



YORK COLLEGE, CUNY
Spring 2023

Philosophy 202 WI – section T3
Major Ideas and Issues in Education
Syllabus

Course Time:
Course Location:



STARTING OUT!

To get set up, please go to Blackboard/Learning Modules/[Module 0: Start Here!](#)

INSTRUCTOR INFORMATION

Professor C. Silva Sibilin

Department: History, Philosophy, and Anthropology

Email:

Office Hours:

REQUIRED TEXTBOOKS

- Levey & Sibilin (Selectors). (2010). *Readings in the Philosophy and Sociology of Education*. NY: Pearson Custom Publishing;
- Kohn, A., & Blum, S. D. (2020). *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead) (Teaching and Learning in Higher Education)* (1st ed.). West Virginia University Press.
- Jordan, June. "Statement at CUNY Board of Higher Education Tuition Hearing" from *"Life Studies," 1966-1976, Lost & Found: The CUNY Poetics Document Initiative*.

COURSE MODALITY AND TECHNOLOGY

Class sessions are all **in person**. Classes will not be recorded or broadcasted online. In order to succeed in this course it is very important to attend class regularly. During class we will work on:

- really understanding the key ideas in the texts
- developing analytical and writing skills
- learning from all your own unique perspectives
- developing a sense of community and belonging.



For all the above and more, please do your best to attend all classes. If you miss more than one class (or expect to miss more than one class), please speak to me about this so that I can best support you.

STUDENT-CENTERED TEACHING AND SCHOLARSHIP

In preparation for this semester I have been taking the “Motivating Learners Course” through CUNY’s Innovative Academy and the Motivate Lab. I will be using techniques to promote motivation for learning and a “growth mindset” as we go along. I may also be studying the impact of specific techniques with the purpose of improving teaching and sharing the results with a wider audience. I will provide more information on how this will work and opportunities to try new practices and provide feedback if you wish to do so. Thank you for being you and being part of this unique course and semester.

COURSE DESCRIPTION AND OBJECTIVES

This course is an introduction to the major historical, philosophical, and sociological ideas in American Education, including the history of schooling in the United States. Historical threads from a variety of multicultural perspectives will be presented, and philosophical approaches from selected global thinkers will be discussed. The student will be encouraged to develop his/her own unique philosophy of education. Required for all teacher education students. Prerequisite: English 125.

This course is designated Writing Intensive (WI). All of the assignments for this course are crafted to enhance critical thinking and writing skills. In addition to developing mechanical and communication skills, writing helps students engage with the class material, develop analytical thinking skills pertaining to educational philosophies and research, and form and express personal philosophies.

Course Objectives:

- Develop knowledge of the evolution of major historical, sociological and philosophical ideas and issues in education
- Understand the impact of the school on the other major institutions of society and the influence of those institutions in shaping schools
- Understand how these ideas and issues affect a student population that is increasingly diverse and increasingly urban.
- Develop reading, writing, and analytical skills through the examination of arguments and evidence.

COURSE COMPONENTS (BLACKBOARD MENU)

Announcements: When I post an announcement, I will also mark it to be sent to you by email. Please keep up to date with announcements and also [make sure that the email you have associated with Blackboard is correct.](#)



Schedule & Syllabus: The schedule for the semester, updated as needed, and the full syllabus in one PDF document.

Learning Modules: Includes all the materials you need, starting with the first day of class through the rest of the semester. Each module has links to the relevant readings, study guides, Check-ins, assignments, etc.

My Grades: Please check this regularly to stay updated on your current grade.

Instructor Info: Go here for my office hours.

Email Instructor: Go here to email me directly from Blackboard.

(All of the following components are already linked in each relevant module)

Annotations & Check-ins: Instructions for all annotations and check-ins to be done for readings each week.

In-Class Activities: Overview of in-class activities and link to discussion board for making up an activity if absent.

Assignments: Instructions and submission folders for longer assignments (Analytic Essay, Personal Philosophy Paper, and Oral Presentation).

COURSE REQUIREMENTS

[Introductory Activities \(Module 0\)](#)

Every class will include in-class activities done on paper/index cards/other. If you miss a class, then look in the Discussion Board for how to make it up.

[Annotations & Check-ins](#)

There will be one Check-in and annotation assignment due for every module with new readings. A study guide with specific instructions will be provided.

[Analytic Essay](#)

The analytic essay is designed to help students learn how to read, understand and analyze critically complex debates and dialogues in education. This semester, the focus is on Charter Schools. This assignment will also help prepare students for the types of reading and writing expectations found on certification exams.

[Personal Educational Philosophy & Oral Presentation-Public Project](#)

The final paper consists of your personal philosophy of education, written from your perspective and making clear connections to readings and class discussions. A draft is due prior to the due date. This is a formal, high-stakes writing assignment. The Oral Presentation-Public Project is based on the paper.



COURSE GRADE

To keep up to date with your current grade, please check [My Grades](#). The grade in the “**current grade**” column is based **only** on assignments that have already been submitted by you *and* graded. The final course grade will be out of **100 points** and posted in a column labeled “**course grade**” at the end of the semester.

Course Component	Percentage
Introductory Activities	5%
Class Participation (10 x 3 pts each)	30%
Check-ins & Annotations (10 x 3 pts each)	30%
Analytic Essay	10%
Personal Educational Philosophy & Oral Presentation	25%
	100.00%

97.0-100	A+
93.0-96.9	A
90.0-92.9	A-
87.0-89.9	B+
83.0-86.9	B
80.0-82.9	B-
77.0-79.9	C+
73.0-76.9	C
70.0-72.9	C-
67.0-69.9	D+
60.0-66.9	D
0-59.9	F



OTHER COURSE POLICIES

Policy on Attendance & Student Participation: Although attendance is not formally part of the grade, attendance and participation at all sessions is expected. Attendance is taken at the beginning of class.

→ If you think there is an error in the Blackboard attendance record, please speak to me after class or email me.

→ If you miss a class, please review the module for class materials and make up the in-class activities ASAP.

→ Please be aware that if you do not submit any work within the **first three weeks of classes**, you will be marked as “**not attending**” in the *Verification of Enrollment* roster which is submitted to the Registrar and Financial Aid. (It is not sufficient just to attend class.)

Policy on Incomplete Grades (INC): Failure to take the final exam or hand in an assignment will not automatically result in a final mark of incomplete. A student must meet with the instructor prior to the last class to discuss the matter, and must be passing going into the final and have a compelling reason for not completing the course work (instructor will make decision).

Policy on Students with Disabilities: Students with disabilities are encouraged to register with the Center for Students for Disabilities so that the instructor can be notified of needed accommodations.

Policy on Academic Integrity: In keeping with York College’s policy on Academic Integrity, as described in the York College Bulletin, students must assume responsibility for maintaining honesty in all work submitted for credit. Violations to academic integrity include cheating, plagiarism, fabrication, purchasing the work of others and submitting it as your own, allowing your work to be used by others, multiple submissions of work, and misuse of computers.

To avoid plagiarism, give credit whenever you use: another person’s idea, opinion, or theory; any facts, statistics, graphs, drawings that are not common knowledge; quotations of another person’s actual spoken or written words; a paraphrase of another person’s spoken or written words. Violations will be addressed in accordance with The City University of New York policy on academic integrity.



COURSE SCHEDULE

Note: This schedule is subject to changes by the instructor. The readings in particular may be changed or revised. Any changes will be announced in Blackboard announcements/emails and on the Blackboard/ Schedule.

Module	Topic	Online Class	Key Readings/Activities	Assignments & Due Dates
Module 0	Orientation & Introductions	Tue 1/31		Introductory Activities – Fri 2/3, 11:59pm
Module 1	Introduction to Philosophy of Education	Tue 2/7	Nel Noddings, “Philosophy of Education before the 20 th Century”	Check-in 1 & Annotation 1 – Tue 2/7, 6:00pm
Module 2	Sociological Theories of Education & Educational Equity: Race	Tue 2/14	- Emile Durkheim, <i>Education: Its Nature and Role</i> - Lisa Delpit, “The Silenced Dialogue”	Check-in 2 & Annotation 2 – Tue 2/14, 6:00pm
		Tue 2/21	TUESDAY Schedule – no class!	
Module 3	Contemporary Issues and School Reform	Tue 2/28	- Alan Sadovnik et al., Educational Reform and School Improvement	Check-in 3 & Annotation 3 – Tue 2/28, 6:00pm
Module 4	Philosophical Foundations: Ancient	Tue 3/7	- Plato, The Republic/Book VII, Allegory of the Cave - Plato, Meno	Check-in 4 & Annotation 4 – Tue 3/7, 6:00pm
Module 5	Philosophical Foundations: Early American Schooling	Tue 3/14	- Joel Spring, “Religion and Authority in Colonial Education” - Joel Spring, “Nationalism, Multiculturalism, and Moral Reform in the New Republic” Writing Workshop #2: Preparing for Analytic Essay	Check-in 5 & Annotation 5 – Tue 3/14, 6:00pm
Module 6	Philosophical Foundations: Early Modern	Tue 3/21	- Jean-Jacques Rousseau, Emile Book II selection	Check-in 6 & Annotation 6 – Tue 3/21, 6:00pm



Module 7	Philosophical Foundations: Modern & Contemporary Issues	Tue 3/28	- John Dewey, "My Pedagogic Creed," "Criteria of Experience" - Susan Blum, "Why Grade? Why Ungrade?"	Check-in 7 & Annotation 7 – Tue 3/28, 6:00pm Analytic Essay – Fri 3/31, 11:59pm (might be revised)
Module 8	Educational Equity: Empowerment	Tue 4/4	- bell hooks, <i>Teaching to Transgress</i> - Paulo Freire, <i>Pedagogy of the Oppressed</i>	Check-in 8 & Annotation 8 – Tue 4/4, 6:00pm
		<i>Tue 4/11</i>	<i>Spring Recess!</i>	
Module 9	Educational Equity: Gender	Tue 4/18	- Jane Roland Martin, <i>Reclaiming a Conversation: The Ideal of the Educated Woman</i> - Maxine Greene, <i>Landscapes of Learning</i> Writing Workshop #3: Preparing for Philosophy Paper	Check-in 9 & Annotation 9 – Tue 4/18, 6:00pm
Module 10	Educational Equity: Race	Tue 4/25	- June Jordan, "Statement at CUNY Board of Higher Education Tuition Hearing" - W.E.B. Du Bois, "Mr. Booker T. Washington and Others" Writing Workshop #4: Preparing for Philosophy Paper	Check-in 10 & Annotation 10 – Tue 4/25, 6:00pm
Module 11	Your Personal Educational Philosophy	Tue 5/2	Writing Workshop #5: Preparing for Philosophy Paper	Personal Educational Philosophy draft – Tue 5/2, 6:00pm
		Tue 5/9	Peer Review	Personal Educational Philosophy peer review – Tue 5/9, 11:59pm
		Tue 5/16	Oral Presentations/Public Project	Personal Educational Philosophy revision – Tue 5/16, 6:00pm