The Teacher as Professional Educator
and
The Administrator as Professional Educator

Department of Middle and Secondary Education

Course No. EF 592/692

Title of Course: Philosophy of Education

Revised: Spring 2002

I. Catalog Description and Credit Hours of Course:

A study of the nature of philosophical inquiry in education. This course includes consideration of traditional and contemporary educational thought and the philosophical analysis of the problems of education. (3)

II. Prerequisite(s):

Graduate standing for EF 692; Admitted to Alternative Certification for EF 592.

III. Purposes or Objectives of the Course:

A. To develop an understanding of the nature of philosophical inquiry.

B. To foster knowledge of traditional and contemporary educational thought.

C. To develop skill in the philosophical analysis of educational problems.

D. To gain an understanding of the relationship between the society and education.

E. To inquire into the meaning of the idea of an education person.

IV. Expectations of Students:

A. Complete all reading and writing assignments

B. Participate in class discussions

C. Perform satisfactorily on the midterm and final examinations
D. Review four articles from the periodical literature, including one for each examination

E. Write a critical essay based on readings in philosophical literature

V. **Course Content or Outline:**

<table>
<thead>
<tr>
<th>Class Hours</th>
<th>A. Introduction: Philosophy and Education</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>B. Classical, Early Modern, and Modern Educational Thought</td>
<td></td>
</tr>
<tr>
<td>1. Plato</td>
<td>1. Analytic Philosophy</td>
<td></td>
</tr>
<tr>
<td>2. Aristotle</td>
<td>2. Continental Philosophy</td>
<td></td>
</tr>
<tr>
<td>3. Locke and Rousseau</td>
<td>3. Philosophy, Social Science, and Education</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>C. The Philosophical and Educational Thought of John Dewey</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>D. Contemporary Educational Thought</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>E. Philosophy and the Problems of Education</td>
<td></td>
</tr>
<tr>
<td>3. Philosophy, Social Science, and Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Philosophy and Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ethics and Moral Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Social and Political Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Feminism, Philosophy, and Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Additional Readings

1. Selections of recent articles from the literature of philosophy of education.

2. Periodical readings selected from Educational Theory, American Journal of Education, Teachers College Record, or Harvard Education Review.

VII. Basis for Student Evaluation:

A. Article reviews  15%

B. Examinations 60%

C. Critical essay 25%

BIBLIOGRAPHY


Peters, R. S. "Democratic Values and Educational Aims." Teachers College Record 80(February 1979): 463-82.


