Loyola University Chicago  
School of Education  

ELPS 302 001: Philosophy of Education  
Spring 2017  
Tuesdays, 7:00-9:30 PM  
Cuneo Hall 302  

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Phone: (312) 915-6915  
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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 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 curriculum 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 framework standard:

CFS3: Candidates demonstrate knowledge of ethics and social justice.

The SOE Conceptual Framework is more fully described at:

[www.luc.edu/education/mission/](http://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/](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/important to this course are in bold.

1. Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
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, evaluate, and use resources to explore a topic in depth.
10. Developing ethical reasoning and/or ethical decision making.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good.
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information.
Dispositions
Loyola’s School of Education has a series of dispositions for all students that courses are asked to address. These dispositions -- professionalism, inquiry, and social justice -- are used as indicators of growth across our programs. They will be assessed in the written assignments for the course and in students’ contributions to class discussion and learning team activities.

Diversity
The School of Education and this program are committed to addressing 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, implications of cosmopolitanism, and issues of equity and distributive justice.

LiveText
All SOE students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards (CFS) and all other accreditation, school-wide and/or program-wide related assessments. The following hyperlink provides additional information about LiveText. However, at the undergraduate level, CEPS courses, including ELPS 302, will utilize the taskstream e-portfolio system for the uploading and evaluation of CFS artifacts assigned to the course, namely, the Ethical Analysis Final Essay.

School of Education Syllabus Addendum
The School of Education Syllabus Addendum, attached at the end of this syllabus, presents additional information and direct links regarding IDEA course evaluation, SOE student dispositions, LiveText, and the website syllabus addendum link for students to access required statements of university and SOE policy regarding Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, Electronic Communication Policies and Guidelines. Please follow the links and review these policies carefully.

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 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 assigned 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 page 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 one printed copy to class for reference during Learning Team discussion and to give to the instructor at the close of class.** You will be provided with a prompt to guide your thinking. 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 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 to class 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 5 member learning team at the beginning of the course; teams will be rotated periodically throughout the semester. A 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. Graphic organizers and other resources for in-class Learning Team activities will be accessed via Sakai during class. Please bring a device with you each week that you can use to access Sakai and other Internet sites as directed.

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

1. Prior to the assignment due date (3/20) 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 assignment is connected to the course reading from The Dialectic of Freedom by Maxine Greene, in which she suggests an important role for aesthetic experiences in regard to human freedom.

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 ordinary life (the “taken-for-granted terms of everyday life”). How did the artistic event or exhibition that you attended reflect and/or change the taken-for-granted terms of everyday life? What alternatives to “the way things are” did it help you imagine? How did it make you feel freer (or not)? What might be the value (or not) of including this kind of aesthetic experience in schools?

A more detailed description and rubric for this assignment will be posted in Sakai and discussed in class.

Essays
There are three assigned essays in this course: Essay 1 (25%) near mid-semester, and Essay 2 (10%) and Essay 3 (25%) due on the Final Exam day. All are take-home, open-book essay exams that will ask you to respond to assigned course materials. Essay descriptions and rubrics will be handed out 1-2 weeks before the essay is due. Although students are encouraged to share ideas about materials during class discussions and in preparation for essays, 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 and the three essays will be provided on Sakai and discussed in class.
**Final Grades**

- Participation: 30%
- Essay 1: 25%
- Essay 2: 10%
- Essay 3: 25%
- AE Paper: 10%

**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 18</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 25</td>
<td>Plato</td>
<td><strong>Meno</strong></td>
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<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 1</td>
<td>Plato</td>
<td><strong>Republic</strong> (selections from Books 2-7)</td>
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<td>Response Paper due in Sakai 6:00 pm</td>
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<td>February 8</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 15</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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<td>February 22</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>February 24</td>
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<td><strong>Essay 1: Response to a Philosophical Text</strong></td>
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<td>due in Sakai 11:00 PM</td>
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<tr>
<td>Date</td>
<td>Author(s)</td>
<td>Title/Selection</td>
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<td>March 1</td>
<td>John Dewey</td>
<td><em>Experience and Education</em></td>
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<td>March 8</td>
<td><strong>Mid-Semester Break</strong></td>
<td><strong>Class does not meet</strong></td>
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<td>March 15</td>
<td>Paolo Freire</td>
<td><em>Pedagogy of the Oppressed</em>, Chap 2</td>
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<td>Eric Gutstein</td>
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<td>March 20</td>
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<td><strong>AE Paper due in Sakai 11:00 PM</strong></td>
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<td>March 22</td>
<td>Maxine Greene</td>
<td><em>The Dialectic of Freedom</em>, “Freedom, Education and Public Spaces”</td>
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<td>bell hooks</td>
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<td>Bryan Stevenson</td>
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<td>April 5</td>
<td>Transformational and</td>
<td><em>Declaration on Christian Education</em> (1965)</td>
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<td>April 12</td>
<td>Nel Noddings</td>
<td>“The Aims of Education”</td>
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<td>Date</td>
<td>Instructor</td>
<td>Reading/Assignment</td>
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<td>April 19</td>
<td>Class does not meet</td>
<td>Study groups for Essay 3: Ethical Analysis Essay</td>
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<td>April 28</td>
<td>William Ayers</td>
<td>On the Side of the Child: Summerhill Revisited</td>
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<td>Response Paper due in Sakai 6:00 pm</td>
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<td>May 3</td>
<td>Final Essays Due by 11:00 PM</td>
<td>Essay 2: An informed philosophy of one’s own</td>
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<td>Essay 3: Ethical analysis applied to education</td>
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<td>Final Essays 2 and 3 submitted in Sakai; Final Essay 3 also submitted via e-portfolio.</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.

**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.

Syllabus Addendum on next page.
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, Inquiry, and Social Justice. 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. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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.

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.