

**Loyola University Chicago
School of Education**

ELPS 420: Philosophy of Education

Fall 2011

**Tuesday, 4.15 pm – 6.45 pm
Corboy Law Center – Room 205**

Instructor: Jose Mesa SJ
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Office Hours: Available by appointment

GENERAL INFORMATION

Course Description

Philosophy of Education deals with questions about the ultimate meaning, the aims and the ethical means to accomplish an education and schooling that can lead to personal and communal human flourishing in our social, political and global contexts. In this course, we will join the conversation about these questions through a critical reading and discussion of some of the most influential and traditional thinkers in the field. We will also engage with some of the contemporary voices.

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 identify, discuss and develop philosophical problems and questions related to the present school practices and debates. They will be able to relate them to the ongoing conversation in the field of philosophy of education and demonstrate how they are related to our present quest for human flourishing, social justice and quality education.

Required Texts

They are available at the Loyola University Bookstore.

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

Brighouse, H. (2006). *On Education*. New York: Routledge. ISBN 0-415-32790-3.

Noddings, N. (2012). *Philosophy of Education*. Boulder, Colorado: West View Press. ISBN 978-0-8133-4531-4.

Additional required readings are specified later in the syllabus.

Diversity

Issues of diversity will be present and discuss in the readings, assignments and class discussions. We will specifically focus on the tension between the individual and the community the debate about multiculturalism; the way diversity is integrated in the philosophical approaches we study; the ideal of pluralism, democracy and equality in education.

Evaluation and Grading

Responses to questions	25%
Participation	25%
Mid-term Reading Assignment	25%
Final examination	25%

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+	97-77 = C+	69-65 = D+	

Assignments

1. Weekly responses to questions: every week the student is required to hand in a one to two-page response to questions related to the assigned readings of that week. This is a double space, Arial 11 paper. Please make sure you cite properly. You can skip two of the responses but they cannot be in a row. Plan them carefully because I will not accept any excuse as valid for a third one.
2. Participation in class activities and discussion is expected and evaluated. The participation should show command of the readings and critical examination of them. When in a planned week we don't meet for a class the discussion will be posted in Blackboard.
3. Mid-term reading assignment: for the mid-term you should read a book of your choice that deals with philosophy of education topics or a recent book on school reform. You submit the book of your choice for the instructor's approval not later than September the 13th. This assignment should be between 5 – 10 pages in which you make a two fold work: main arguments of the book and your critique of them. The critique should be oriented by questions. The two parts

should have a roughly same length. The paper is to be submitted via e-mail in WORD.

4. A take-home final exam.

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.

Attendance

Attendance is required at every class. You are required to bring you own copies of the assigned readings to class to able your participation and look to specific parts of the texts.

Course Schedule and Readings

Tuesday

August 30: Introduction – Syllabus.

Brighouse, *On Education*, Educating for Flourishing, pp. 42-61.

September 6: Plato, *The Meno*, Cahn pp 3-31.

Brighouse, *On Education*, Educating for Self-government, pp. 13-26.

Noddings, Socrates and Plato, pp. 3-10.

September 13: Plato, *The Republic*, Cahn pp. 39 – 109.

Submit your proposed book for the mid-term reading assignment.

September 20: Aristotle, *Nichomachean Ethics, Politics*. Cahn pp. 111- 143.

Noddings, Aristotle, pp. 10 – 13. Blackboard Activity. (No class meeting)

September 27: Rousseau, *Emile*, Cahn pp. 163 – 196.

Noddings, Rousseau, pp. 13-18.

October 4: Dewey. Noddings, *The Philosophical and Educational Thought of John Dewey*, pp. 23 – 42. Blackboard Activity. (No class meeting).

October 11: Mid-semester break

October 18: Mid- term due by e-mail in word(no class meeting).

October 25: Dewey, *The Child and the Curriculum, Experience and Education*. Cahn, pp. 276 – 288, 325 – 363.

- November 1: Neill, *Summerhill*, Cahn, pp 368 - 376
 Scheffler, *Moral Education and the Democratic Ideal*, Cahn, pp. 435-442.
 Brighouse, *On Education*, Creating Citizens, pp. 62 – 73.
- November 8: Maritain, *Education at the Crossroads*. Cahn pp. 456 – 460.
 Freire, *Pedagogy of the Oppressed*. Cahn, pp. 460 – 470.
 Noddings, *Critical Theory*, pp. 72-76.
- November 15: Power, Higgins and Kohlberg, *Lawrence Kohlberg's Approach to Moral Education*, chapter 2: The Just Community Approach: Democracy in a Communitarian Mode, pp. 33 – 62.
 Kohlberg, *The Philosophy on Moral Education*, Chapter 3, Development as the Aim of Education: The Dewey View, pp. 49 – 96.
 Noddings, *Caring: A Feminine Approach to Ethics & Moral Education: Chapter 1 & 4*, pp. 7- 29, 79 – 103.
- November 22: Martin, *Two Dogmas of Curriculum*. Cahn, pp. 499 – 510
 Brighouse, *On Education*, Educating for Economic Participation, pp. 27- 41.
- November 29: Rorty, *Hermeneutics, General Studies, and Teaching*. Cahn, pp. 522 – 536
 Brighouse, *On Education*, Should Citizenship Education be Compulsory? pp. 115 – 130.
- December 6: Taylor. *Ethics of Authenticity*, Chapter II and III, pp. 13 -30.
 Noddings, *Multiculturalism and Cosmopolitanism*, pp. 213-222.
- December 13: Final Examination due by e-mail in Word.

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/>