



Philosophy of the Teacher

Power of the Teacher & the Teacher-student Relationship

Course Description/Handbook | Liberal Arts: Cairo Institute of Liberal Arts and Sciences | Spring

Course Description

In his *Metaphysics*, Aristotle writes, “it is owing to their wonder that men both now begin and at first began to philosophize” (1984, pp. Met: Book I (A), § 2, 982b12-982b13), and in this course, *philosophy of the teacher* will lead us down to the difficult path of asking some hard questions about the *identity* of the teacher.

The course is structured so as to enable us to think about the contradictions that appear in both the theory and practice of teaching, and ways in which we might begin to understand these contradictions.

Paideia (education) is claimed to be an experience by which one learns, but this experience – as any experience for that matter – does not exist/take place in a vacuum, and it is festured with ambiguity and contradictions.

The purpose here will be to let ourselves explore and discuss, to ‘experience’ these contradictions, so we may begin to better understand them and the principles at play.

Weekly Sessions

Week 1: *The Image of an Education – The Ideas and Ideals of Behind an Educational System*

Reading

Plato, 1992. *The Republic*. Translated by A. D. Lindsay. London: Everyman's Library.

Passages: (pp. 197-202: Book VII, § 514-521) {for class discussion}

{General Background/Additional Reading}

(pp. 44-61: Book II, § 368-383)

(pp. 92-102: Book III, § 412-423)

(pp. 156-157U167-169U174: Book V-VI, § 472-473&485-487&492)

Week 2: *The Dialectic Path of Education – Negation (or Aufheben?) and the Dialectic Experience in Education*

Reading

Hegel, G. W. F., 1977. *Phenomenology of Spirit*. Translated by A. V. Miller. Oxford: Oxford University Press. (Introduction, pp. 46-57)

Week 3: *Negative Education – The Teacher as a Vacuum Pump*

Reading

Kierkegaard, S., 1992. *The Concept of Irony*. Translated by H. Hong & E. H. Hong. Princeton: Princeton University Press. (pp. 34-36 & 175-178)

{Additional Reading}

Plato, 1997. *Theaetetus*. Translated by M. J. Levett. & M. Burnyeat (rev.): J. M. Cooper, ed.

Plato - Complete Works. Indianapolis: Hackett Publishing Company, pp. 157-234.

(passages: pp. 165-181: § 148c-163d)

Week 4: *Narration Sickness in Education – The Banking System of Education and the Student as the Receptable Container*

Reading

Freire, P., 2005. *Pedagogy of the Oppressed*. Translated by M. B. Ramos. New York: The Continuum International Publishing Group. (Chapter 2, pp. 52-67)

{Additional Reading}

Figueiredo-Cowen, M (ed.) (1995) 'The Progressive Teacher' in Paulo Freire at the Institute, London, University of London. (chapter 2)

Week 5: *Mediation in Education – On the 'Judicious' (Authoritative) and 'Uncoercive' Educator, and the Interplay of Authority in Education*

Reading

Rose, G., 1999. *Paradiso*. London: The Menard Press. (Dr Grove or Goodness, pp. 42-47)

Rose, G., 1995. *Love's Work*. New York: Schocken Books. (Chapter 8*, pp. 120-144)

Week 6: *What is Learning and the Teacher's Paradox – Concerning the Paradox of Teaching and Learning and the Reflective Practitioner*

Reading

Schön, D., 1987. *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass Publishers. (pp.82-95).

Week 7: *Pedagogical Theories (part I) – Feminist Pedagogy and Reflections on Power and Authority in the Teacher-student Relation*

Reading

Luke, 1996. 'Feminist Pedagogy Theory: Reflections on Power and Authority' in *Educational Theory* 46.3: 283-302.

Week 8: *Pedagogical Theories (part II) – Plantation Pedagogy and the Postcolonial Classroom*

Reading

Bristol, L., 2012 *Plantation Pedagogy, A postcolonial and Global Perspective*, New York: Peter Lang Publishing, Inc. (pp, 1-20).

Week 9: *Pedagogical Theories (part III) – Critical Pedagogy and Education as a Practice of Freedom*

Reading

hooks, B., 1994. *Teaching to transgress: education as the practice of freedom*, London, Routledge

Week 10: *Pedagogical Reflections – The Reflective and Comprehensive Teacher*

Reading

Tubbs, N., 2000. From Reflective Practitioner to Comprehensive Teacher, *Educational Action Research*, 8:1, 167-178

Week 11-12: *Student Guided Sessions (See Project below)*

Project

Student Guided Sessions

The last couple of sessions will be designed and run by the students themselves – they will be run in accordance to and exemplifying the *pedagogical approach* of their liking, based on the methods discussed in earlier sessions.

Groups will be set up, aligned with the various *pedagogical approaches* and *methods* discussed in the earlier sessions. Students will form and join said groups depending on which *pedagogical 'system'* they aspire to and want to draw from for their own *pedagogical* method. Also, in groups, they are to prepare a poster, explaining what their *pedagogical 'system'* is inspired by and draws from, and how it is supposed to function.