

ELPS 302 002: Philosophy of Education
Fall 2011

7:00 p.m. – 9:30 p.m. Mondays
Cudahy Hall - Room 301

Instructor: Debra Mayconich Baron
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Office Hours: Available by appointment.

GENERAL INFORMATION

Course Description

This course will examine some of the major philosophical theories about schooling, especially as these relate to pedagogical practice, curriculum development, and the response of schools to particular individual, community, and societal interests.

Conceptual Framework

The School of Education's conceptual framework – through its components of service, skills, knowledge, and ethics – guides the curricula for this course in the preparation of “professionals in service of social justice.” In keeping with the conceptual framework, this course will place particular emphasis on the following conceptual standards:

- CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
- CF8: Candidates apply ethical principles in professional decision-making.

Course Objectives

Students will become adept at identifying philosophical issues embedded in current educational practice and controversies, especially as these relate to educating for human flourishing, promoting the values of a democratic society, accommodating the interests of the society and particular groups within it, and the realization of social justice.

Reading List

The following required books are available at the Loyola University Bookstore (Lake Shore Campus).

Cahn, S. M. (Ed.). (1997). *Classic and Contemporary Readings in the Philosophy of Education*. New York: The McGraw-Hill Companies, Inc. ISBN – 13: 978-0-07-009619-6 or ISBN – 10: 0-07-009619-8

Brighouse, H. (2006). *On Education*. New York: Routledge ISBN 978-0-415-32790-9

Additional required readings will be posted as Adobe Acrobat PDF files on Blackboard.

Diversity

Issues of diversity are embedded in various ways in the assigned readings and will intentionally surface during class discussions. Among these are: the ethical justifications for the ideal of pluralism in a liberal democracy; the implications of recognizing ascribed and achieved identities; and the tension between personal freedom, the common good, and majority will in a liberal democracy.

COURSE REQUIREMENTS

Use of Technology

As part of integrating technology into teaching and learning, the Blackboard course management system (<http://blackboard.luc.edu>) will be used throughout this course. Additionally, you must have working access to your Loyola e-mail account. Either use your luc.edu address or set it to forward to another e-mail account that you check regularly since the luc.edu e-mail is the one that will be used to communicate with you.

Electronic devices (laptop, iPad, etc.) may only be used in class if they do not disrupt the learning environment and only if you are using it for taking notes, referencing course materials, searching online for material related to course discussions, or, to a limited extent, browsing online to follow a train of thought stimulated by course material or discussion. Using electronic resources to engage in activities such as texting, e-mailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course is not permitted and will result in your being barred from using your device in class in the future.

Talking on your cell phone is prohibited. Cell phones should be placed in silent mode or turned off.

Attendance

This course involves one weekly meeting. Attendance is required at every session. Students are expected to come to class having read the assigned readings that are listed here in the syllabus in order to fully participate in class discussions and in the on-line discussion prior to class. You are required to bring your own copies of the assigned readings to class since it is likely that we will be referring to particular sections of the texts. Participation in these discussions will be graded and will compose part of your final grade in this course.

Assignments

Over the course of the semester you will be required to pose discussion questions, participate in on-line and in-class discussions, and write and present your personal philosophy of education, as well as complete mid-term and final examinations. The objectives of these assignments are to ensure a critical and considered understanding of the major philosophical theories about schooling, especially as these relate to pedagogical practice, curriculum development, and the response of schools to particular individual, community, and societal interests. Written assignments additionally allow for the documentation of student learning around the course objectives. Late assignments will not be accepted unless extreme circumstances warrant my reconsideration of this position on an individual basis.

ASSIGNMENTS

On-line and In-class Discussions

Each week, you are to participate in on-line and in-class discussions related to the assigned readings for the week. Conversations will be guided by discussion questions posted for class that week. Responses are to integrate information from the readings, referencing specific material in the text (only cite page and paragraph location for all but the shortest quotes). You will be assigned to a discussion group. One member of the group will be responsible for drafting a minimum of three potential discussion questions and facilitating in-class discussions each week. Potential questions must be submitted to me by noon the Thursday prior to class. Drawing from the questions submitted, I will then post a question for each group in Blackboard on the Discussion Board by noon Friday. By noon Sunday, each group member must post a 250-350 word response to the question referencing the week's readings. By noon Monday, you are to comment on at least two other entries made by group members, either supporting what has

been posted or offering another perspective. We will use the questions and responses to shape class discussions. Therefore, prior to class, all students are expected to read all of the discussion questions for the week and be prepared to engage in the class discussions. While you are welcome to read any and all of the responses and comments, it is not expected of you.

Your discussion participation will comprise 30% of your final course grade. This grade will be principally reflective of your engagement in on-line and in-class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. Participation grades will be based on (a) the timeliness and quality of your on-line postings, (b) the insights offered, responses to other comments, and questions you contribute in class, and (c) the academic leadership you demonstrate in proposing discussion questions and facilitating class discussions. You will receive a class participation grade worth 10% of your grade during the week of October 24. You will receive your second class participation grade, worth 20% of your grade, at the semester's end. I give more weight to the second participation grade so that you have a chance to improve your participation after you receive your first score and feedback from me. Also, the activities planned for the end of the course especially require active participation in order to be successful.

Examinations

The mid-term examination will be made available on Blackboard by 5:00 p.m. on Friday, September 30 and is due back through the Assignments section by 9:30 p.m. on Monday, October 3. It is an open book exam – in that you may use the assigned readings and class notes to formulate your responses. No other research is necessary or encouraged. The exam will consist of short essay questions, in which you may be asked to identify the specific aspects of a designated philosophy, discuss the significance of a particular philosopher, and/or compare and contrast the philosophical theories covered during the first part of the course.

The final examination will be made available on Blackboard by 5:00 p.m. on Friday, December 9 and is due back through the Assignments section on Monday, December 12 by 9:30 p.m. The final exam will not be a cumulative exam. While you are encouraged to demonstrate knowledge gained throughout the course, the final will address the material covered during the second part of the semester. It will include short summations, as well as essay questions regarding the ideas of the philosophers covered during the second part of the course.

The mid-term exam will make up 20% of your final grade in the course and final exam will make up 30%, for a combined total of 50% of your final grade. They will be graded based on (a) the quality of your analysis, including the use you make of readings from the course, as well as (b) the clarity and effectiveness of your writing.

Philosophy of Education Project

This is a three-part project in which you will present your personal philosophy of education. I will be looking to see that your personal philosophy is well reasoned and the arguments of philosophers studied are accurately applied in your proposal. I will also be assessing your understanding of issues of social justice and inequity, particularly in terms of the ways in which questions of distributive justice enter into educational practices and policies, and how you plan to apply ethical principles in your professional decision-making. Creativity will also be taken into consideration.

Your philosophy of education statement is to be a 1000-1500 word paper (about 5 pages). You must refer to at least three of the philosophers whose work we read in class and discuss the implications of their work on your personal philosophy, particularly in terms of your understanding of the purpose of

schooling in a liberal democratic society and how you plan to apply ethical principles in your professional decision-making. You are expected to consider issues related to social justice and inequity, particularly as they influence your ideas about educating all students for human flourishing, dealing with questions of distributive justice, promoting the values of a democratic society, and accommodating the interests of the society and particular groups within it. It is perfectly acceptable that you draw from parts of a philosopher's argument and not his/her entire work. Statements should be double spaced, have one-inch margins, and be written in 12 pt. Times New Roman font. Your paper should also adhere to APA formatting rules in terms of parenthetical citations and references. It is to be submitted via LiveText by noon on Monday, December 5.

You are also to produce a 1-page, single-spaced abstract of your philosophy of education that does not include any direct quotations. In other words, the abstract should communicate the main points and reasoning of your longer philosophy. You are to reference the philosophers who inspired your philosophy without relying on their words. The abstract may include a description of how a teacher or school might apply or actualize your philosophy. A hardcopy of the abstract is to be brought to class that evening and given to me, as well as submitted on Blackboard through the Assignments section on Monday, December 5 by 9:30 p.m. For those of you who are going to be teachers, this document could be one you would present to future employers.

For the presentation, you will briefly present your personal philosophy of education, being sure to note the philosophers who have most influenced it. Feel free to be creative with your presentation format. You may create a Power Point, worksheets, etc., but you will be limited to five minutes so that everyone has time to present.

This project will make up 20% of your grade. It will be graded based on (a) how well it demonstrates a careful reading of the course materials, (b) how effectively you are able to connect the material to your understanding of educating for human flourishing, promoting the values of a democratic society, and accommodating the interests of the society and particular groups within it, all "in the service of social justice," (c) the clarity and organization of your writing, and (d) the creativity and care that you put into your overall presentation. It will also be assessed for how well it reflects your understanding of issues of distributive justice and the extent to which you plan to apply ethical principles in your professional decision-making. A more specific evaluation rubric will be posted on Blackboard and discussed in class.

Evaluation & Grading

Grades in this course will be assigned on the following basis:

- Discussion participation – 30%
- Mid-term examination – 20%
- Philosophy of education project – 20%
- Final examination – 30%

Numerical grades for the course are converted to letter grades as follows:

100-93 = A	86-84 = B	76-74 = C	64-60 = D
92-90 = A-	83-80 = B-	73-70 = C-	Below 60 = F
89-87 = B+	79-77 = C+	69-65 = D+	

Course Schedule and Readings

Please read all selections in the order listed.

- August 29: Course Introduction – Syllabus Review
Harry Brighouse, *On Education*, “Educating for Flourishing” (pp. 42-61) & “Creating Citizens” (pp. 62-73)
- September 5: Labor Day – No class
- September 12: Plato (Socrates), *The Meno*. Cahn pp. 3-31
Plato, *The Republic*, “Books II & III,” selection. Cahn pp. 39-63
- September 19: Plato, *The Republic*, “Books IV-VII,” selection. Cahn pp. 63-109
- September 26: Aristotle, *Nicomachean Ethics & Politics*, selections. Cahn pp. 110-131; 131-143
- October 3: Mid-term examination due. The exam will be available on Blackboard by 5:00 p.m. on Friday, September 30 and will be due back through the Assignments section by 9:30 p.m. on Monday, October 3. There will be no class meeting.
- October 10: Mid-Semester Break – No class
- October 17: Jean Jacques Rousseau, *Emile*, selection. Cahn pp. 163-196
A. S. Neill, *Summerhill*, selection. Cahn pp. 368 – 376
Maria Montessori, “My System of Education” (found in Documents in Blackboard)
- October 24: John Dewey, *The Child & the Curriculum, Democracy & Education, Experience & Education*, selections. Cahn pp. 274 - 288; 288-295, 309-317; 325-343
- October 31: Alfred North Whitehead, *The Aims of Education & Other Essays*, selection. Cahn pp. 262-273
Paulo Freire, *Pedagogy of the Oppressed*, selection. Cahn pp. 460-471
Nel Noddings, *Caring*, selection. Cahn pp. 471-477
- November 7: Harry Brighouse, *On Education*, “Educating for Economic Participation” (pp. 27-41)
Neil Postman, “Some Gods That Fail” (found in Documents in Blackboard)
- November 14: Harry Brighouse, *On Education*, “Educating for Self-Government” (pp. 13-26)
Charles Taylor, “The Politics of Recognition” (found in Documents in Blackboard)
K. Anthony Appiah, “Identity, Authenticity, Survival: Multicultural Societies & Social Reproduction” (found in Documents in Blackboard)
- November 21: Amy Gutmann, *Democratic Education*, selection. Cahn pp. 411-435
Harry Brighouse, *On Education*, “Should Governments Support Religious Schools?” (pp. 77-94)

November 28: Harry Brighouse, *On Education*, “Should Schools Teach Patriotism?” (pp. 95-114); “Should Citizenship Education Be Compulsory?” (pp. 115-130) & “Conclusion” (pp. 131-135)

December 5: Presentations – “My Philosophy of Education”

December 12: Final examination due. The exam will be distributed on Blackboard by 5:00 p.m. on Friday, December 9 and is due back through the Assignments section Monday, December 12 by 9:30 p.m.

UNIVERSITY POLICIES

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml

For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>