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*

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

Maxine Greene, *The Dialectic of Freedom*

Meira Levinson, *No Citizen Left Behind*
Course Schedule

January 23: Introduction - Biesta and White on philosophy of education

Jan 30: Plato: *Meno*
    Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s own Education”

February 6: Plato: *Republic*, selections

Feb 13: Aristotle: *Nicomachean Ethics*, Book 8
    “Practical Reason”, Dunne and Pendlebury
    “Talking to Strangers,” Allen (selection)

Feb 20: Rousseau: *Emile*, selections

Feb 27: Mary Wollstonecraft, *Vindication of the Rights of Women*
    Jane Roland Martin, “Rousseau’s Sophie”

First paper due

March 6: Loyola Spring Break

March 13: John Dewey, *Experience and Education*

    Mills, “Ideal Theory as Ideology”

March 27: Maxine Greene, *The Dialectic of Freedom*

April 3: Charles Taylor, Multiculturalism and the Politics of Recognition, selections
    Kwame Anthony Appiah, “Whose Culture is it, Anyway?”

Second Paper due

April 10: Meira Levinson, *No Citizen Left Behind*

April 17: Miranda Fricker, *Epistemic Injustice*, introduction and chapter 1
    Harry Frankfurt, “On Bullshit”

Bullshit paper due

May 2: Final Paper Due

**Assignments and Grades**

1. **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. (10% of final grade)

2. **Three short papers are assigned over the course of the semester.** (Each is worth 20% of your final grade.)
   - **First paper:** You will be asked to answer a question that requires you to analyse course texts. The question will be provided one week before the paper is due.
   - **Second paper:** This is similar to the first paper; it will address course texts and the question will be provided one week before the paper is due.
   - **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 April 17. 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)

3. **Final Paper:** A final paper is due May 2. It should respond to a prompt to be provided by your instructor. (30% of final grade)

**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
Loyola University Chicago  
School of Education  
Syllabus Addendum

**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/](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. 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](http://luc.edu/education/syllabus-addendum/).

**Syllabus Addendum Link**
- [www.luc.edu/education/syllabus-addendum/](http://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.**