Loyola University Chicago
School of Education

ELPS 520 001: Justice, A Seminar in Philosophy of Education
Fall 2015

4:15-6:45 Tuesdays

Instructor: Amy Shuffelton
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Office Hours: Available by appointment

Loyola University Chicago is dedicated to professionalism in the service of social justice. As a seminar in philosophy of education, this course explores the meaning of justice, which, as philosophers have noted for millennia, is no a simple question. Students will explore three prominent contemporary approaches to justice: political liberalism, the politics of difference, and capabilities. By the end of the course, students should understand the complexity of social justice and be well-versed in several productive approaches to grappling with the claims of justice in educational policy and practice.

Course Texts

- Texts available at LUC bookstore:
  - Justice as Fairness, John Rawls
  - Liberalism and the Limits of Justice, Michael Sandel
  - The Imperative of Integration, Elizabeth Anderson (available at LUC libraries as e-book)
  - Justice and the Politics of Difference, Iris Marion Young
  - Is Multiculturalism Bad for Women? Susan Moller Okin (available at LUC libraries as e-book)
  - Frontiers of Justice, Martha Nussbaum

- All other texts will be on Sakai

Grading and Assignments

Grades will be based on a combination of written assignments and participation.

1. Because this course is a seminar, student engagement is essential to the success of this course. Students are expected to attend all class meetings with readings completed, bringing in questions and comments. Students are expected to fully engage in all conversations. At various points in the semester, students will also be assigned primary responsibility for finding and preparing texts and leading class discussion.
2. Written assignments consist of two mini-papers and one final paper. The final paper might incorporate one or both of the mini-papers, though these should be revised and integrated into the final project.

At the start of the semester, each student will identify an issue of social justice in education (contemporary or historical) to examine using the different frameworks this course will explore over the course of the semester. The issue you choose should be one you find thought-provoking, one whose historical, sociological and/or policy context you have some knowledge of already, and it should be a case that engages issues of justice. It should be small enough in scale that you can meaningfully address it in a short (4500 word) paper.

- To ensure that all students embark on manageable projects, a 500 word prospectus is due **September 8**.

- The first mini-paper, due **September 22**, will address this issue using the intellectual framework of political liberalism.

- The second mini-paper, due **October 27**, will use the intellectual framework of a politics of difference.

- The final paper should extensively analyse the question of what justice demands in regards to your issue. In this final paper, you will be expected to take a stand on the issue and on the theoretical approaches your paper engages, and address questions including: What does justice demand in this case? How does the theory speak to the case? How does the case speak to the theory? Your final paper will reflect both the literature and your considered judgments. Your final paper should be situated within relevant literature discussed in this class. It does not need to use all approaches considered in ELPS 520; in fact, you are advised to connect your issue to the questions raised by no more than three texts, ideally texts that already speak to one another. Class presentations of papers on 11/24 and 12/2. **Due December 9**

Grade calculation:

- Participation: 20%
- Mini-paper 1: 20%
- Mini-paper 2: 20%
- Final paper: 40%
Course Schedule

August 25: Introduction

September 1: What is justice? Political Liberalism
   Justice as Fairness, John Rawls (Parts 1 – 3)

Sept. 8: What is justice? Political Liberalism cont.
   Justice as Fairness, John Rawls (Parts 4-5)

Sept. 15: But is that really a person behind that veil? Communitarian Critique
   Liberalism and the Limits of Justice, Michael Sandel

Sept. 22: What does this have to do with justice in real schools? Liberalism, justice, and race
   The Imperative of Integration, Elizabeth Anderson
   First mini-paper due

Sept. 29: How to think about ideals in the real world? Ideal and Non-Ideal Theory
   Jigsaw assignment of articles from Educational Theory v65 n2, April 2015.
   All students to read Moses, Shuffelton and Brighouse articles this issue, plus more TBA

October 6 Fall Break – No Classes

   Justice and the Politics of Difference, Iris Marion Young (all except chapter 3)

Oct. 20: Ok, but doesn’t distribution still matter? Redistribution and Recognition
   “Social Justice in the Age of Identity Politics,” Nancy Fraser
   “Education and the Politics of Difference,” Eisenberg

Oct. 27: A Liberal Feminist Response Multiculturalism and Gender
   Is Multiculturalism Bad for Women? Okin
   Second mini-paper due

November 3: Capabilities
   Frontiers of Justice, chapters 1-3

Nov. 10 Capabilities cont.
   Frontiers of Justice, chapters 4-5

Nov. 17 Student choice: reading TBA

Nov. 24: Student Presentations of Final Papers

Dec. 2 Student Presentations of Final Papers

Dec. 9 Final Paper Due
IDEA objectives

Objectives essential to this course are in **bold italics**

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. **Learning fundamental principles, generalizations, or theories**
3. **Learning to apply course material (to improve thinking, problem solving, and decisions)**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. **Learning to analyze and critically evaluate ideas, arguments, and points of view**
12. Acquiring an interest in learning more by asking questions and seeking answers

Dispositions:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. At the end of ELPS 520, students will be assessed in regards to professionalism and fairness. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

Diversity

Issues of diversity are embedded in various ways in the assigned readings and will intentionally surface during class discussions.

Additional Information

At http://www.luc.edu/education/syllabus-addendum/ students will find Loyola University Chicago policies and procedures related to
- **Academic Honesty**
- **Accessibility**
- **Electronic communications**
- **Ethics hotline**