Course Description: This course examines significant philosophical theories, traditions, and debates in philosophy of education within the United States. It is broken into three parts. The first unit explores “The Foundationalists” – key thinkers in laying the groundwork for a western tradition within philosophy of education, including Plato, Aristotle, Jean-Jacques Rousseau, Mary Wollstonecraft, John Stuart Mill, and John Dewey. In the second unit, this course transitions to thinking about the particularities of education within a democracy. While in the third and final unit, it asks students to consider philosophy of education as it pertains more practically to pedagogical practices within the classroom. Throughout, this course asks students to consider its readings and discussions through a lens of social justice and ethical concerns and implications as relate to philosophy of education and the following questions: What knowledge is meaningful? Whose knowledge is meaningful? What does it mean to be educated? What should education look like? Who should be in charge of a child’s learning? And, 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 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 conversation and practices, especially as these relate to educating for human flourishing – individual dignity and self-efficacy - 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 consider 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 toward challenging both themselves and also the world around them.
**Dispositions:** All courses in the School of Education 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,” and also on LiveText, 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, 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/](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 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 please 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 or email, please let me know before class begins.
Course Requirements

Readings: All readings for this course will be made available on Sakai.

Approaching the Readings: This is a reading intensive course. Generally, and while I recognize this is a somewhat broad range, you will be expected to read between forty and sixty pages a week. More often than not, the fewer the pages the denser the text is likely to be. With this said, all of the readings require of you your attention to detail and considered reflection. You will be asked to generate questions from the readings on a weekly basis. More information on this may be found below. This activity is intended to both stimulate your thinking and to ensure that we are discussing in class the things that you are wondering about and that are of interest to you from the readings … to this end then, you are not reading for mastery of the text but rather for comprehension and a general understanding of the argument(s) outlined. We will devote our class conversations to clarifying the main ideas and unpacking these argument(s). I encourage you, of course, to annotate as you read. But then also, when you come to a difficult patch, push through. Very often, a philosopher will clarify their point after what may seem like a rather convoluted and roundabout trajectory for getting there.

Participation: In order for you to learn, it is necessary for you to be in class and ready to engage in our discussions each week. Therefore, please take the time to carefully complete the readings (see above) 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 regular 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.

Learning Groups: 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. Thus, students will be assigned to a three-member learning team for each third of the semester, rotating to a new group roughly with each new unit. To make space for this learning, a portion of class time will be given to group discussion of member responses to the readings and completion of any assigned inquiries in preparation for full class discussion.

Group Presentations: Each of you will present once in this class with your working group (mentioned just above). When your group presents, you will be responsible for presenting both of the readings assigned for class that night. As a group you are responsible for creating a presentation that lasts approximately 20 minutes, during which each of you is expected to speak. You are welcome to use a visual aid, though they are not required. In addition to the presentation, you will each be expected to turn in a brief reflection paper. More information may be found on Sakai.

Weekly Responses: Each week you will be expected to turn-in 2-3 questions on the readings. These questions should probe the arguments of the thinkers that we are reading and demonstrate your reflection(s) on the material, as well as the connections that you are making. At least one question must come from each reading, and each question must include cited material and also an explanation of your thinking to demonstrate where in the text you are drawing from and how you have arrived at your question. Your final write-up should be 1-2 pages in length. These will be due to Sakai on Tuesday evenings by 10:00. You are expected to complete nine over the course of the semester.
**CEPS Policy Forum: “Electoral and Educational Change? Education Policy at Local, State and National Levels”:** On January 25th from 3:00p.m.-5:00p.m. at Galvin Auditorium, CEPS will be holding its second annual education policy forum. Attending this event is a department requirement (unless you are unable to due to having prior work, class, or family care obligations) of this course. In addition, you are expected to turn-in a 1-2 page reflection on the forum including ideas and questions it inspired. If you are unable to attend, you must let me know in-person ahead of the forum. You will be assigned a reading related to the forum topic, with the expectation that you will turn-in a 1-2 page reflection on it. We will give time during class the following week to talk about the forum and reading.

**“The Foundationalists” Paper:** At the end of both Unit I, you will be asked to write a paper synthesizing the unit. More information on the structure and expectations for this paper will be posted a few weeks. You should expect however that this paper will ask you to reflect on main ideas that we have been discussing in class during the unit, drawing specifically on the thinkers of that unit and engaging them in conversation with one another.

**Annotated Bibliography:** In order to help familiarize you with the extended world of philosophy of education – what journals exist, the topics that are being discussed - you will be asked to complete a short(ish) annotated bibliography. More information on this assignment will be posted to Sakai and discussed in class as the semester progresses. However, you should be thinking about an area of education - a practice, policy, topic, event, person - inspired by our course readings, class discussions, a current event, or other, that you would like to explore.

**“A Question of Philosophy” Paper:** Your final paper for this class will ask you to pose a question about education – perhaps that you brought with you to the class or perhaps that you have formulated at some point during the semester – and to then respond to it at some length, laying out a thesis, offering possible solutions, weighing them against one another, and then drawing a final conclusion. In addition, in keeping with this course, you will need to reflect on the ethical implications relating to your question as a matter of social justice.

More information on this assignment will be provided. As the semester progresses, we will check-in on these topics, periodically devoting time in class to their discussion, with your question/topic due to me in early April. To this end, between now and then you should be keeping track of questions and ideas as they come to you - inspired by a reading, a comment in class, perhaps an experience that you have in another class or something you hear about in the news.

**Capstone Reflection:** As a final writing assignment for this class, you will be asked to reflect on what you have learned over the course of the semester about philosophy of education – what insights regarding the discipline have you assembled and how might you carry them forward?

**Some Thoughts about Writing for this Class:** the assignments in this class are designed to not only inspire your thinking about the readings, class discussions, and the subject of philosophy of education, but also to help you to think like a philosopher, as well as someone who studies philosophy of education. This means that within the assignments to varying degrees you will be encouraged to not only demonstrate that you grasp the content but to also consider your own position(s) on the material, supporting your stance using the thinkers that we are reading. In addition, you will be asked to explore the resources and methods that today’s philosophers of education use to do their work. And, you will be encouraged to structure your writing (its arguments) in ways similar to those that a philosopher of education would use in their own writing. To this end, this is something that we will concerently devote class-time to, but then also that you will practice and develop as the semester progresses.
List of Due Dates:

- Sunday, January 27th - CEPS Forum Reflection
- Thursday, February 28th - “The Foundationalists” Paper
- Thursday, March 28th - Annotated Bibliography
- Monday, April 1st - Paper Topic for “A Question of Philosophy” Paper
- Thursday, April 25th - “A Question of Philosophy” Paper
- Wednesday, May 1st - Capstone Reflection

**All written assignments should be submitted in Chicago Manual of Style, Times New Roman, 12pt. font, double-spaced, 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 papers, unless otherwise noted, are due by 10:00 p.m. on their due date.**

Evaluation of Assignments:

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>10 pts</td>
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<tr>
<td>Weekly Questions/Reflection</td>
<td>20 pts</td>
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<tr>
<td>Group Presentation</td>
<td>10 pts</td>
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<tr>
<td>Foundationalists Paper</td>
<td>15 pts</td>
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<tr>
<td>Annotated Bibliography</td>
<td>10 pts</td>
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<tr>
<td>A Question of Philosophy Paper</td>
<td>25 pts</td>
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<tr>
<td>Capstone Reflection</td>
<td>10 pts</td>
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<td><strong>Total:</strong></td>
<td><strong>100 pts</strong></td>
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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.

School of Education Events to Keep in Mind:

Tuesday, March 12th – Wozniak Lecture: Speaker, Cris Mayo - This is not a required event. However, I encourage you attend and will be providing more details on the lecture and the day’s events as they are put in place. Dr. Mayo has written extensively on issues of gender and sexuality within education in the fields of education policy and philosophy of education. She is currently a professor of women’s and gender studies at West Virginia University and director of the school’s LGBTQ+ Center.
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<th>Date</th>
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| January 16th | Teacher as Philosopher: What does it mean “to do” philosophy as a teacher?  | • Introductions, review of the syllabus (please bring an electronic or paper copy to class, we will go over it as time permits), opening discussion and reflection.  
• Reading: Maxine Greene, from *Teacher as Stranger* (1973), “Doing Philosophy and Building a World” |
| January 23rd | Virtue and Education                                      | • Plato, *Meno* (380 B.C.E.)  
| January 30th | Friendship and Education                                  | • Aristotle, “Book VIII” (350 B.C.E.)  
• Mary Healy, “Civic Friendship” (2011) |
| February 6th | Learning Pains                                            | • Jean-Jacques Rousseau, *Emile* (1762) – selections  
• Avi Mintz, “The Happy and Suffering Student?” (2012) |
| February 13th | “Remember the Ladies”                                     | • Mary Wollstonecraft, from *A Vindication of the Rights of Woman* (1792) - selections  
• Jane Roland Martin, from *Reclaiming a Conversation* (1985), “Wollstonecraft’s Daughters” |
| February 20th | The Aims of a Liberal Education                           | • John Stuart Mill, “Inaugural Address at St. Andrews” (1867) |
| March 6th   |                                                            |                                                                                                                                            |
| March 13th  | Politics in the Classroom                                 | • Hannah Arendt, from *Between Past and Future* (1954), “The Crisis in Education”  
• Aaron Schutz and Marie G. Sandy, “Friendship and the Public Stage …” (2015) |
| March 20th  | Who has the Moral Right?                                  | • Amy Gutman, “Democratic Schools and Moral Education” (1985)  
• TBD |
| April 3rd   | Fair isn’t Always Equal; Equal isn’t Always Fair          | • Charles Taylor, “The Politics of Recognition” from *Multiculturalism* (1993) |
| April 10th  | Education and the Enlightenment Story                     | • W. E. B Du Bois, from *The Souls of Black Folk*, “Of the Coming of John” (1903)  
• Paulo Freire, from *Pedagogy of the Oppressed* (1973), |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>April 17th</td>
<td>Relationships in the Classroom</td>
<td>• bell hooks, from <em>Teaching Community</em> (2003), “Pedagogy of the Heart”</td>
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<td>• Nel Noddings from <em>The Challenge to Care in Schools</em> (1992) - selection</td>
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<td>• TBD</td>
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<tr>
<td>May 1st</td>
<td>Final Exam Period</td>
<td>• No Class – Paper due by 10:00p.m.</td>
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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.