

# Philosophy of Education (EDUC 8673-001/33393/TBA)

**COURSE INSTRUCTOR:** Richard M. Jacobs, O.S.A., Ph.D.  
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## **COURSE DESCRIPTION:**

Philosophy of Education (EDUC 8673) examines the immediate and ultimate ends of education; the nature of the child and the philosophical basis of religious and moral training; intellectual and aesthetic culture; curriculum and methods. Diverse philosophical approaches to these issues, in their educational implications and applications, are examined critically.

## **COURSE RATIONALE:**

Philosophy of Education (EDUC 8673) provides experienced educators the opportunity to inquire into the philosophical basis of many of the educational issues that educators confront daily and, in the process, to learn to think more clearly about these issues. The *content* of this course is the controversial and debatable insights of those who have posited philosophical approaches for dealing with perplexing educational issues. In contrast, the *subject* of this course is the student—the experienced educator—who will reflect upon oneself as an educator, what one chooses to do as an educator, why one does what one does as an educator, and how one justifies all of these things. The fundamental premise of this course is that authentic educational reform begins with the subject—the educator—who functions as a “guardian of truth” and fosters in one’s students the conversion of mind and heart needed to seek truth, that is, to be and to act wisely in one’s life and profession.

## **COURSE OBJECTIVES:**

1. To explore divergent definitions of truth, philosophy, and education.
2. To explicate the ancient, modern, and postmodern philosophical systems.
3. To critique these philosophical systems as they evidence an educational philosophy, that is, the purpose(s) for which society educates youth, how each conceives of learning, what the curriculum is and does, the role and function of the teacher, and the role and function of the student.
4. To apply these philosophical systems to contemporary educational issues, especially how professional educators conceive of the purpose(s) for which society educates youth, how each conceives of learning, what the curriculum is and does, the role and function of the teacher, and the role and function of the student.
5. To formulate one’s provisional educational philosophy.

(Jacobs, Spring 2012)

### **REQUIRED COURSE TEXTS:**

- Aristotle. (1983). *The metaphysics*. In J. D. Kaplan (Ed.), *The pocket Aristotle* (W. D. Ross, Trans., pp. 105-156). New York: Simon and Schuster.  
[ISBN: 9780671463779]
- Dewey, J. (2006). *How we think*. New York: Standard Publications.  
[ISBN: 9781604244168]
- Lonergan, B. (1993). *Topics in education: The Cincinnati lectures of 1959 on the philosophy of education*. Toronto: University of Toronto Press.  
[ISBN: 9780802034410]
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press. [ISBN: 9780807746097]
- Plato. (2002). *Phaedo. The five dialogues* (G.M.A. Grube, Trans., pp. 93-155). Indianapolis, IN: Hackett Publishing Co. [ISBN: 978072206335]
- White, P. (1996). *Civic virtue and public schooling: Educating citizens for a democratic society*. New York: Teachers College Press.  
[ISBN: 9780807734993]

### **STUDENT REQUIREMENTS:**

In order to successfully complete this course, each student is required to fulfill the following requirements:

- a) to prepare for and to participate intelligently and actively in class; and,
- b) to complete the course portfolio.

It is the policy of Villanova University to make reasonable academic accommodations for qualified individuals with disabilities. If any student has a disability and wishes to request accommodations to complete the course requirements, please make an appointment with Fr. Jacobs as soon as possible to discuss the request. Since there are documentation requirements, students with disabilities should contact the Office of Learning Support Services (610-519-5636) or visit the Office in Geraghty Hall *prior to* scheduling a meeting with Fr. Jacobs.

(Jacobs, Spring 2012)

**CLASS MEETINGS:**

<u>Class:</u>	<u>Day:</u>	<u>Date:</u>	<u>Tentative Readings/Class Topics:</u>
1	Mon.	01/23	Introduction to Philosophy of Education
2	Mon.	01/30	Plato: <i>Phaedo</i> I (explication) Due: ☐Philosophy of Education Portfolio (Exercise #1)
3	Mon.	02/06	Plato: <i>Phaedo</i> II (application)
4	Mon.	02/13	Aristotle: <i>Metaphysics</i> I (explication) Due: ☐Philosophy of Education Portfolio ([if applicable] Revision: Exercise #1)
5	Mon.	02/20	Aristotle: <i>Metaphysics</i> II (application)
6	Mon.	02/27	Dewey: <i>How We Think</i> I (explication) Due: ☐Philosophy of Education Portfolio (Exercise #2)
	Mon.	03/05	<b>SPRING BREAK: No Class</b>
7	Mon.	03/12	Dewey: <i>How We Think</i> II (application)
8	Mon.	03/19	Loneragan: <i>Topics in Education</i> I (explication)
9	Mon.	03/26	Loneragan: <i>Topics in Education</i> II (application) Due: ☐Philosophy of Education Portfolio (Exercise #3)
10	Mon.	04/02	Noddings: <i>The Challenge to Care in Education</i> I (explication)
	Mon.	04/09	<b>EASTER BREAK: No Class</b>
11	Mon.	04/16	Noddings: <i>The Challenge to Care in Education</i> II (application)
12	Mon.	04/23	White: <i>Civic virtue and public schooling</i> I (explication) Due: ☐Philosophy of Education Portfolio (Exercise #4)
13	Mon.	04/30	White: <i>Civic virtue and public schooling</i> II (application)
14	Mon.	05/07	Course Summary Due: ☐Philosophy of Education Portfolio (Exercise #5) [CATS Evaluation]

**STUDENT EVALUATION:**

		<u>GRADE:</u>	<u>POINTS:</u>
(5)	Portfolio:	80%	"A" = 90% top 10%
(14)	Class Participation:	<u>20%</u>	"B" = 80% top 20%
	<b>FINAL GRADE:</b>	<b><u>100%</u></b>	"C" = 70% top 30%
			"N" = incomplete