

TPS 1446F: The Teacher as Philosopher
FALL 2001
Barbara Applebaum
Philosophy of Education Program
Theory and Policy Studies in Education
Wed. 5:30 p.m. - 8:00 p.m
Room 3-312

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Office Hours: Wed. 4:30-5:30 or by appointment

Course Description

This course puts philosophy at the service of teachers' critical reflectivity. We begin from the premise that teaching practice (in particular, what we teach and how) is grounded in a system of beliefs and assumptions concerning the aims of education. Framed within current educational controversies, students will be encouraged to develop an initial articulation of their personal views on education. Readings will then be assigned with the aim to provoke critical reflection around these beliefs and assumptions. The objective is to clarify concepts, to organize and to justify the systems of beliefs that inform teaching practice. In addition, this course also aims to encourage teachers (and anyone concerned with education) to re-examine and re-vision those beliefs from a critical theory perspective. This perspective is focused on exposing the ways in which power works through the discursive practices and performance of schooling. Such modes of inquiry have inspired feminist, critical and progressive pedagogies and offer new ways of interrogating the habits, ways of acting and thinking, and of challenging some commonplace beliefs that influence teaching.

Course Requirements

Requirements for the course are regular attendance and participation; summarizing readings for class; leading a class discussion; one short (5-page) paper (optional) and a longer (10-15 page) paper.

Attendance, summarizing readings, leading a class and participation represent 30% of the final grade. The short paper is optional. Should you choose to submit a short paper, it will be counted for 30% of the final grade and the final paper will be worth 40% of the final grade. Should you not choose to do a short paper, your final paper will count for 70% of the final grade.

This course is conducted as a seminar -- we will all be discussing the issues raised in the assigned readings as they impact on our personal beliefs about education. For this reason it is imperative that students come to class having done the readings. Since students will vary in terms of familiarity with philosophical text and background information, emphasis will be placed on understanding what the author of each assigned reading is trying to say. Each week we will open the class by having students summarize the main argument(s) of the reading - and discuss any questions for clarification before we going on to discuss the topic.

Each student is required to help lead/moderate class discussion on the readings for one session. This entails integrating, comparing and/or contrasting the main readings for the week; relate the readings to ideas raised in the previous weeks, if relevant; and to pose questions for class consideration on the issues raised by the readings. A number of guiding questions may be helpful to keep in mind:

1. What is/are the author(s) trying to say or to teach?
2. What is the significance of what you read here for you personally and for you as a teacher?

3. Specifically, how does the analysis/argument inform classroom practice?

I will, of course, also be prepared to help lead/moderate the class discussion. However, this structure is intended to encourage the development of a community of inquiry in which all participants have a significant role.

The short paper will be a kind of in depth "reaction paper" on one of the themes discussed during the course and should draw on at least 2 of the assigned readings. Reaction papers are short papers in which you make an argument for your reactions to a particular idea discussed in the readings. Making such an argument involves developing a clear, understandable response to the ideas presented by the authors you've read. This "reaction paper" can be based on the theme for which you were responsible to lead the class discussion.

The final paper can be either a standard paper on a philosophical topic pertaining to the themes related to the course or a self-reflective paper organized around revisiting (in light of the assigned readings and the class discussion) the assumptions and beliefs about education with which you began the course. Both options require that you work with the readings assigned in the course as well as readings that extend beyond those assigned.

All papers are to be typed, double-spaced, and have one-inch margins. References should be in the format that the student would be most likely to use in a published paper or thesis.

Due dates will be announced in class.

There are no books to purchase for this course. However, there will be photocopy charges at the end. If you prefer to do your own photocopying, please inform me before the second class so that we can work out an arrangement for borrowing the material.

Schedule of Topics and Assigned Readings

**** indicates that I have a problem teaching on these day because of the Jewish Holidays and thank the class in advance for their help in working together around this.**

Week 1 (Sept. 12): Introduction

Week 2 (Sept. 19):** Teacher as Philosopher

Anne Diller (1999). "Facing the Torpedo Fish: Becoming a Philosopher of One's Own Education." In S. Tozer, ed., *Philosophy of Education 1998* (Urbana, Illinois: Philosophy of Education Society) pp. 1-9.

Frank Margonis (1999). "Searching for Alternatives." In S. Tozer, ed., *Philosophy of Education 1998* (Urbana, Illinois: Philosophy of Education Society) pp. 17-20.

Maxine Greene (1978). "Wide-Awakeness and the Moral Life." In M. Green, *Landscapes of Learning*. (New York: Teachers College Press) pp. 42-52.

Megan Boler (1999). "A Pedagogy of Discomfort: Witnessing and the Politics of Fear." In M. Boler, *Feeling Power: Emotion and Education* (New York: Routledge) pp. 175-204.

Week 3 (Sept. 26):** Teacher – student

Christine Overall (1997). "Feeling Fraudulent: Some Moral Quandaries of a Feminist Instructor." *Educational Theory*, 47/1, pp. 1-13.

Michael Katz (1998). "On Becoming a Teacher: Mary Sarton's 'The Small Room.'" In Susan Laird, ed., *Philosophy of Education Society 1997*. (Urbana, Illinois: Philosophy of Education Society) pp. 214-219.

Deanne Bogdan (1994). "When Is a Singing School (Not) A Chorus? The Emancipatory Agenda in Feminist Pedagogy and Literature Education." In Audrey Thompson, ed., *Philosophy of Education 1993* (Urbana, Illinois: Philosophy of Education Society) pp. 327-336.

Week 4 (Oct. 3):** Aims of Education - Autonomy

Carolyn M. Stone (1990). "Autonomy, Emotions and Desires: Some Problems Concerning R.F. Dearden's Account of Autonomy." *Journal of Philosophy of Education*, 24/2, pp. 271-283.

Harvey Siegel (1991). "Indoctrination and Education." In Ben Spiecker and Roger Straugham, eds., *Freedom and Indoctrination in Education: International Perspectives*. (London: Cassell) pp. 30-41

Morwenna Griffiths and Richard Smith (1989). "Standing Alone: Dependence, Independence and Interdependence in the Practice of Education." *Journal of Philosophy of Education*, 23/2, pp. 283-294.

Lorraine Code (1991). "Second Persons." In L. Code, *What Can She Know? Feminist Theory and the Construction of Knowledge*. (Ithaca, N.Y.: Cornell University Press) pp. 71-109.

Week 5 (Oct. 10):** Aims of Education – Critically Thinking about Critical Thinking

Harvey Siegel (1996). "The Role of Reasons in (Science) Education." In William Hare and John P. Portelli, eds., *Philosophy of Education: Introductory Readings*, Second Edition, (Calgary, Alberta: Detselig) pp. 107-124.

Harvey Siegel (1990). "The Justification of Critical Thinking as an Educational Ideal." In H. Siegel, *Educating Reason: Rationality, Critical Thinking and Education* (New York: Routledge) p. 55-61.

Sharon Bailin (1995). "Is Critical Thinking Biased? Clarifications and Implications." *Educational Theory*, Spring, 45/2, pp. 191-197.

Emily Robertson (2000). "The Value of Reason: Why Not a Sardine Can Opener." In Randall Curren, ed., *Philosophy of Education 1999* (Urbana, Illinois: Philosophy of Education Society) pp. 1-14.

Audrey Thompson (2000). "Who Thinks Like This?" In Randall Curren, ed., *Philosophy of Education 1999* (Urbana, Illinois: Philosophy of Education Society) pp. 15-18.

Week 6 (Oct. 17): Aims of Education – Social Justice

Henry Giroux (1988). *Teachers as Intellectuals: Toward a Critical Pedagogy of Learning* (Granby, MA: Bergin and Garvey) Introduction and Chapter 9 (pp. xxiv-xxxvi, 121-128).

Roger Simon (1992). "Teachers as Cultural Workers." R. Simon, *Teaching Against the Grain* (Toronto: OISE Press) pp. 35-53

Nicholas Burbules (1999). "Critical Thinking and Critical Pedagogy: Relations, Differences, and Limits." In Thomas Popkewitz, and Lynn Fendler, eds., *Critical Theories in Education: Changing Terrains of Knowledge and Politics*. (New York: Routledge) pp. 45-64.

Carol Anne Wien and Curt Dudley-Marling (2001). "Limited Vision: The Ontario Curriculum and Outcomes-Based Learning." In John P. Portelli and R. Patrick Solomon, eds., *The Erosion of Democracy in Education: From Critique to Possibilities* (Calgary, Alberta: Deselig) pp. 99-116.

Week 7 (Oct. 24): Postmodern Insights

Thomas Popkewitz and Marie Brennan (1998). "Restructuring of Social and Political Theory in Education: Foucault and Social Epistemology of School Practice." In Thomas Popkewitz and Marie Brennan, eds., *Foucault's Challenge: Discourse, Knowledge, and Power in Education* (New York: Teachers College Press) pp. 3-37.

Frank Pignatelli (1993). "What Can I do? Foucault on Freedom and the Question of Teacher Agency." *Educational Theory*, 43/4, pp. 411-432.

Nicholas Burbules (1996). "Postmodern Doubt and Philosophy of Education." In Alven Neiman, ed., *Philosophy of Education 1995* (Urbana, Illinois: Philosophy of Education Society) pp. 39-48.

Sandra Lee Bartky (1990). "Foucault, Femininity, and the Modernization of Patriarchal Power." In S. Bartky, *Femininity and Domination: Studies in the Phenomenology of Oppression* (New York: Routledge) pp. 63-82.

Jennifer M. Gore (1994). "Enticing Challenges: An Introduction to Foucault and Educational Discourses." In Rebecca A. Martusewicz and William M. Reynolds, eds., *Inside/Out: Contemporary Critical Perspectives in Education* (New York: St. Martin's Press) pp. 109-120.

Optional: Lynn Fendler (1998). "What Is It Impossible to Think? A Genealogy of the Educated Subject." In Thomas Popkewitz and Marie Brennan, eds., *Foucault's Challenge: Discourse, Knowledge, and Power in Education* (New York: Teachers College Press) pp. 39-63.

Optional: Mimi Orner (1998). "School Marks: Education, Domination, and Female Subjectivity." In Thomas Popkewitz and Marie Brennan, eds., *Foucault's Challenge: Discourse, Knowledge, and Power in Education* (New York: Teachers College Press) pp. 278-295.

Week 8 (Oct. 31): Should We Teach Students to Resist?

Cris Mayo (in press). "Civility and Its Discontents: Sexuality, Race, and the Lure of Beautiful Manners." *Philosophy of Education 2001*.

Holloway Sparks (1997). "Dissident Citizenship: Democratic Theory, Political Courage, and Activist Women." *Hypatia*, 12/4, pp. 74-110.

Week 9 (Nov. 7): Assessment, Grading, Competition, Standardized Testing

Gregory F. Weis (1995). "Grading." *Teaching Philosophy* 18/1, pp. 3-13.

James S. Terwiliger (1977). "Assigning Grades - Philosophical Issues and Practical Recommendations." *Journal of Research and Development in Education* 10/3, pp. 21-39.

Joyce Treblicot (1994). "Competition." In her *Dyke Ideas: Process, Politics, Daily Life* (Albany, NY: SUNY Press) pp. 79-86.

Maria C. Lugones and Elizabeth V. Spelman (1987). "Competition, Compassion, and Community: Models for a Feminist Ethos." In Valerie Miner and Helen E. Longino, eds., *Competition: A Feminist Taboo?* (New York: The Feminist Press) pp. 234-247.

Optional:

Terry Meier (1995). "Standardized Tests: A Clear and Present Danger." In *Rethinking Schools: An Agenda for Change*. D. Levine, R. Lowe, B. Peterson, and Rita Tenorio, New York: The New Press, pp. 175-184.

Alfie Kohn (2001). "The Real Threat to American Schools." *Tikkun*, 16/2, pp. 25-60.

John P. Portelli and Ann B. Vibert (2001). "Beyond Common Educational Standards: Towards a Curriculum of Life." In John P. Portelli and R. Patrick Solomon, eds., *The Erosion of Democracy in Education: From Critique to Possibilities* (Calgary, Alberta: Deselig) pp. 63-82.

Sharon Murphy (2001). "'No-one Has Ever Grown Taller as a Result of Being Measured' Revisited: More Educational Measurement Lessons for Canadians." In John P. Portelli and R. Patrick Solomon, eds., *The Erosion of Democracy in Education: From Critique to Possibilities* (Calgary, Alberta: Deselig) pp. 145-168.

Week 10 (Nov. 14): Dialogue and Integration Revisited

Ira Shor and Paulo Freire (1987). "What is the 'dialogical method' of Teaching?" *Journal of Education*, 169, pp. 11-31.

Elizabeth Ellsworth (1989). "Why Doesn't this Feel Empowering? Working Through the Repressive Myths of Critical Pedagogy." *Harvard Educational Review* 59/3, pp. 297-324.

Alison Jones (1999). "The Limits of Cross-Cultural Dialogue: Pedagogy, Desire, and Absolution in the Classroom." *Educational Theory*, 49/3, pp. 299-316.

Nicolas C. Burbules (2000). "The Limits of Dialogue as a Critical Pedagogy." In Peter Pericles Trifonal, ed. *Revolutionary Pedagogies: Cultural Politics, Instituting Education, and the Discourse of Theory*. (New York: RoutledgeFalmer) 251-273.

Week 11 (Nov. 21): Diversity I

Harvey Siegel (1996). "What Price Inclusion?" *Philosophy of Education 1995* (Urbana, Illinois: Philosophy of Education Society) pp. 1-22.

Megan Boler (2001). "All Speech is not Free: The Ethics of 'Affirmative Action Pedagogy'." *Philosophy of Education 2000* (Urbana, Illinois: Philosophy of Education Society) pp. 321-329.

Megan Boler (1999). "The Risks of Empathy: Interrogating Multiculturalism's Gaze." In M. Boler, *Feeling Power: Emotion and Education* (New York: Routledge) pp. 155-174.

Week 12 (Nov. 28): Diversity II

Natasha Levinson (1998) "Unsettling Identities: Conceptualizing Contingency." In Susan Laird, ed., *Philosophy of Education 1997* (Urbana, Illinois: Philosophy of Education Society) pp. 61-70.

Dwight Boyd (1998). "The Place of Locating Oneself(ves)/ Myself(ves) in Doing Philosophy of Education." *Philosophy of Education 1997* (Urbana, Illinois: Philosophy of Education Society) pp. 1-19

Barbara Houston (1998). "A Conversation Beyond Argument: On a Bridge Over Troubled Waters." Urbana, Illinois: Philosophy of Education Society) pp. 25-29.

Week 13 (Dec. 5): Wrap Up and Discussion of Final Papers