

Loyola University Chicago
School of Education

ELPS 302-002
Philosophy of Education

Spring 2011
Wednesday 7:00 – 9:30 P.M.
Maguire Hall Room 401

Course Instructor: Dr. Henan Cheng

Office: Lewis Towers, Room 1035

Phone: (312) 915-6104

Email: hcheng2@luc.edu

Office Hours: Tuesday 3:00 – 4:00 p.m. (walk-in); additional times available by appointment.

COURSE DESCRIPTION

This course will treat the subject "philosophy of education" in two ways. First, we will examine classic, major philosophical theories regarding education and schools. These readings consider a range of important problems having to do with the aims of education. We will read, discuss, debate and evaluate arguments that deal with questions of how and whether schools should be in the business of teaching character and virtue; what kind of people schools should prepare students to become; who has the right to make decisions about children, their communities, and their schools; and what kinds of knowledge schools should aim to impart. Besides being worth reading in their own right, these classic texts are each essential reading because of the important role their ideas play in later writings about education, works by philosophers but also by education scholars in other fields (and by administrators, teachers, parents, and citizens responsible for their schools). In the latter half of the course, we will read more contemporary works in the philosophy of education. Alongside these, we will read chapters from a book that illustrates how philosophers of education themselves engage in philosophizing. This latter way of treating the subject "philosophy of education" should prepare you to engage in the work of education philosophizing yourselves. As you face other texts, other issues in writing and in practice, you will be prepared to pick out key questions that call for the practice of philosophy. The very end of the course will focus on the philosophical commitments that are potentially required by democratic and liberal education with particular attention to how these commitments are or can be realized in diverse, pluralistic societies.

READING LIST

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

- Steven M. Cahn (1997). *Classic and Contemporary Readings in the Philosophy of Education*. New York: McGraw-Hill
- Nel Noddings (2007). *Philosophy of Education* (2nd Edition). Boulder, CO: Westview Press

Additional required readings will be posted on Blackboard. There are also readings that are available through the Loyola library website (full text e-journals).

COURSE REQUIREMENTS

Attendance is required; if you have to miss a class, you are required to write a critical reaction paper discussing one of the readings for that session – also please email me in advance, whenever possible, if you will be missing a class. The make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 500- to 800-word papers should be submitted to the professor as printed-out papers within one week of the missed class. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Critical reflection papers written as compensatory make-up work for missed classes are extra assignments, above and beyond the required reflection papers (discussed below). Missing three (3) or more classes over the course of the semester will significantly hinder your learning and – unless arrangements are made with the professor – will have a serious adverse effect on the participation component of your course grade.

You must have working access to your Loyola email account in order to use Blackboard (<http://blackboard.luc.edu>) and access the library remotely (<http://libraries.luc.edu>). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you.

Students are expected to come to class having carefully read the required readings, prepared to discuss them and prepared to participate in class activities related to them. In some instances you may find it useful to try re-reading a particularly difficult text a second time. You won't be expected, however, to come to class having fully mastered the readings and all the nuances of their arguments (though, of course, this could be the case!) Coming to class with specific questions about a reading or the steps in one particular argument can be just as useful as arriving with fully worked-through and reasoned opinions about it.

Participation in class discussions will be graded and will compose part of your final grade in this course. In several instances I will provide specific suggestions for how to go about reading a particular piece. In general, however, you are requested to be sympathetic but critical readers. You may find it useful to take notes as you read and prepare for class. In instances where the assigned readings are available electronically I request that you print your own copies and bring them to class since it is likely that in our discussions we will be referring to particular sections of the texts.

Over the course of the semester students will be required to write three critical reflection papers to readings of their choice from the course listings. These critical reflection papers will be graded and they are to be submitted on the dates listed in the syllabus. These reflection papers may not be handed in late, and thus must be prepared in advance of the class discussion of a particular text. Each should be a 500- to 800-word (2-3 pages double-spaced) paper in which you support and/or challenge a position (or positions) advanced in one of the texts assigned for that day's reading. The objective of these assignments is for you to practice fashioning arguments that are

logically sound and well supported, and to develop deeper familiarity with a text through the additional time you spend with it.

There will be a take-home mid-term exam which you will have one week to complete. The exam questions will be distributed in class on Wednesday, February 23rd and will be due by midnight Wednesday, March 2nd, 2011. Students will also be required to write an 8- to 10- page final paper (due by midnight Wednesday, May 4th, 2011). Both are to be submitted via Blackboard (and LiveText as well, if you are majored in education). Detailed instructions on the mid-term and the final paper will be distributed in class.

EVALUATION & GRADING

The three assigned reflection papers will collectively make up 30% of your final grade, the mid-term exam 20%, class participation 20% (10% for attendance and 10% for in-class activity participation) and the final paper 30%. A critical reflection paper which follows the above instructions in terms of its length and in presenting a lucid argument that supports and/or challenges a position(or positions) taken in a reading will be judged "A" work. Grading of the mid-term will include consideration of your grasp of the concepts discussed in class and in the readings and the clarity and organization of your writing. Your class participation grade will be reflective of your engagement in class discussions and group work, and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. The final paper will be graded in reference to (a) how well it demonstrates your understanding of class readings that you choose to discuss in it; (b) the quality of the arguments – which are generally stronger when the writer pays close attention to how his or her claims are supported and developed, and when the writer includes consideration of potential counter-arguments and counter-examples; and (c) the clarity and organization of the writing. Except in extremely unusual circumstances relating to family problems, health problems and the like, grades of "Incomplete" will not be given in this course.

To summarize, your grade for this course will be based on the following:

• Class participation:	20 points
• Reflection papers:	30 points
• Mid-term exam:	20 points
• Final paper:	30 points
	Total: 100 points

Grading Scale:

A= 95-100; A-= 90-94; B+= 86-89; B= 83-85; B-= 80-82; C+= 86-89; C= 83-85; C-= 80-82; D= 60-69; F= <60.

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/>

CONCEPTUAL FRAMEWORK

The SOE's Conceptual Framework — *Professionalism in Service of Social Justice* — is exemplified in this course through a variety of in-class discussions and activities designed to address ethical and social justice issues.

TECHNOLOGY

Written assignments and tests in this course will be managed electronically through Blackboard and LiveText.

DIVERSITY

Diversity is addressed in the context of the course by including a session on multiculturalism and comparative discussions on Western and Eastern philosophies of education.

COURSE SCHEDULE AND READINGS

Wednesday, 01/19 **Introduction**

- Class Introduction
- Syllabus Review
- Introduction to Philosophy of Education

Part I: CLASSIC THEORIES AND TEXTS

Wednesday, 01/26 **Plato & Aristotle**

Guiding questions:

Is Socrates a teacher? What is the “Socratic method”? What sorts of things does he do in the dialogue? What is the exchange with the slave boy supposed to illustrate? What answer do Socrates and Meno reach on the question of whether virtue can be taught or not? According to Aristotle, what are the moral and intellectual virtues? How they are acquired and how they are related to one another?

Required Reading:

- Plato, “The Meno” in Cahn, pp. 3-31
- Aristotle, “Nicomachean Ethics” (selection) in Cahn, pp. 110-131

Recommended Reading:

- Aristotle, “Politics” (selection) in Cahn, pp. 131-143

Class Activities:

– Small Group Discussions

Wednesday, 02/02 **Plato's Republic**

Guiding Questions:

What problem is Plato attempting to address with the educational system he devises? What does Socrates mean by saying that philosophers must be rulers, and why does he think that it is a true statement? In what ways is the Cave an image of education? What does Plato think true education is? What curriculum must be used for the philosopher-rulers to accomplish the aim of knowing the Good?

Required Reading:

- Plato, “The Republic” (selection Books III-VII) in Cahn, pp. 39-109

Recommended Reading:

- Noddings, Chapter 1

Class Activities:

- Small Group Discussions

Wednesday, 02/09 **John Locke & Immanuel Kant**

Guiding questions:

According to Locke, what is the primary goal of education? What are the major themes of Locke's philosophy of education? Why did he stress the importance of character and moral education? What is John Locke's pedagogy? What is the basis of Kant's ideas about moral education? What is Kant's contribution to moral education?

Required Reading:

- Locke, "Some Thoughts Concerning Education" (selection) in Cahn, p. 144-161
- Kant, "Thoughts on Education" (selection) in Cahn, pp. 197-204 and 211-215 (i.e. Chapters 1 & 5)

Recommended Reading:

- Kant, "Groundwork of the Metaphysics of Morals" (selection) pp. 1-10

Class Activities:

- In-class Debate

First reflection paper to be submitted at the beginning of class

Wednesday, 02/16 **Jean Jacques Rousseau**

Guiding questions:

What are Rousseau's basic educational principles? How does he apply them to infancy and early childhood? In what sense is his approach "natural"? What is the teacher's primary objective in his interactions with the student in early childhood? What is the key physical attribute of the adolescent child? How does it affect educational plans and curricular emphases? How can life experiences be used to stimulate education? Do men and women have the same natural abilities and ends? If not, how do they differ? What about education concerning religion and social relationships?

Required Reading:

- Rousseau, "Emile" (selection) in Cahn, pp. 162-196

Class Activities:
– Small Group Discussions

Wednesday, 02/23 **Eastern Philosophy and Education: Confucianism and Taoism**

Guiding questions:

Who is Confucius? What did Confucius teach? Who did he teach? What are three essential values of Confucian teaching? Is Confucian thought religious? What is Taoism? What are the differences between Confucianism and Taoism?

Required Reading:

- Cooney, Cross & Trunk (1993). Chapter 3, pp. 33-46

Class Activities:

– Movie viewing: *Confucius* (in Chinese with English subtitle)

Second reflection paper to be submitted at the beginning of class, and midterm exam questions to be distributed at the end of class

Wednesday, 03/02 **Take-home Midterm Exam**

Midterm exam to be submitted via Blackboard by midnight

Wednesday, 03/09 **No Class – Spring Break**

Part II: CONTEMPORARY TEXTS AND ISSUES

Wednesday, 03/16 **Pragmatism (John Dewey)**

Guiding questions:

What does Dewey think the objective of education is? How does education promote the healthy functioning of society? What role does environment play in education? Why, in Dewey's view, is a democratic state the ideal context for education? How does Dewey contrast his position to Plato's and Rousseau's?

Required Reading:

- Dewey, “Experience and Education” in Cahn, pp. 325-363
- Noddings, Chapter 2

Recommended Reading:

- Dewey, “The Child and the Curriculum” in Cahn, pp. 276-288

Class Activities:
– Small Group Discussions

Wednesday, 03/23 **Analytic and Continental Philosophy**

Guiding questions:
Can the language and concepts of education be broken down (analyzed) in a way that is value-neutral and meaningful? Does teaching imply learning? Can teaching be separated from learning? Existentialists put great emphasis on the individual as free agent – one who chooses, creates a self, and takes responsibility. Do you think this stance is compatible with religion? With social service?

Required Reading:
• Noddings, Chapters 3 & 4.

Class Activities:
– Small Group Discussions

Wednesday, 03/30 **Ethics and Moral Education**

Guiding questions:
Should we make a distinction between fact and value? Should we make a distinction between moral values and non-moral values? Why or why not?

Required Reading:
• Noddings, Chapter 8

Recommended Reading:
• Aparna Mishra Tarc (2006). "In a Dimension of Height: Ethics in the Education of Others" *Educational Theory*, Volume 56, Issue 3: 287-304 [Available through LUC Libraries full text e-journals]

Class Activities:
– Small Group Discussions

Wednesday, 04/06 **Multiculturalism and Multicultural Education**

Guiding questions:
Should education emphasize our shared cultural heritage, or our diversity, or both? How? What is the aim of a liberal education? Does liberal education exclude the contributions of non-Western cultures? If not, how can it

include them? What is multiculturalism? What issues are at stake in trying to implement a multicultural education?

Required Reading:

- Maxine Greene, "The Passions of Pluralism: Multiculturalism and the Expanding Community" in Cahn, pp. 510-520

Recommended Reading:

- Noddings, Chapter 10
- Charles Taylor, "The Politics of Recognition" pp. 25-73

Class Activities:

– Movie viewing: *Exclusions & Awakenings: The Life of Maxine Greene*

Third reflection paper to be submitted at the beginning of class

Wednesday, 04/13 **Feminism, Philosophy, and Education**

Guiding questions:

What are the relationships between gender and education? How and what do educational institutions teach about gender? And how do females and males respond to these learning contexts? Can Rousseau's recommendation for Sophie's education be defended? Does one have to be a woman to speak credibly on women's condition? Why do some philosophers object to "grand narratives"?

Required Reading:

- Noddings, Chapter 11
- Noddings, "Caring" (selection) in Cahn, pp. 471-476

Recommended Reading:

- Jane R. Martin (1981). Sophie and Emile: A case study of sex bias in the history of educational thought. *Harvard Educational Review*, 51(3), pp. 357-372.

Class Activities:

– Movie Review Presentation

Final paper questions to be distributed at the end of class

Wednesday, 04/20 **Controversial Issues: Religious Schools, Patriotism & Citizenship**

Guiding questions:

To what extent (if any) should religious questions and topics be incorporated in the school curriculum? Should religion be treated at all in public school

curricula? Why or why not? What is the current state of the law regarding religion and public education? What are the problems and possibilities of integrating religion into education?

Required Reading:

- Harry Brighouse, *On Education*, pp. 75-136

Recommended Reading:

- Gutmann, “Democratic Education” (selection) in Cahn, pp. 411-432

Class Activities:

– Court Case Role Play: *Wisconsin v. Yoder* (1972)

Wednesday, 04/27 **Student Presentations**

Class Activities:

On our last class meeting you will give a 5- to 8-minute presentation of what you believe your philosophy of education is at this time. Compare your philosophy to existing educational philosophies.

Wednesday, 05/04 **Final Paper Due**