H205 – Introduction to Educational Thought  
(This course was formerly F205 – The Study of Education & the Practice of Teaching) 
COURSE SYLLABUS 
Spring 2012 

INSTRUCTOR INFORMATION 
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COURSE INFORMATION 
Section: 12159  
Time: 9:30 – 10:45am Mondays and Wednesdays  
Room: EDUC 1255  
Office Hours: Tuesdays 2 –3:30pm and by appointment 

I. REQUIRED TEXTS 
Packet of Readings, available on Oncourse under “Resources.”. 

II. COURSE OBJECTIVES 
This course is designed for students—those aspiring to be educators as well as those interested in education as a field of study in and of itself—who wish to explore the nature and purposes of education from a thoughtful, critical, and, ultimately, philosophical perspective. The main goal of the course is to help you develop your abilities to think, write, and speak critically, reflectively, and philosophically on issues and problems related to education, teaching, and learning. We will consider such questions as: What is the purpose of education? What does it mean to be an educated person? What is the good life and how does education contribute to it? What is human nature? How do we come to know things? What constitutes learning? Who is responsible for children’s education? Does the responsibility rest with parents, the government, or society? Should all children be educated equally? What does it mean to be a (good) teacher? What is the role of the school in a democracy? 

In addition, this course has Cosmopolitan Education as its overarching theme. We are going to investigate what it means to become a cosmopolitan citizen in today’s globally interconnected world and what such an education might encompass. At the end of this course, students are expected to formulate clear ideas and suggestions regarding their own conception of a cosmopolitan self, what membership in a global society of an ethical and responsible cosmopolitan citizen might entail, and how education can accommodate the changes that this globally and technologically connected world demands. 

Students will be encouraged to evaluate critically various points of view, share interpretations and reactions, and apply, jointly and individually, ideas encountered in class to related interests and subjects. We will constantly seek to connect broad theoretical issues with current debates in and about education, and with our own particular interests. However, the connections might not always be obvious or clear. Where they are not, students should raise this problem so that it becomes a subject of our discussion. We will explore some current educational issues but always with an eye toward the underlying political, social, cultural and moral issues they often reflect. 

This course is meant to represent a range of ideas—and the development and rejection of those ideas over time—that have had the strongest and most lasting impact on educational thought and practice. From such ideas (and the women and men behind them), we can start to develop and refine our own ideas on education, teaching, and learning and we can start to address the questions listed above in addition to many others. 

In terms of expectations, students may not come away with a full-fledged, concrete “philosophy of education” by the end of the semester. Such a creation takes years and years—if not a life time. But what they can expect is to begin developing such a philosophy of education—one that will shape and inform their practice and help them
become reflective, critically-minded, theoretically sophisticated educators who are open to new ways of thinking and doing.

This course meets the requirements of the General Education Curriculum for Social & Historical Studies at Indiana University as well as that of an Honors Course for the Hutton College. It addresses all six of the guiding principles of the School of Education’s Teacher Education Programs highlighted by the bold-face concepts to follow.

One of the main foci of H205 is the importance of constant reflection on educational questions. Students are encouraged to develop and refine their views on various educational issues. They contribute to their professional growth by critically examining the ideas of great educational thinkers. By engaging in this type of educational inquiry, students develop judgment regarding which ideas should be integrated into their budding conceptions of education. Students in H205 compare ideal learning environments presented by educational thinkers, and they discuss the merits and shortcomings of each. The knowledge principle is addressed in two ways. First, students in H205 examine various theories of learning, and they will become more effective instructors having considered the different ways in which students know and acquire information. Second, in the process of creating required class presentations of their inquiry projects, students develop learning objectives and find ways to meet them and engage all classroom learners. As they attempt to reach all their classmates, they encounter the challenge of personalized teaching. Subsequent debriefing with the instructor turns the successes and failures of the presentation into an additional lesson on reflective pedagogy. Finally, students reflect on the idea of a learning community. They examine the idea of community both within the classroom and in broader school settings.

This course is required for a number of undergraduate programs in the School of Education. It should be of interest, though, to anyone concerned with important ideas and issues in education, as well as the role of education as a central societal institution.

III. PEDAGOGICAL ORIENTATION

Readings
Class sessions will rely heavily on discussion related to assigned readings. We will first explore authorial intent of the reading and attempt to draw out her or his position. Secondly, we will attempt to settle questions that need clarification. Finally, we will critically respond to the issues, making connections with other course readings and the interests of the class. It is imperative that you not simply read, but study the assigned course materials so we may all benefit from each other’s perspectives.

The assigned readings for each week are described in the class schedule below. Readings are taken from the required texts and materials on Oncourse. Additional readings may be assigned by the instructor.

At first glance, some of the assigned readings may seem unnecessarily difficult, odd, or perhaps irrelevant. It is important that we refrain from dismissing ideas of authors because they express views different from our own or because they use unfamiliar language. This course will be most successful when we consider with an open, yet critical mind, even the most controversial or strange views and ideas encountered in the readings. Please read my separate handout in which I explain what I mean by critical reading?

In most of our meetings, I will provide some orientation toward and explanation of the assigned readings for that week. However, I CANNOT COVER ALL THE ISSUES that may arise in any individual reading. In each meeting, specific issues or arguments from that week's reading will be selected for closer analysis and other relevant material may be introduced for which the reading serves as background. Therefore, it is of utmost importance that students read the weekly assignments COMPLETELY and THOROUGHLY in advance of class meetings. YOU, therefore, ARE RESPONSIBLE FOR THE ENTIRE READING—whether explicitly discussed in class or not. Issues from the readings—who discussed in class or not—may appear on short quizzes and in the midterm and final exam.

Students are also strongly encouraged to peruse---on a regular basis---the professional literature to be found in the Education Library and on the world-wide web. Journals such as the Phi Delta Kappan, Educational Leadership, Teachers College Records, Harvard Education Review and The American Journal of Education contain articles that
provide an overview of important educational issues. They often have extensive bibliographies that will help in your research in this class.

**Writing**
The activities of this class are geared to serve a variety of learning styles. However, a major expression of a student's learning is the written assignment; it forms the primary basis for judging a student's performance. There will be a number of different writing assignments in and out of class that will meet the requirements of intensive writing as intended in the shared goals of the General Education Curriculum. A student should take care to write clearly, thoughtfully, and correctly. Points will be taken off written assignments for grammatical and stylistic errors. Please read my separate handout for more detailed discussion of what I mean by critical writing and what my expectations and criteria are for writing papers.

**Academic dishonesty** in any form is unacceptable and will result in a grade of “D” or “F” for the course. Furthermore, the offense will be reported to the university and could result in more serious consequences. Academic dishonesty includes plagiarism, cheating on any assignment or otherwise seeking to earn credit for the work of others. Plagiarism is perhaps the most serious and common form of academic dishonesty. Suspected cases of academic misconduct (e.g. suspected plagiarism or unauthorized collaboration) will be treated in accord with university guidelines. The work you submit as an individual assignment must be entirely your own. (See Policy on Student Ethics in the Schedule of Classes.)

In order to prevent plagiarism, I will request that certain assignments be turned in electronically to have them checked on turnitin. Please note further instructions on how to turn in writing assignments via turnitin on Oncourse. I will give instructions on which assignments need to be posted on Oncourse and which should be handed in as a hard copy to the instructor.

**Also please assess your knowledge of what amounts to plagiarism by doing a test on** [www.indiana.edu/~istd](http://www.indiana.edu/~istd), **print out the result and attach it to your first written assignment due on January 18.**

**Professionalism and Civility in the Classroom**
We need to be involved in the process of coming to regard each other as professional colleagues, each with an important voice, even if that voice is drastically different from our own. We must develop a sense of community. Therefore, disrespectful, intimidating, ridiculing or confrontational attitudes and actions have no place. The aforementioned sense of community requires the ability to behave and interact in a civil manner (see below), to learn to trust one another and therefore feel free to contribute to conversations with intellectual honesty. However, contributions to class discussion should have a point and focus. Talking for the sake of talking will not be evaluated as class participation.

There are certain basic standards of classroom civility that should be adhered to. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:
1. Displaying respect for all members of the classroom community, for your instructor and fellow students. This includes coming to class on time.
2. Attentiveness to and participation in lectures, group activities, workshops, and other classroom exercises.
3. Avoidance of unnecessary disruptions during class such as private conversations, reading newspapers, ringing cell phones, texting, and doing work for other classes. **Please make sure you turn off your cell phone before class.**
4. Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

These features of classroom civility do not comprise an exhaustive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned. Those students who do not behave in a civil fashion will be asked to leave class.

**Attendance**
**Needless to say, regular attendance in all classes is required.** It will not be possible to "make up" missed in-class discussions, writing assignments, etc. in cases of unexcused absences. Only those absences count as legitimate that have been discussed with the instructor ahead of time.
IV. ASSIGNMENTS
In order to be consistent with course objectives, assignments will be an opportunity for students to demonstrate engagement with the ideas and issues encountered in the readings. Assignments will also provide students a means by which to begin to shape their philosophical and intellectual identity related to education. Grades will be a reflection not only of quality of work but, additionally, student growth over the course of the semester in the following areas:

**Attendance, class participation and other in-class and extra credit assignments – 25 % of course grade.**
Students will be evaluated on their participation in class. This evaluation will be based on active and thoughtful involvement in discussion oriented toward understanding of the assigned readings and exploring the ideas and implications therein. Quality of contributions are valued higher than quantity. The criteria for participation are level of engagement with assigned topics/readings, diversity of opinions expressed, quality of interaction between perspectives, emphasis on critical inquiry, and effort to understand education in all its facets.

Small group discussion, short presentations and regular in-class writing assignments, quizzes, homework, and other activities will also be assigned during the semester and will be counted toward the attendance and participation grade.

**Two short essays – 10% of course grade each, between 3 and 4 pages in length.**
The first assignment asks students to select an educational pioneer and investigate that person’s educational views and impact on education. Students can select a pioneer from a list, or determine one themselves with approval from the instructor. This person must be a well-known figure who has published his or her educational ideas nationally or internationally. I will provide instructions on what I conceive an analysis paper to be as well as a list of questions to guide this analysis. **This paper is due in class on Monday, January 30.**

The second essay will be a reflection paper on what it means to be an educated cosmopolitan person. **This second paper is due on Monday, February 13.**

Honors College Students will have to complete an additional analysis project. They will study, write on and present the book by Martha Nussbaum, *Not for Profit*. In addition to providing a short written analysis paper on one of the topics in Nussbaum’s book, they will make a presentation in class where they will debate and evaluate critically the contemporary topics that this book addresses. Students will be asked to research and include additional material to substantiate their claims and to potentially challenge Nussbaum’s position. **The paper and presentation will be due on April 18.**

**Midterm examination – 15% of course grade**
This in-class exam will consist of a number of short questions and short essays related to the materials covered in class up to that point. **Date: Monday, March 5.**

**Inquiry project – 25% of course grade.** This is both an individual and a group assignment. Groups of three to five students will identify and explore a topic clearly related to this course and then locate appropriate sources in the academic literature for their research. You will work together as a group on the presentation of your topic held during the last few weeks of the semester. However, the research that goes into your paper will derive from the work you do as background for your group presentation. Although based on your group project, the creation of your paper must be ENTIRELY YOUR OWN WORK!

The inquiry project consists of

1) a research **proposal** from each student of about 100 words in length together with an annotated bibliography, citing at least three sources which are not part of the course readings, **due on April 2.** Should the student not submit a research proposal on time, she or he will not be able to receive a grade of B+ or better for the research paper.

2) a research **paper** of 6-8 pages in length, counting for 15% of course grade. **This paper is due in class on Monday, April 16.**

3) a thirty minute group **presentation** of the inquiry project.
The group presentation will count for 10% of the grade. Ordinarily, all group members will receive the same grade for the group presentation. However, I reserve the right to assign different grades to individuals within a group should their work, as judged by me, be substantially poorer (by a full letter grade) than that of the rest of the group.

**Final exam** – 15% of course grade. Students will be given a final exam consisting of questions covering themes explored throughout the semester. Responses should demonstrate understanding of major ideas in the assigned readings and critical responses to the perspectives of various authors, including an evaluative statement from the student’s point of view. **This exam will be held on Monday, April 30 from 5 – 7 pm.**

**In summary,** the final course grade will be the result of:
- Attendance, participation, additional and several short writing assignments – 25%
- Two short analysis papers @ 10% each = 20%
- Midterm 15%
- Inquiry project
  - individual proposal
  - Individual research paper 15%
  - Group presentation 10%
- Final exam 15%

**V. EVALUATION**
Grades are a reflection of all the graded course components and are assigned based on the following scale. I will, in rare instances, assign an A+ to a student, whose work has been well beyond exemplary as noted by an extremely high average and other outstanding characteristics such as taking on extra readings, engaging in leadership, and so forth.

<table>
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<tr>
<th>Grade</th>
<th>Minimum %</th>
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<tr>
<td>A</td>
<td>94.5 and above</td>
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<tr>
<td>A-</td>
<td>89.5</td>
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<tr>
<td>B+</td>
<td>86.5</td>
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<tr>
<td>B</td>
<td>82.5</td>
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<tr>
<td>B-</td>
<td>79.5</td>
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<tr>
<td>C+</td>
<td>76.5</td>
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<tr>
<td>C</td>
<td>72.5</td>
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<tr>
<td>C-</td>
<td>69.5</td>
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<tr>
<td>D+</td>
<td>66.5</td>
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<tr>
<td>D</td>
<td>62.5</td>
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<tr>
<td>D-</td>
<td>59.5</td>
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<tr>
<td>F</td>
<td>59.4 and below</td>
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I will be guided by the following **School of Education Grading Policy** in evaluating your work:

**A range:** Extraordinarily high achievement; shows unusually complete knowledge of the appropriate ideas and issues; incorporates extensive and insightful analyses and interpretations; includes high quality writing combined with thoughtfulness and creativity.

**B range:** Very good understanding of major issues and ideas, overall above average analysis and writing.

**C+, C range:** Acceptable understanding of issues, with areas that are somewhat underdeveloped or with particular ideas missing.

**C-, D range:** Does not meet a basic level of satisfactory understanding; does not meet minimal requirements of the School of Education.

**F:** Completely unacceptable quality.

**VI. IMPORTANT NOTES**

1) I reserve the right to administer quizzes throughout the term without prior notification. There may also be additional handouts and other assignments as part of the requirements.
2) The course syllabus provides a general plan for the course; deviations may be necessary.
3) No makeup quizzes or written assignments will be permitted. Ordinarily, no late assignments of any kind will be accepted and no late or makeup examinations will be administered. Makeup examinations and late submissions will be considered only in the case of special documented situations serious enough to prevent a student from completing the work on time and outside the student’s control (e.g., documented medical emergency).
4) The School of Education has adopted a policy that states that any student who earns a grade of a “C-“ or below in a required School of Education course must retake that course and earn a grade of a “C” or above before continuing in the program for which the course is required.
# VII. TENTATIVE CLASS SCHEDULE and ASSIGNMENTS

**J & R refers to our main textbook by Johnson & Reed. X refers to copies of articles or book chapters posted on Oncourse under “Resources.”**

Please note that readings are always listed **ahead** of the class meetings for which they are due.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Activities</th>
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| 1/9   | **Introduction & Overview**  
What is education? Why do we educate? |

**Readings for next class meeting:**
X1: Oakeshott, “The Idea of a University”
X2: Martin, “Rereading the Pygmalion Myth”

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| 1/11  | **What is special about a university education?**  
**What is an educational metamorphosis?** |

**Readings:**
Rodriguez, *Hunger of Memory*

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<th>Topics and Activities</th>
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<tr>
<td>1/16</td>
<td><strong>Martin Luther King Day (no class)</strong></td>
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**Readings:**
X3: Hook, “The Content of a Liberal Education”

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<th>Topics and Activities</th>
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| 1/18  | **The education of an immigrant child**  
1st writing assignment due |

**Readings:**
X4: Hansen, “Becoming a Teacher in and of the World”
X5: Nussbaum, “Patriotism and Cosmopolitanism”

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<th>Date</th>
<th>Topics and Activities</th>
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<tr>
<td>1/23</td>
<td><strong>Cosmopolitan Education</strong></td>
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**Readings:**
J & R, Introduction

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<th>Date</th>
<th>Topics and Activities</th>
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<td>1/25</td>
<td><strong>Introduction to the historical and philosophical traditions in education</strong></td>
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**Readings:**
Plato, *Meno*  
Available also at [http://classics.mit.edu/Plato/meno.html](http://classics.mit.edu/Plato/meno.html)

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<th>Date</th>
<th>Topics and Activities</th>
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| 1/30  | **Plato on teaching and the good life**  
1st Essay due |

**Readings:**
Plato, ch. 1, in J & R  

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<th>Date</th>
<th>Topics and Activities</th>
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<tr>
<td>2/1</td>
<td><strong>Plato on education in the Ideal State</strong></td>
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**Readings:**
Aristotle, ch. 2, in J & R

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<th>Topics and Activities</th>
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<tr>
<td>2/6</td>
<td><strong>Human nature and human potential</strong></td>
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**Readings:**
X8: Foucault, “The Cultivation of the Self”

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<th>Topics and Activities</th>
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<tr>
<td>2/8</td>
<td><strong>Caring for Oneself</strong></td>
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<th>Date</th>
<th>Topics and Activities</th>
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<tr>
<td>2/13</td>
<td><strong>Education as Self-Cultivation</strong></td>
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**2nd Essay due**
Readings: Locke, ch. 5, in J & R
X9: Kant, “An Answer to the Question: What is Enlightenment?”

2/15 Locke’s thoughts concerning education
What is Enlightenment?
Readings: Rousseau, ch. 4, in J & R
X10: more from Rousseau’s Emile

2/20 Rousseau’s naturalistic education
Readings: Macaulay, ch. 5 in J & R

2/22 Women’s Education
Readings: Jefferson, ch. 6 in J & R

2/27 Educational Ideas for the Early Republic
3/5 Midterm
Readings: Mann, Webster et al. ch. 7 in J & R

3/7 Film on History of American Education
3/12 – 3/16 Spring Break
Readings: Dewey, pp. 101 – 110 only in ch. 8 in J & R
Dewey, Experience and Education, ch. 1-4

3/19 Dewey’s Philosophy of Education
Readings: Dewey, Experience and Education, ch. 5-8

3/21 Progressive Education
Readings: Adler, ch. 9 in J & R
Washington, DuBois and King, ch. 10 in J & R

3/26 Progressive and Traditional Education
African American Educational Philosophies
Readings: Freire, ch. 13, in J & R
X11: hooks, “Engaged Pedagogy”

3/28 Critical pedagogy
Readings: X12: Greene, M. “The Passions of Pluralism”
X13: West, C. excerpt from “Prophetic Thought in Postmodern Times”

4/2 Multiculturalism and prophetic thought
Research Proposal Due
and Japanese Ministry of Education, “Moral Education”

4/4 Elementary education in Japan
Readings: Noddings, ch. 14 in J & R
X 15: Noddings, “Ethics and Moral Education”

4/11 Ethical theories and moral education
Readings: X16: Gutmann, “Democracy & Democratic Education”

4/16
Democratic education
Research Paper Due

Readings: Honors students read the book: Nussbaum, Not for Profit
Non-honors students read X17: Nussbaum, “Education and Democratic Citizenship: Capabilities and Quality Education.”

4/18
Democratic Citizenship
Honors presentation on Nussbaum’s book Not for Profit

4/23
Presentation of Inquiry Projects

4/25
Presentation of Inquiry Projects

4/30
Final Examination 5-7pm

List of Required Course Readings Posted on Oncourse (marked X in schedule)
