Loyola University Chicago  
School of Education  

ELPS 302 004: Philosophy of Education  
Spring 2016  
Wednesdays, 7:00-9:30 PM  
Cuneo Hall 218  

Professor: Lorraine A. Ozar, Ph.D.  
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Email: lozar@luc.edu  
Office Hours: Available by appointment  

GENERAL INFORMATION  

Course Description  

During the course of their K-12 education, American children spend roughly 13,500 hours at school. Here, for the most part, they read books we choose, sit where we tell them, speak when we call on them, eat at designated times, and interact with adults and peers they may not like at all. The purpose of this course is to explore the question: Why are we doing this to them? And what else might we consider? In seeking answers, we will proceed by carefully reading the works of selected, major classic philosophical thinkers on education, considering 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; what is the nature of an educative relationship between teacher and student; 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 general citizens responsible for their schools).  

Course Objectives  
The learning experiences in this course are designed so that students will be able to:  

1. Identify philosophical issues embedded in current educational practice, policy, and controversies especially as these relate to educating for human flourishing, promoting the values of a democratic society, accommodating the interests of the society and particular groups within it, and the realization of social justice.  
2. Analyze and critically evaluate ideas, arguments, and points of view presented in the readings and in class discussion.  
3. Make connections between their personal/professional experience and major philosophical theories of schooling.
Conceptual Framework and Standards
The School of Education's conceptual framework -- through its components of service, skills, knowledge, and ethics – guides the curricula for this course in the preparation of professionals committed to “social action through education.” Throughout the course, as we discuss, dialogue, critique and affirm positions and perspectives (both the philosophers’ and our own), we will probe the implications for acting “on the side of the child,” examining issues of equity and distributive justice embedded in thinking and practice. In keeping with the conceptual framework, this course will place particular emphasis on the following conceptual standards:

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
CF8: Candidates apply ethical principles in professional decision-making

The SOE Conceptual Framework is more fully described at: www.luc.edu/education/mission/

IDEA Course Evaluation Link for Students
At the end of the semester, you will be asked to evaluate this course via the online IDEA Course Evaluation system. Follow the link to the IDEA Campus Labs website: http://luc.edu/idea/ and go to the Student IDEA Log In. Completing the course evaluation at the end of the course provides critical feedback to the instructor, the School of Education, and the university.

IDEA Objectives
IDEA includes the following objectives in course evaluations. Objectives considered 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
Loyola’s School of Education has a series of dispositions that courses are asked to address. These dispositions, *Professionalism, Fairness, and the Belief that All Students Can Learn*, are indicators of growth across our programs. They will be assessed in the written assignments for the course, with a focus on the belief that all students can learn. Professionalism will be assessed through participation in class Learning Teams.

Diversity
The School of Education and this program are committed to issues of diversity in many areas including, but not limited to, race, gender, sexual orientation, gender identity, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse students and communities. Issues of diversity are embedded in various ways in the assigned readings and will intentionally surface during class discussions. Throughout the course, we will be discussing the role of pluralism in participatory democracy, the significance of race and gender within philosophical conversations, and issues of cosmopolitanism.

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. The following hyperlink provides additional information about LiveText.

UNIVERSITY POLICIES

Syllabus Addendum Link: [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)
Please use this link to access required statements of university and SOE policy regarding Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, Electronic Communication Policies and Guidelines

READING LIST
The following required books are available at the Loyola University Bookstore.
(Note: there are free online editions of the *Meno.* The Hackett edition, which we will use, costs about $5 and will make it MUCH easier for you to follow class discussion, not to mention include necessary citations in your writing. It is strongly recommended that you purchase this edition.)


All other readings will be made available electronically
COURSE ASSESSMENTS

Participation (30%)
- Thoughtful reading of texts
- Written responses before class
- Class attendance and participation in discussion and activities
- Learning Team participation

This course involves one weekly meeting. Attendance is required at every session. **If you need to miss a class, please email your instructor with an explanation in advance.** Students are expected to come to class having read and thought carefully about the assigned readings (listed here in the syllabus) in order to fully participate in class discussions, in the online discussion prior to class, and in Learning Team activities. **You are required to bring your own copies of the assigned readings to class since it is likely that we will be referring to particular sections of the texts.** Participation in these discussions will be graded and will compose part of your final grade in this course.

Each week, students are to write a 300-400 word response to the course readings (2-3 well focused paragraphs). If more than one text is assigned, the paper should include both. These papers serve several purposes: 1) Writing about a text often helps sharpen and clarify one’s thoughts about the text. 2) These papers enable you to pose questions, raise topics for discussion, and bring these discussion questions and topics to the classroom. 3) The papers serve as a springboard for universal participation in the conversation. Papers can be written in the manner of a blog post or journal entry, and you are invited to connect texts to your experiences with education, past and present. Include 1-2 quotes (with citation) from the readings that support your insights/questions/reactions. **The papers should be turned in on Sakai in advance of the day’s class and will not be accepted late. Students should bring a printed copy to class for reference during Learning Team discussion and to give to the instructor at the close of class.** On most days, you will be provided with a prompt to guide your thinking; if no prompt is given, write about what surprised you, struck you as right or wrong in what you read, or raised new questions for you. The papers are not graded, but their thoughtful completion counts toward your participation grade.

“Taking a Pass”. Life happens. Many of you are engaged in year-long teaching internships and other field-based work. Even as responsible learners, we all find ourselves sometimes needing to weigh priorities among good things and competing responsibilities. If the need arises, you may “take a pass” on one written response during each half of the semester (2 in total for the course.) **Please email your instructor prior to class to let her know that you are exercising your “pass” option for the upcoming class. You are still expected to do the readings and to come prepared to discuss.**

Learning Teams. In large measure, the learning in this class will emerge as we discuss, debate, evaluate, and probe ideas and applications together – both as a full class and in small learning teams. Students will be assigned to a 4-5 member learning team for the first half of the semester, and then to a second team for the second half of the semester.
portion of class time will be given for team discussion of member responses to the readings and completion of instructor assigned inquiries in preparation for full class discussion.

**Aesthetic Experience Assignment and Paper (10%)**
The assignment as two parts: an experience and a paper about that experience.

1. In lieu of one class meeting (3/30), you are expected to attend an artistic event or exhibition in Chicago. This could be an exhibit in an art museum or gallery, a theatre performance, a music concert, a poetry reading. (If you wish to suggest another artistic venue, run it by your instructor for approval.) This is connected to the course reading, “The Dialectic of Freedom” by Maxine Greene, which explores human freedom in reference to aesthetic experiences.

2. You are to write a 1000 word paper that will address this prompt: Maxine Greene argues that human freedom is a matter of overcoming obstacles through the envisionment of alternative ways of living and being. Art is one of the ways in which human beings have imagined alternatives, to a greater or lesser extent putting these alternatives in conversation with commonplace assumptions about your ordinary life. How did the artistic event or exhibition that you attended reflect and/or change the taken-for-granted terms of everyday life? In answering this question, include enough description of the experience that the reader can make sense of it. You might also comment on how it made you feel and what it led you to think. Finally, how was (or wasn’t) this educational?

**Personal Exploration: Space to Learn Visual (5%)**
The exploration has two parts: a visual representation and brief explanation.

1. Many philosophers in our study offer their views of the physical and relational conditions needed for genuine education. In lieu of class on 2/17 take a good LOOK around (physically and virtually) to explore spaces where learning happens. Observe -- what kind of learning is happening in the space? For whom? How well? What’s critical about the design that it promotes learning? From your exploration, choose one space that particularly impressed you as a great venue for important learning. Create a visual of the space to post on Sakai. This could be a photo, a drawing, a link on the web.

2. With your visual, include a “Top Five” list of reasons why you think this is a positive space to learn.

**Midterm and Final Exams**
There are two assigned essay exams in this course. Both are take-home, open-book essay exams that will ask you to respond to assigned course materials. Exam questions will be handed out the week before the exam is due. Although students are encouraged to share ideas about materials during class discussions and in preparation for exams, once the essay questions are handed out, you are expected to work out and write up answers on your own. Rubrics for the AE paper, Personal Exploration, and the exams will be provided on Sakai.
**Final Grades**  
Participation: 30%  
Exam 1: 25%  
Exam 2: 30%  
AE Paper: 10%  
Personal Exploration: 5%  

**Grading Distribution**  
A 100-93%  
A- 92-90%  
B+ 89-87%  
B+ 86-83%  
B- 82-80%  
C+ 79-77%  
C+ 76-73%  
C- 72-70%  
D 69-60%  
F 59% and below

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**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Readings/Assignment Due</th>
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<tbody>
<tr>
<td>January 20</td>
<td>Introduction</td>
<td>Read Syllabus and bring copy to class, written or electronic. No other assigned readings</td>
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<tr>
<td>January 27</td>
<td>Plato</td>
<td><strong>Meno</strong></td>
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<td></td>
<td>Anne Diller</td>
<td>“Facing the Torpedo Fish: Becoming a Philosopher of One’s Own Education”</td>
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<td>Response Paper due in Sakai 6:00 pm</td>
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<td>February 3</td>
<td>Aristotle</td>
<td><strong>Nicomachean Ethics</strong> (selections)</td>
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<td>Ozar, David T.</td>
<td>“Appropriate Objectives for Professionalism Education”</td>
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<td>Response Paper due in Sakai 6:00 pm</td>
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<tr>
<td>February 10</td>
<td>Jean-Jacques Rousseau</td>
<td><strong>Emile</strong> (selections)</td>
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<td>Response Paper due in Sakai 6:00 pm</td>
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<tr>
<td>February 17</td>
<td><strong>Personal Exploration – Class does not meet</strong></td>
<td><strong>Space to Learn visual due in Sakai 11:00 PM</strong></td>
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<td>February 24</td>
<td>Mary Wollstonecraft</td>
<td><strong>Vindication of the Rights of Women</strong> (selections)</td>
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<td>Morwenna Griffiths</td>
<td>“Educational Relationships: Rousseau, Wollstonecraft and social justice”</td>
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<td>Response Paper due in Sakai 6:00 pm</td>
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<td>March 2</td>
<td>John Dewey</td>
<td><strong>Experience and Education</strong></td>
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<td>Response Paper due in Sakai 6:00 pm</td>
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<tr>
<td>March 9</td>
<td><strong>Mid-Semester Break</strong></td>
<td><strong>No class</strong></td>
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<td>Date</td>
<td>Author(s)</td>
<td>Reading/Assignment</td>
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<td>March 16</td>
<td>Paolo Freire, Eric Gutsein</td>
<td><em>Pedagogy of the Oppressed</em>, Chap 2 “And That’s Just How It Starts”: Teaching Mathematics and Developing Student Agency</td>
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<td>March 30</td>
<td>Aesthetic Experience in lieu of class</td>
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<td><em>Class does not meet.</em></td>
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<td>April 6</td>
<td>Nel Noddings</td>
<td>“The Aims of Education” TBA</td>
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<td>April 13</td>
<td>W.E.B. Dubois, Allen</td>
<td><em>The Souls of Black Folks</em> (selections) “Talking to Strangers”</td>
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<td>April 20</td>
<td>Transformational and Faith-based Education</td>
<td><em>Transformative Education in the Jesuit Tradition</em> TBA</td>
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<td>April 27</td>
<td>William Ayers</td>
<td><em>On the Side of the Child: Summerhill Revisited</em></td>
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<td>May 4</td>
<td>Final Due by 11:00 PM</td>
<td>Final submitted in Sakai and LiveText</td>
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*This schedule is tentative and is subject to change based on the instructor's assessment of the needs of the class. Any changes will be announced in class and posted on Sakai.*
COURSE POLICIES

Attendance and participation (See “Participation” in Assessments above)

Late Work and Extensions
I will not accept any late work. In the event of extreme circumstances (e.g., family emergency), I can be reasonable about deadlines and extensions. You can contact me via email or phone. *If at all possible, please make sure you contact me prior to any given due date.* If you are absent from class on the day an assignment is due, your assignment must be sent to me electronically *prior* to the start of class.

Course Assignments and Projects
You are required to develop written products reflecting your knowledge and understanding of course topics. All written work is to be word processed and submitted via Sakai unless otherwise indicated. It is the expectation that assignments are written at a collegiate level using correct English grammar and syntax, organized thought, and higher level thinking skills.

Format for Assignments
Unless otherwise noted, all assignments must be word-processed using 2.0 line spacing, with one-inch margins and 12 point Times New Roman font. In referencing course or other materials, please follow American Psychological Association style guidelines (APA-6th edition). You can access the APA style manual through Loyola University Chicago’s libraries or online at [http://www.apastyle.org](http://www.apastyle.org). Assignments should be submitted via Sakai by 6:00 PM on the due date unless otherwise specified by the instructor.