learning in the American classroom?
 - a. Texts (link)
 - i. Gerald L. Gutek- Philosophical, Ideological, and Theoretical Perspectives on Education- Chapter 9: Liberalism and Education

- ii. Steven M. Cahn- Classic and Contemporary Readings in the Philosophy of Education Chapter 3- John Locke- Some Thoughts Concerning Education
 - iii. Gerald L. Gutek- Philosophical, Ideological, and Theoretical Perspectives on Education- Chapter 10: Conservatism and Education
 - b. Videos (link)
- 6. June 19th, Class 6- What is Essentialism and Perennialism and how has it impacted teaching and learning in the American classroom?
 - a. Texts (link)
 - i. Gerald L. Gutek- Philosophical, Ideological, and Theoretical Perspectives on Education- Chapter 13: Essentialism and Education
 - ii. Gerald L. Gutek- Philosophical, Ideological, and Theoretical Perspectives on Education- Chapter 14: Perennialism and Education
 - iii. Wayne Urban, Jennings Wagoner, and Milton Gaither- American Education: A History Ch 8- Completing the Modern School System: American Education, 1915-1929
 - b. Videos (link)
- 7. June 21st, Class 7- What is Progressivism and how has it impacted teaching and learning in the American classroom?
 - a. Texts (link)
 - i. Gerald L. Gutek- Philosophical, Ideological, and Theoretical Perspectives on Education- Chapter 15: Progressivism and Education
 - ii. Karl Aubrey and Alison Riley- Understanding and Using Educational Theories 3rd Edition- Chapter 14: Jean Lave and Etienne Wenger: Socially Situated Learning and Communities of Practice
 - iii. Edward Janak- A Brief History of Schooling in the United States Ch 4- Education in the Progressive Period
 - b. Video (link)
- 8. June 26th, Class 8- What is Social Reconstructionism and how has it impacted teaching and learning in the American classroom?
 - a. Texts (link)

- i. Gerald L. Gutek- Philosophical, Ideological, and Theoretical Perspectives on Education- Chapter 16: Social Reconstructionism and Education
 - ii. Karl Aubrey and Alison Riley- Understanding and Using Educational Theories 3rd Edition- Chapter 4: Lev Vygotsky: An Early Social Constructivist Viewpoint
 - iii. Joe L. Kincheloe- Critical Constructivism- Chapter 5: Blue Knowledge
 - b. Videos (link)
- 9. June 28th, Class 9- What is Critical Theory and how has it impacted teaching and learning in the American classroom?
 - a. Texts (link)
 - i. Gerald L. Gutek- Philosophical, Ideological, and Theoretical Perspectives on Education- Chapter 17: Critical Theory and Education
 - ii. Karl Aubrey and Alison Riley- Understanding and Using Educational Theories 3rd Edition- Chapter 11: Paulo Freire: Oppression, Freedom, and Critical Approaches to Education
 - iii. Henry A. Giroux- On Critical Pedagogy- Chapter 1: Critical Pedagogy in Dark Times
 - b. Videos (link)

Students with Disabilities It is the policy of Wesleyan University to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible [during the 2nd week of the semester], so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at <http://www.wesleyan.edu/studentaffairs/disabilities/index.html>

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal

opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible. If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-2332 for an appointment to discuss your needs and the process for requesting accommodations.