

PHM 3600: PHILOSOPHY OF EDUCATION
FALL 2019

INSTRUCTOR

Dr. Jaime Ahlberg

Office Hours: Mondays and Wednesdays 1:30-3:00 (and by appointment)

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The most reliable way to communicate with me is via email. Please allow me at least 24 hours to respond to your emails.

TIME AND LOCATION

MWF 11:45-12:35 (Period 5)

LEI 104

COURSE DESCRIPTION

The purpose of this course is to introduce students to the terminology, concepts, and methodologies in the contemporary field of philosophy of education. Although “education” is a vague term, covering everything involved in raising children to adulthood (and more), our main (but not exclusive) focus will be on schooling, including the schooling of children and of adults. Most of the course will focus on the values that should guide the content and distribution of educational opportunities in wealthy modern industrial democracies like our own. Themes include: the aims and purposes of education, educational authority, the distribution of educational opportunity, and the special role of higher education in our society.

This course counts towards the Humanities (H) General Education Requirement. A minimum grade of C is required for credit toward the Philosophy major or minor and for general education credit.

TEXTS

Required

1. Anthony Weston, *A Rulebook for Arguments*, 4th Edition (Hackett: 2009)
2. Brighouse and McPherson (eds), *The Aims of Higher Education: Problems of Morality and Justice*, (University of Chicago Press: 2015)

Other required readings will be made available electronically via the course website.

Recommended

1. A terrific guide to general writing rules is Strunk and White’s *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>

REQUIREMENTS AND GRADING

Grade Distribution

- | | |
|---------------------------------------|----------------|
| 1. 5 Short Writing Assignments (SWAs) | 30% (6% each) |
| 2. 2 Essays (1200-1500 words) | 40% (20% each) |
| 3. Poster Project | 20% |
| 4. Participation/Attendance | 10% |

Grading Scale

This course will employ the following grading scale:

Letter	4 pt. scale	100 pt. scale
A	4.0 (3.835-4.0)	94-100
A-	3.67 (3.495-3.834)	90-93
B+	3.33 (3.165-3.494)	87-89
B	3.0 (2.835-3.164)	84-86
B-	2.67 (2.495-2.834)	80-83
C+	2.33 (2.165-2.494)	77-79
C	2.0 (1.835-2.164)	74-76
C-	1.67 (1.495-1.834)	70-73
D+	1.33 (1.165-1.494)	67-69
D	1.0 (0.835-1.164)	64-66
D-	0.67 (0.495-0.834)	60-63
E	0.0 (0.0-0.494)	0-59

Students should note that a final course grade of “C-” and below does NOT meet requirements imposed by many degree programs, or fulfill general education requirements. For more information on UF’s grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Attendance & Participation

Regular attendance will be essential to your success in the course. You must come to class on time and prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as discussed in class and through the course website. It also means bringing the day’s reading to class with you. Consistent high-quality class participation—in large and small groups—is expected. “High-quality” in this case means:

- informed (i.e., shows evidence of having done assigned work),
- thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
- considerate (e.g., takes the perspectives of others into account).

If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructors as soon as possible to discuss alternative modes of participation.

Unexcused absences from more than four classes will negatively affect your participation grade. For each unexcused absence beyond the fourth, you will lose 10% of your participation grade (e.g. a 100% will become a 90%).

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Short Writing Assignments (SWAs)

Over the course of the semester, students will be expected to complete 5 short (350-400 word) writing assignments on the course readings. All SWAs assigned as homework must be typed and include the student's name and date, and be ready for submission by the start of class (11:45am). Handwritten SWAs will not be accepted as homework. Late or emailed SWAs will only be accepted with a documented excuse (see "Attendance & Participation", above). Prompts will be announced in class and posted on the course e-learning page. Please see grading rubric attached at the end of this syllabus.

Students will be given an opportunity for a 6th SWA. If they take this opportunity, the lowest of their 6 SWA scores will be dropped. To complete a 6th SWA, students must attend one Ethics Café during the semester, and complete the prompt for SWA #6 in response. The purpose of these Cafés is to facilitate constructive conversation between UF undergraduates on controversial public issues. Cafés are part of the Intersections group, Ethics & the Public Sphere (see description of Intersections groups later in the syllabus). Students may choose from two Ethics Cafes:

- Café on Immigration: Monday, Sept. 16th, Period 7 in Smathers 100
- Café on Free College Tuition: Thursday, Nov. 7th, Period 5 in Smathers 100

Please see the rubric available in Canvas for details on assessment.

Essays

During the semester students will be required to write two essays, each 1200-1500 words long (approximately 6 double-spaced pages). Paper topics will be distributed two weeks prior to the due date. For each of the two essays we will hold an in-class workshop in order to discuss drafts. Students will read classmates' drafts and offer feedback, and receive feedback from classmates in turn. On workshop days, students must come to class with two hard copies of a complete essay draft. Drafts will not be graded. However, failure to bring two hard copies, and/or failure to participate in the workshop process, will automatically result in a 10% deduction in the essay grade.

Each paper is to be uploaded onto Canvas. You can log in and find the course web page here: <https://elearning.ufl.edu/>. The papers will be graded electronically and returned to you electronically. I will consider allowing you to turn in a paper late without penalty only if you

have a valid and/or documented reason for doing so. If you turn in a paper without a valid and/or documented reason, 1/3 of a letter grade will be deducted for each day it is late (including weekend days!). We will discuss the paper topics and requirements more as the course progresses, and the due dates listed on the Reading and Assignment Schedule should be considered provisional.

Please see the rubric available in Canvas for details on assessment.

Poster Presentation and Mini-Conference

Over the latter part of the semester, you will work in small groups on a project that will culminate in a multi-course mini-conference. The purposes of this project are for you to explore ways of addressing and/or thinking about difficult issues in the realm of education, and to clearly and compellingly present your findings to a multidisciplinary audience of your peers. This assignment will involve a topic proposal (due November 4), creation of a poster to be presented at a mini-conference (on November 18th), and the writing of a short reflection paper. Please see Canvas for a description of all responsibilities and rubrics for details on assessment.

Requirements for make-up exams, assignments, and other work are consistent with university policies specified at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Full details of all assigned readings and of all writing assignments and exams will be posted in the Canvas e-learning site during the course of the semester.

CLASSROOM POLICIES

Etiquette

As a group we will strive to maintain an intellectual space that enables meaningful and constructive dialogue. This kind of environment requires that participants show mutual respect, a willingness to listen, and tolerance of opposing points of view. Philosophical methods encourage us to be analytically critical, but we would do well to remember that in the classroom environment we are engaged in a collective intellectual enterprise. The virtues of humility and charity, in addition to intellectual rigor and precision, should be practiced.

Respect for individual differences and alternative viewpoints will be maintained at all times. In this class we will be exploring sensitive issues that are of personal significance to many students' lives, including sexual orientation and gender identity. It will thus be particularly important to remember that your classmates deserve recognition, respect, and support as we discuss these topics.

Please take responsibility for the quality of your education and your educational environment. In practice, this means you should plan on coming to all classes prepared and on time, submitting your work in a timely manner, and seeking assistance from your instructor when you need help (see "Attendance & Participation", above). It also means doing what you can to foster a classroom experience that is intellectually rigorous, constructive, and inclusive.

OBJECTIVES

General Education Student learning objectives (SLOs)

Students will gain a basic understanding of philosophy and learn how to utilize this knowledge to evaluate and develop their own ideas. Students will pursue these goals across these three categories:

- *Content*: Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline. Assessment by short written assignments, essays, and in discussion.
- *Communication*: Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline. Assessment by short written assignments, essays, and in discussion.
- *Critical Thinking*: Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. Assessment by short written assignments, essays, and in discussion.

Note: A minimum grade of C is required for General Education credit.

Humanities Credit Objective

This course provides Humanities credit (H) for the purpose of general education requirements. All such courses include the following objective:

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. (From: <http://gened.aa.ufl.edu/program-area-objectives.aspx>)

Students will satisfy General Education—Humanities SLO's by: (i) preparing short writing assignments on central ideas and arguments in the philosophical works being read in the class that will serve as the basis for class discussion throughout the semester; (ii) participating actively in class discussions, in which students will consider the effectiveness of their fellow students' ideas and reasoning; (iii) preparing for and completing two essays on assigned topics designed to test students' critical thinking abilities, to be graded according to a rubric that specifies as criteria for assessment competent command of the relevant texts and material discussed in class, perspicuous identification of the issues raised by the assigned topics, and development of a response that cogently supports the students' claims with little or no irrelevance; (iv) creating an original poster of a research project related to the philosophy of education, and presenting that poster at a one-day, interdisciplinary mini-conference.

OTHER POLICIES AND INFORMATION

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have

neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism on any assignment will automatically result in a grade of "E" for the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy. All assignments uploaded onto Canvas will be submitted through "Turn-it-in" to detect plagiarism.

Canvas e-Learning Environment

This course is supplemented by online content in the e-Learning environment known as "Canvas." To login to the e-Learning site for this course, go to <https://elearning.ufl.edu/>, click the **e-Learning in Canvas** button, and on the next page enter your Gatorlink username and password. You can then access the course e-Learning environment by selecting "PHM 3600" from the **Courses** pull-down menu at the top of the page. If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537. Do not contact the course instructor regarding computer issues.

Online Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>

INTERSECTIONS SCHOLARS AND HUMANITIES ENGAGEMENT SCHOLARS

This class is part of a new program developed by the Center for the Humanities and the Public Sphere, called "Intersections: Research into Teaching." There are four Intersections groups, one of which is ours (Ethics in the Public Sphere). As part of that program, students can become "Intersections scholars" by taking three courses in one of the intersections areas. There's more information on that program at <https://intersections.humanities.ufl.edu/>. Since you will already have taken one of the courses in the cluster, I want to share the full course list, in case you are interested in receiving the Intersections Scholar certificate. The cluster list with 2019-2020 information can be found here: <https://intersections.humanities.ufl.edu/ethical-issues/course-cluster/>

Ethics Cafés and the poster presentation mini-conference are events associated with the Intersections Ethics & the Public Sphere working group.

I also want to call your attention to another program open to undergraduates, "humanities engagement scholars." There's more info on that at <https://humanities.ufl.edu/humanities-engagement-scholar/>

CAMPUS RESOURCES

Health and Wellness U Matter, We Care

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Accommodation for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies

ACADEMIC RESOURCES

E-learning Technical Support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Writing Studio 302 Tigert Hall, 846-1138. <http://writing.ufl.edu/writing-studio/>

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Tentative Course Schedule

Please come to class having already completed the readings listed for that day.

DATE	TOPICS AND READINGS	ASSIGNMENTS AND EVENTS
Week 1 8/21, 8/23	1. Introductions 2. Course Code of Conduct 3. Watch excerpt of <i>21 Up</i>	Watch at home: 1. "What is Philosophy?": https://mediasite.video.ufl.edu/Media%2FPlay/015c28085d39480c94229ae7399aaa31d 2. "What are Arguments?": https://mediasite.video.ufl.edu/Media%2FPlay/575ba406316d46ffb9b14680ff0f473c1d?playFrom=182716&autoStart=true
Week 2 8/26, 8/28, 8/30	1. Joel Feinberg, "The Child's Rights to an Open Future" 2. Eamonn Callan, excerpt from <i>Creating Citizens: Political Education and Liberal Democracy</i>	
Week 3 9/4, 9/6	1. Case Study: Inclusive Education 2. Elizabeth Anderson, "Fair Opportunity in Education: A Democratic Equality Perspective"	No Class on Monday, 9/2 SWA #1
Week 4 9/9, 9/11, 9/13	1. Christopher Jencks, "Whom Must we Treat Equally for Educational Opportunity to be Equal?" 2. Case Study: TBD	SWA #2
Week 5 9/16, 9/18, 9/20	1. Brighouse et al, "Educational Goods and Values" 2. Derek Bok, "Introduction" and "The Evolution of American Colleges"	SWA #3 Ethics Café on Immigration: Mon 9/16, Period 7, Smathers 100
Week 6 9/23, 9/25, 9/27	1. Stanley Fish, "Aim Low": https://www.chronicle.com/article/Aim-Low/45210 2. Stanley Fish, "Stop Trying to Sell the Humanities": https://www.chronicle.com/article/Stop-Trying-to-Sell-the/243643 3. Derek Bok, "Purposes"	SWA #4
Week 7 9/30,	1. Amy Gutmann, "The Purposes of Higher Education"	No Class on Friday, 10/4.

10/2	2. Amy Gutmann, "Distributing Higher Education"	SWA #5
Week 8 10/7, 10/9, 10/11	1. Martha Nussbaum, "Cultivating Humanity" 2. Christopher Bertram, "Defending the Humanities in a Liberal Society"	
Week 9 10/14, 10/16, 10/18	1. John Searle, "The Storm over the University" 2. Chris Martin, "Should the Public Pay for Higher Education?" 3. Brighthouse, "Sanders' debt relief plan: what could you do with 1.6 trillion?" http://crookedtimber.org/2019/06/25/sanders-debt-relief-plan-what-could-you-do-with-1-6-trillion/	Poster Presentation Groups Assigned Essay #1 Prompts Distributed
Week 10 10/21, 10/23	1. Paul Weithman, "Academic Friendship"	Class Cancelled on Friday, 10/25.
Week 11 10/28, 10/30, 11/1	1. Case Study, TBD 2. Kyla Ebels-Duggan, "Autonomy as Intellectual Virtue"	Writing Workshop on 10/28: Bring 2 copies of a draft of your essay to class. Essay #1 Due on Wednesday, 10/30. Florida Philosophical Association annual meeting 11/1-11/2.
Week 12 11/4, 11/6, 11/8	1. Allen Buchanan, "Education and Social Moral Epistemology"	Poster Proposals Due on Monday, 11/4 Ethics Café on Free College Tuition: Thurs, Nov 7 th , Period 5, Smathers 100
Week 13 11/13, 11/15	1. Lionel McPherson, "Righting Historical Injustice in Higher Education"	No Class on Monday, 11/11. Essay #2 Prompts Distributed.
Week 14 11/18, 11/20, 11/22	1. Erin Kelly, "Modeling Justice in Higher Education"	Poster Mini-Conference on Mon, 11/18. Bring your poster to Reitz Rion Ballroom 3320 at 9am.
Week 15 11/25		Short reflection essay on poster presentation due on Monday, 11/25. No Class on Wed, 11/27 and Fri 11/29.
Week 16 12/2 12/4		Writing Workshop on 12/2: Bring 2 copies of a draft of your essay to class.

		<p>Complete Course Evaluations in Class: bring your laptops!</p> <p>Essay #2 Due 12/4</p>
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