

University of Detroit Mercy
College of Liberal Arts and Education

COURSE: EDU 420 --- Philosophy of Education --- 3 crs.
PROFESSOR: Dr. Joslen Letscher
TERM: Winter 2003-2004
LOCATION: McNichols --- Briggs 126 --- Tuesdays 4:00 PM to 6:300 PM
OFFICE HOURS: By Appointment Only
Thursday 2:30 – 3:30PM
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"Doing philosophy (with relation to American culture, education and the arts) involves posing particular kinds of questions about the experiences in human beings' lives. They are questions having to do with meanings and with different ways of seeing and describing the landscape people inhabit."

-Maxine Greene (ASCD 1995 Yearbook)

"Look at me! Look at my arm! I have ploughed, and planted, and gathered into barns, and no man could head me!
And ain't I a woman?"

-Sojourner Truth 1851 Akron, Ohio
Woman's Rights Convention Speech

"It is not always possible or even desirable to fit either ourselves or formal philosophers into neat little boxes... But you do have a major obligation to consciously think through what you are doing and why you are doing it... the task for educators is to come to grips with the basic presuppositions that in reality undergird their surface actions."

-Knight: Issues & Alternatives in Educational Philosophy

Required Reading:

Frankl, Victor E. (1985) Man's search for meaning. New York: Washington Square Press.

Greene, Maxine. (1988). Dialectic of freedom. New York: Teachers College Press.

Henderson, James G. (2001) Reflective teaching: Professional artistry through inquiry (3rd ed.). New Jersey: Prentice Hall.

Knight, George R. (1998) Issues and alternatives in educational philosophy. 3rd ed. Berrien Springs, MI: Andrews Univ. Press.

_____.(1998) The declaration of independence and the constitution of the united states with an introduction by Pauline Maier. New York: Boston Books.

Course Description:

Principles and theories of education from an historical perspective of comparative philosophies of education. Selected contemporary educational issues with an emphasis on current educational policy, goals and objectives of education. Values and professional ethics in the education arena.

Course Goals:

- Provide an historical perspective of the contemporary philosophies of American education;
- Relate contemporary theories of education with their philosophical starting points and ethical implications for educational practice;
- Present a framework for integrating the three conceptual themes - Teacher as Scholar, Teacher as Inquiring Educator, Teacher as Moral Agent - of the University of Detroit Mercy Teacher Candidates Code of Ethics; and
- Engage participants in personal-professional inquiry focused on issues and alternatives to consider as one articulates a personal philosophy of education.

Course Requirements:

During this course, we will study several ways to think about questions which focus on the beliefs, values, ethics and morals which guide decisions and actions in our lives, particularly as they relate to our lives as educators. You will engage in rigorous scholarly inquiry.

This inquiry will require you ...

1. to read and listen to differing perspectives;
2. to dialogue with conviction and openness to critique;
3. to critically think of principles and their application as well as feelings, needs, impressions and a sense of personal ideal which influence meaning; and
4. to voice thinking orally in class dialogue as well as in writing through a reflective journal examination and a statement of your personal philosophy of education.

All assignments are to give evidence of a research knowledge base, identification and articulation of the issues, principles, connections, relationships and meanings which support your conclusions/generalizations. This evidence must present a coherent framework for understanding your perspective.

You will be expected to demonstrate the results of your scholarly inquiry in the following manner:

1. Demonstrate the relationship of traditional and modern philosophies to the issues and problems confronting educational practice in America today -- including questions asked, suggested answers and the implications of this dialogue as evidenced in current educational theories and policies (Assessment: Class Dialogue, Exam);
2. Demonstrate the knowledge and skills required to develop as an inquiring educator -- including professional knowledge base, creative and ethical reasoning, reflection and professional collaboration, by engaging in dialogue (Assessment: Class Workshops and Reflective Journal - which includes notes form reading and class dialogues, Exam);
3. Demonstrate an understanding of the issues and alternatives currently being discussed for moral

education (including curriculum for value and character education) -- include philosophical starting points, differing perspectives and the implications for students and yourself as teacher (Assessment: Critical Reviews of Reading, Class Dialogue, Quizzes); and

4. Create your personal philosophy of education which integrates your knowledge and skill as scholar, inquiring educator, moral agent and serves as a coherent guide in your practice as a knowledgeable, caring teacher (Assessment: Final paper with supporting Reflective Journal).

Course Evaluation:

Class Dialogue and Workshops (including use of Reflective Journal)	30pts.
Required Readings {Frankl (1) Critical Review and Quiz}	10pts.
{Greene-Henderson (2) Critical Review & Quiz}	20pts.
Examination (2)	20pts.
Final Paper (Personal Philosophy with Reflective Journal)	<u>20pts.</u>
<u>All Assignments Must Be Submitted On Time</u>	Total 100pts.

Grading Scale:

A = 93-100
B = 86-92
C = 78-85
D = 70-77
F = 69-below

Professional Commitment

The mission of the University of Detroit Mercy promotes "core values that honor excellence, commitment to liberal study personal and professional ethics and values, concern for persons and individuals, and the central role of religious faith in the educational process."

In response, Education faculty and students uphold these values by engaging in rigorous study as Scholars, Inquiring Educators, and Moral Agents (see Mission of Education Department). Faculty provide a challenging course of studies as a framework to implement the Vision and Mission of the Education Department. Students demonstrate response through collaboration in accepting this challenge. It is understood that all work submitted is the original work of the student. All ideas which originate with someone else are to be duly referenced and credited.* It is the development of critical thinking, personal understanding, ethical decision-making and moral action which are the anticipated outcomes of this course. By working together - using the course syllabus as a guide - we will achieve these outcomes.

(* See statement of Commitment to Professionalism" in UDM Teacher Education Handbook and Plagiarism Statement on back of this course syllabus.)

Recommended Reading:

Adler, Mortimer J. (1982) The paideia proposal. New York: Macmillian.

Adler, Mortimer J. (1984) The paideia program. New York: Macmillian.

Bloom, Allan. (1987) The closing of the american mind: How higher education has failed democracy and

impoverished the souls of today's students. New York.

Collins, Patricia Hill. (1991) Black feminist thought - Knowledge, consciousness and the politics of empowerment. New York: Routledge.

Delany, Sarah L. and A. Elizabeth Delany. (1993) Having our say. New York: Dell.

Dewey, John. (1938) Experience and education. New York: Macmillian.

DuBois, W.E.B. "The Talented Tenth" (1903) and "Of Mr. Booker T. Washington and Others" (1903) 1996) Negro social and political thought 1850-1920. New York. Basic Books.

Gilligan, Carol. (1993) In a different voice. Cambridge, Mass.: Harvard University Press.

hooks, bell and Cornell West. (1991) Breaking bread - Insurgent black intellectual life. Boston: South End Press.

Noddings, Nell. (1984) Caring - A feminine approach to ethics & moral education. Berkley: University of California Press.

Sowell, Thomas. (1994) Race and culture - A world view. New York: Basic Books.

Takaki, Ronald. (1993) A different mirror. Boston: Little Brown and Co.

Washington, Booker T. "The Mistakes and the Future of Negro Education" (1991) in Negro social and political thought. New York: Basic Books. (1966)

Welch, Sharon D. (1990) A feminist ethic of risk. Minneapolis: Fortress Press.

Whitehead, Alfred North. The aims of education. New York: Macmillian (Free Press Paperback. 1957, original 1929).

Woodson, Carter G. (1933) The mis-education of the negro. New York. AMS Press.

Supplementary Reading:

Hord, Fred Lee and Jonathan Scott Lee. (1995) I am because we are - Readings in black philosophy. Amherst: University of Massachusetts Press.

Friere, Paulo. (1996) Pedagogy of hope. New York: Continuum.

Noddings, Nel. (1995) Philosophy of education. Boulder, CO: Westview Press.

Electronic Technology Resources:

Music for reflective thinking and writing --- www.garylamb.com

Related curriculum organization websites --- National Council Social Studies (NCSS)
Character Education Partnerships (CEP)

NOTE: Knowledgeable Participation in class is critical to your successful demonstration of your learning during this course of study. Each and every class is important. The above outline is subject to change. Changes will be noted in class.

In order to be responsive to individuals as well as model social responsibility, students are asked to join with me in formulating and following acceptable standards for course participation. Such issues as absences, make-ups, extensions, written assignment requirement, etc. will be discussed at the first class meeting.

Let us enjoy responding to this invitation to dialogue, to vision and to create meaning which deepens our understanding of our commitment to teaching!

**University of Detroit Mercy
Plagiarism Statement**

Adopted December 10, 1993

"Among the most serious academic offenses is plagiarism, submitting the words or style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph, or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer's ideas and structure without documentation.

Students are advised to always set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty.

The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University."

(Note: Use format on www.beadsland.com/weapas for citing outside sources.)

Remember: Your course texts use direct quotes as well as references to other professionals'/colleagues' ideas. These examples illustrate the value of stepping outside your own experience to connect with your colleagues as you communicate the fruits of your own intellectual inquiry as a **SCHOLAR** and **MORAL AGENT**.

EDU 420
COURSE OUTLINE –

<u>DATE</u>	<u>CONTENT</u>	<u>REQUIRED PREP</u>
Week 1	Course Overview & Introduction	----
Week 2	Teacher as a Professional -Code of Ethics -Class Workshop (WKSP)	Knight ix-x; Ch 8 Henderson Forward, Preface Appendix A; K Ch 1 - 2; H Ch 1 Dec. of Indep. & Const. Forward
Week 3	Teacher as Inquiring Educator Inquiry thru Dialogue (WKSP)	Journal Reflections H Ch 1 & 3; Appendix A K Ch 3 - 7
Week 4	Teacher as Moral Agent Inquiry thru Dialogue (WKSP)	H Ch 2 and 6 Colored Pens Dec. of Indep. & Consitution
Week 5	? Questions of "meaning" ? -Critical Book Review Due -Quiz	Frankl
Week 6	Teacher as Scholar Inquiry thru Dialogue (WKSP)	H Ch 5 Greene Ch 1
Week 7	"What do I believe?" -Personal evaluation: Exam	Journal Reflections
Week 8	? Questions of "voice" ? -Critical Book Review Due -Quiz	Greene Ch. 2 & 3 K&H Related Chapters H Ch 3
Week 9	Philosophical starting points... ...Keys to understanding Inquiry thru Dialogue (WKSP)	Greene Ch 4& 5 H Ch. 6
Week 10	Teacher as decision-maker Inquiry thru Dialogue (WKSP)	K Ch. 4; H Ch. 1 - 6 Related Reading choice
Week 11	Teacher as decision-maker Inquiry thru Dialogue (WKSP)	H Ch 1-6; K Ch. 1 – 5 Related reading choice
Week 12	Putting it all together	
Week 13	PERSONAL PHILOSOPHY OF EDUCATION DUE	K Ch 7
Week 14	EXAM: incl. Individual Rdgs. and Text Rdgs.	H Ch 1 - 6; G Ch 1-5

The above is subject to change depending upon class interaction as this course develops throughout the term. All changes will be noted in class. It's the responsibility of the student to stay informed of course requirements.