Loyola University Chicago  
School of Education  

ELPS 302 002: Philosophy of Education  
Fall 2018  
Wednesdays, 5:30-8:00 pm  
Cuneo Hall, Room 103

Instructor: Samantha Deane  
E-mail: sdeane@luc.edu  
Office Hours: Available by appointment

GENERAL INFORMATION

Course Description
This course will examine some of the major philosophical theories about schooling and education, especially as these relate to pedagogical practice, curriculum development, and the response of schools to individual, community, and societal interests. As we examine the philosophy of education we will interrogate what it means to teach, to know, to learn, to school, and to make education policy. Throughout the class our driving question will be: why do we put young people through the sort of education/schooling that we do?

Course Objectives
Students will become adept at identifying philosophical issues and controversies embedded in current educational practice, 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.

Conceptual Framework: Social Action through Education
The School of Education's conceptual framework (www.luc.edu/education/mission/) – through its components of service, skills, knowledge, and ethics – guides the curricula for this course. In keeping with the SOE’s conceptual framework Social Action through Education, this course will place particular emphasis on the following conceptual standards:

- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Issues of diversity, ethics, and social justice are embedded in various ways in the assigned readings and will intentionally surface during class discussions. Throughout the course, we will discuss the role of pluralism in participatory democracy, the significance of race and gender in philosophy and education, and issues of cosmopolitanism.

Dispositions
All courses in the SOE assess student dispositions on Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. Although you can find rubrics for these disposition on LiveText, you will not be assessed on dispositions in this course.
IDEA Objectives
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.

Of the 13 IDEA objectives the bolded objectives are essential for this course.

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. (Important, not essential).
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. (Important, not essential).
5. Acquiring skills in working with others as a member of a team. (Important, not essential).
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.) (Minor).
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (Minor).
8. Developing skill in expressing oneself orally or in writing. (Important, not essential)
9. Learning how to find, evaluate and use resources to explore a topic in depth. (Minor).
10. Developing ethical reasoning and/or ethical decision-making. (Important, not essential). 
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. (Minor).

Use of Technology

The Sakai course management system will be used throughout this course. Additionally, you must have working access to your Loyola e-mail account. Either use your luc.edu address or set it to forward to another e-mail account that you check regularly since the luc.edu e-mail is the one that will be used to communicate with you.

Electronic devices (laptop, iPad, etc.) may only be used in class only if you are using them for taking notes, referencing course materials, searching online for material related to course discussions, or, to a limited extent, browsing online to follow a train of thought stimulated by course material or discussion. Using electronic resources to engage in activities such as texting, e-mailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course is not permitted. Cell phones should be placed in silent mode or turned off and placed out of sight.

Reading List
The following required books are available at the Loyola University Bookstore
Plato, *Meno*
John Dewey, *Experience and Education*
William Ayers, *On the Side of the Child: Summerhill Revisited*

Other readings will be made available electronically or can be purchased through any online bookstore.

**COURSE REQUIREMENTS**

**Participation**

This course involves one weekly meeting. Attendance is required at every session. *Students are expected to come to class having read and thought carefully about the assigned readings,* which are listed here in the syllabus, in order to fully participate in class discussions.

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. **Missing three (3) or more classes will not result in the satisfactory completion of the course.**

Participation rubric is posted on Sakai.

**The Foundation—Papers and Presentations**

The first 5 weeks will be dedicated to a few of the classical authors and texts of philosophy of education. **All are responsible for reading the main authors each week (bolded below).**

Each student will be assigned to a small working group, which will be responsible for reading the main author and the accompanying text(s). As a group you will develop a 20-25 minute presentation on these texts for your classmates. Each member of the group will also be responsible for turning in a reflection paper.

Presentations should:

- Summarize the main argument of the contemporary text.
- Connect the classical text with the contemporary text.
- Provide an analysis of the argument of the contemporary work.
  - You might answer questions such as: does the contemporary text accurately capture the classical work? Is the argument of the contemporary work defensible given your reading of the classical text?
  - Or you might explain point of coherence and contradiction.

Presentations can:

- Historicize the argument, text, author
- Take an idea or line of reasoning from the text to make sense of an experience.
- Explore a poetic or literary example derived from the reading.

Reflection Papers should:
Summarize, in your own words, what you learned from studying the classical text alongside a contemporary interpretation.

Explore remaining questions or insights that strike you as worthy of further study.

Be no more than 500 words.

All members of the group must participate in both the construction and delivery of the presentation to qualify for the total points. The presentation is worth 25 points and the reflection paper 20 points.

**Midterm and Final Exam**

**Midterm**

A short midterm paper is due **October 24th by 7:00 pm**. We will workshop midterm papers during class on October 17, more details are below. The paper is to be **1600-2000 words** and should respond to this prompt:

Philosophy is, by and large, a conversation about ideas. As such, it is just as important to consider what a particular philosopher has to say as it is to know with whom he/she was speaking. The first 5 weeks of this class were dedicated to Philosophy of Education’s foundations. We read about Plato’s understanding of what it means to acquire knowledge. We thought alongside Aristotle as we considered how a student’s character is formed. Rousseau took us to the woods and asked to rethink what it means to educate children. Wollstonecraft took Rousseau to task for excluding women and posed an alternative. Finally, we read Dewey and thought about education’s significance in a democratic society such as ours. Plato and Aristotle are obviously in conversation as they reference one another. Although Rousseau doesn’t reference Wollstonecraft he does mention both Plato and Aristotle, and Wollstonecraft calls them all out. Meanwhile, Dewey references the tradition as a whole. The contemporary interpretations by philosophers of education continue these conversations.

For your midterm paper you will put two authors, who express dissimilar philosophies of education, into conversation with one another. You may pick any two authors from the first 5 weeks.

A good paper will:

- Select a point of comparison or emphasis to focus the paper.
- Explain where the dissimilarity lies. Perhaps the two authors agree on everything but x.
- Summarize philosophical points in your own words.
- Take a stance on the conversation. For instance, a paper comparing Dewey and Plato’s stance on knowledge acquisition might agree with Dewey. The points of agreement or stance should be obvious/clearly stated. “Dewey argues x, while Plato says y. I think Dewey has it right because…”
- Use first person language. “I argue…”
- Have a strong thesis statement.
- Use examples or analogies to explain or make clear complicated ideas.
- Cite any ideas or words that are not your own.

Midterm paper sessions will proceed as follows:
• An initial draft of your midterm paper is due on October 10th by 5 pm. Submit via Sakai: Midterm Draft
• In small groups you will complete paper reviews. Students are expected to read and review each group member’s papers using review sheets to be provided. During the paper session on October 17th, groups will meet and discuss each member’s paper.
• A final draft of your paper, to be graded, is due the week following the paper session: October 24th via Sakai.

Book Group & Reviews
Leading into the final exam we will break into groups to talk about and review contemporary texts about issues in education.

Each book group will be composed of 4-5 students and will be determined based on student interest. You are encouraged to read the book throughout the semester, over breaks, and when your workload is lighter. You should have the entire book read by November 7. Class will not meet on October 31, book groups are expected to get together to discuss the text, compare interpretations, and check understanding. By class on November 7, you should be prepared to discuss the book with your peers. Half of the November 7 class will be devoted to small group discussions of the text. Participation in these conversations will be factored into the book group presentation grade. The same goes for class on November 14; half of the class on November 14 will be dedicated to your book group. During this time, you should plan and organize your lesson. As a group you will prepare a lesson about the book to be presented on November 28 and December 5.

The lesson should:
• Summarize the major argument of the text.
• Clarify the importance or lack thereof of the text for philosophy of education. To whom would you recommend this book? What relevant questions or considerations does it bring to light? What normative claims or guiding questions does the text generate?
• Situate the text within the scholarly/philosophical conversation. Who does the text cite? Who should the text have cited? Is a voice missing?
• Weight the text’s ideas/insights/theories for the evolution of philosophy of education, contemporary pedagogy, or education policy.

The presentation must be between 30-40 minutes and can take the form of a:
• A PowerPoint, poster, or Prezi presentation (presentations should not be all lecture)
• A facilitated conversation
• A lesson (you may assign some reading, such as a selection from your text, but you must do so in advance)

Books
  “Based on the findings from a large, mixed-method study about discussions of political issues within high school classrooms, The Political Classroom presents in-depth and engaging cases of teacher practice. Paying particular attention to how political
polarization and social inequality affect classroom dynamics, Hess and McAvoy promote a coherent plan for providing students with a nonpartisan political education and for improving the quality of classroom deliberations.”

  - “There is a huge volume of work on war and its causes, most of which treats its political and economic roots. In Loving and Hating War: An Approach to Peace Education, Nel Noddings explores the psychological factors that support war: nationalism, hatred, delight in spectacles, masculinity, religious extremism, and the search for existential meaning. She argues that while schools can do little to reduce the economic and political causes, they can do much to moderate the psychological factors that promote violence by helping students understand the forces that manipulate them.”

  - “Autism is widely understood in contemporary times as nothing more than a biomedical disorder in need of treatment and/or cure. War on Autism disrupts this singularity by examining autism as a historically specific and power-laden cultural phenomenon that has much to teach about the social organization of a neoliberal western modernity. Bringing together a variety of interpretive theoretical perspectives including critical disability studies, queer and critical race theory, and cultural studies, the book analyzes the social significance and productive effects of contemporary discourses of autism as these are produced and circulated in the field of autism advocacy.”

  - “American education as we know it today—guaranteed by the state to serve every child in the country—is still less than a hundred years old. It’s no wonder we haven’t agreed yet as to exactly what role education should play in our society. In these Tanner Lectures, Danielle Allen brings us much closer, examining the ideological impasse between vocational and humanistic approaches that has plagued educational discourse, offering a compelling proposal to finally resolve the dispute..”

  - “Primarily, it is the story of Joseph Jacotot, an exiles French schoolteacher who discovered in 1818 an unconventional teaching method that spread panic throughout the learned community of Europe. Knowing no Flemish, Jacotot found himself able to teach in French to Flemish students who knew no French; knowledge, Jacotot concluded, was not necessary to teach, nor explication necessary to learn. The results of this unusual experiment in pedagogy led him to announce that all people were equally intelligent.”

**Final**

For your final exam you will write a short paper reflecting on the field of philosophy of education given the book you read. Thinking about the book you read and your investigation of the “foundations” what key insight did you glean from your study of philosophy of education? You are encouraged to review your foundational presentation, midterm paper, and book group presentation to discern a new understanding or perspective you have developed or are still developing. (A more detailed handout will be provided).
The final paper should be 1500-2000 words and is due Friday, December 12th at 11:55 pm.

A good paper will:
- Be focused on one specific insight.
- Use only two texts to explore the insight. One of those texts should be the book from your book group.
- Describe the importance of the insight for your teaching practice, education theory, or policy making.

EVALUATION OF ASSIGNMENTS
The Foundation: Presentation ……………….25 points
The Foundation: Reflection Paper…………. 20 points
Class Participation…………………………. 20 points
Midterm …………………………………………35 points
Book Group Presentation…………………. 30 points
Final Exam……………………………………. 50 points

Total Possible Points…………………………… 180

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
### Course Schedule (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>No reading</td>
</tr>
</tbody>
</table>
| September 5| - **Plato**, *Meno*  
- Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s Own Education”  
- Aristotle, *Nicomachean Ethics* (selections)  
- **Rousseau, Jean Jacques**, *Emile* (selections)  
- Jane Roland Martin, "Sophie and Emile: A Case Study of Sex Bias in the History of Educational Thought"  
- **Wollstonecraft**, Mary *Vindication of the Rights of Women* (selections).  
- **Dewey, John**, *Experience and Education*  
| September 12| Draft of Midterm Due  
| October 3   | Midterm Paper Session  
- No readings outside of your peer’s papers  
- **DuBois**, *The Souls of Black Folks* (selection)  
- Freire, Paulo, *Pedagogy of the Oppressed*, “Chapter 2;”  
| October 10  | Midterm Due  
- **Book Group**  
- **Reading Day, No Class**  
- **Book Group**  
- Graded book group discussions  
- All read: Barbara Applebaum, “In the Name of Moral Responsibility, Whiteness, and Social Justice Education,”  
- **Book Group**  
- All read: Renato Rosaldo, “Cultural Citizenship and Educational Democracy”  
| November 7  | Thanksgiving Break  
- **Book Group**  
- Presentations on Allen, Hess & McAvoy, and Noddings  
| November 14 | By 11:55 pm  
- **Book Group**  
- Presentations on McGuire and Ranciere  
| December 5  | By 11:55 pm  
- **Book Group**  
- Presentations on McGuire and Ranciere  
| December 12 | By 11:55 pm  
- **Book Group**  
- Presentations on McGuire and Ranciere  
|
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.