

Philosophy of Education

[ESPHE 3410] [Class Number 14161] [Spring 2021]

Course Information

- **Course times and location:** Tuesdays and Thursdays from 11:10 AM – 12:45 PM on Zoom
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Spencer J Smith
- **Office location:** holding regular Zoom office hours
- **Office hours:** Wednesdays and Fridays from 11 AM to 2 PM
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

There are no prerequisites for this course.

Course Description

In this course, we will engage with questions in the philosophy of education that are tied to broader philosophical principles like justice, equality, ethics, and democracy. As students read and analyze philosophies of education, they will develop techniques for analyzing the fit and moral goodness of different educational policies, practices, and theories. Students will be encouraged to use these techniques to examine their own implicit views about education, linking their ideas to the rich history of educational thought. By doing these reflections, students will have clearer ideas about the purposes of education and its association with the good life. Students will be asked to use these ideas to take positions on many educational difficulties including those concerning the curriculum, diversity, democracy, educational policy, and special education.



Learning Outcomes

By the end of this course, students should successfully be able to:

- Connect themselves to a tradition of educational thought.
- Contemplate the connection between education and the good life.
- Develop techniques for analyzing educational theories and philosophies.
- Use the philosophy of education to take positions on controversial topics.
- State a sense of practical wisdom for their practice in the classroom.

General Education Expected Learning Outcomes

As part of the Culture and Ideas category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course fulfills these learning outcomes by engaging deeply with forms of human thought connecting human life, education, and society. We will also develop tools for judging educational ideas from ethical, epistemological, social, and aesthetic standards.

How This Online Course Works

Mode of delivery: This course is 100% online. There is a required synchronous (real-time) session in Zoom each week on Tuesdays and Thursdays from 11:10 AM to 12:30 PM. The rest of your work is found in Carmen and can be completed around your own schedule during the week. Students will submit all assigned work to Carmen in discussion boards or to Carmen-created assignments.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Zoom meetings: required twice per week**
All live, scheduled events for the course on Zoom are required. I will post recordings of synchronous sessions for those who cannot attend. Attendance will be factored into your grade. Missing a planned session will result in 2 missed participation points. You can make these up by posting a video of yourself responding to the video discussion prompt. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating in discussion forums: one or more times per week**
As part of your participation, each week you can expect to post at least once as part of our substantive class discussion on the week's topics.
- **Office hours: optional**
I will be in my personal Zoom room during scheduled office hours. These are entirely optional but are highly recommended especially if you have missed a class meeting or have questions about course assignments or other material.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- All required materials will be provided via PDF on Carmen.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu



Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Discussion Posts (7)	15 points each - 105
Your Philosophy of Education	40 points
Essay Explaining an Educational Theorist	40 points
“Public Intellectual” Work	40 points
Your Philosophy of Education 2	40 points
Attendance and Participation	40 points

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

All assignments will be submitted via Carmen.

Discussion Posts

Description: Students will respond in at least 200-words to discussion prompts on Carmen over assigned readings. Students will then respond to two of their peers. In order to get all of the points here, students are expected to respond to at least 7 of the 12 discussion prompts throughout the semester. These responses will include their original post as well as two responses to classmates.

Academic integrity and collaboration: All work in the discussion post should be your own original work.

Your Philosophy of Education

Description: Students will identify and explain their own educational ideas and theories. They will engage with questions about 1) what it means to be educated, 2) what the relationship between teacher and student should be, 3) what the good life is, and 4) how education can help achieve that kind of life.

Academic integrity and collaboration: Your Philosophy of Education should be your own original work. In your first Philosophy of Education assignment, I don't expect you to cite any outside work. But if you do, it should be cited in APA format. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Explanation of Educational Theorist

Description: Students will articulate the main components of a particular educational theory. They will engage with questions about 1) how the theory conceives the teacher-student relationship, 2) what it considers the "good life," and 3) how it deals with the curriculum, democracy, diversity, educational policy, and/or special education. They will use some criteria like Counts (1929) to evaluate the theory before thinking about the implications the theory has for education or classroom policy.

Academic integrity and collaboration: This essay should be your own original work. When you cite research or texts from your chosen theorist, you should cite in APA format. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

"Public Intellectual" Work

Description: Students will use some principles from philosophy of education to advocate for solutions to a contemporary problem in education. They will do so by identifying an appropriate philosophy or philosopher of education for a particular problem. Then they will use the framework of the theory to propose solutions for the problem. Students might look to the *practical wisdom* parts of their philosophy of education to think about the kinds of problems they can solve.

Academic integrity and collaboration: This essay should be your own original work. When you cite research or texts from other theorists, you should cite in APA format. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Your Philosophy of Education 2

Description: *Using course material*, students will identify and explain their own educational ideas and theories. They will engage with questions about 1) what it means to be educated, 2) what the relationship between teacher and student should be, 3) what the good life is, and 4) how education can help achieve that kind of life. They will use course content to connect their philosophy to an educational tradition.

Academic integrity and collaboration: This essay should be your own original work. When you cite research or texts from other theorists, you should cite in APA format. When you use language directly from your first Philosophy of Education assignment, you should cite this material just like you cite from other theorists. You are encouraged to ask a trusted person to

proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Attendance and Participation

Description: Students are expected to attend every Zoom session. Any missed session will result in two points coming off of the 40 point total for Attendance and Participation. For instance, someone who misses a single class over the semester will receive 38 points out of 40. Students can take these points back by submitting a video response to the class's video discussion prompt (in its own Discussion Board). If you have issues with recording their own video, you should notify me.

Academic integrity and collaboration: Your attendance to this course is very valuable. My past students have said that classroom discussion has been the most fruitful for them in helping to understand different concepts and in helping them come to their own ideas about education.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-

77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

[Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.]

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For course materials, list at least the author and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or together in small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Points	Topics, Readings, Assignments, Due Dates
1	1/12 1/14 40	Syllabus and Introduction to Philosophy of Education Due: Your Philosophy of Education written assignment
2	1/19 1/21	George S. Counts “Criteria for Judging Philosophy” Jane Roland Martin “Excluding Women from the Educational Realm”
3	1/26 1/28 15	Anne Phelan – “A Fall from (Someone Else’s) Certainty” James Baldwin - “A Talk to Teachers” Due: Using Philosophy of Education Discussion Post
4	2/2 2/4 15	Plato – Allegory of the Cave Aristotle – Excerpts from <i>Nicomachean Ethics</i> Due: Ancient Philosophy of Education Discussion Post
5	2/9 2/11 15	Jean-Jacques Rousseau – Excerpts from <i>Emile for Today</i> Amy Shuffelton – “Jean-Jacques Rousseau, the Mechanised Clock and Children’s Time” Due: Rousseau’s Philosophy of Education Discussion Post
6	2/16 2/18	John Dewey – “Democracy in Education” Deborah Meier – “Democracy-friendly education”
7	2/25	Amy Gutmann – “Democracy and Democratic Education”
8	3/2 3/4 15	Paula McAvoy and Diana Hess – “Classroom Deliberation in an Era of Political Polarization” Nel Noddings – Introduction to <i>Happiness and Education</i> Due: The Role of Democracy in Education Discussion Post
9	3/9 3/11 15	Paulo Freire – Excerpted from Roosevelt bell hooks – “Engaged Pedagogy” Due: Critical Pedagogy Discussion Post
10	3/16 3/18 55	Gloria Ladson-Billings “Reading Between the Lines and Beyond the Pages” Due: Engaged Pedagogy, Culturally Relevant Teaching, and Happiness and Education Discussion Post



			Due: Explanation of Educational Theorist written assignment
11	3/23 3/25	30	Robert F. Landenson – “Inclusion and Justice in Special Education” Sue Rubin – “Battling for the Disabled” Harry Brighouse – “Anti-Commercial Principle” Due: On Special Education Discussion Post Due: On the Anti-Commercial Principle Discussion Post
12	3/30	15	Michael S. Roth – “Learning as Freedom” George Yancy – “Dear White America” Due: On White Privilege in the Classroom Discussion Post
13	4/6 4/8	15	Nel Noddings – “Differentiate, Don’t Standardize” Paula McAvoy – “Students should learn about impeachment in school” Due: On Standardization Discussion Post
14	4/13 4/15	55	Hess – “Should Schools Teach Students to Vote?” Morton – “The False Promise of Elite Education” Due: On Civic Education Discussion Post Due: “Public Intellectual” Work written assignment
15	4/20 4/22	15	Jack – “What the Privileged Poor Can Teach Us” Due: On Elite Education Discussion Post
Final	4/29	40	Due: Your Philosophy of Education 2 written assignment