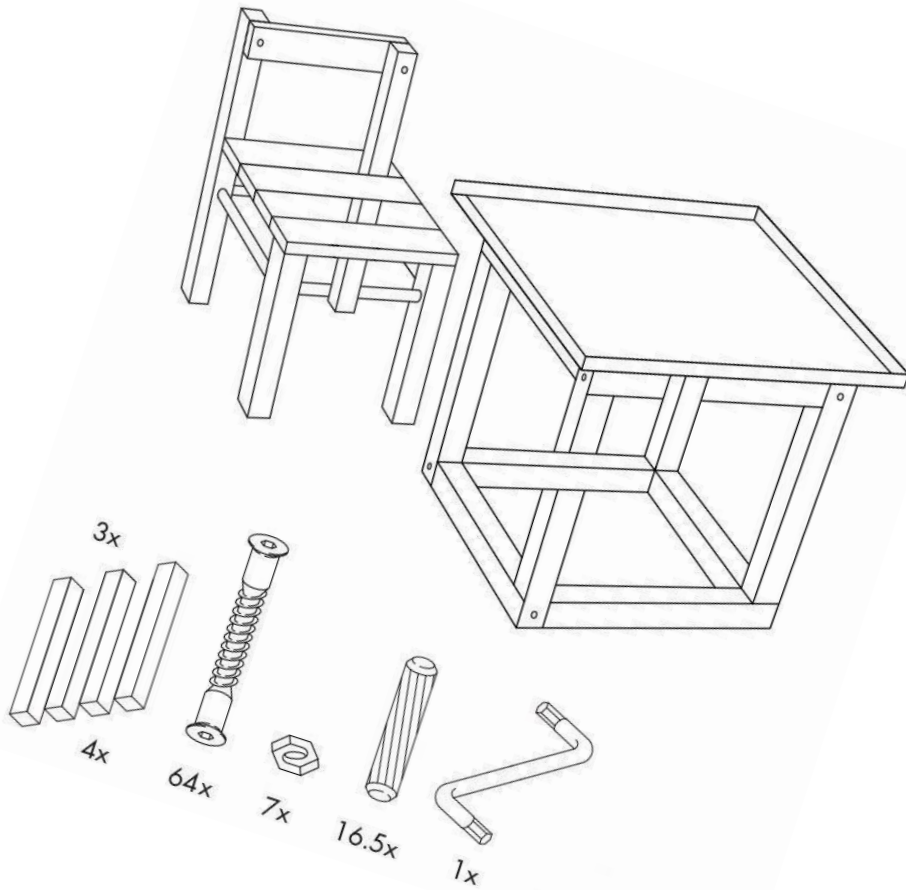


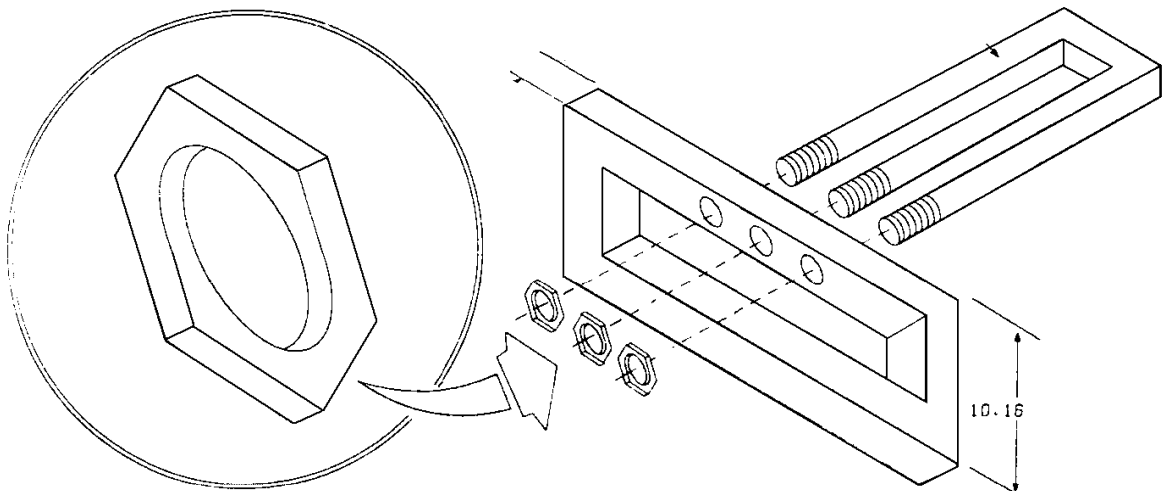
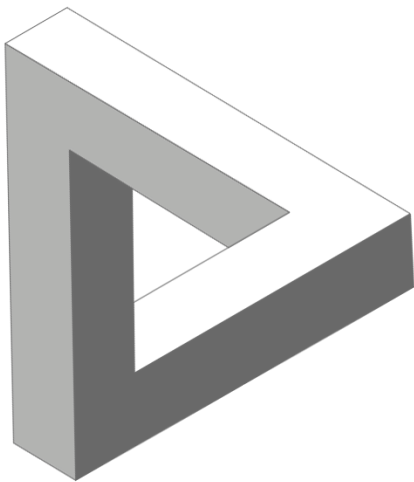
SPRING 2025
YONSEI UNIVERSITY



SYLLABUS

PHILOSOPHY OF EDUCATION

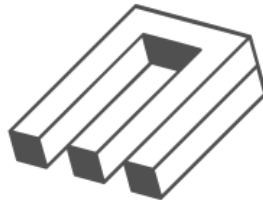
DAVID MEYER | PHD
꽃기린



PHILOSOPHY OF EDUCATION

EDU2111 | 교603
SPRING 2025 | WED 12:00-14:00
YONSEI UNIVERSITY | FRI 12:00-13:00

DSM@NAMU.BLUE
DAVID MEYER | PHD
꽃기린



This course aims to provide a pluralistic introduction to philosophy and education through a broad survey of the diverse philosophical perspectives, problems, and approaches to education and educational research around the world. This survey will primarily seek to appreciate the vast diversity of thought, meaning, value, and perspective involved in the education of human beings in order to identify, reflect on, and expand our own views. This course will challenge you to candidly confront your own preconceptions and consider the origins and the consequences of your assumptions about education and your involvement with it. 🌸

OVERVIEW

YOUR RESPONSIBILITIES | MY RESPONSIBILITIES

- | | | |
|---|---|--|
| <p>To attend fifteen weeks of class, and to let me know when you are ill or need to be absent for whatever reason.</p> | 1 | <p>To curate a broad yet thorough survey of diverse perspectives and problems in the philosophy of education.</p> |
| <p>To read one or more of the readings each week, and to reflect on how the implications these have for your own views and values.</p> | 2 | <p>To engage you with insightful LECTURES AND AUDIOVISUAL PRESENTATIONS, and make these ACCESSIBLE in various formats.</p> |
| <p>To participate in small group DISCUSSIONS with your peers every week.</p> | 3 | <p>To facilitate discussions and adapt the lecture contents according to your interests and questions.</p> |
| <p>To ask and respond to questions relating to your perspectives on education in an asynchronous, informal DIALOGUE with me.</p> | 4 | <p>To provide thoughtful feedback on your written assignments, and to engage you with questions to help you develop your ideas.</p> |
| <p>To draft and revise over the course of the semester a MANIFESTO that expresses your philosophical views on education.</p> | 5 | <p>To clearly communicate the criteria and results of evaluation, and to provide you with the opportunity to appeal both my assessment of your work and the evaluation criteria.</p> |

OBJECTIVES



DELIBERATION

I hope that you will try to identify your own beliefs, desires, preconceptions, prejudices, and values, especially in relation to education.

I encourage you to consider alternative points-of-view and how these might problematize your own positions.



APPRECIATION



REFLECTION

I hope that you will critically evaluate and adapt your values and perspectives in light of the meaningful alternatives you may encounter in this course.

I hope that this course will help you to become familiar with the main currents in world philosophies of education, past and present, and that you will therefore be able to more effectively develop, articulate, and defend your own perspectives.



EXPRESSION



PROBLEM AWARENESS

By familiarizing yourself with the various problems addressed in the philosophy of education, it is my hope that you will develop your ability to recognize problematic conditions in your own experiences and inquiries.

COURSE FORMAT

CLASS SESSIONS



WEDNESDAY SESSIONS will begin with **SMALL GROUP DISCUSSIONS**. You will be randomly assigned to a new group each week. At the beginning of class I will introduce a few discussion questions for you to talk about, or you can talk about your own. Each group will make a brief note on our **VIRTUAL WHITEBOARD**. We will then regroup and continue the discussion as a class. I will try to respond to your questions and comments and supplement the discussion with a brief lecture when appropriate.



FRIDAY SESSIONS will consist entirely of audiovisual **PRESENTATIONS**. Through these presentations, I will introduce the topic, themes, and readings to be discussed the following week.

ASSIGNMENTS



Each week there will be a **VERY BRIEF SURVEY** to complete before the start of class every Wednesday. To complete these simple surveys, you only need to indicate your name, which of the readings you read, and submit a single discussion question related to the readings or the weekly topic.



To help you identify and reflect on your own perspectives about education, I will engage you in an ongoing **DIALOGUE** that will span the entire semester. We will have this dialogue **ASYNCHRONOUSLY** through. It will be a **CASUAL, LOW-FREQUENCY** conversation consisting of brief exchanges.



The primary assignment in this class is a **MANIFESTO** that succinctly articulates your philosophical positions on education. You will begin with a very brief rough draft that you will revise twice over the course of the semester, taking into consideration the various problems and perspectives we cover in class.

COMMITMENTS



ACCESSIBILITY

Making your experience in this class as enriching as possible is my priority. I do as much as I can to lower the barrier for you to participate in this class and access its content. If you require special accommodation, please let me know and I will be more than happy to make the appropriate adjustments.



All readings will be provided electronically via LearnUs. You will not need to purchase any books for this class.

All lectures and presentations will be recorded and made available so you can reference them at your leisure. When possible, I will also try to include transcripts or subtitles for added convenience.



The lectures, presentations, and readings will primarily be in English. However, you are welcome to use Korean when communicating with me or in group discussions (so long as this does not exclude other group members). Your written assignments may also be written in Korean.



NON-DISCRIMINATION

This course will not accommodate the discrimination of gender, race, or class, and will not tolerate any form of hate speech or harassment. This should go without saying, and I AM CONFIDENT THAT YOU ARE A GOOD PERSON WITH A LOT TO CONTRIBUTE TO THIS CLASS. I only mention it here to help keep out the fascist riffraff. 🌸

COURSE CONTENTS



PRESENTATIONS & LECTURES



The presentations and lectures in this class will cover the readings and their related topics. Based on your feedback (through the weekly surveys), I will adjust the contents of these to be more relevant to your interests. Rather than reiterating what is stated in the readings, the presentations and lectures will try to contextualize the ideas and problems they present by relating them to other relevant themes, concepts, and issues discussed throughout the semester.

Additionally, to help facilitate your own reflections on these topics and how they relate to your views, each module will feature brief enrichment segments. These will include commentaries on relevant current events, brief introductions to special philosophical topics, and casual examinations of relevant logical fallacies or cognitive biases.

DISCUSSIONS



Each week you will be randomly assigned to a group with one or two other classmates. Over the course of the semester, you will have a chance to interact with most if not all of the other people in the class, and hopefully by doing so you will encounter a lot of different perspectives on the topics covered in class.

At the start of class every Wednesday, I will introduce several discussion questions relating to the weekly topic. In your group, you may discuss all or

none of these questions, or you may discuss your own questions (such as the ones you submitted via the weekly survey). Discussions will last between 20-30 minutes. There will be a virtual whiteboard on which each group may share some brief notes from their discussions—such as their responses to the given questions.

Discussions are meant to be conversations, not necessarily debates. It is perfectly fine to have your discussions and share your notes **in Korean** so long as all your group members also speak Korean. While disagreement and criticism are perfectly acceptable, disrespect is not. However, bigotry and fascism are exceptions. They are not respectable and are therefore undeserving of deference. 🌸

COURSEWORK

There are three types of assignments in this class: a **WEEKLY SURVEY**, an **ASYNCHRONOUS DIALOGUE** with me, and a **MANIFESTO** expressing your philosophy of education.

The dialogue and weekly survey are both relatively casual. They will require a minimal amount of writing and time. The manifesto is also relatively lightweight being that it is meant to be short and succinct. However, it is expected that in spite of its length it demonstrates that you have sufficiently reflected on your ideas and those covered in class.

SURVEYS

There will be a brief online survey for you to complete BEFORE THE START OF CLASS EACH WEDNESDAY. These surveys serve two purposes: to encourage you to prepare for the class discussion by formulating a discussion question ahead of time, and also to give me an idea about which readings you read and what you thought about them so that I can better facilitate

discussion and adapt the contents of the lecture. Given the object of these surveys, **I will not review late submissions.**

The surveys will be a simple online form where you can select your name from the class roster, indicate which readings you read, and input your short discussion question. Links to the weekly surveys will all be provided via LearnUs. Completing the survey should take NO MORE THAN TEN MINUTES. **It is also perfectly acceptable to compose your questions in Korean.**

DIALOGUES

The primary objective of this course is to challenge you to reflect on the origin, context, and consequences of your own views and values. The dialogues are intended to HELP YOU EXAMINE YOUR OWN THOUGHTS on education in the context of the topics and issues covered in class by providing you with a chance to regularly converse with me about them.

These dialogues will be asynchronous, meaning they will not happen in real time, but rather **through email.** This has the benefit of keeping the burden of the assignment to a minimum, and it also allows us to take time to think about what we want to say and respond at our convenience.

The first round of dialogues will begin with your submission of the first draft of your manifesto. I will then respond with questions and comments intended to point you in the direction of ideas and materials that I think would be stimulating for you. **Your responses do not need to be long and they do not need to be formal!** Furthermore, you do not need to meticulously respond to everything that I say.

You can respond whenever it is most convenient for you and as frequently as you would like. Ideally, we would have AT LEAST TWO EXCHANGES BEFORE MIDTERMS, AND AT LEAST TWO EXCHANGES BEFORE FINALS. Given the volume of emails I will be receiving from the whole class, I may not be able to respond more frequently than this if the load becomes too great. Nevertheless, I will always try to make my comments and questions as helpful as I possibly can, and I of course invite you ask questions of your own.

MANIFESTOES

The primary assignment in this course is the composition of a manifesto expressing your philosophical views on education. The purpose of this assignment is to try and observe your own thoughts to understand them in the context of other philosophical theories, problems, and social issues. This gives us a chance to not only expand our perspective and our understanding of ourselves, but it also helps us to appreciate the ways our conscious and unconscious experiences shape our thoughts and the way we perceive our world.



ROUGH DRAFT

The first draft of your manifesto will be **due by the second week of class**. It should be a very brief, rough, and candid statement of some thoughts or feelings you have about education at the time of writing it. It does not need to sound philosophical or even be textual. Collages, cartoons, mindmaps, outlines, poems, or even just a few sentences are all acceptable. The point is to just give yourself a good starting point—something to refer back to when considering the various philosophies we encounter in class. It is a brainstorm, so feel free to do whatever makes most sense to you. Your rough draft will initiate our dialogue together, which I hope will be helpful when making your revisions.



MIDTERM & FINAL REVISIONS

During midterms and finals weeks, everyone will submit a revised version of their manifesto. Like the rough draft, the revision may be in whatever format you like (textual, visual, musical, etc.), but it should clearly demonstrate that you have considered your views in the context of the various topics covered during the first and second halves of the semester. It is not necessary to adopt or agree with the philosophical positions we

discuss, but your account of your own views should clearly express how you understand them in the context of other views you have been exposed to and why your opinion is justified in spite of them. Your revision does not necessarily need to contain formal arguments, but it should be clear to me that your revision is the result of meaningful reflection and a sincere consideration of other perspectives and problems. ✿

EVALUATION



I put a lot of energy into providing qualitative rather than quantitative evaluations; such as feedback on your assignments, questions and comments in our dialogues, etc. What you get out of this class is largely up to you, and what your experience in it could mean is fundamentally open-ended. Prioritizing qualitative feedback over quantitative scoring has the benefit of making the evaluation process itself a meaningful part of your experience in this class. Nevertheless, I am ultimately required to evaluate each participant in terms of a letter grade at the end of the semester, and so it is necessary to decide on an evaluation policy that is as fair and transparent as possible.

In this course, we will attenuate the problem of quantitative evaluation in three ways: 1) by allowing you to **determine your own grade through a self-evaluation**, 2) allowing you to **determine the relative weights of each evaluation category** (attendance, participation, and manifestoes) when evaluating yourself, and 3) **collaboratively determining the evaluation criteria** at the start of the semester.

SELF-EVALUATION



Online self-evaluation forms will be distributed at the end of the semester. For each grading category—attendance, participation, and manifestoes—you will be able to evaluate yourself quantitatively and qualitatively. That is, completing the form will involve giving yourself a score for each category

and explaining why. Your evaluation should take into account the criteria agreed upon by the class (see below). You should evaluate yourself honestly, but do not feel as if you need to be overly modest. Give yourself the grade you truly feel that you deserve.

Additionally, the self-evaluation form will allow you to select the weight you wish each category to have toward your final grade. Each category has a minimum and maximum weight of 20% and 50%, respectively, and together they must total 100%. On the self evaluation form, you may indicate a value within this range for each category, or you can accept the default values.

Default Grading Category Weights



ATTENDANCE

30%



PARTICIPATION

30%



MANIFESTOES

40%

20%

MINIMUM

50%

MAXIMUM

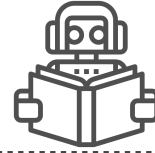
EVALUATION CRITERIA



During the first week of class, we will collaboratively decide on the evaluation criteria for this class. These criteria will take the form of a rubric for evaluating yourself in each of the grading categories. A preliminary rubric will be shared via LearnUs where you will be able to review and appeal to amend the criteria. Unlike the weights for the grading categories, however, the evaluation criteria apply not just to yourself, but to the entire

class. This ensures that while everyone may decide which category has a greater weight in determining their own final grade, every class member will be evaluating themselves according to the same criteria.

GENERATIVE AI USAGE POLICY



There are many legitimate uses of AI, but delegating your own thought to it is not one of them. AI-generated content will not be accepted, and will be subject to the university's policy on plagiarism. You have enrolled in this class to learn, so please don't squander this opportunity by submitting to the conveniences of generative AI.

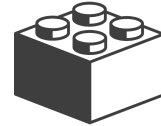
WHAT ABOUT USING AI FOR TRANSLATION?

I am sincerely interested in learning about your thoughts and perspectives. I want to hear what you have to say, and I devote a considerably high amount of my limited time and energy into providing you with thoughtful feedback so that your experience in this class may be as meaningful as possible. For this reason, I am happy to accept written assignments in either English or Korean—or both.

I invite you to challenge yourself to compose your assignments in English, even if it is difficult and time-consuming. But there is no need to write eloquently with perfect grammar. I would rather read broken English than the stale, flavorless regurgitation of word combinations that generative AI produces. If you feel the urge to use AI to translate what you wish to say, I would prefer that you either just write it to the best of your ability or just write it in Korean. You can mix English and Korean as much or as little as you would like. Your proficiency in either language will never factor into your grade in any way.

Given these allowances and freedoms, there should be no need to resort to AI to produce or translate content. I am a human using my real time and energy to understand and appreciate what you wish to communicate, so I hope you will respect our humanity when writing your assignments. 🌸

MODULES



ORIENTATION



WEEK 1
(MARCH 2 ~ 8)

- ▶ Course Introduction
- ▶ Review Syllabus
- ▶ Introductory Surveys
- ▶ Establish Evaluation Criteria

METAPHILOSOPHY



WEEK 2
(MARCH 9 ~ 15)

- ▶ What is philosophy? What is education?
- ▶ What role does philosophy and philosophical research play in education?
- ▶ How can we survey the philosophy of education pluralistically?

THE ENDS AND MEANS OF EDUCATION



WEEKS 3 & 4
(MARCH 16 ~ 29)

- ▶ Fundamental concepts in the philosophy of education
- ▶ The relationship between ends and means in education, and the significant conditions and consequences involved in their determination
- ▶ Notable paradigms of educational philosophy from around the world
- ▶ Can we establish a working concept of the philosophy of education that is general and inclusive enough to investigate it pluralistically?

LEARNING, INQUIRY & THOUGHT



WEEKS 5, 6 & 7
(MARCH 30 ~ APRIL 19)

- ▶ The ontological foundations of learning, inquiry, and thought.
- ▶ The various theories of truth and knowledge, and their implications in education.
- ▶ The controversies involved in the concept of critical thinking.
- ▶ The various philosophical problems involved in the existence and adoption of artificial intelligence in education and in society generally.

THE PHILOSOPHY OF CHILDHOOD & CHILDREN'S RIGHTS



WEEK 9

(APRIL 27 ~ MAY 3)

- ▶ How do our conceptions of childhood affect our theories, practices, and institutions of education?
- ▶ Does compulsory education fulfill our obligation to children and their right to be educated?
- ▶ Do our moral obligations to children (and humanity generally) exceed our legal obligations to them?
- ▶ What is special about childhood? Why has childhood been enshrined in international law?
- ▶ How might childhood problematize our perspective on human beings, existence, society, and education?

COMPULSORY EDUCATION IN MODERN PLURALISTIC SOCIETIES

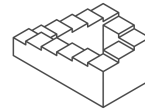


WEEK 10

(MAY 4 ~ 10)

- ▶ The ethics of moral and citizenship education in the context of multiculturalism and cosmopolitanism.
- ▶ The philosophy of schooling: formal vs. informal education, and the hidden curriculum.
- ▶ The contributions of feminism and care education
- ▶ Education as reproduction vs. regeneration of culture

ASYMMETRIES IN EDUCATION



WEEKS 11 & 12
(MAY 11 ~ 24)

- ▶ Critical Pedagogy and the consequences of race, class, and gender in education.
- ▶ Is educational equality possible in a modern industrial society?
- ▶ The effects of neoliberalism on education globally
- ▶ The problems of literacy: media literacy, technoliteracy, information literacy, cultural literacy, etc., etc., etc.
- ▶ The censorship and manipulation of scientists and scientific research
- ▶ The increasing gravity of informal education: post-truth, misinformation, and conditioning through mass and social media

THE PHILOSOPHICAL SIGNIFICANCE OF INCLUSIVE SEX EDUCATION



WEEK 13
(MAY 25 ~ 31)

- ▶ The moral obligation of inclusive sex education in a democratic society.
- ▶ The ontology of sexuality, gender, and personhood, and the inevitability of identity politics in education
- ▶ The role of education in preventing sexual abuse and the perpetuation of discrimination and inequality.

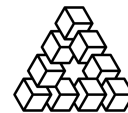
THE MYTH OF NEUTRALITY AND OTHER IRONIES IN EDUCATION



WEEK 14
(JUNE 1 ~ 7)

- ▶ Death education
- ▶ Ecology and environmental education
- ▶ The double lives of religion and politics as subject matter and subtext in compulsory education

DEMOCRATIC EDUCATION AND ITS BELLIGERENTS



WEEK 15
(JUNE 8 ~ 14)

- ▶ Democracy as a way of life vs. Democracy as representative government.
- ▶ What are the conditions for education to be democratic; for a society to be democratic?
- ▶ What aspects of education and society today impede or undermine the democratic way of life?
- ▶ Individual and collective reconstruction of experience.
- ▶ Trajectories of democratic education in the 21st century 🌸

ABOUT THE INSTRUCTOR



Born and raised in Northern California



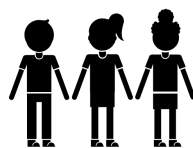
BA in Liberal Studies from University of Hawai'i in 2013



First came to Korea in 2009 as an exchange student at Soonchunhyang University. Returned in 2011 for another exchange at Chungang University

PhD in Education from Yonsei University in 2022

Became a naturalized citizen of Korea in 2023



Father of three children, ages 8, 5, and 2

