

**National Endowment for the Humanities Seminar
July 9–28, 2017**

***Philosophers of Education
Major Thinkers from the Enlightenment to the Present
Syllabus***

Please note that the syllabus, while essentially outlined below, may be subject to some shifts to accommodate educational opportunities that may arise during the Seminar.

In advance of the Seminar three books will be mailed to all participants:

John Locke's *Some Thoughts Concerning Education*

John Dewey's *The Child and the Curriculum, Including The School and Society*

William James' *Talks to Teachers*

Preparation for Monday and Tuesday, July 10 and 11: *In advance of the Seminar, please read John Locke's Some Thoughts Concerning Education.*

Week One

Sunday, July 9

4:00

Meet in lobby at 10 Buick Street Residence

6:00-9:00

Reception and Welcoming Dinner

Monday, July 10

John Locke, Empiricist

9:00-9:30

Introduction of Program

9:30-10:30

Discussion on Locke

Topics:

What are Locke's views on sleep, drink, diet?

What in #46 does Locke claim is "the true secret of education"?

How do children learn when they are "in tune" and "out of time"?

How does Locke argue for imitation, fortitude, tenderness, curiosity, games?

Why is Locke skeptical of music?

10:30-11:00

Break

11:00-11:30

Locke's Life and the Genesis of Thoughts on Education

11:30-12:30

PowerPoint, Part One: "John Locke: A Man of Versatile Mind."

12:30-1:30 Lunch

1:30-2:30 John Locke: Behaviorist? Evolutionary Psychologist?

Topics:

Why does Locke say, “Esteem and disgrace are...the most powerful incentives to the mind”?

What does Locke mean when he says, “God has stamped certain characters upon men’s minds...”?

How does Steven Pinker describe Locke?

What does Pinker mean by universals?

2:30-3:30 Orientation to the IT Center, Peter Wright

Tuesday, July 11

9:00-9:30

John Locke, Moralist

Summary, questions, comments.

9:30-10:30

Continued discussion on Locke

Topics:

What qualities, according to Locke, should a tutor possess?

What are Locke’s views on curiosity, recreation, and toys?

10:30-11:00

Break

11:00-12:30

John Locke, Realist

Topics:

How does Locke think we should we treat the “love of power and dominion” in children?

Why does Locke describe us as “vain and proud creatures”?

How does Locke criticize materialism and narcissism?

12:30-1:30

Lunch

1:30-3:00

PowerPoint, Part Two “John Locke’s Life, Legacy, and Connection to Contemporary Education.”

Preparation for Wednesday, July 12: Book of Readings: Jefferson’s quotations on Education from the Book of Readings. “A Bill for the More General Diffusion of Knowledge”; Letters on education: “An Honest Heart, A Knowing Head”; “A Gentleman’s Library”; “On European Education”; “Education of a Future Son-in-Law”; “The Grand Recipe for Felicity”; “The Homage of Reason”; “Reading the Law”;

“Whippoorwill and Strawberries”; *“Freedom of Mind”*; *“Education of a Grandson”*; *“Female Education”*; *“Habits of a Hard Student”*; *“Counsel to a Namesake.”*

Wednesday, July 12

9:00-9:30

Thomas Jefferson, Educational Visionary

Summary, questions, comments.

9:30-10:30

Breakout Session:

Each participant picks out in advance three-four favorite Jefferson quotations on education from the list provided and defends them.

10:30-1:00

Break

11:00-12:30

Jefferson’s Letters

Topics:

What role should education play in improving personal life and civic culture?

How, according to Jefferson, was Europe dangerous to young students?

How were women to be educated?

What relevance do Jefferson’s views on education have for us today?

12:30-1:30

Lunch with Seminar.

Afternoon Free

Preparation for Thursday, July 13: Thomas Jefferson, selected letters and essays on religion. Readings from Book of Readings: “Notes on the State of Virginia”; “A Bill for Establishing Religious Freedom”; “I Have Sworn Upon the Altar of God”; “Jesus, Socrates, and Others”; “The Morals of Jesus”; “Never an Infidel, If Never a Priest”; “Jesus and the Jews”; “A Unitarian Creed”; “Religion and the University”; “The Homage of Reason”; “Freedom of Mind.”

Thursday, July 13

9:00-9:30

Thomas Jefferson, Deist

Summary, questions, comments.

9:30-10:30

Jefferson: Religion and Schools

Topics:

Why was Jefferson so hostile to religious establishments?

How are the issues Jefferson raises relevant to religion today? To the contemporary discussion about the relationship between church and state?

What are Jefferson’s views of Jesus? The Jews? What does he think of John Calvin?

10:30-11:00

Break

11:30-12:30 Jefferson's views on female education and African-American education.

Topics:

What are Jefferson's views on novels?

How does Jefferson view African-Americans and their potential for education?

12:30-1:30 Lunch

1:30-3:00 PowerPoint, "Jefferson's Legacy and the Founding of the University of Virginia.

Preparation for Friday, July 14: Reading: the selections from Emile and the two critical essays on Rousseau in Book of Readings.

Friday, July 14

Jean-Jacques Rousseau's Emile

9:00-9:30

Summary, questions, comments.

9:30-10:30

Emile

Topics:

Why does Rousseau say the most useful rule of education is "Not to gain time, but to lose it"?

How would Rousseau teach reading compared to the way John Locke would teach it?

Why does Rousseau say of his pupil "...let him have no rival, no competitor... "?

Why does Rousseau say, "I hate books"?

What does Rousseau mean by the statement "...it is necessary that he work like a peasant, and think like a philosopher... "?

10:30-11:00

Break

11:00-12:30

Guest Speaker Leo Damrosch: Presentation on Rousseau's life.

12:30-1:30

Lunch

1:30-3:30

Guest Speaker Leo Damrosch: Presentation on Rousseau's Educational Views and Connection to Rousseau's other works.

Preparation for Monday, July 17: Horace Mann, selections from Annual Reports to the Massachusetts Board of Education. Reading from Book of Readings and Gibbon article on Horace Mann.

Week Two

Monday, July 17

Horace Mann and the Common School

9:00-9:30

Summary, questions, comments.

Topics:

What does Mann say about the moral character of the teacher?

What does Mann argue is the connection between a republic and universal popular education? Between prosperity and education? Between health and education?

What does he mean by saying that “the individual is a social individual and school is a social institution”?

10:30-11:00

Break

11:00-12:30

Guest Speaker: Charles Glenn on *The Myth of the Common School*.

12:30-1:30

Lunch

1:30-2:30

Charles Glenn: Mann’s Legacy

Preparation for Tuesday, July 18. Selections from Barbault, Wollstonecraft, Beecher, and Lillard in the Book of Readings.

Tuesday, July 18

Women and Education

9:00-9:30

Summary, questions, comments.

9:30-10:30

Discussion

Topics:

How is Barbault critical of aristocratic education?

How does Wollstonecraft say women should become rational and independent?

What are the advantages of coeducational day school, according to Wollstonecraft?

How does Beecher say women can transform American schools?

10:30--11:00

Break

11:00-12:30

Guest Speaker: Tim Seldin on Maria Montessori’s vision.

12:30-1:30

Lunch

1:30-3:30

Tim Seldin: Montessori Schools Today

Preparation for Wednesday, July 19: Review John Dewey's, "My Pedagogic Creed"; "The School and Society"; "The Child and the Curriculum." Selection from Book of Readings: "Education and Experience."

Wednesday, July 19

John Dewey, Democratic Education

9:00-9:30

Summary, questions, comments.

9:30-10:30

"School and Society" and "The Child and the Curriculum"

Topics:

How are "discipline" and "interest" opposed, according to Dewey?

Why does Dewey say, "Guidance is not external imposition"?

10:30-11:00

Break

11:00-12:30

Discussion, "My Pedagogic Creed"

Topics:

Why does Dewey argue, "The child's own instincts and powers furnish the materials and give the starting point for all education"?

What does he mean by saying, "the individual is a social individual and school is a social institution"?

How is "the teacher always the prophet of the true God and the usherer in of the true Kingdom of God"?

What, according to Dewey, is the role of the teacher in the school community?

What is the meaning of the statements "The school must represent present life" and "Education is a process of living"?

12:30-1:30

Lunch

1:30-2:30

Albert Cullum: *A Touch of Greatness*

Preparation for Thursday, July 20: Review *Talks to Teachers*.

Thursday, July 20

Talks to Teachers

9:00-9:30

Summary, questions, comments.

9:30-10:30

Discussion, Chapter 7, *Talks to Teachers*

Topics:

What does James mean by "Soft pedagogies"?

Why are imitation and emulation important?

Why does James extol habit?

What does James mean on page 77 by the statement “always trying to impress the class through as many sensible channels as he can”?

10:30-11:00

Break

10:00-12:30

The Public Intellectual, the Life and Influence of James

12:00-1:30

Lunch

1:30-3:00

Field trip to Mount Auburn Cemetery and Tour of Harvard

Preparation for Friday, July 21: Selections from Russell and Bestor in Book of Readings.

Friday, July 21

Critics of Progressive Education

9:00-9:30

Summary, questions, comments.

9:30-10:30

Breakout Sessions

Arthur Bestor: “The Distinctive Function of Schools”

Topics:

Why does Bestor believe that it is important to indoctrinate students “in the mores of society”?

Why does Bestor insist, “The primary function of the educational system is to furnish intellectual training”?

How does this claim contradict Dewey and Rousseau?

Why is Bestor opposed to “the wholesale extension of the public schools’ responsibility into the realm of ‘social conditioning’”?

Why does Bestor think “anti-intellectualism” is a particular danger now?

10:30-11:00

Break

11:30-12:30

Bertrand Russell, “The Negative Theory of Education.”

11:00-12:30

Continue discussion.

Topics: What does Russell say are the advantages of freedom in schools?

What does Russell say should be the limitations on freedom in schools?

12:00-1:30

Lunch

1:30-3:00

Individual conferences with Gibbon and Wright, finalizing paper topics.

Week Three

Preparation for Monday July 24: Selections from Washington and DuBois in Book of Readings.

Monday, July 24

Booker T. Washington vs. W.E.B. DuBois

9:00-9:30

Summary, questions, comments.

9:30-10:30

Discussion

Topics:

What is Booker T. Washington's vision for African-American Education?

Why does DuBois criticize Washington?

10:30-11:00

Break

11:00-12:30

Watch and discuss Frontline's "The Two Nations of Black America."

Topics:

Why, according to the commentators, is class, not race, at the crux of the nation's educational problems?

What is Geoffrey Canada's solution?

What is Pedro Noguera's solution?

12:30-1:30

Lunch

1:30-3:30

Individual conferences with Peter Gibbon and Peter Wright and free to work on papers.

Preparation for Tuesday, July 25: Selections from E.D. Hirsch in Book of Readings.

Tuesday, July 25

E.D. Hirsch, Cultural Literacy

9:00-9:30

Summary, questions, comments.

9:30-10:30

Discussion.

Topics:

Why is Hirsch opposed to romanticism, formalism, naturalism?

What is the "Matthew effect"?

What are the implications of Hirsch's research for policy, for education schools?

10:30-11:00 Break

11:00-12:30 Watch and discuss C-Span interview “The Making of Americans”
Topic:
What is the connection between cultural literacy and civic improvement?

12:30-1:30 Lunch, Afternoon: Free

Preparation for Wednesday, July 26: Selections from Howard Gardner in Book of Readings.

Wednesday, July 26 **Howard Gardner, Theory of Multiple Intelligences**
9:00-9:30 Summary, questions, comments.

9:30-10:30 Discussion

Topics:

What does Gardner mean by “disciplinary (or genuine) understanding”?

How do Gardner and Hirsch disagree on the subject of individual differences, cultural literacy, and testing?

How does Gardner believe a changing teaching profession has contributed to a decline in education?

What does Gardner say his attitude is towards cultural literacy? Towards Allan Bloom?

10:30-11:00 Break

11:30-12:30 Watch and discuss DVD “MI: The First Twenty-five Years”

Topics:

What is the evidence for multiple intelligences?

How is Gardner criticized?

12:30-1:30 Lunch
Afternoon, free

Preparation for Thursday, July 27: Read Diane Ravitch article in Book of Readings

Thursday, July 27 **“Waiting for Superman”**
9:00-9:30 Summary, questions, comments.

9:30-10:30 Watch “Waiting for Superman”

10:30-11:00 Break

11:00-12:30 Discussion of documentary.

Topics:

What is Davis Guggenheim’s critique of American education?

Why does Diane Ravitch disagree with Guggenheim and find the film misleading?

12:30-1:30 Lunch
Afternoon Free

Friday, July 28 **Presentation of Papers**

9:00-10:30

10:30-11:00 Break

11:00-12:30 Continue presentation of papers.

12:30-1:30 Wrap-up