

Course Code: LH-E-7??
Philosophy of Education
Programme: Spring Semester, 2026.

Course Information

Duration: 45 credit hours (15 weeks)

Location: Jindal Global University Campus, Sonepat

Prerequisites: None

Equivalent courses: --

Exclusive courses: --

Instructor Information

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Course Description

This course invites students to ponder meta-level questions pertaining to a process that they have been engaged in since early childhood. How might we understand the subject who acquires an education? Who is an educated person? What dimensions of the human personality are sought to be developed by means of curricula and pedagogical efforts? What philosophical assumptions underlie curriculum-building, teaching and schooling? What might be the relationship between the aims of education and political frameworks of different kinds? Students will explore these questions through a survey of a number of classical and contemporary readings. The subject-matter of the Philosophy of Education is vast and varied, and all this course can do is to expose students to a few of the myriad questions that have been broached in the history of the discipline. In this course, while students must meet with “the usual suspects” whose pronouncements on education are particularly well-known in the Western intellectual tradition—Plato, Aristotle, Rousseau, Dewey—they will also learn to handle such themes as decolonization, conscientization, calling and cosmopolitanism via the work of philosophers old and new, Western and non-Western.

Course Intended Learning Objectives

<u>Intended Learning Outcomes</u>	<u>Pedagogy/ Teaching and Learning Activities</u>	<u>Assessments/ Activities</u>
The student is expected to learn to comprehend concepts, ideas and arguments.	Students will read texts critically, and participate in classroom discussions.	Classroom discussion
The student is expected to learn how to present concepts, ideas and arguments.	Students will present their understanding of readings.	Continuous record of engagement with readings via a series of 500-word response papers
The student is expected to learn the mechanics and niceties of philosophical writing.	Students will write down their understanding of the issues discussed in a coherent and logically sequenced manner.	Written assignment, i.e., mid-term exam and term-end paper

Scheme of Evaluation, and Grading Evaluation Break-up

In-class presentation: 20%

In-class midterm exam: 30%

Class participation: 10%

Final Exam: 40%

Grade Definition:

O (80% and Above) [8.0]	Outstanding	Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
A+ (75%-79%) [7.5]	Excellent	Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
A (70%-74%) [7.0]	Very Good	Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing materials and originality in thinking and presentation
(65%-69%) [6.0]	Good	Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills

B+ (60%-64%) [5.0]	Fair	Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B (55%-59%) [4.0]	Acceptable	Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills
B- (50%-54%) [3.0]	Marginal	Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
F (50% or Below)	Fail	Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course

Academic Integrity

Academic Honesty, Cheating, and Plagiarism

In line with JGU policy, JSLH operates a zero tolerance approach to Plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within written work.

Participation/Attendance Policy

JSLH conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality. Please also note that the seminar room is a place for free expression and critical thinking and this comes with a responsibility on the part of students to respect opinions expressed and actively participate in the work of the classroom discussion.

Course Material

Primary Textbook

Nel Noddings, *Philosophy of Education*, (preferably 4th Ed.), Boulder, CO: Westview Press, 2016. (“NN” in the table below.)

Other textbooks from which materials will be frequently drawn

Christopher Winch and John Gingell, *Philosophy of Education: The Key Concepts*, Oxford: Routledge, 2008. (This will be available to students as a ready reckoner.)

John Dewey, 2001 [1903]. *Democracy and Education*, Penn State Electronic Classics, 2001.

Megan Laverty and David T. Hansen (Series Editors), *A History of Western Philosophy of Education*, Vols. I-V, London: Bloomsbury, 2021. (“History of PoE” in the table below.)

Randall Curren (Ed.), *A Companion to the Philosophy of Education*, Oxford: Blackwell Publishing, 2003. (“Companion” in the table below.)

NOTES:

Page numbers in **red font** are tentative; the actual number of pages assigned might be slightly less.

There is more material in this syllabus than can be completed in 12 weeks. We may end up reading and discussing less than what is listed below. The hope is that we would discuss all this and more.

Session Plan

Session	General Topic	Readings
Week 1	Preliminaries – I Basic Vocabulary	<p>“Analytic Philosophy,” Chapter 3 of NN, pp. 43-60. “Education, Persons and Schooling,” Chapter 1 of David Carr, <i>Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching</i>, London: Routledge, 2003, pp. 3-18.</p> <p><u>Suggested:</u> R. S. Peters, “Criteria of Education,” Chapter 1 of <i>Ethics and Education</i>, London: George Allen and Unwin, pp. 23-45. Megan Laverty and David Hansen, “Series Introduction,” pp. ix -xxiii of any volume of <i>History of PoE</i>.</p>
Week 2	Preliminaries – II Aims of Education	<p>“Values, Aims and Society,” Chapter 1 of Christopher Winch and John Gingell, <i>Philosophy and Educational Policy: A Critical Introduction</i>, London: Routledge Falmer, 2004, pp. 5-15. Paul Standish, “The Nature and Purposes of Education,” <i>Companion</i>, pp. 221-231.</p> <p><u>Suggested:</u> John Dewey, “Aims in Education,” Chapter 8 of <i>Democracy and Education</i>, pp. 105 – 116. Christopher Martin, “Analytic Philosophy of Education,” <i>History of PoE</i>, Vol. V, pp. 85-106. [This will often be referred to in the first 4 weeks, and is strongly suggested.]</p>
Week 3	Rational Autonomy	<p>“Logic and Critical Thinking,” Chapter 5 of NN, pp. 57-69. “Epistemology and Education,” Chapter 6 of NN, pp. 70-84.</p> <p><u>Suggested:</u> R. S. Peters, “Education as Initiation,” Chapter 2 of <i>Ethics and Education</i>. Jonathan E. Adler, “Knowledge, Truth and Learning,” <i>Companion</i>, pp. 285-304.</p>

Week 4	Autonomous persons	<p>Immanuel Kant, "An Answer to the Question: What is Enlightenment?" Ted Humphrey (Trans.), Indianapolis: Hackett, 1992. Find it at the New York Public Library: https://www.nypl.org/sites/default/files/kant_whatisenlightenment.pdf</p> <p>Ralph Waldo Emerson, "The American Scholar," <i>Essays</i>, New York: Charles E. Merrill Co., 1907. Find it at https://la.utexas.edu/users/hcleaver/330T/350kPEEEmersonAmerSchTable.pdf</p> <p><u>Suggested:</u></p> <p>G. Felicitas Munzel, "Kant, Hegel, and the Rise of Pedagogical Science," <i>Companion</i>, pp. 113-129.</p> <p>Viktor Johansson and Claudia Schumann, "Bildung, Self-Cultivation and the Challenge of Democracy: Emerson as a Philosopher of Education," <i>Educational Philosophy and Theory</i>, 51:5, 2019, pp. 474-477.</p>
Week 5	Philosophies of Education - I	<p>C.D.C. Reeve, "The Socratic Movement," <i>Companion</i>, pp. 7-24.</p> <p>Patrick Riley and Jennifer Welchman, "Rousseau, Dewey and Democracy," <i>Companion</i>, pp. 94-103.</p> <p><u>Suggested:</u></p> <p>"Philosophy of Education Before the Twentieth Century," Chapter 1 of NN, pp. 9-21.</p> <p>Marianna Papastefanou, "Educating for Living Life at Its Best: Aristotelian Thought and the Ideal <i>Polis</i>," <i>History of PoE</i>, Vol. 1, pp. 119-145.</p>
Week 6	Philosophies of Education - II	<p>"The Philosophical and Educational Thought of John Dewey," Chapter 2 of NN.</p> <p>John Dewey, "The Democratic Conception of Education," Chapter 7 of <i>Democracy and Education</i>, pp. 82-104.</p> <p><u>Suggested:</u></p> <p>Riley and Welchman (above, Week 5), pp. 103-112.</p> <p>René Arcilla, "Liberal Education and Its Existential Meaning," <i>History of PoE</i>, Vol IV, pp. 223-243.</p>
Week 7	Mid-term Exam	<p>[Lecture introducing Critical Pedagogy.]</p> <p><u>Suggested:</u></p> <p>Donaldo Macedo, "Introduction" to Paulo Freire, <i>Pedagogy of The Oppressed</i>, New York: Continuum Press, 2000, pp. 11-27.</p>
Week 8	Teaching and Learning - I	<p>Paulo Freire, <i>Pedagogy of the Oppressed</i>, Chapter 2, pp. 71-86.</p> <p>Stephen Fishman and Lucille McCarthy, "Paulo Freire's Politics and Pedagogy," David T. Hansen (Ed.), <i>Ethical Visions in Education: Philosophies in Practice</i>, Columbia University Press, 2007, pp. 35-45.</p> <p><u>Suggested:</u></p>

		<p>Nigel Blake and Jan Masschelein, “Critical Theory and Critical Pedagogy,” Nigel Blake et al, <i>The Blackwell Guide to the Philosophy of Education</i>, pp. 38-56.</p> <p>Peter Roberts, “A Philosophy of Hope: Paulo Freire and Critical Pedagogy,” <i>History of PoE</i>, Vol. V, pp. 107-128.</p>
Week 9	Teaching and Learning - II	<p>“Social and Political Philosophy,” Chapter 9 of NN, pp. 171-191.</p> <p>bell hooks, “Democratic Education,” <i>Teaching Community: A Pedagogy of Hope</i>, Teach 4, New York: Routledge, 2003; pp. 41-50.</p> <p><u>Suggested:</u></p> <p>Andrea R. English, “Introduction: Struggle, Resistance and Opportunity: A Historical and Philosophical Lens on Education in the Modern Era,” <i>History of PoE</i>, Vol. 4, pp. 1-24.</p> <p>Nathalia E. Jaramillo and Peter McLaren, “bell hooks and The Pedagogy of Revolutionary Change,” in Maria del Guadalupe Davidson and George Yancy (Eds.), <i>Critical Perspectives on bell hooks</i>, New York: Routledge, 2009, pp. 17-33.</p>
Week 10	Teaching and Learning - III	<p>“Feminism, Philosophy and Education,” Chapter 12 of NN, pp. 217-238.</p> <p>“Multiculturalism and Cosmpolitanism,” Chapter 11 of NN, pp. 207-215.</p> <p><u>Suggested:</u></p> <p>Lovisa Bergdahl and Elisabet Langmann, “Feminism within Philosophy of Education,” <i>History of PoE</i>, Vol. 5, pp. 57-84.</p> <p>Gert Biesta, “Mind the Gap! Communcation and the Educational Relation,” in Charles Bingham and Alexander Sidorkin (Eds.), <i>No Education without Relation</i>, New York: Peter Lang, 2004, pp. 11-22. [This will be referred to in the instructor’s discussion of relational pedagogy. “Strongly suggested.”]</p>
Week 11	Moral Philosophy and Education - I	<p>“Ethics and Moral Education,” Chapter 8 of NN, pp. 145-170.</p> <p>“Moral, Personal and Civic Education,” Winch and Gingell (2004), pp. 81-95.</p> <p><u>Suggested:</u></p> <p>David Carr, “Wider Moral Implications of Education,” Chapter 5 of <i>Making Sense of Education</i>, pp. 67-82.</p> <p>David T. Hansen, “Dewey’s view of the Moral Self,” in Hansen (Ed.), <i>John Dewey and Our Educational Prospect</i>, Albany: State University of New York, 2006, pp. 165-188.</p>
Week 12	Moral Philosophy and Education -II	<p>David T. Hansen, “Person, Conduct and Moral Sensibility in Teaching,” Chapter 2 of <i>Exploring the Moral Heart of Teaching: Toward a Teacher’s Creed</i>, New York: Teachers College Press, 2001, pp. 20-40.</p> <p>[No further suggested readings. We will continue to examine parts of the suggested readings from the previous week.]</p>

Week 13	[No new Material]	Student Presentations
Week 14	Final Exam?	