

**EDUA 7200 A01 — PHILOSOPHY OF EDUCATION**  
Faculty of Education, University of Manitoba  
Department of Educational Administration, Foundations, and Psychology

**PROFESSOR:**

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I am normally available before class on Thursday. Full office hours are posted on my door. Feel free to just drop by or arrange for an appointment. If I am not in the office, Gladys Broesky (474-9165) — Jesuit Centre (room 118) — will be happy to set something up. (Gladys is here Tuesday, Wednesday, & Thursday — 8:30 am-4:30 pm.)

**COURSE TIME & LOCATION:**

Fall Session: Thursday evenings: 5:30–8:30 pm (R5) — St. Paul's College, Room 123 (by Library, lowest level).

**COURSE OBJECTIVE:**

To introduce students to major movements, thinkers, issues and debates in Philosophy (Foundations) of Education. The focus question for this course is “What are the nature and aims of education?” The question will be addressed from a variety of and the thinkers I have selected for study represent both the diversity and unifying themes of the field. Readings will be drawn from Plato, Aristotle, Augustine of Hippo, Thomas Aquinas, Ignatius Loyola, John Amos Comenius, John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft, and Bernard Lonergan.

**TEXTBOOKS**

1. Because of the variety of readings on the philosophy of education drawn from ancient and modern sources, no single textbook is appropriate for the course.

A bound compilation of the readings from Plato, Aristotle, Augustine, Aquinas, Ignatius Loyola, Comenius, Locke, Rousseau, and Wollstonecraft is available from the Jesuit Centre (\$20.00). A copy of this compilation are also available on **two hour reserve** in the St. Paul's College Library.

2. Selections from:

Creamer, David G. *Guides for the Journey: John Macmurray, Bernard Lonergan, James Fowler*. Lanham, MD: University Press of America, Inc., 1996. [**Chapters 4 & 5; pp. 50-111**]

Lonergan, Bernard. *Topics in Education*. Vol. 10 of the *Collected Works of Bernard Lonergan*. Edited by Frederick E. Crowe and Robert M. Doran, revising and augmenting the unpublished text prepared by James Quinn and John Quinn. Toronto: University of Toronto Press, 1993. [**Chapters 5, 6, 9, and 10; pp. 107-157, 208-257.**]

Morelli, Mark D., and Elizabeth A. Morelli, eds. *The Lonergan Reader*. Toronto: University of Toronto Press, 1997. [**Introduction, pp. 11-26.**]

These three books are also available on **overnight reserve** in the St. Paul's College Library.

**REQUIREMENTS:**

- 1. Read the assigned readings.
- 2. Attend and participate in classes. At times, they will deal with material that is not in the assigned readings.
- 3. A short critical essay (not to exceed 1000 words/four pages, double-spaced) on Plato and Aristotle. Elaborate and critique their answers to the questions: (a) What is the purpose or “end” of education? (b) How is it that we human beings come to “know” (i.e., the “method” of knowing)?

Essays are due on or before October 12, 2006. This exercise will provide students with some feedback as to how they are doing prior to the last date for Voluntary Withdrawal without academic penalty from first term half-courses.

4. Students (in 2's or 3's) will be responsible for making one oral presentation based on the primary source readings for one of the following — Augustine of Hippo, Thomas Aquinas, John Amos Comenius, John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft. This will require the students in a seminar setting to communicate the substance and details of the argument, to analyze it, and to focus on questions which might be raised by the reading. The Term Paper may grow out of this reading, though not necessarily. The participation grade will be based on this oral presentation, as well as on faithful class attendance and *meaningful* (quality not quantity) participation in discussion.

5 . Major Term Paper: Due on or before December 7, 2007

The topic for the paper will be decided upon by student in consultation with instructor. Term papers are 15-20 pages in length. They must conform to an appropriate style manual. See, for example: Turabian, Kate L. *A Manual for Writers of Term papers, Theses, and Dissertations*. Fifth Edition. Chicago: The University of Chicago Press, 1987 OR *The Chicago Manual of Style*. 14th Edition. Chicago: The University of Chicago Press, 1993.

Paper Topics:

(a) Exposition and critical review of a work by one of the philosophers studied in this course.

OR

(b) A topic chosen in consultation with the instructor.

**EVALUATION:**

Class Presentation/Participation . . . . .	20%
Short Critical Essay . . . . .	30%
Major Term Paper . . . . .	50%

**Grading Scheme:**

The following grading scheme used by the Department of Educational Administration, Foundations, and Psychology (based on the ‘Letter Grade System’ in the *University of Manitoba Undergraduate Calendar: 2006-2007*) will be used in the course (Final Grades are subject to Faculty of Arts Review):

95-100	A+	4.5	Exceptional	75-79	C+	2.5	Satisfactory
90-94	A	4.0	Excellent	70-74	C	2.0	Adequate
85-89	B+	3.5	Very Good	60-69	D	1.0	Marginal
80-84	B	3.0	Good	0-59	F	0.0	Failure

**Incomplete Term Work:** See page 24 of *University of Manitoba Undergraduate Calendar: 2006-2007* for the regulations (4.1.2). Note that you must “apply to the instructor prior to the end of lectures for an incomplete grade and time extension for work completion.” Such an extension is NOT automatic! Your attention is also drawn to pages 148–151 setting forth the Faculty of Education’s Academic Regulations.

**Academic Integrity:** Acquaint yourself with the University’s policy on *Personation at Examinations* (4.2.8) on p. 26 of the *University of Manitoba Undergraduate Calendar: 2006–2007* and *Plagiarism and Cheating* (7.1), on pp. 27-8.

## COURSE OUTLINE:

### 1. INTRODUCTION AND OVERVIEW

Who am I? Who are you?  
 Philosophy of education: state of the question  
 Overview of course content and expectations

### 2. PLATO: (427 BCE–348 BCE)

Education as essentially “moral”

**Readings:** Selections from *The Meno & The Republic*

### 3. ARISTOTLE (384-322 BCE )

“The Philosopher” for Thomas Aquinas

**Readings:** Selections from his *Politics* and *Physics*

### 4 AUGUSTINE OF HIPPO (354 CE–430 CE)

Education as essentially “religious”

**Readings:** Selections from *Concerning the Teacher* (389 CE) and *On Christian Doctrine* (c. 396 CE)

### 5 THOMAS AQUINAS (1225-1274)

**Readings:** Selections from *On Truth*, the *Summa Contra Gentiles*, his *Commentary on Aristotle's Politics*, and the *Summa Theologia*

6. IGNATIUS LOYOLA (1491-1546)

**Readings:** Selections from the Jesuit *Ratio Studiorum* (1599)

7. JOHN AMOS COMENIUS (1592–1670)

Pioneer of “modern educational science”

**Readings:** Selections from *The Great Didactic* (1657)

8. JOHN LOCKE (1632–1704)

Education proper to a “gentleman”

**Readings:** Selections from *Some Thoughts Concerning Education* (1693)

9. JEAN-JACQUES ROUSSEAU (1712–1778)

As regards education, let nature be the guide (Feb 24)

**Readings:** Selections from *Émile* (1762)

10. MARY WOLLSTONECRAFT (1759–1797)

Feminist theorist and writer of pedagogic stories

**Readings:** Selections from *Vindication of the Rights of Women* (1792)

11. BERNARD LONERGAN (1904-1984)

What is the “Lonergan enterprise”?

The structure of human consciousness

**Readings:** David G. Creamer, *Guides for the Journey: John Macmurray, Bernard Lonergan, James Fowler* (Lanham, MD: University Press of America, Inc., 1996), chapters 4 and 5

12. BERNARD LONERGAN ON EDUCATION

The New Learning: Mathematics

Science and the New Learning

Art

History

**Readings:** Bernard Lonergan, *Topics in Education*. Vol. 10 of the *Collected Works of Bernard Lonergan*. Edited by Frederick E. Crowe and Robert M. Doran, revising and augmenting the unpublished text prepared by James Quinn and John Quinn (Toronto: University of Toronto Press, 1993), chapters 5, 6, 9, and 10

13. SUMMATION

## SELECTED BIBLIOGRAPHY:

- Augustine of Hippo, *De Magistro* (389 A.D.); in *Basic Writings of Saint Augustine* (2 vols), edited and with an introduction and notes by Whitney J. Oates. New York: Random House, 1948. Volume One, pp. 361-95.
- Augustine of Hippo, *De Doctrina Christiana* (c. 396 CE); in *The Fathers of the Church*. New York: CIMA Publishing, 1947. Volume 4, *Saint Augustine*, pp. 3-235.
- Bourke, Vernon J. Bourke, ed. *The Pocket Aquinas*. New York, Pocket Books, 1960.
- Comenius, John Amos, *The Great Didactic* (1657). Translated with introductions, biographical and historical, by M. W. Keatinge (London: Adam & Charles Black, 1896).
- . *Orbis Pictus* (1658) Reprint of 1727 English Edition by C. W. Bardeen, Publisher, Syracuse, NY: 1887.
- Creamer, David G. *Guides for the Journey: John Macmurray, Bernard Lonergan, James Fowler*. Lanham, MD: University Press of America, Inc, 1996.
- Curren, Randall R. *Aristotle on the Necessity of Public Education*. New York: Rowman & Littlefield, 2000.
- Dawson, Christopher. *The Crisis of Western Education*. New York: Sheed & Ward, 1961.
- Donohue, John W. *St. Thomas Aquinas and Education* (Studies in the Western Educational Tradition). Random House, 1968.
- Farrell, Alan P. *The Jesuit Code of Liberal Education*. Milwaukee: The Bruce Publishing Company, 1938.
- Go Forth and Teach: The Characteristics of Jesuit Education*. Washington, DC: Jesuit Secondary Education Association, 1987.
- Ignatius of Loyola (the autobiography of). *A Pilgrim's Journey*. Introduction, translation, and commentary by Joseph N. Tylenda. Wilmington, DL: Michael Glazier, 1985.
- Jesuit Ratio Studiorum of 1599*. Translated with an introduction and explanatory notes by Allan P. Farrell. Washington, DC: The Jesuit Conference, 1970.
- Kanaris, Jim and Mark J. Doorley, eds. *Lonergan and Contemporary Continental Thought: In Deference to the Other*. Albany, NY: SUNY Press, 2004.
- Letson, Douglas and Michael Higgins. *The Jesuit Mystique*. Chicago: Loyola Press, 1995.
- Locke, John. "Some Thoughts Concerning Education" (1693), in *The Works of John Locke*, (10 vols.; London, 1823), vol 9, pp 1-205.
- Lonergan, Bernard. *Topics in Education*. Vol.10 of the *Collected Works of Bernard Lonergan*. Edited by Frederick E. Crowe and Robert M. Doran, revising and augmenting the unpublished text prepared by James Quinn and John Quinn. Toronto: University of Toronto Press, 1993.
- Metts, Ralph E. *Ignatius Knew*. Washington: Jesuit Secondary Education Association, 1995.
- Morelli, Mark D. and Elizabeth A. Morelli, eds. *The Lonergan Reader*. Toronto: University of Toronto Press, 1997.
- Plato. *The Republic*. Translated by Benjamin Jowett. In *The Dialogues of Plato*, vol 3. Oxford: Clarendon Press, 1892.
- Plato. *Meno*. Translated by Benjamin Jowett. In *The Dialogues of Plato*. New York: Bantam

- Books, 1986, pp. 195–229.
- Provenzo, Eugene F., Jr., ed. *Critical Issues in Education: An Anthology of Readings*. Sage Publications, Inc., 2006.
- Rousseau, Jean-Jacques. *Émile*, 1762. [*The Emile of Jean Jacques Rousseau*. Selections translated and edited by William Boyd. New York: Teachers College Press, 191971]
- Smith, Glenn L and Joan K. Smith, *Lives in Education* (Second Edition). New York: St. Martin's Press, 1994
- Wise Bauer, Susan and Jessie Wise. *The Well-Trained Mind: A Guide to Classical Education at Home*. Revised and Updated Edition. W. W. Norton & Company, 2004.
- Wollstonecraft, Mary. *A Vindication of the Rights of Women*. Edited by Carol H. Poston. New York: W. W. Norton, 1988.