



**EDCI 632.41B and 632.1SW**

**Pedagogy and Philosophy of Education**

COURSE SYLLABUS: Fall 2024

**INSTRUCTOR INFORMATION**

Instructor: **Julia Persky**

Office Hours: **By Appointment**

Office Phone: **903-886-5537**

University Email Address: [julia.persky@tamuc.edu](mailto:julia.persky@tamuc.edu)

Preferred Form of Communication: **email**

Communication Response Time: **24 hours, M-F**

**COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

**Textbook(s) Required:**

1) Gutek, G. (2013). *Philosophical, Ideological, and Theoretical Perspectives on Education*, 2nd Edition. Pearson. ISBN: 978-0132852388

2) Noddings, N. (2015). *Philosophy of Education*, 4th Edition. Westview. ISBN: 978-0813349725

3) Kitcher, P. (2012). *Preludes to Pragmatism: Toward a Reconstruction of Philosophy*. Oxford University Press. ISBN: 978-0199899555

4) Dewey, J. (2005). *Art as Experience*. TarcherPerigee. ISBN: 978-0399531972

**Optional Texts and/or Materials:**

Goarder, J. (1991). *Sophie's World*. Berkeley Books.

*The syllabus/schedule are subject to change.*

Menard, L. (2001). *The Metaphysical Club: A Story of Ideas in America*. Farrar, Straus, and Giroux.

Slattery, P. (2006). *Curriculum Development in the Postmodern Era*, 3<sup>rd</sup> Edition. Routledge.

Stevenson, L. & Haberman, D.L. (2004). *Ten Theories of Human Nature*. Oxford University Press.

Spring, J. (2006). *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Socrates to Human Rights*, 2<sup>nd</sup> Edition. Erlbaum.

## **Course Description**

This course shall examine traditional and contemporary philosophies associated with the pedagogy of education. Best research-based practices shall be emphasized as well as how these pedagogical practices are grounded in theories and philosophies for classroom and school settings. Specific and explicit theoretical and philosophical applications will be made to the growth and development of the learner. Progressive approaches to curriculum and instruction will be explored.

This course will engage students in critical conversations over the definition of philosophy of education and explore selected classical and contemporary theories of education that challenge established educational practices which impact schooling as it is practiced today. During the semester, students will read and analyze a variety of texts, view films, and engage in activities and discussions dealing with various philosophical topics regarding educational perspectives, policies, practices, culture, and society. Students will examine their own implicit perspectives about education, engage in reflexive conversation, raise questions, pose arguments, and study current issues about philosophical principles of justice, equality, ethics, aesthetics, and democracy as related to philosophy of education, the aims and purpose of education, and the educational process. Prerequisites: Doctoral level standing or consent of the instructor.

## **Student Learning Outcomes**

1. Define philosophy and its related terms, such as: epistemology, metaphysics, and axiology.
2. Discuss the contributions of prominent philosophers and characteristics of respective philosophies in relation to teaching methods, curricular strategies, and the aims of education.
3. Understand and discuss the relationship between theory, education politics, policies, standards, educational practice, philosophy of education, and the role of education in a democratic society.
4. Understand, articulate, and apply tenets of classical and contemporary philosophies of education to think critically about power relations and controversial topics in schooling and society.

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5. Analyze, interpret, evaluate, and describe the historical context of various theories and philosophies, and contemplate how ideas influence culture, expression, beliefs, perceptions of reality, and the development and adherence to social norms.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system (D2L Brightspace), using Microsoft Office software, using presentation and graphics programs, using chat programs such as Adobe Connect and Zoom, and using VoiceThread.

### **Instructional Methods**

This is a hybrid course with classes meeting in-person and in D2L on alternating weeks throughout the semester. It includes research papers and presentations, inquiry-based discussions, arts-based response projects, and individual assignments.

### **Student Responsibilities or Tips for Success in the Course**

Success in the course is largely based on keeping up with reading, active participation in discussions in class and online, doctoral level work on assignments and staying up to date on course related information which requires regularly logging into the course website, checking University MyLeo Email daily.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

### **Assessments**

Please note that ONE letter grade will be deducted for each day assignments are submitted late. Another letter grade will be deducted for each day the assignment is late thereafter. For example, if your assignment is submitted at 12:00 a.m., instead of 11:59 p.m. on the date the assignment is due, the highest grade you can earn is a "B". If it is turned in two days late, the highest grade you can earn is a "C" and so on. Discussions that are posted late will not be evaluated and the student will receive a "zero" for that discussion.

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## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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## **Interaction with Instructor Statement**

Outside of class, my primary form of communication with the class will be through MyLeo Email and course announcements in D2L. Any changes to the syllabus or other important information will be disseminated to students in this way, via your official University Email address and in D2L course announcements. It is your responsibility to check your University Email and course announcements regularly.

Students who email me outside of regular office hours can expect a reply within 24 hours M-F. Students who email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a

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concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



## **Department or Accrediting Agency Required Content**

### **COURSE OUTLINE / CALENDAR**

Below is a brief overview of the course calendar and assignments. A complete course calendar and thorough description of all assignments is posted in D2L.

- 1) **Philosophy/Theory Statement:** Students will be assigned an educational philosophy or theory. Students will prepare a 3–4-page summary (APA Style), analysis, and commentary on this theory and submit in D2L by 11:59 PM,

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September 4. Read and comment on all papers during the week of 9/4-9/10 and enter a dialogue with classmates.

- 2) **Assigned Philosopher (part 1):** Each student will be assigned one philosopher to research (see list at the end of this syllabus). Students will be prepared to introduce their philosopher on 9/19.
- 3) **Assigned Philosopher (part 2):** Students will “perform” their assigned philosopher in class on 11/20.
- 4) **Arts-Based Response Project 1:** students will prepare an arts-based response to assigned readings, films, and discussions and present in class on 10/2.
- 5) **Policy Analysis:** students will select and analyze one each of local, state, and federal education policies using pragmatism, assigned philosopher, and assigned theory/philosophy. 10/9
- 6) **Field Trip/Arts Based Response Project 2:** Students will visit an art museum, a cultural heritage museum (i.e., Dallas Holocaust Museum), or attend a performance (ballet, symphony, Dallas Black Dance Theater, Ballet Folklorico), and create an arts-based response and 2–3-page explanation/reflection for presentation in class 10/30.
- 7) **Discussions:** Students will actively participate in meaningful discussion during each class session and in D2L discussion forums.
- 8) **Attendance:** weekly attendance and participation is expected and is factored into your grade.

### **Philosophers:**

Xenophanes

Thales

Parmenides

Empedocles

Anaxagoras

Democritus (\*)

Socrates (\*)

=Plato (\*) (E)

=Aristotle (\*) (E)

Heraclitus

Pythagoras

=Confucius

Lau-Tzu

Origen

Augustine

Thomas Aquinas

Niccolo Machiavelli

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Erasmus

John Locke (E)

=Jean-Jacques Rousseau (\*) (E)

=William James (\*) (E)

George Counts (\*) (E)

=Cornel West (L) (\*) (E)

=Paulo Freire (\*) (E)

D. T. Suzuki

Jane Roland Martin (L) (E)

Richard Rorty (L) (\*) (E)

=Soren Kierkegaard

=Alfred North Whitehead (\*) (E)

Bertrand Russell

=Simone de Beauvoir (E)

=Jean-Paul Sartre (\*) (E)

Thomas Kuhn (L) (\*) (E)

Pierre Teilhard de Chardin

Swami Vivekananda

Hanah Arendt (\*) (E)

Henri Bergson

=Michel Foucault (\*) (E)

Rene Descartes (\*)

=Jacques Derrida (\*) (E)

John Dewey (\*) (E)

Jean Piaget (\*) (E)

Michel Serres (L) (\*)

Ferdinand de Saussure (\*)

=Jurgen Habermas (\*) (E)

Frederich D. E. Schleirmacher

Willham Dilthey

=Georg Wilhelm Friedrich Hegel (\*) (E)

Edmund Husserl (\*) (E)

Simone Weil

=Immanuel Kant (\*)

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Emmanuel Levinas (L) (\*) (E)  
John Stuart Mill (\*)  
Jeremy Bentham  
=Karl Marx (\*) (E)  
Friedrich Engels  
Louis Althusser  
Maria Montessori (\*)  
=Charles Sanders Peirce  
Johann Heinrich Pestalozzi (\*) (E)  
Lev Vygotsky (\*) (E)  
Baruch Spinoza  
=Ludwig Wittgenstein (\*) (E)  
Charles Hartshorne  
Mary Daly (L)  
Maurice Merleau-Ponty (\*) (E)  
Hebert Marcuse (\*)  
David Hume  
Charles Darwin  
Sigmund Freud  
W. E. B. Du Bois  
Hans Kung (L)  
Hans-Georg Gadamer (\*) (E)  
=Martin Heidegger (\*) (E)  
=Friedrich Nietzsche (\*) (E)  
=Jacques Lacan (\*) (E)  
Sigmund Freud (\*) (E)  
Carl Jung (\*) (E)  
George Berkeley  
Martin Buber  
Dietrich Bonhoeffer  
Maxine Greene (\*) (E)  
Paul Tillich  
Jurgen Moltmann  
Leonardo Boff (L)

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Rosemary Radford Ruether (L)  
Juan Luis Segundo (L)  
Ernest Bloch  
Karl Jaspers  
Claud Levi-Strauss (E)  
Roland Barthes  
Friedrich Froebel  
Carol Gilligan (L) (\*) (E)  
Ticht Nat Hahn (L)  
Gustavo Guitierrez (L)  
Abraham Joshua Heshel (L)  
=Julia Kristeva (L) (E)  
Jean-Francois Lyotard (\*) (E)  
=Jean Baudrillard (L) (\*) (E)  
=Zygmunt Bauman (L)  
Suzanne Langer (L)  
Charles Taylor (L) (\*)  
Hildegard of Bingham  
Wilhelm von Humboldt  
Rudolf Bultman  
Karl-Otto Apel  
Homi Bahbah (L) (\*) (E)  
=Mikhail Mikhailovich Bakhtin (E) (\*)  
Leila Gandhi  
Henry Louis Gates, Jr. (L)  
Antonio Gramsci (\*)  
Giles Deleuze (L) (\*) (E)  
Felix Guttari (L) (E)  
Francis Bacon  
Albert Camus  
Auguste Comte  
Karl Popper  
Judith Butler (L) (\*) (E)  
Voltaire

*The syllabus/schedule are subject to change.*

Denis Diderot  
Johann Gottlieb Fichte  
Friedrich Schelling  
Edmund Burke  
Arthur Schopenhauer

**KEY**

= Assigned philosopher for research projects

(L) Still living, I believe

(E) Often cited in educational literature

(\*) Very influential in contemporary educational research