

Point Loma Nazarene University

**PHILOSOPHY AND EDUCATION**

PHL 371

Fall 2018

MW 1:30-2:45

Cabrillo 101

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Office Hours: by appointment

**PLNU MISSION:**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**LEARNING OUTCOMES:**

1. Students will engage in the disciplined practice of asking questions about God, the world, and of themselves, including questions for which there may be no easy answers.
2. Students will consider interrelated movements or figures in the history of philosophy especially related to education, ethical development and pedagogy.
3. Students will evaluate the strengths and weaknesses of human reasoning or experience to provide an adequate account of significant issues that relate to our human condition, the world, ethics and Christian life.

**COURSE OBJECTIVES:**

1. To develop and widen an openness toward the pursuit of wisdom.
2. To nurture creative and reflective thinking by reading significant primary texts within the western philosophical tradition.
3. To encounter significant and influential figures in the western philosophical tradition in order to reflect upon the nature of that tradition itself.
4. To introduce several philosophical issues found in the western philosophical tradition as they address directly and indirectly education and philosophical formation.
5. To wrestle, and I mean wrestle, with these issues as they relate to our lives.

### **ACADEMIC ACCOMMODATIONS:**

Please see me in order to discuss any accommodations you may need. All students are expected to meet the minimum standards for this course as set forth by the instructor. Students with learning disabilities who may need accommodations should first discuss options and services with the Academic Support Center (ASC) during the first two weeks of the semester. Approved documentation must be provided by the student and placed on file in the ASC prior to the beginning of the semester. If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

### **INCLUSIVE LANGUAGE:**

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "people," "humanity," "humans," and "he or she" better acknowledge women as full persons.

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **TEXTBOOKS:**

Required:

1. Heidegger, Martin. *Discourse on Thinking*; ISBN # 0-06-131-459-5
2. Plato. *Republic*; ISBN # 87220-136-8
3. Cahn, Steven M., ed. *Philosophy of Education: The Essential Texts*; ISBN # 978-0-415-99440-8
4. Freire, Paulo. *Pedagogy of the Oppressed*; ISBN # 8264-1276-9
5. Reading Selections via Email, shared docs

Nice to Have:

1. *Philosophical Fragments* S. Kierkegaard ISBN 0-691-02036-1
2. *Discipline and Punish* M. Foucault ISBN 0-394-72767-3
3. *The University in Ruins* B. Readings ISBN 0-674-92953-5

### **PROCEDURE/REQUIREMENTS:**

1. We will be reading from some of the most significant **texts** in the history of western thought. It is vitally important that you become acquainted with the material in order that you get a feel for not simply what the writer says, but *how* she or he makes you think. I want you to be thoughtful and critical of what each of the thinkers writes, as well as of what I say in class. A significant portion of your grade will be based upon the amount of reading you do. You will be asked to give a report each day at the beginning of class on your reading progress (scale of 0-10). For example, an 8.5 means that you read carefully and thought about carefully 85% of the assigned reading for that day.

2. Regular and punctual **attendance** is required for the full benefit of this class. If you are late it is your responsibility to see me after class in order that your attendance may be recorded. Any three tardies will be recorded as one absence. Due to the size and nature of this class in particular, dialogue will be very important. Dialogue tends to spawn new ideas and creativity, so discussion will be important. Therefore, *each* student will be expected to enter into class discussion. The extent to which this occurs (as well as the quality), along with attendance will be considered in your final grade. Each class you miss will severely affect your participation grade. *You cannot pass the class* if you miss more than 6 class sessions. See [Academic Policies](#) in the Undergraduate Academic Catalog.

3. Throughout the term each of you will do an **in-class presentation**. If it is the first day discussing a figure, there should be a brief and general philosophical introduction to the figure covered during that session. They may include cultural analyses elucidating the time period surrounding a figure or figures, for example. The presentation should mainly be an outline of the text for the day. You should reference 7-9 significant portions of the text to be covered in class. You must provide a detailed printed list of quotations and a bibliography for each member of the class.

4. There will be 3 **Take-Home Exams** due throughout the semester. Each of the exams will cover the material just prior to the reception of the exam (including the material covered on the day of the reception of the exam). I will email you the prompts. You absolutely may not use outside sources for the exams. **Plagiarism will not be tolerated** and will result in either zero credit for the assignment and a full grade reduction for the class or (more likely) failure of the course all together (this is up to my discretion). Both will result in a letter to the Provost to be placed in your academic record.

5. There will be a **final paper** due December 3rd in class. It will be 8-9 pages, typed and double-spaced. You may utilize any manual of style. This paper will cover Paulo Freire in

whatever capacity you choose. I recommend that you begin reading *Pedagogy of the Oppressed* right away. You must turn in a thesis statement to me for approval prior to your paper. Plagiarism will not be tolerated and will result in either zero credit for the assignment and a full grade reduction for the class or (more likely) failure of the course all together (this is up to my discretion). Both will result in a letter to the Provost to be placed in your academic record.

6. The **grades** are based on all of these mentioned assignments. All outside assignments are due at the beginning of class. Plagiarism will not be tolerated and will result in either zero credit for the assignment and a full grade reduction for the class or (more likely) failure of the course all together (this is up to my discretion). Both will result in a letter to the Provost to be placed in your academic record.

Participation	5%
Presentation	16%
Reading	10%
Take-Home #1	15%
Take-Home #2	18%
Take-Home #3	16%
<u>Final Paper</u>	<u>20%</u>
Total	100%

100-94% A	79-77% C+	63-60% D-
93-90% A-	76-74% C	59-0% F
89-87% B+	73-70% C-	
86-84% B	69-67% D+	
83-80% B-	66-64% D	

**SCHEDULE:**

- 8/28 Introduction to the course
- 8/29 Frederick Douglass [“What to the Slave is the 4th of July?”](#)
- 9/3 Labor Day -No Class
- 9/5 *Republic* Book 2
- 9/10 *Republic* Book 3\*
- 9/12 *Republic* Book 4\*
- 9/17 *Republic* Book 5\*
- 9/19 *Republic* Book 7\*
- 9/24 Augustine pp. 159-172\*
- 9/26 Locke pp. 179-199\*
- 10/1 Rousseau pp. 205-226\* Exam I DUE
- 10/3 Rousseau pp.226-245
- 10/8 Kant pp. 254-280\*
- 10/10 Wollstonecraft pp. 293-307\*
- 10/15 Mill pp. 321-354\*
- 10/17 W.E.B. Dubois [The Soul of Black Folk](#)\*

10/22 Dewey pp. 468-489\*

10/24 Kierkegaard selection *Philosophical Fragments* pp.xxiii-36\* **PDF**

10/29 Heidegger “Memorial Address” and “Conversation On a Country Path” from *Discourse on Thinking*

10/31 Levinas **PDF**

11/5 Freire *Pedagogy of the Oppressed* pp.35-124 Exam II DUE

11/7 Freire pp. 125-152 from *Pedagogy of the Oppressed*\*

11/12 Freire pp. 152-183 from *Pedagogy of the Oppressed*

11/14 Readings selection pp. *University in Ruins* 150-179\***PDF**

11/19 Readings selection pp. *University in Ruins* 180-193 **PDF**

11/21-23 No Class- Thanksgiving Break

11/26 Foucault selection *Discipline and Punish* pp. 135-170\* **PDF**

11/28 bell hooks **PDF\***

12/3 Freire **Paper Due**

12/3 Cixous Essay [“We Who Are Free, Are We Free?”](#)

12/5 FLEX

12/12 **Exam III DUE -In my box by noon**