

Philosophy & Education (ELC 696)

Fall Term 2006

Tuesdays @ 7:00- 9:30 3208 HHRA Bldg, UNCG

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This course is intended for advanced masters level and doctoral students in Educational Leadership and Cultural Foundations Programs. This course will investigate the nature of education and leadership from a philosophic perspective. Indeed, we will begin the course by discussing, in detail, the 2, 400 year old philosophic and educational classic Plato's Republic. Next, we will discuss Immanuel Kant's 1803 modernist conception of education. This will set the stage for our investigation of contemporary philosophers who continue to draw on Plato's (and Kant's) insights, even as they critique them. To this end we will read Hubert Dreyfus, On the Internet and discuss education in the age of distance learning, a selected essay by Richard Rorty on education in a democracy, and Deborah Britzman's psychoanalytic study on learning and not learning. We end by bringing together these important works by addressing persistent questions about education and its significance for living.

Required Texts:

D. Britzman, Novel Education.

Hubert Dreyfus, On the Internet.

G.M.A. Grube & C.D.C. Reeves (tr.), Plato Republic. (You are required to use this translation).

I. Kant, Education.

R. Rorty, Selected articles on e-reserve.

Course Requirements:

1. You are to write 12, short essay reviews. Each essay is to be a full two 2 pages. The essay is to be typed doubled-spaced and handed in on the due date. Only hard copies will be accepted. The essay will be graded on an acceptable/unacceptable basis only.
2. An Acceptable Essay will: 1) be clearly written (edit your work, unclear essays will be returned); 2) provide at least 2 page **explanation** of an important theme or idea found in the day's reading. Show that you've read the assignment, use quotes

when appropriate to **explain** your point and stay close to the text- e.g., what is Plato or Dreyfus trying to say and why. In sum, the intent here is that you demonstrate that you've read and thought about the text in a critical manner by explaining a single theme or point from the text.

An Unacceptable Essay will: 1) be poorly written; 2) does not demonstrate that the text was either read and/or critically explained; 3) is late, without excuse (if you are unable to attend and hand in the essay on time you will need to document the reason why). For all unacceptable essays you will have one week to rewrite and resubmit the essay for full credit.

3. You are to write a final paper that brings together your thinking on the philosophic foundations of education and leadership. This paper is due the last day of class and is between 5-6 pages typed. (Maximum length is 6 pages).

Grading of the course:

Final paper: 28%  
Summary/ reflections: 72%

Summary/Reflections:

12 Acceptable essays: A.  
10-11 Acceptable essays: A-.  
8-9 Acceptable essays: B.  
7 Acceptable essays: C.  
Less than 7 Acceptable essays: F

Tentative Schedule:

August 15: Course Introduction.

8/22: Education & Justice. Plato Books I & II. Essay #1 on BK # II ONLY.

8/29: Essay # 2 due. Plato Bk. IV.

September 5: Essay # 3 due. Book V.

9/12: Essay # 4 due. Book VI.

9/19: Essay# 5 due. Book VII.

9/26: Essay # 6 due. Book VIII.

October 3: Essay # 7 due. Kant TBA.

10/10: No Class. Fall Break.

10/17: Essay # 8 due. Kant TBA.

10/24: Essay # 9 due. Dreyfus pg.1-49.

10/31: Essay # 10 due. Dreyfus pgs. 50-107.

November 7: Essay # 11 due. Britzman TBA.

11/14: Essay # 12 due. Britzman TBA.

11/21: Reading Day. No meeting. Read Rorty on e-reserve, ch. 7-“Education as Socialization.”

November 28: Last day of class. Final paper due.