Loyola University Chicago
School of Education

ELPS 302 002: Philosophy of Education
Fall 2019
Thursday 5:00-7:30 pm
Cuneo Hall, Room 302

Dr. Samantha Deane  
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Lewis Towers, 1058  
E-mail: sdeane@luc.edu  
Office Hours: Tuesday and Thursday, 11:00-1:00 and by appointment on Wednesdays

*Office hours are general times that I have designated to meet with any student, but they do not necessarily take place in my office. If/when you plan to drop by, please send me an email so that we can agree on a convenient location.

GENERAL INFORMATION

Course Description
This course will examine some of the major philosophical theories about education and schooling beginning with Plato and continuing through the present day. We will examine changing and, often times, conflicting ideas about learning, teaching, the purpose of education, and the role of schooling. By exploring the field of philosophy of education it is hoped that futures teachers, education policy makers, and community members will develop a deeper understanding of pedagogical practice, the response of the school and schooling to individual, community, and society interests, and the ways in which power and privilege interact with the aims of education. The assignments in this course are designed to develop your ability to identify and engage with a philosophical argument and your analytic writing ability, as well as to give you an opportunity to expand your understanding of social action through education.

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.

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

**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*
Danielle S. Allen, *Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education*

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.

For those among you who are not as inclined to speak in class, please be aware that I will most likely call on you to speak at some point in the semester, and that there are many other (non-classroom) ways to communicate with me, including: via email, stopping by my office to talk, preparing additional written remarks and/or questions about the course, etc. Please know that it is your responsibility to participate in any way you are best able to. I can generally sense your interest in the course through these things, and the importance of this impression should not be underestimated.

**Reflection Papers**

There will be a brief reflection and analysis paper turned in every 3 weeks that addresses the assigned readings (about 500 words and no more than 750) and will be due at the start of class (see course schedule for due dates and groups). The papers are expected to be based on the readings to be prepared for that day’s class, and to provide some level of analysis of the material read, meaning that the papers should (a) ask sound, logical questions about specifics within the material read, (b) compare what was read with other readings and/or discussions in the course, and/or (c) make comparisons/contrasts with other academic interests/subjects. The papers are not to be simple reflections upon what was read (e.g. ‘I liked the part where … this was hard to read … this reminds me of one time when my mom …’, etc.), but rather a series of insightful comments, challenges, questions and new considerations made in light of the material read. Please note that they do not need to be lengthy, but rather insightful and of a rigorous, analytical quality.

Reflection papers are to be printed and brought to class with you. As a member of group A, B, or C, you will be responsible to taking a lead in the class discussion and activities. Hence, you should be prepared to pose questions, offer insight, and participate throughout the class. You will be called on. At the end of class, turn in your reflection paper.

Reflection papers are graded on a pass/fail basis. If you turn in a paper and do not pass, you will have the opportunity to make it up on an off week. If you do not turn in a paper, you cannot make it up.

**Aristotle Week**

On September 12, we will not meet as a class. However, class will be conducted online. Group B, is responsible for posting their reflection papers under “Aristotle” on the Forum page of Sakai by 5:00pm on Thursday, September 12. The rest of the class must respond in (150-200 words) to at least three reflection papers by 10:00 pm on Thursday, September 12. Members of Group B must post one additional response either to their paper or to another conversation that they find intriguing by Monday, September 16. All course participants should read the posted discussions and be prepared for a brief assignment about Aristotle on Thursday, September 19. ** All participation will be factored into your participation grade.
**SIG Paper and Discussion (November 21)**

Leading into the final exam we will break into groups to talk about and review contemporary articles from leading philosophers of education on pressing issues in education. These pressing questions include: the treatment of non-human animals, becoming a great teacher, video games, climate change, and school shootings and gun violence.

You are expected to, independently, read and reflect on one of these articles in a 500-750 word reflection paper. In your paper you should:

- Summarize the major argument of the text as you see it.
- 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.
- Highlight any outstanding questions or concerns you have.

For the first 10 minutes of class you will meet with your peers who read the same article and discuss your individual reflections. During this discussion, you should note the unique insights of each participant as well as significant overlaps in thinking or common questions. The remaining class time will be dedicated to a conversation about the ideas raised in these articles. During this discussion you will act as expert on your particular article—answering your peer’s questions, directing our thinking, and providing some guidance for anyone who might want to read your article.

The aim of this assignment is to give students the opportunity to read contemporary work in philosophy of education on interesting and wide-ranging topics. After having been introduced to the canonical works of philosophy of education, you should feel equipped to analyze these articles.

**Midterm and Final Exam**

There are two assigned essay exams in this course. Both are take-home, open-book essay exams that will ask you to respond to assigned course materials. Exam questions will be handed out the week before the exam is due. Although students are encouraged to share ideas about material during class discussions and in preparation for exams, once the essay questions are handed out, you are expected to work out and write up answers on your own.

**Midterm**

A short midterm paper is due October 24th by 7:00 pm. We will workshop midterm papers during class on October 16, more details are below. The paper is to be 1500 words and should respond to this prompt:

Plato’s *Meno*, Aristotle’s *Nicomachean Ethics*, Rousseau’s *Emile*, and Wollstonecraft’s *Vindication of the Rights of Women*, — all composed before the proliferation of mass common
schooling— and Dewey’s *Experience and Education*, each ask and answer the question: education for what/whom?

Your task is to pick two texts and analyze how the question, education for what/whom?, is answered. You will notice that part of your job is to sift through multiple possible interpretations and to stake a claim. A good paper will have a clearly identifiable thesis and will make an argument. If you do not have an argument, you are not writing a philosophy paper.

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**.

**Final**

The final paper should be 1500-2000 words, is due **Thursday, December 12th at 11:55 pm**, and should respond to the following prompt.

At the beginning of this course we read Ann Diller’s address to the Philosophy of Education society in which she states: “To become philosophers of their own education students cannot leave these tasks to others but must “devote” themselves to “finding out just what education is” for them and “what conditions have to be satisfied in order that education may be a reality” for each of them. In so doing, learners cease to be merely students in education, and they become students of education.” To borrow Diller’s phrasing, this course has been dedicated to the study of education. The extent to which you have devoted yourself to this task likely mediates whether you feel that you have become a student of education. Each reflection paper, discussion, and reading assignment was intended to stretch your thinking about what it means to learn, to think, and to educate persons and citizens for a more peaceful future.

In the second half of the course we paid particular attention to the social injustices that hinder the ideal project of living and dying well in relation to the human and nonhuman others. We investigated issues of power and privilege through the ways that race, ethnicity, socioeconomic status, gender, temporary ability status, species affiliation, and the environment impact educational practices and aims. For your final paper you are to reflect upon the relationship of education and/or schooling to social justice. What should education or schooling aim to accomplish and in what ways? What role does education play in the enactment of peaceful social progress?

**EVALUATION OF ASSIGNMENTS**

Reflection Papers (10 points each x 3) ……… 30 points
SIG paper and discussion…………………… 20 points
Class Participation………………………… 20 points
Midterm ……………………………………… 35 points
Final Exam…………………………………… 50 points

Total Possible Points……………………….. 155

**Grading Distribution**

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<td>August 29</td>
<td>Course overview</td>
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| September 5 | What is knowledge? What does it mean to have an opinion and to know a fact? | • Plato, *Meno*  
• Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s Own Education” | Reflection paper, group A |
| September 12 | ONLINE CLASS MEETING  
What is character and should education be concerned with its development? | • Aristotle, *Nicomachean Ethics* (selections)  
ONLINE CLASS MEETING | Reflection paper, group B |
| September 19 | Should society aim to educate citizens or men?                        | • Rousseau, *Emile* (Books 1-4)  
Reflection paper, group C |                   |
| September 26 | Who is the primary subject of educational theory?                     | • Rousseau, Emile (Book 5)  
• Wollestonecraft, Mary *Vindication of the Rights of Women* (selections).  
• Martin, "Sophie and Emile: A Case Study of Sex Bias in the History of Educational Thought" | Reflection paper, group A |
| October 3  | What is the relationship of democracy to education and education to democracy?  
Draft of Midterm Due | • Dewey, *Experience and Education*  
Reflexion paper, group B |                   |
| October 10 | How do race and racism distort the aims of democratic education?      | • DuBois, *The Souls of Black Folks* (selection)  
• Rankine, II (23-36)  
Reflection paper, group C |                   |
| October 17 | Midterm Paper Session  
• No readings outside of your peer’s papers | |                   |
| October 24 | What can we do to address issues of inclusion, identity, and intersectionality continue to confound? | Midterm Due  
• Applebaum, “In the Name of Moral Responsibility, Whiteness, and Social Justice Education”  
• Taylor, “When Fact Conceals Privilege: Teaching the (Shared?) Reality of Disability” |                   |
| October 31 | Who do we educate for democratic citizenship in the post Brown V. Board era of hyper political polarization? | • Allen, *Talking to Strangers*, Part One (prologue-chapter 4)  
Reflection paper, group A |                   |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>November 7</td>
<td>Is political friendship the answer?</td>
<td>• Allen, <em>Talking to Strangers</em>, Part Three</td>
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<td>Reflection paper, group B</td>
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<td>November 14</td>
<td>Is political friendship viable in an oppressive/colonial context or is something more radical required?</td>
<td>• Freire, <em>Pedagogy of the Oppressed</em>, (selection)</td>
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<td>Reflection paper, group C</td>
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| November 21| SIG (special interest groups) week: What contemporary or pressing challenges might philosophy of education address? | • Nonhuman animals and our relationship to them: Mayo, “Vermin, the Proximate and Often Unpleasant Stranger”  
• Technology and video games: Waddington, “John Dewey and Video Games”  
• Capitalism, neoliberalism (a form of capitalism connected to, among other changes, charter schools) and the unschooling movement, Petrovic and Kuntz, “Invasion, alienation, and imperialist nostalgia: Overcoming the necrophilous nature of neoliberal schools”  
• Climate change: Martin, “Renouncing Human Hubris and Reeducation Commonsense” |
|            |                                                                       | Reflection paper, groups A, B, C                                                   |
| November 28|                                                                       | • Thanksgiving Break                                                               |
| December 5 | Ending with a holistic vision and radical proposal. We might ask, is love enough? | • Ayers, William, *On the Side of the Child: Summerhill Revisited* (entire text)    |
| December 11|                                                                       | By 11:55 pm                                                                       |
Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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/](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.