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. In addition, these assignments 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.

Of the 13 possible objectives those bolded below 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
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
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. **Developing ethical reasoning and/or ethical decision making**
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

**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 be used only at designated times and only when you are using them for taking notes and referencing course materials. 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 and will negatively affect your participation grade. 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, *Menon*
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*
Diana Hess and Paula McAvoy, *The Political Classroom*

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 all class discussions will be graded and will compose part of your final grade in this course. Missing more than one class over the course of the semester will significantly hinder your learning and – unless arrangements are made with the professor – will result in your grade being lowered.

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: 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.

**Paper 1: Talking to Strangers**

In 500-750 words compose a dialogue between Allen and Socrates or Allen and Aristotle, about the educative role of talking to strangers. What do we learn when we talk to strangers? How is this experience different than when we talk to people we know well?

Philosophy is often characterized as conversation and the object of this assignment is to practice tracking the way in which philosophers respond to one another about a specific idea. This is not always easy, as it requires careful attention to what philosophers say explicitly and what is implied in particular turns of phrase or when certain ideas are valued over others. You may use quotations or paraphrase to advance the conversation but when citing specific passages or ideas be sure to cite using the Chicago Manual of Style (footnotes).

**Paper 2: Education for Citizenship**
In 750-1000 words reflect on the relationship of education to learning how to be a member of a particular community. What is the role of schooling in learning to be a citizen? What does it mean to be a citizen? How should one learn to be a member of a community?

The goal of this paper is to build an analytical argument for your vision of education for citizenship/community membership. This paper will give you experience writing like a philosopher of education and imagining the role of education in developing particular people. In this paper you should (a) ask sound, logical questions about specifics within the material read and (b) analyze one philosopher we read after the first paper to support your argument. The papers are not to be simple reflections upon what was read (e.g. ‘I liked the part where… this reminds me of one time when …’, etc.), but rather a series of insightful comments, challenges, questions and new considerations made in light of the material read.

**Paper 3: SIG Paper and Discussion**

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.

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 for 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. **If you miss class during SIG week it is impossible to receive all of the points for the assignment.**

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.

**Final Exam**

The final paper should be no more than 1000 words and is due **Wednesday, April 29th at 11:55 pm.** More details will follow on a handout. However, you will be asked to respond to the following prompt:
In response to Harry Frankfurt’s essay *On Bullshit*, what is one area of bullshit in contemporary education practice or policy? Delineate the problem, following Frankfurt’s categorization of the concept and then pick one philosopher of education, read after the second paper, to delineate a solution.

**EVALUATION OF ASSIGNMENTS**

Paper 1 ............................. 20%
Paper 2 ............................. 20%
SIG paper and discussion.... 20%
Class Participation ............. 10%
Final Exam .......................... 30%

**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
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<tr>
<th>Date</th>
<th>Event</th>
<th>Reading</th>
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<tr>
<td>January 15</td>
<td>Course overview</td>
<td>No reading</td>
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<td>January 22</td>
<td>What is knowledge?</td>
<td>• Plato, <em>Meno</em></td>
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<td>• Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s Own Education”</td>
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<td>January 29</td>
<td>How do we learn about being a good human? What are ethics? Should education teach character?</td>
<td>• Aristotle, <em>Nicomachean Ethics</em> (selections)</td>
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<td>January 31</td>
<td>CEPS Policy Forum</td>
<td>CEPS Policy Forum: 4th Industrial Revolution</td>
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<td>February 5</td>
<td>What does it look like to be and become a citizen of a particular community?</td>
<td>• Allen, Part I</td>
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<td>February 12</td>
<td>To whom should we speak, about what should we talk, and on who does the burden of making community fall?</td>
<td>• Allen, Part II</td>
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<td>February 19</td>
<td>Educating independent, self-assured humans or citizens, what is our aim?</td>
<td>Paper 1 Due</td>
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<td>• Rousseau, <em>Emile</em> (Selections)</td>
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<td>February 26</td>
<td>Sex and gender—was education built on masculine gender norms?</td>
<td>No Class- Online activity</td>
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<td>• Martin, &quot;Sophie and Emile: A Case Study of Sex Bias in the History of Educational Thought&quot;</td>
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<td>• Wollstonecraft, Mary <em>Vindication of the Rights of Women</em> (selections).</td>
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<td>March 4</td>
<td>SPRING BREAK</td>
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<td>March 11</td>
<td>What is the relationship of democracy to education and education to democracy?</td>
<td>• Dewey, <em>Experience and Education</em></td>
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<td>March 18</td>
<td>What can we do to address issues of inclusion, identity, and intersectionality in the making of our community members?</td>
<td>• Hess &amp; McAvoy, <em>The Political Classroom</em>, Part I</td>
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<td>April 1</td>
<td>How do racial power and privilege interact with the aims of education?</td>
<td>Paper 2 Due</td>
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<td>• Applebaum, “In the Name of Moral Responsibility, Whiteness, and Social Justice Education”</td>
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<td>• DuBois, <em>The Souls of Black Folks</em> (selection)</td>
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<td>April 8</td>
<td>Creating change through education. What does a history with colonialism mean for educational visions?</td>
<td>• Freire, <em>Pedagogy of the Oppressed</em>, (selection)</td>
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<td>April 15</td>
<td>SIG (special interest groups) week: What contemporary or pressing challenges might philosophy of education address?</td>
<td>• Disability: Taylor, “When Fact Conceals Privilege: Teaching the (Shared?) Reality of Disability”</td>
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<td>• Technology and video games: Waddington, “John Dewey and Video Games”</td>
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<td>• Climate change: Martin, “Renouncing Human Hubris and Reeducating Commonsense”</td>
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<td>• On being a teacher: Greene, “Teachers as Stranger”</td>
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<td>April 22</td>
<td>Ending with a holistic vision and radical proposal. We might ask, is love enough?</td>
<td>• Ayers, William, <em>On the Side of the Child: Summerhill Revisited</em> (entire text)</td>
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Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

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/

Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.*