

PHILOSOPHY OF EDUCATION  
Fall 2016  
M & W 12:30-1:45pm

Professor Jennifer M. Morton  
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Office Hours: M & W 11:00am-12:00pm

**COURSE DESCRIPTION:** This course will serve as an introduction to the fundamental philosophical questions surrounding the nature and aims of education. We will familiarize ourselves with classic texts in philosophy pertaining to education—Plato, Mill, and Rousseau—as well as contemporary work in education. We will discuss the nature of learning and teaching, the relationship between education and the values of equality and autonomy, the role of race and class in education, and the ongoing critical debate concerning higher education. Students will be expected to critically reflect on their own educational experiences.

**READING:** Readings will be available on Blackboard.

**COURSE REQUIREMENTS:**

7 Reading responses (1-2 pages)	30%
In-Class Exam	15%
Paper Preparatory Parts: Summary, Objection, Argument, and Draft	15%
Paper Final (5 pages)	30%
Participation & Attendance	10%

**GRADING POLICY:** TBA

**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 in the form of a **thoughtful** question or 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	
Warm-Up	GRADING			
	M	8/29	Review Grading Options	
	W	8/31	"Assessing Grading," Christopher Knapp	
	W	9/7	"The Dangerous Myth of Grade Inflation," Alfie Kohn	RR* #1
	M	9/12	Grading Debate and Vote	
Reading	WHY ARE YOU HERE?			
	W	9/14	"Inaugural address delivered to the University of St. Andrews, Feb. 1st 1867," John Stuart Mill	RR #2
	M	9/19	Selections from <u>Democratic Education</u> , Amy Gutmann	
	W	9/21	Selections from <u>The Republic</u> , Plato	RR #3
	M	9/26	David Foster Wallace, "Kenyon Commencement Speech"	
	W	9/28	"Unequal Classrooms: Higher Education and Online Learning," Jennifer Morton	Paper Critical Summary
Critical Analysis	RACE AND HIGHER EDUCATION			
	W	10/5	"Atlantic Exposition Address," Booker T. Washington and "Of Mr. Booker T. Washington and Others," by W.E. DuBois	
	Th	10/6	"Fair Opportunity in Education: A Democratic Perspective," Elizabeth Anderson	RR #4
	M	10/17	"Separate and Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Privilege," Georgetown Public Policy Institute	
	W	10/19	"Affirmative Action, Diversity, and Racial Justice: Reflections from a Diverse, Non-Elite University," Larry Blum	RR #5
Raising Objections	WHY EQUALITY?			
	M	10/24	"Carlos," Malcolm Gladwell (Revisionist History Podcast)	
	W	10/26	"Whom Must We Treat Equally for Educational Opportunity to be Equal?" Christopher Jencks	Paper Objection
	M	10/31	"The Problem We All Live With," Nikole Hannah-Jones (This American Life Podcast)	
	W	11/2	"Invisible Inequality: Social Class and Childrearing in Black Families and White Families," Annette Lareau	RR #6
	M	11/7	"Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality," Anthony Jack	
	W	11/9	EXAM: "Promotion or Retention," Meira Levinson	
Crafting an Argument	PARENTAL RIGHTS & EQUALITY			
	M	11/14	"Legitimate Parental Partiality," Harry Brighouse and Adam Swift	
	W	11/16	"Choosing a School for My Daughter in a Segregated City," Nikole Hannah-Jones	RR #7
	M	11/21	"Is Pandering Ethical?" Meira Levinson	
	PARENTAL RIGHTS & FREEDOM			
	W	11/23	Selections from <u>Emile</u> , Jean-Jacques Rousseau	Paper Argument
	M	11/28	"The Child's Right to an Open Future," Joel Feinberg	
	W	11/30	"Two Concepts of Liberalism," William Galston	RR #8
	M	12/5	"Mistresses of their Own Destiny: Group Rights, Gender, and Realistic Rights of Exit," Susan Okin	
CONCLUDING				
W	12/7	Paper Writing Workshop	Paper Draft Due	
M	12/12	TBA	Paper Final Due	
No Final Exam				

\*RR: Reading Response