Loyola University Chicago  
School of Education

ELPS 420 001: Philosophy of Education  
Spring 2018  
4:15-6:45 Wednesdays

Instructor: Amy Shuffelton  
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Office Hours: Available by appointment, also Wednesdays 1-4:15 (but please let me know in advance)

GENERAL INFORMATION

Course Description

Loyola University Chicago is dedicated to social action through education. In this course, students will explore philosophical issues involved in the practices of teaching and learning, as well as ethical and political questions about the background to those practices. In the first half of this course, we will read classic texts in the field, which provide students with a foundation for studying questions of social action, social justice, and diversity in education. In the second half, we will read contemporary approaches to some of the key questions in education.

Reading List

The following books are available for purchase at the University Bookstore. Other readings are available on the course Sakai page.

Plato, *Meno* (Note: there are free online editions of Meno, BUT the Hackett edition, which we will use, costs approximately $5 and will make it MUCH easier for you to follow class discussion. Purchase this edition.)  
John Dewey, *Experience and Education*  
Mary Wollstonecraft, *A Vindication of the Rights of Woman*  
William Ayers, *On the Side of the Child: Summerhill Revisited*  
Maxine Greene, *The Public School and the Private Vision*
Course Schedule

January 17: Introduction

Jan. 24: Plato: *Meno*
Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s own Education”

Jan. 31: Plato: *Republic*, selections

February 7: Aristotle: *Nicomachean Ethics*, Book 8
“Practical Reason”, Dunne and Pendlebury

Feb. 14: Rousseau: *Emile*, selections

Feb. 21: Mary Wollstonecraft, *Vindication of the Rights of Women*, selections
Jane Roland Martin, “Rousseau’s Sophie”

Feb. 28: John Dewey, *Experience and Education*

**First Paper Due**

SPRING BREAK!! WOO HOO!!

March 7: Hannah Arendt, “The Crisis in Education”

March 14: Maxine Greene, *The Public School and the Private Vision*

March 21: Kwame Anthony Appiah, “Whose Culture is it, Anyway?”
Liz Jackson, “They Don’t Want Babies”

March 22-28 Several events at Loyola and in Chicago, and the CIES conference in Mexico City, are taking place this week. In place of class 3/28, students are to attend at least one session of at PES, which runs 3/22 – 3/26. Write a 500-700 word response to the session as proof of attendance. (Schedule to be posted when it is available.)

At Loyola, the annual Wozniak lecture is Tuesday, 3/27. All students are expected to attend the Wozniak lecture.

Linda Alcoff, “Real Identities”
April 11: Harry Frankfurt, “On Bullshit”

April 18: Miranda Fricker, Epistemic Injustice, introduction and chapter 1


Final Paper Due May 2

Assignments and Grades

1. Participation: Although this is an introductory level class, it will be carried out mainly as a discussion, rather than a lecture. Therefore, students are expected to take an active role in all classes. To receive full credit for participation, students should come to class; with that week’s texts read, prepared, and on hand; and engage throughout the class session. You owe it to yourself and your classmates to do no less. (25% of final grade)

2. Paper 1: Due February 28 (25% of final grade) Instructions for this assignment are posted on Sakai, under assignments.

3. Bullshit paper: In response to Harry Frankfurt’s essay “On Bullshit,” you are to write a 1000 word paper on an instance of bullshit, due as a hard copy in class on March 28. This paper should select an instance of bullshit in education – policy, practice, or media coverage – and analyze it in terms of Frankfurt’s essay. Your paper will explain why the instance qualifies as bullshit, as Frankfurt understands bullshit. If you think Frankfurt’s account misses the mark, you might also contest his analysis (or aspects of it) and provide your own analysis of what constitutes bullshit and how your selected instance exemplifies this. (10% of final grade)

5. Final Paper: A final paper is due May 2. Instructions for this assignment are posted on Sakai, under Assignments. (40% of final grade)
Conceptual Framework Standards and Assessment

The School of Education of Loyola University Chicago is a community that transforms its members to impact urban and global communities through the principles of social justice. This is also encapsulated in the SOE Conceptual Framework “Our mission is social justice, but our responsibility is social action through education,” which is similarly an orienting perspective in the design of this course.

From this Conceptual Framework SOE faculty have developed four conceptual framework standards (CFS) (http://www.luc.edu/education/mission/). CFS 3 and CFS 4 are specifically assessed in this course. CFS 3 is assessed via the final course paper, which is to be submitted via Sakai and also uploaded to Livetext. CFS 4 is assessed via the “bullshit” paper, which is to be uploaded to Livetext. In relation to the course, both papers will be graded according to the evaluative criteria included in the paper assignments; in relation to the student’s meeting of the CFS standards these assessments will be evaluated according to the rubrics posted on Livetext.

This course also aims to advance the mission of the Cultural and Educational Policy Studies (CEPS) program at Loyola University Chicago which seeks to provide a multidisciplinary 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.

Dispositions

Through written assignments and participation in class, students will be assessed on all three School of Education dispositions: professionalism, inquiry and social justice.

IDEA

The IDEA objectives essential to this course are:

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
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.

Please familiarize yourself especially with the policy on academic honesty, and make sure you either already know or else learn how to document your papers properly. If you are uncertain how to do this, the library has reference guides than can show you how. Failure to document sources in your papers, whether an intentional act of dishonesty or an accident, will not be tolerated and can result in a grade of 0 for that assignment.