GENERAL INFORMATION

Course Description

Loyola University Chicago is dedicated to social action through education. In this course, students will explore philosophical issues involved in the practices of teaching and learning, as well as ethical and political questions about the background to those practices. When Plato raised questions about justice two and a half millenia ago, he linked justice to education, and philosophers of education have done so ever since. What justice means, what kind of education would bring it about, and for whom this education is intended are some of the questions philosophers have explored. In the first half of this course, we will read classic texts in the field, which provide students with a foundation for studying questions of social action in education. In the second half, we will read contemporary approaches to some of the key questions in education.

Reading List

The following books are available for purchase at the University Bookstore. Other readings are available on the course Sakai page.

Plato, *Meno* (Note: there are free online editions of Meno. The Hackett edition, which we will use, costs approximately $5 and will make it MUCH easier for you to follow class discussion. It is strongly recommended that you purchase this edition.)
John Dewey, *Experience and Education*
Meira Levinson, *No Citizen Left Behind*
William Ayers, *On the Side of the Child: Summerhill Revisited*
Maxine Greene, *The Dialectic of Freedom*
**Course Schedule**

**August 29:** Introduction

**Sept 12:** Plato: *Meno*
- Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s own Education”

**Sept 19:** Plato: *Republic*, selections

**Sept 26:** Aristotle: *Nicomachean Ethics*, Book 8
- “Practical Reason”, Dunne and Pendlebury
- “Talking to Strangers,” Allen (selection)

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**Sept 19:** Plato: *Republic*, selections

**Oct 10:** Fall Break! No class

**October 3:** Rousseau: *Emile*, selections

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**October 17:** Mary Wollstonecraft, *Vindication of the Rights of Women*
- Jane Roland Martin, “Rousseau’s Sophie”
- **Draft of Midterm paper due**

**Oct 24:** Paper Session

**Oct 31:** John Dewey, *Experience and Education*
- **Midterm Paper Due**

**Nov 7:** Maxine Greene, *The Dialectic of Freedom*

**Nov 14:** Charles Taylor, Multiculturalism and the Politics of Recognition, selections
- Kwame Anthony Appiah, “Whose Culture is it, Anyway?”

**Nov 21:** Harry Frankfurt, “On Bullshit”

**Nov 28:** Meira Levinson, *No Citizen Left Behind*

**Dec 5:** William Ayers, *On the Side of the Child: Summerhill Revisited*

**December 12:** Final Paper Due
**Assignments and Grades**

1. **Response papers:** Over the course of the semester, students are to write 4 brief papers that will focus the class discussion. A sign-up sheet will be passed around on the first day of class. These papers should be 600-800 words in length and should do the following: a) succinctly summarize the piece, identifying its main claim and major sources of evidence, b) note what you found surprising, objectionable, and/or useful within the piece, c) raise 1-3 questions for us to discuss during class meetings. Students who have prepared responses are expected to take a leadership role in class discussions of the relevant texts. These are ungraded but completing them counts towards your final grade. Papers are due by the start of class and will not be accepted late. All papers should be posted in Sakai under forums; you may also wish to bring a hard copy to class. (10% of final grade)

2. **Participation:** Although this is an introductory level class, it will be carried out mainly as a discussion, rather than a lecture. Therefore, students are expected to take an active role in all classes. To receive full credit for participation, students should come to class; with that week’s texts read, prepared, and on hand; and engage throughout the class session (even if you are exhausted by 8 pm). You owe it to yourself and your classmates to do no less. (20% of final grade)

3. **Paper Session:** A midterm paper is due October 31. The paper is to be 3000 words and should respond to the prompt provided by your instructor. The sessions will proceed as follows:

   - An initial draft of the first session’s paper is due to Sakai the week before the paper session (October 17).
   - Students will be assigned to small groups and are expected to read and review, using review sheets to be provided, the papers of all group members.
   - During the paper session (October 24), groups will meet and discuss each group member’s paper.
   - A final draft of your paper, to be graded, is due to Sakai the week following the paper session (October 31). (30% of final grade)

4. **Bullshit paper:** In response to Harry Frankfurt’s essay “On Bullshit,” you are to write a 1000 word paper on an instance of bullshit, due **as a hard copy in class** on November 21. This paper should select an instance of bullshit in education – policy, practice, or media coverage – and analyze it in terms of Frankfurt’s essay. Your paper will explain why the instance qualifies as bullshit, as Frankfurt understands bullshit. If you think Frankfurt’s account misses the mark, you might also contest his analysis (or aspects of it) and provide your own analysis of what constitutes bullshit and how your selected instance exemplifies this. (10% of final grade)
5. **Final Paper:** A final paper is due December 12. Like the midterm paper, it should respond to a prompt to be provided by your instructor, and it should also be 3000 words. (30% of final grade)

**Dispositions**

Students will be assessed on their *professionalism, fairness*, and commitment to the idea that *all students can learn* according to the CEPS rubric posted on Livetext.

**IDEA Objectives**

The objectives essential to this course are

2. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

Please familiarize yourself especially with the policy on academic honesty, and make sure you either already know or else learn how to document your papers properly. If you are uncertain how to do this, the library has reference guides than can show you how. Failure to document sources in your papers, whether an intentional act of dishonesty or an accident, will not be tolerated and can result in a grade of 0 for that assignment.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.