Instructor: Kenneth West  
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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 children, teens, and young adults through the sort of education/schooling that we do?

Course Objectives
Students will become adept at identifying philosophical issues embedded in current educational practice and controversies, 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.) (Important, not essential).
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. (Minor)
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
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
Gwen Bradford, Achievement
John Dewey, Experience and Education
Plato, Meno
Bernard Suits, The Grasshopper: Games, Life, and Utopia

All other readings will be made available electronically.

Methods of Instruction

The tentative methods of instruction for this course will incorporate the following: class discussion, lecture, reading, research and reflection, group project, exploring a variety of media forms, individual/group presentations, and dissimilar philosophies of education.

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.

Learning Teams

In large measure, the learning in this class will emerge as we discuss, debate, evaluate, and probe ideas and their applications together – both as a full class and in small learning teams. Students will be assigned to a 4 member learning team for the first half of the semester, and then to a second team for the second half of the semester. A portion of class time will be given for team discussion of member responses to the readings and completion of instructor assigned inquiries in preparation for full class discussion.

Reflective Journals (5)

The reflective journals are insightful and reflective perspectives on the weeks reading. These journals should be 800-1000 words in length and should do the following: a) succinctly summarize the piece, identifying its main claim and major sources of evidence, b) note what you found surprising, objectionable, and/or useful within the piece, c) raise 1-3 questions for us to discuss during class meetings. Students who have written journals entries are expected to take a leadership role in class discussions of the relevant texts.
Do not turn in your assignment incomplete or you will get a zero. Do not turn in your assignment late or you will get a zero. All documents should be turned in using Sakai on Tuesdays, by 5:00 pm.

Each journal entry is worth 20 points.

**Midterm and Final Exam**

**Midterm**

A short midterm paper is due March 14th by 7:00 pm. The paper is to be 1600-2000 words and should respond to the prompt provided by your instructor. The sessions will proceed as follows:

- An initial draft of your midterm paper is due on February 25th by 5 pm. Submit via Sakai: Midterm Draft
- In your learning team you will complete a peer review of your teammates papers. Students are expected to read and review each group member’s papers using review sheets to be provided. During the paper session on February 28th, groups will meet and discuss each member’s paper.
- A final draft of your paper, to be graded, is due in class immediately after Midterm Break: March 14th via Sakai.

**Final**

There is one essay exam in this course. It is a take-home, open-book essay exam that will ask you to respond to assigned course materials. Exam questions will be handed out 10 days before the exam is due. Although students are encouraged to share ideas about material during class discussions and in preparation for exam, once the essay questions are handed out, you are expected to work out and write up answers on your own. The final paper is due **Wednesday, May 2nd at 12:00 pm.**

**EVALUATION OF ASSIGNMENTS**

Reflective Journal (5) ........................................... 20 points each (100 points total)
Class Participation ........................................ 20 points
Midterm ......................................................... 30 points
Final Exam....................................................... 50 points

Total Possible Points ......................... 200

**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
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>Welcome</td>
<td>No reading</td>
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| January 24| Knowledge and Education                    | Plato, *Meno* (complete)  
|           |                                            | Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s Own Education” |
| January 31| Friendship and Education                   | Plato, *Lysis* (complete)  
|           |                                            | Aristotle, *Nicomachean Ethics* (selections)                            |
| February 7| Unrestrained Education                    | Rousseau, Jean Jacques, *Emile* (selections)                            |
| February 14| Games and Education                       | Bernard Suits, *The Grasshopper* (complete)                            |
| February 21| Achievement and Education                 | Gwen Bradford, *Achievement* (complete)                                 |
| February 28| Midterm Paper Session                     | Peer Evaluation                                                          |
| March 7   | No class                                  | Mid-Semester Break                                                      |
| March 14  | MIDTERM DUE                               | MIDTERM DUE                                                              |
|           | Democratic Education                      | John Dewey, *Experience and Education* (complete)                       |
| March 21  | Imagining Freedom; Education with Art     | Maxine Greene, *The Dialectic of Freedom*, “Freedom, Education and Public Spaces” |
| March 28  | Education for Liberation                  | Paulo Freire, *Pedagogy of the Oppressed*, Ch. 2                        |
| April 4   | Standpoint Theory and Education           | Sandra Harding, “Rethinking Standpoint Epistemology: What is ‘Strong Objectivity’?” |
|           |                                            | Wendy Brown, “Educating Human Capital”                                   |
| April 11  | The Politics of Recognition               | Charles Taylor, “Multiculturalism and the Politics of Recognition”      |
| April 18  | Race and Multiculturalism                 | Cornell West, “The Dilemma of the Black Intellectual”                   |
|           |                                            | Christopher Emdin, *For White Folks Who Teach in the Hood*, Ch. 2-3      |
| April 25  | Moral Education                           | Plato, *Republic*, Bks. III-VI                                          |
| May 2     | Final Paper Due                           | By 11:55 pm                                                              |
IDEA Course Evaluation Link for Students
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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.