Loyola University Chicago
School of Education

ELPS 520 001: Justice, A Seminar in Philosophy of Education
Fall 2017

4:15-6:45 Wednesdays

Instructor: Amy Shuffelton
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Office Hours: Available by appointment

Loyola University Chicago is dedicated to Social Action Through Education. As a seminar in philosophy of education, this course explores the meaning of justice, which, as philosophers have noted for millennia, is not 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 and diversity in educational policy and practice.

Course Texts

- Texts for purchase:
  Justice as Fairness, John Rawls
  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 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 4500 word paper.

- To ensure that all students embark on manageable projects, a 500 word prospectus is due September 6.

- The first mini-paper, due October 4, will address this issue using the intellectual framework of political liberalism.

- The second mini-paper, due November 1, 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 11/29 and 12/6. Due December 11

Grade calculation:

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

August 30: Introduction

September 6: What is justice? Political Liberalism
Justice as Fairness, John Rawls (Parts 1 – 3)

Justice as Fairness, John Rawls (Parts 4-5)

Sept. 20: What does this have to do with justice in real schools? Liberalism, justice, and race
The Imperative of Integration, Elizabeth Anderson

Sept. 27: Writing: Focus Session

October 4: 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

First mini-paper due

Oct. 11: Can a liberal theory of justice account for pluralism? The Politics of Difference
Justice and the Politics of Difference, Iris Marion Young

Oct. 18: 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. 25: A Liberal Feminist Response Multiculturalism and Gender
Is Multiculturalism Bad for Women? Okin

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

Second mini-paper due

Nov. 8 Capabilities cont.
Frontiers of Justice, chapters 4-5

Nov. 15 Student choice: reading TBA

Nov. 29: Student Presentations of Final Papers

Dec. 6 Student Presentations of Final Papers

Dec. 11 Final Paper Due (to Sakai AND LiveText)
Conceptual Framework Standards

**CEPS**

This course aims to advance the mission of the Cultural and Educational Policy Studies (CEPS) program at Loyola University Chicago which seeks to provide a *multi-disciplinary examination of education policy and practice with an overarching emphasis on social justice*. Toward this end, this particular course advances the preparation of our students to meet the following program outcomes:

- CEPS graduates apply disciplinary (humanities, social science) perspectives to issues and questions in educational policy and practice.
- CEPS graduates critically assess the methodological, epistemological & ethical foundations of research.
- CEPS graduates possess an independent and specific area of expertise.

**School of Education**

For your reference: the School of Education’s conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

In this course, students will be assessed on CF1: Candidates critically evaluate current bodies of knowledge in their field. As this is an advanced-level seminar, students are learning to critically evaluate core texts and ideas in the field of philosophy of education. Writing assignments and class discussions will engage critical inquiry, with the final paper serving as a means of assessment. **The final paper must be uploaded to LiveText**

**Dispositions**

The Loyola SOE expects its students to exhibit a commitment to *professionalism, social justice* and *inquiry*. In this course students will be assessed on the degree to which they meet these dispositional expectations, rubrics for which can be found 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.

**IDEA**

The following IDEA objectives will be essential to this course:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

10. Developing ethical reasoning and/or ethical decision making

11. Learning to analyze and critically evaluate ideas, arguments, and points of view
Loyola University Chicago  
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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. *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](http://luc.edu/education/livetext/).

**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.

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.*