

LOYOLA UNIVERSITY OF CHICAGO

ELPS 302 Philosophy of Education – Fall 2008

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Tuesday: 7:00-9:30

Lewis Towers, Room 914

Course Outline

Description: In this course, we will examine texts that are essential reading in the philosophy of education. We will explore the seminal ideas about the nature of knowledge, the nature of education, and learning. We will ask key questions: What are the central ideas of justice and rights and is education is one of those rights? How are rights to be guaranteed in a pluralistic, multicultural democracy? What are the foundational ideas of liberal education and what ideas must be retained in a democracy, as we move from generation to generation of thought in scholarly educational writings and education policy?

These questions will be central to our inquiry. As we progress, we will become familiar with current assessments of the nature of learning and knowledge, and we will be better able to compare these ideas with foundational ideas from the past. This will increase our ability to decide which approaches best serve students and the body politic, at large.

As educators and other professionals, our goal is to provide the greatest opportunities to those for whom we are responsible. The understanding of the foundational philosophical issues in the processes of education and citizenship will enhance our ability to provide those opportunities.

Textbooks:

Steven M. Cahn, *Classic and Contemporary Readings in the Philosophy of Education*

Requirements and Evaluation:

Reaction Papers: A reaction paper will be completed for each of the assigned readings, or pair of readings. Each paper should be 1-2 pages in length. The papers should be double-spaced, with no larger than 12-point font. APA format is preferred, but any is acceptable as long as it is consistent. Plagiarism is according to Loyola policy.

Class Participation: Class discussion will be based on the weekly readings. Emphasis will be placed on students developing an understanding of the central ideas in the texts, and demonstrating an effort to integrate these ideas in education issues, as we examine them.

Mid-Term Examination: The mid-term exam will be based on readings included in class sessions up to (but not including) the mid-term class. It will consist of three or more questions: one will be answered by all students; students may choose one of the remaining questions to answer. Grading will be based on accuracy, coherence of presentation, and inclusion of critically important points from the readings. This will be a take-home exam and

you will have 72 hours to send me your completed exams, electronically. No exceptions, please.

Final Examination: The exam will be based on all of the readings. For the final, you may include any additional sources you have used in your paper, but please make sure you identify them. The exam will consist of five or more questions, of which one will be required to be answered – you will choose two others questions, in addition. As with the mid-term, grading will be based on accuracy, coherence of presentation, and inclusion of critically important points from the readings.

Schedule (subject to change)

Meeting 1. Introduction

Assigned readings: Plato – *The Meno*

Meeting 2. Discussion of *The Meno*

Assigned readings: Plato – *The Republic*

Meeting 3. Discussion of *The Republic*

Assigned readings: Aristotle – *Nicomachean Ethics & The Politics*

Meeting 4. Discussion of *Nicomachean Ethics & The Politics*

Assigned readings: *TBD*

Meeting 5. Discussion of *TBD* & Pre-Modern Thoughts on Education

Assigned readings: Rousseau – *Emile* & Kant – *Thoughts on Education*

Meeting 6. Discussion of *Emile* & *Thoughts on Education*

Assigned readings: Mill – *Inaugural Address at St. Andrews*

Meeting 7. Discussion of *Inaugural Address at St. Andrews* & Mid-Term Exam

Assigned readings: Whitehead – *The Aims of Education*

Meeting 8. Discussion of Whitehead – *The Aims of Education*

Assigned readings: Dewey – *Experience and Education*

Meeting 9. Discussion of *Experience and Education* & Modern Thoughts on Education

Assigned reading: Walzer – *Spheres of Justice* & Gutmann – *Democratic Education*

Meeting 10. Discussion of *Spheres of Justice*, *Democratic Education* & Thoughts on Schools

Assigned readings: Maritain – *Ed. at the Crossroads* & Freire – *Pedagogy of the Oppressed*

Meeting 11. Discussion of *Ed. at the Crossroads*, *Ped. of the Opp.* & Thoughts on Teaching

Assigned readings: Delpit – *TBD*

Meeting 12. Discussion of *TBD*

Assigned reading: Martin – *Two Dogmas of Curriculum* & Greene – *The Passion of Pluralism*

Meeting 13. Discussion of *Two Dogmas of Curriculum*, *The Passion of Pluralism* & Curriculum

Meeting 14 Discussion of Post-Modern Thoughts on Education, Wrap-up & Final Exam

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

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.

Conceptual Framework

This course will address the Conceptual Framework Standards 3, 6, 7 and 8 from the School of Education. These standards will be addressed in class discussions and in the mid-term and final assessments.

Technology

Technology will be addressed by students being asked to submit all assessments in electronic form with professor comments being added electronically.

Diversity

The texts to be covered in this course will come from a diverse variety of authors to provide students with a diverse worldview of the philosophy of education.