

**Loyola University Chicago**  
**School of Education**  
**Department of Educational Leadership and Policy Studies**  
*Professionalism in Service of Social Justice*

**ELPS 302: Philosophy of Education**  
**Fall 2008**

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Office Hours: Immediately following  
class or by appointment

Meeting Time: Monday

Time: 4:15-6:45

Loyola's Lake Shore Campus

Damen Hall, Rm. 236

**Course Description:**

Education has been a constant concern for philosophers since antiquity. This course will introduce students to major authors and themes in philosophy that are relevant to the formulation, criticism, and reform of educational practice, policy, and research. Through philosophical analysis, this course seeks to develop in students an understanding of the fundamental questions embedded in the activities of teaching, learning, and schooling and identify basic responses that have been developed to them in the tradition of philosophic thought. Some of the more pertinent questions to be explored include how and if schools should be about teaching character and virtue, various approaches to knowledge and pedagogy; how is the tension between individual freedom and the interests of society negotiated, and arguments concerning the relationship between schooling and democracy. The readings selected for the course introduce students to the Western philosophic tradition as the context for discussing these questions. A central purpose of the course is to demonstrate that answers to these questions are necessarily implied whenever teaching, learning, or schooling occur and that it is worthwhile to make these answers and their justification explicit.

Philosophy asks penetrating questions about our everyday assumptions and traditional practices. The works we will read are complex and require an immersion into many of the perennial debates within philosophical discourse. *As a result, unusually critical and careful reading and thoughtful expression, both in discussion and writing, are simultaneously prerequisites and expected outcomes of the course.*

**Conceptual Framework:**

Loyola's School of Education bases its coursework on a conceptual framework which is summarized by the phrase, *professionalism in service of social justice*. This commitment to social justice is realized within a professional framework and it is this commitment that is the foundation for the instruction, learning, candidate development, faculty and staff practices, and all other activities the School of Education sponsors. To achieve this mandate, faculty assists students in their understanding through consistent reinforcement of the nature and definition of social justice principles in the School and in their personal and professional experiences. Viewing the philosophy of education through the lens of these tenets, this course will: 1) demonstrate an understanding of issues of social justice and inequity (CF3), 2) demonstrate how moral and ethical decisions shape actions directed toward service to others (CF7), and 3) apply ethical principles in professional decision-making (CF8).

**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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

[http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

**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:**

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

**Technology:**

While this course is not about technology, it is necessary for students to develop ease of use in accessing and sending emails on Loyola's Groupwise system, in placing work in the Blackboard Dropbox, in accessing readings and responding to questions/dialogue on the discussion board on Blackboard, and in exploring the vast resources available through Loyola's online library resources. This facility with technological interaction will serve students in good stead in their professional and personal lives.

**Diversity:**

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social and economic diversity. Informed by a framework of inquiry based on the egalitarian principles that are central to democratic education and to Loyola University's social justice commitment, this course will explore and provide analytical tools helpful in appraising past and current efforts at the inclusion of marginalized groups.

**Required Texts:**

The following required books are available at the Loyola University Bookstore.

Steven M. Cahn, *Classics and Contemporary Readings in the Philosophy of Education* (New York: McGraw-Hill, 1997).

Nell Noddings, *Philosophy of Education*, 2nd edition (Boulder, CO: Westview, 2007).

Other assorted readings posted on Blackboard.

**Recommended Texts:**

In addition to the assigned readings, students are encouraged to consult the contemporary philosophy of education literature as they prepare their work for the class. Below is a brief listing of philosophically oriented journals that may include articles of relevance for student research and reading on educational topics. Each is peer-reviewed.

*The Blackwell Guide to the Philosophy of Education*, ed. by Nigel Blake, Paul Smeyers, Richard Smith, and Paul Standish (Malden, MA: Blackwell Publishing, 2003).

*British Journal of Philosophy of Education*.

*Educational Theory*, sponsored by the John Dewey Society and the Philosophy of Education Society.

*Philosophy and Public Affairs*.

*Philosophy of Education*. Yearbook of the Philosophy of Education Society—see PES website which includes journal articles from 1992-2003:  
<http://www.ed.uiuc.edu/EPS/PES-yearbook/>

*Studies in Philosophy and Education*.

*Teachers College Record*. A general education journal that has included many philosophical articles.

All these journals are accessible online through Loyola's library website:  
<http://libraries.luc.edu/cfpages/e-journals/keyword.cfm>

**Course Requirements and Evaluation:**

<b>Class Participation</b>	=	<b>15%</b>
<b>Case Study</b>	=	<b>15%</b>
<b>Reaction papers</b>	=	<b>25%</b>
<b>Midterm</b>	=	<b>25%</b>
<b>Final Exam</b>	=	<b>20%</b>
<b>Total</b>	=	<b>100%</b>

### Evaluation Description:

- **Class Participation.** Students will be judged for active involvement in class discussion; thoughtful and creative contributions to the unfolding understanding of the issues at the heart of the texts; and practical insight into the applicability of issues. It is expected that each student's thoughtful and close reading of the weekly material will generate multiple questions--from basic clarifying questions to interpretive discussion-provoking ones. It is important that students actively contribute to the discussion while also being aware not to dominate the discussion. **Any more than one missed class will, without exceptional mitigating circumstances, impact this grade.**
- **Reaction Papers: 25% of course grade.** A 250 to 400 word (1-1 1/2 pages) typed reaction paper is due in 11 of the weeks. Because two weeks are spent on both Plato and John Dewey, you will be given an option of which week you want to hand a reaction paper on (either week a or b). You will also be given two weeks, at your discretion, when you will not need to hand in a reaction paper. Thus, though there are eleven weeks when I will collect reaction papers, you will be responsible for only handing in a total of seven.  
Your reaction papers should consist of: 1) a succinct summary of key ideas forwarded by the author; and 2) a reaction in which you stake a position vis-à-vis the readings. The reaction section may consist of engaging the readings conceptually and/or exploring the practical implications the ideas have on education and schooling. It is important that the student writes with clarity and conciseness spending ample time in editing their writing prior to submitting it. An example of a well-written reaction paper will be provided the first day of class. Late papers will not be accepted. **Always bring a hard copy of your reaction paper to class. If you miss a class, bring the hard copy the following class.**
- **Case Study Description (15%):** In an effort to demonstrate how the philosophical ideas at issue are relevant to everyday practice in the field of education, each student will be asked to write and present one case study to the class. The case study should either be drawn from the student's experience in the field (this is required for those working in the field), or drawn from particular cases described in educational newspapers (e.g. Chronicle, Phi Beta Kappa, Ednews.org) or the educational section in newspapers (e.g. New York Times).

The case study should be divided into four sections: 1) scenario description, 2) philosophical ideas at issue, 3) explicit relation of these ideas to the readings of the week, 4) questions generated from this case study for class discussion.

Copies of the case studies should be prepared for each person in the class.

Presentations will be graded for: 1) the realistic nature, relevance, and thoroughness of the case study presented, 2) the clarity with which the philosophical ideas are isolated, described, and related to the readings, and 3) their ability to raise important questions for discussion through its application to issues of schooling today. Please edit your writing.

- **Midterm Examination: 25% of course grade.** The midterm examination will consist of essay questions that range the breadth of assigned reading up to that point

(classical philosophies). It will consist of synthesis and integrative essays. Essays will be take-home and be given out a week prior to them being due. Expect 3-4 questions with each question demanding a 3-4 page answer.

- **Final Examination: 20% of course grade.** The final examination will consist of essay questions that range the breadth of assigned reading for the course. More questions will focus on contemporary issues than classical philosophies; however, the essays will demand a synthesis and integration of material across the entire course. . Essays will be take-home and be given out a week prior to them being due. Expect 3-4 questions with each question demanding a 2-3 page answer.

### **Class Schedule and Assignments:**

8/25 **Introduction:** Syllabus, texts, introduction to themes and questions.

9/1 Labor Day -- No Class

9/8 **Readings due for class** (posted on Blackboard)

1) Egan, Kieran, "Competing Voices for the Curriculum"

2) Anyon, Jean, "Social Class and the Hidden Curriculum of Work,"

*Journal of Education*, Vol. 162, no. 1, Fall 1980.

3) Hlebowitsh, Peter, "The Burdens of the New Curricularist," *Curriculum Inquiry* 29:3 (1999), pp. 343-354.

#### **Reaction Paper #1 Due (On Egan and Anyon only)**

9/15 Read for class: Plato, Meno in Cahn, *Classic and Contemp. Readings in the Phil. of Ed.*, pp. 3-31; Noddings, *The Philosophy of Education*, pp.1-10

#### **Reaction Paper #2a Due**

9/22 Read for class: Plato, The Republic (selection) in Cahn, pp. 39-109

#### **Reaction Paper #2a Due**

#### **Case Studies Presented**

9/29 Read for class: Aristotle, Aristotle, Nichomachean Ethics in Cahn, pp. 110-131; Noddings, pp. 10-13

#### **Reaction Paper #3 Due**

#### **Case Studies Presented**

10/6 No Class -- Fall Break

10/13 Read for Class: Rousseau pp. 162-196 in Cahn  
Neil, Egan pp. 368-386 in Cahn,  
Noddings, 13-18

**Reaction Paper #4 Due**  
**Case Studies Presented**

10/20 Read for Class: Dewey, pp. 274-317 in Cahn,  
 Noddings, Chapter Two, 23-42

**Reaction Paper #5a Due**  
**Case Studies Presented**

10/27 Read for Class: Dewey, 321-325, 326-363  
 George Counts, "Dare Progressive Education Be Progressive?"  
*Progressive Education* Vol IX, (4) April 1932. (on Blackboard)

**Reaction paper #5b Due**  
**Case Studies Presented**  
**Midterm questions handed out.**

11/3 **Midterm Due**

11/10 **Topic: Social and Cultural Theories Influencing Educational Reform**  
 Read for Class: Noddings, 61-83, 122-132, 177-212

11/17 **Topic: Social Justice and The Conceptualization of Knowledge**  
 E.D. Hirsch, "Fairness and Core Knowledge" (on Blackboard)  
 Anne Wheelock, "Chatanooga's Paideia Schools," *The Journal of Negro Education* (Winter 1994), pp. 77-92 (on Blackboard)  
 Paulo Freire, pp. 460-471 in Cahn  
 Lilia I. Bartoleme, "Critical Pedagogy and Teacher Education: Radicalizing Prospective Teachers," *Teacher Education Quarterly*, Winter 2004, 31, 1.

**Reaction Paper #6 due** (On Freire and Hirsch)  
**Case Studies Presented**

11/24 **Topic: Contested Approaches toward Democratic Education; Equity -vs- Efficiency**  
 Michael Walzer, pp. 386-410 in Cahn;  
 Milton Friedman, "The Role of Government in Education" (on Blackboard)  
 Noddings, pp. 199-212

**Reaction Paper #7 Due** (on Walzer and Friedman)  
**Case Studies Presented**

12/1 **Topic: Multicultural Education**  
 Greene, Rorty, and Searle pp. 510-545 in Cahn

**Reaction Paper #8 Due** (on Rorty and Searle)  
**Case Studies Presented**

12/8 **Topic: Ethics and Moral Education**  
Noddings 471-477 in Cahn  
Noddings, 151-176; 221-235

**Reaction Paper #9 Due**  
**Case Studies Presented**  
**Final Exams Handed Out**

12/15 **Final Exams Due**