

The University of Chicago

The Chicago School of Philosophy

Philosophy 23209, History 27202

Winter 2010

Instructor: **Bart Schultz**

Office: **Gates-Blake 126**

Office Hours: **Fridays, 12:45-2:15 pm, or by appointment**

Contact Information: **Phone, 773-702-6007, e-mail, rschultz@uchicago.edu**

Catalogue Description: 23209. The Chicago School of Philosophy. (=HIST 27202) From the 1890s to the present, the University of Chicago has been known for its prominent contributions to the humanities and philosophy. Our rich philosophical legacy has come from such figures as John Dewey, James H. Tufts, George Herbert Mead, Mortimer Adler, and Richard McKeon. This course focuses on the original “Chicago School,” which was made famous in the 1890s by the pragmatist philosopher, educator, and reformer John Dewey and his circle (e.g., Mead, Tufts, and such reformers as Jane Addams, the founder of Hull House). This School has had a profound effect on the shape of modern philosophy, and its influence continues to be felt both within and beyond the academy, not least in the political philosophy of President Barack Obama. Field trips and guest speakers will enrich our appreciation of our local philosophical history

Required Readings:

Jane Addams, *Democracy and Social Ethics* (CreateSpace 2009)

John Dewey, *Democracy and Education* (Forgotten Books, 2009)

Robert Maynard Hutchins, *The Higher Learning In America* (Transaction Publishers, 1995)

George Herbert Mead, *The Philosophy of the Present* (Prometheus Books, 2002)

Robert B. Westbrook, *John Dewey and American Democracy* (Cornell University Press, 1991)

Note: All of these works are available at the Seminary Cooperative Bookstore. Many additional required (and recommended) readings will be available on e-Reserve!

Course Requirements:

1. ***Class participation and group presentation—20%***
2. ***A five page (1000-1100 word) midterm essay—30%***
3. ***A ten page (2000-2200 word) final essay or research project—50%***

Note: This is a discussion class, and you will be expected to participate regularly, in an informed and thoughtful manner. Please be prepared for some lively, critical discussions and debates! Also, please be sure to submit the assigned work on time—unexcused late work will be penalized!

Reading Schedule:

1/5—Introduction

1/7—Addams, *Democracy and Social Ethics*, chaps. 1-3

1/12—Addams, *Democracy and Social Ethics*, chaps. 4-7; Westbrook, *Part 1*

1/14—Tufts, “*The Ethics of Cooperation*”; Dewey, “*Creative Democracy—the Task Ahead*” and “*The School as Social Center*”; Lippmann, “*Well Meaning but Unmeaning*” (all on e-Reserve)

1/19—James, “*The Chicago School*”; Dewey, “*The Reflex Arc Concept in Psychology*,” “*The Development of American Pragmatism*,” and “*What I Believe*”; Tufts, “*What I Believe*” and “*The University and the Advance of Justice*” (all on e-Reserve)

1/21—Dewey, *Democracy and Education*, chaps. 1-6

1/26—Dewey, *Democracy and Education*, chaps. 7-15

1/28—Dewey, *Democracy and Education*, chaps. 16-21; recommended: Rucker, “*Philosophy: A New Foundation*” (on e-Reserve)

2/2—Dewey, *Democracy and Education*, chaps. 22-26; Rorty, “*Dewey Between Hegel and Darwin*,” Gouinlock, “*What is the Legacy of Instrumentalism? Rorty’s Interpretation of Dewey*,” and Rorty “*Reply*” (all on e-Reserve)

2/4—Putnam and Putnam, “*Pragmatism and Moral Objectivity*,” “*Education for Democracy*” and “*Dewey’s Central Insight*”; Dewey, “*Democracy is Radical*” (all on e-Reserve)

2/9—Dewey, “*Experience, Nature, and Art*,” “*Experience, Value, and Criticism*,” and “*The Logic of Inquiry and Philosophies of Knowledge*” (all on e-Reserve)

2/11—Mead, *The Philosophy of the Present*, pp. 7-59

2/16—Mead, *The Philosophy of the Present*, pp. 61-133

2/18—Mead, *The Philosophy of the Present*, pp. 135-98

2/23—Hutchins, *The Higher Learning in America*

2/25—Dewey, “Rationality in Education,” “President Hutchins’ Proposals to Remake Higher Education,” “The Higher Learning in America”; Hutchins, “Grammar, Rhetoric, and Mr. Dewey” (all on e-Reserve)

3/2—Adler, “God and the Professors,” “Only Adults Can Be Educated,” and selections from *How to Read a Book*; Bream, “The Odd Couple”; Boyer, “A Twentieth Century Cosmos” (all on e-Reserve); recommended: Westbrook, pp. 518-52

3/4—Assorted critiques and replies

3/9--Review