Course Description: This course examines significant philosophical theories, traditions, and debates in philosophy of education within the United States. Its first half focuses on the foundation-building theories of Plato, Aristotle, Jean-Jacques Rousseau, Mary Wollstonecraft, and John Dewey. While during its second-half, this course examines contemporary philosophical responses to current matters of social justice within education. Throughout, this course asks students to consider the following questions: What does it mean to know? What knowledge is meaningful? Whose knowledge is meaningful? What does it mean to be educated? Who is education for? What should education look like? Who should be in charge of a child’s learning? What should the aims of education be?

Course Objectives: Students will become familiar with significant theories within the discipline of philosophy of education, developing an understanding of a wide-range of responses that have been given to philosophical questions in education over-time. They will engage directly with the arguments presented by the philosophers read in the class, assessing and challenging their thinking with well-formulated, articulated, and justified responses. Students will support one another in their learning. And, students will become adept at identifying philosophical issues embedded in current educational topics and practices, especially as these relate to educating for human flourishing and the realization of social justice.

Conceptual Framework - Social Action through Education: In keeping with the School of Education’s Conceptual Framework Standards of Social Action through Education, ELPS 302 places particular emphasis on the following standard:

CFS3: Candidates demonstrate knowledge of ethics and social justice

This course is designed with a commitment to transformative education in mind, and as such it seeks to engage students in questioning, critiquing, challenging, and responding to ways of knowing and what is known that are often taken for granted. It asks students to engage with matters of ethical concern and social justice, as we discuss the significance of education within a participatory and diverse democracy and its influence in philosophy of education. Embedded within the readings, these issues will be explored by students with an aim towards challenging both themselves and also the world around them.

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 the rubric for these dispositions on Sakai under the course title ELPS 302, the “Resources” tab, folder: “CEPS Resources,” you will not be assessed on dispositions in this course.

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.

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 (important, not essential).
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: Sakai will be used throughout this course to administrate its logistics, facilitate communication, and as a general resource for this class. Additionally, you must have working access to your Loyola e-mail account, as your luc.edu email address is the one that we will use to communicate.

Electronic devices such as laptops, iPads, etc. may be used during class but for class-related purposes only, such as: taking notes, referencing course materials, searching for material related to course discussion, and to a limited extent following a train of thought stimulated by course discussion or material during class. As a general thought though, please consider the ways in which such devices may be a distraction to both yourself and to other members of the class and take steps to limit such interferences.

Please keep your cell phone on silent and out-of-sight, and refrain from its use during class-time. If there are extenuating circumstances that require you to be available via phone, please let me know before class begins.
Course Requirements

Reading List: All of the books for this course will be available at Loyola’s bookstore.

Plato, *Meno*
John Dewey, *Experience and Education*
Meira Levinson, *No Citizen Left Behind*

Participation: In order for you to learn, it is necessary for you to be in class and ready to engage in our conversation each week. Therefore, please take the time to carefully complete the readings and arrive with all necessary materials to class. This will help to ensure that you, that all of us, gain as much as we can from the course. Learning is limited in isolation. Thereby, I ask that you please commit yourself to being present and prepared to share your reflections on the topic(s) for each week so that we can all learn from one another.

Your participation, which includes contributions in class as well as preparation outside of class-time is a part of your final grade for this course. This said, circumstances do arise, and it may become necessary to miss class. If this is the case, please email me in advance with your explanation. Missing three (3) or more classes however will not result in the satisfactory completion of this course. There is a complete participation rubric posted on Sakai for your reference. Participation is 20% of your overall grade.

Weekly Connections: In order to get us thinking about how and why these theories of educational philosophy matter to contemporary issues of education, I am going to ask that each week four people bring in one connection that they have made between the reading(s) and a policy, practice, or topic in education, to share with the class. These are intended to be brief – one sentence, perhaps two or three – and they do not need to be written down or handed-in.

There will be a sign-up sheet on the first night of class. Please sign your name twice – once in each half of the semester. Then, on the evenings that you share I will place a check by your name. It is my hope that these observations will help to spur our class discussion and that they will also help to provide insight toward developing your final papers. This activity will be a part of your participation grade.

Short Reflections: There will be plenty of opportunity for discussion and learning from and with others in the class. However, I am also interested in knowing what you are thinking as you read the texts and before you begin to consider the understandings of others alongside your own. In addition, I think that it is good to get into the practice of considering your thoughts and putting them down on paper (or screen) in a legible way - in relatively quick order and within a limited space - in order to help sharpen and clarify your thinking. Thereby, I am going to ask you to write six 500-word responses over the course of the semester.

By and large these reflections are your space to contemplate the readings as you choose. You may ask questions, challenge the philosopher(s) you are responding to, consider something that you found surprising, demonstrate connections that you are making … it is up to you. I have just a handful of minimal requirements that I ask you to please be mindful of when you write:

1. Be sure to write on the main philosopher/reading for the week. For example, when we read Mary Wollstonecraft and Morwenna Griffiths, you may write about Griffiths. However, while you may write solely about Wollstonecraft, you may not write solely about Griffiths.

2. These need to be posted to Sakai by Tuesday at 11:55 p.m. Please bring a paper copy to class to hand-in.
3. You need to complete three of them by the mid-term. In this case, that is October 10th.
4. Please use best writing practices.
5. They will not be accepted late.

These reflections are a completion grade. Each one is worth five points, with a total of 30 points for the semester – collectively 20% of your overall grade.

Mid-Term Paper: As will be made clear by the time we get to this assignment, if we gathered Plato, Aristotle, Rousseau, Wollstonecraft, and Dewey together in a room for dinner there would be much lively conversation and debate about the nature of education. Undoubtedly, they would all have a lot to say to one another – some in agreement, much in disagreement. In any combination, these five philosophers would challenge one another about ways of knowing, who should be included in education, how the act of educating should occur, and what its aims should be. They would dispute among themselves over educational concerns relating to possible themes of freedom, imagination, truth, justice, happiness, and morality.

For your mid-term then, you will be asked to write a paper engaging two of the philosophers mentioned just above in conversation with one another over a topic on which they differ. You may find that they disagree entirely; you may find that they disagree just here-and-there; or, you may find that they disagree only on one single point alone. Your task - in 1600-2000 words – is to focus on and to clearly articulate any difference(s) centered around a particular topic or theme shared between these thinkers. (Please note, you may choose a topic or theme not mentioned above but you must clear it with me ahead of writing.)

An effectively written paper will:
- Select a point of comparison or emphasis to focus the paper.
- Summarize in your own words the main idea of each of the philosophers.
- Identify where the dissimilarity(ies) lies.
- Clearly explain, using examples, how their “side” is argued by each philosopher.
- Have a strong and original thesis statement.
- Make clear your stance in relation to the ideas presented.
- Use the first person. “I argue …”
- Clarify complicated ideas with examples and/or analogies for understanding.
- Include proper citations for phrases and ideas that are not your own.
- Demonstrate attention to basic conventions of writing.

This paper will be written in three stages
- On Wednesday October 10th by 11:55 p.m. your rough draft is due.
- In-class on Wednesday, October 17th, we will use a part of the class-time for peer-feedback and paper-workshopping.
- The final draft of this paper will be due by 11:55 p.m. on Wednesday, October 24th.

Final Papers Assignments: There will be a more in-depth description of your final paper provided later in the semester. However, I do want you to start thinking about it now. Your final paper is designed with the themes of ethical/moral action, social justice, and transformative education, in mind. You will be asked to respond two questions that require you to consider how this course and
its content have challenged your thinking about both your own philosophy of education and also contemporary practices and topics in education. As such, the paper will be written in two parts.

The first part will ask you to write a philosophy of education as informed by the readings from this class. This essay is by no means intended to be a comprehensive reflection of your approach to education. Rather, it will ask you to focus on only a few aspects and to engage with at least three philosophers from the semester – one of which must be chosen from among the original five - explaining how they have influenced your thinking. We will build this awareness in a practice of periodic personal reflection, starting with our first meeting and continuing throughout the semester. This paper is expected to be 600-800 words and will be 10% of your grade.

The second part of the final assignment will ask you to apply the philosophical thinking presented in this class to a current educational topic or practice, and to consider it in moral/ethical terms and as a matter of social justice. As examples, and to name only a few, classroom management, special education, homeschooling, cooperative learning, tracking, or school vouchers, are all possible subjects for this paper. I wish to stress that I encourage you to choose something that is meaningful and of interest to you, as this assignment is intended to be a practice in philosophical writing but also to expand your thinking on the subject that you have chosen so that you can apply to your wider learning and ambitions. This paper is expected to be 1600-2000 words and will be 25% of your grade.

List of Due Dates:

- Ongoing – Reflection papers due Tuesdays by 11:55 p.m. (three by, and including, October 10th - six in-total)
- October 10th – Mid-term complete initial draft
- October 17th – Peer-evaluations
- October 24th – Mid-term final draft
- November 7th – Topic for final paper, part II
- December 5th – Final paper, part I
- December 12th – Final paper, part II

**All written assignments should be submitted in Times New Roman, 12pt. font, with 1-inch margins, and include an original title that reflects the paper’s content, as well as your name, the class, my name, and date. All assignments are due by 11:55 p.m. on their due date.**

Evaluation of Assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Reflection Papers</td>
<td>20%</td>
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<tr>
<td>Mid-Term Paper</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>35%</td>
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</tbody>
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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
Communication with me: I will do my best to respond to your emails within 24-hours during the week. Over the weekend, I try however to disconnect from being online too much and you should expect my reply on Monday. If your email is time-sensitive, please indicate this in the subject-line.

| Course Schedule |  
| (subject to change to meet the best-interests of the class)  |
| August 29th | • Introductions, review of the syllabus (please bring an electronic or paper copy to class), opening discussion and reflection. |
| September 5th | • Plato, *Meno*  
• Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s Own Education” |
| September 12th | • Aristotle, *Nicomachean Ethics* (selections) |
| September 19th | • Jean Jacques Rousseau, *Emile* (selections)  
• Jane Roland Martin, "Sophie and Emile: A Case Study of Sex Bias in the History of Educational Thought” |
| September 26th | • Mary Wollstonecraft, *A Vindication of the Rights of Woman*, Chapter 12  
| October 3rd | • John Dewey, *Experience and Education* |
| October 10th | **Mid-term Draft Due – by 11:55 p.m.**  
• Maxine Greene, “Freedom, Education, and Public Spaces” from *The Dialectic of Freedom* |
| October 17th | **Peer Evaluation – Paper writing workshop**  
• W.E.B. Du Bois, “The Coming of John” from *The Souls of Black Folk* |
| October 24th | **Mid-Term Due – by 11:55 p.m.**  
• Hannah Arendt, “Crisis in Education”  
| October 31st | • Charles Taylor, “The Politics of Recognition” from *Multiculturalism* |
| November 7th | **Final Paper Topic, Part II, Due – by 11:55 p.m.**  
• Paulo Freire, *Pedagogy of the Oppressed*, Chapter 2  
• Michel Foucault, *Discipline and Punish* (selection) |
| November 14th | • Bell hooks, *Teaching to Transgress* (selections)  
• Nel Noddings, *The Challenge to Care in Schools* (selection) |
| November 21st | **THANKSGIVING WEEK – NO CLASS** |
| November 28th | • Meira Levinson, *No Citizen Left Behind* |
| December 5th | **Final Paper Part I Due – by 11:55 p.m.**  
• Final class discussion – share-out on paper topics, no assigned reading |
| December 12th | **Final Paper Part II Due - by 11:55 p.m.** |
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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.