John Dewey summarized George Mead's philosophy of history when he wrote:

The present...generates the problems which lead us to search the past for suggestions, and which supplies meaning to what we find when we search. Extrapolating slightly, I would add that each of us is engaged in reconstructing his/her own history, including both personal biography and the history of the cultures which we share in common.

The principal assignment of the course is to prepare a history of one's own theories of education. While I recommend that class members attend to the degree to which their own theories of education have been influenced by the thinkers discussed in class (from Plato to Dewey), I also request that you consider one or more educational theorists whose ideas have strongly influenced your own, but which are not dealt with focally in the class. Toward the end of the course, a progress report on the history of your educational thought should be presented to the class. A final short paper (5 pages; 1000 words) should summarize your position and indicate your sources. This is due the final class meeting.

Evaluation will be based on the written and oral reports and class participation. An incidental paper and a log of reactions to readings will be included as part of the grade for class participation. The incidental paper, due June 16 should contrast Plato's philosophy of education with that of Isocrates. The log should include a short, critical analysis of your reactions to the reading you found most meaningful during that week, and will be due June 24 and July 1. The log should not be a summary of what you have read; it should summarize why you find the readings you chose meaningful or challenging. Please resubmit all logs at the final class meeting.

Texts:
Models of Man, Paul Nash, ed. Emile, J.J. Rousseau (ed. by Allan Bloom),
Basic Books
Protagoras, Plato
Meno, Plato
(An additional packet of articles by Prousis, Piaget, Tarcov, Cassirer, and Soll is available through Johnny Print, 547 S. Limestone.

Tentative Schedule of Assignments

June 10  Introduction: "The Uses of the Past"

June 11  Read: Plato, Protagoras; Philosophers on Education, Chs. 1 & 2.

June 14  Read: Plato, Meno, Models of Man, Ch. 1, Philosophers on Education, Ch. 3.
June 15  Read: Models of Man, Ch. 3; "The Orator: Isocrates," by Costas Prousis (in packet)

June 16  Read: Philosophers on Education, Ch. 25.  Write: 2 page paper contrasting the theory of education of Plato with that of Isocrates. Which do you believe has the greatest influence on higher education today? Why?

June 17  Augustine.  Read: Philosophers on Education, Chs. 5 and 6; Models of Man, Ch. 4.

June 21  Aquinas and Aristotle.  Read: Philosophers on Education, Chs. 4 and 7; Models of Man, Ch. 2 and 6.

June 22  Comenius.  Read: Piaget, "The Significance of J.A. Comenius" (in packet); Models of Man, Ch. 8.

June 23  Locke.  Read: Philosophers on Education, Chs. 13 & 14; Models of Man, Ch. 9; Nathan Tarcov, "Locke's Education for Liberty," (in packet).

June 24  Rousseau.  Read: Philosophers on Education, Ch. 18; Emile, Introduction.

June 28  Rousseau (cont.) Read: Emile, Books I, II, III, and pp. 211-259; 315-355; and 450-480.

June 29  Kant and Hegel.  Read: Cassirer, "Kant and Rousseau;" (in packet); Philosophers on Education, Chs. 19 and 22; Ivan Soll, "Hegel as a Philosopher of Education," (in packet)

June 30  Marx.  Read: Philosophers on Education, Ch. 26; Models of Man, Ch. 12.

July 1  Dewey.  Read: Philosophers on Education, Ch. 27; Models of Man, Ch. 14.

July 6  Nietzsche.  Read: Philosophers on Education, Ch. 23.

July 7  Reports

July 8  Reports