Loyola University Chicago  
School of Education

ELPS 520  
Seminar: Violence and Education  
Spring 2020  
Corboy Law Center - Room 325  
Tuesday 7:00-9:30pm

Samantha Deane, Ph.D.  
Visiting Clinical Assistant Professor, Cultural and Educational Policy Studies  
Lewis Towers, Suite 1058  
Email: sdeane@luc.edu  
Office Hours: available at LSC or WTC by appointment.

Course Description

A justifiable goal for education, as it happens in schools, is the establishment of nonviolent modes of association. Yet schools are and have been sites personal, political, and symbolic violence. In this course, we will explore the relationship of violence and education to better understand how we might craft education policy with an eye toward peaceful social progress. We will use a range of philosophical, sociological, and historical sources to conduct our study. However, our review of what the social sciences have to say on the phenomena of violence in schools will be in service of our philosophical study of the concepts of violence and education. The sort of thinking that philosophers aim to do might seem oddly related to the study of violence. Perhaps even harmful as philosophers of education are often concerned with abstracting from the concrete particulars of lived experience to say something about the shared, universal, or normative modes of the human condition. Yet, philosophical thinking helps us rearrange our taken for granted assumptions, to draw connections, and to ask different questions. To that end, the questions that place and pace this course are: What is violence? How are our ideas about violence related to our ideas about human nature, society, and learning? What can theory help us understand about the nature of education and violence?

This course is divided into three sections. We will read three markedly different account of violence and education. These accounts are not summative, but they do describe three complex cases of contemporary violence in education. Our aim here is to get a sense for the empirical, while we begin to define what we mean by violence and what we hope for education as it happens in schools. To make sense of the empirical research, we will read philosophical accounts of war, violence, and human life. Some of these texts are obviously connected to the empirical accounts, others tangentially so. Nevertheless, the objective is to think carefully about the philosophical dimensions of violence and education. What can we learn about the continued presence of violence in our schooling environments by attending to abstract thinking about human exceptionalism, critical thinking (or the lack thereof), surveillance, ontological extinction, and the like? Are education and violence intimately related? If so, in what way?

Course Objectives

Students will be able to demonstrate a philosophical understanding of the development of educational policy and demonstrate a knowledge of philosophic approaches and debates within education studies about the role of education/schooling in the advancement of peaceful social progress.
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 *multi-disciplinary 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.

These outcomes and objectives are infused across this course with the intent of enacting and advancing the vision that *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), one of which is assessed in this course: CFS1: Candidates critically evaluate current bodies of knowledge in their field. The CFS 1 “Existing Scholarship Analysis” assessment is implemented in this course through the final paper assignment. The CFS assessment rubrics can be found in LiveText.

The Loyola SOE expects its students to exhibit a commitment to *professionalism, social justice* and *inquiry*. In this course students will be assessed on the degree to which they meet these dispositional expectations, rubrics for which can be found in LiveText. 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.

All students, except those who are non-degree, must have access to LiveText to complete the aforementioned assessments. More information on LiveText is available [here](http://luc.edu/idea/).

At the end of the semester you will receive a request to evaluate the professor’s teaching using the online IDEA Campus Labs system. Please promptly respond to any emails you receive indicating that the evaluation is available. 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.

**Reading List**

The following 8 required books are available at the Loyola University Bookstore (Water Tower Campus).


*Additional required readings will be posted on Sakai.*

**Course Requirements**

Attendance is required in every class session. You cannot acquire participation points if you are not present. If you have to miss a class, you are required to write a reaction paper discussing one of the readings for that week – also please email me in advance, whenever possible, if you will be missing a class. These 750-1000 word papers should be submitted to the professor in person, as printed-out papers, within two weeks of the missed class. Please do NOT submit make-up papers via email or through Sakai. 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.

This course will use Sakai as the course management platform ([http://sakai.luc.edu](http://sakai.luc.edu)) and you must have working access to your Loyola email account in order to use Sakai and to access Loyola library resources ([http://libraries.luc.edu](http://libraries.luc.edu)). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you. This course also requires use of the LUC libraries' on-line resources and Sakai tools as part of integrating technology into teaching and learning.

Electronic devices such as laptops and iPads may only be used in class if they do not disrupt the learning environment and only if you are using it 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, emailing, 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 result in your being barred from using your device in class in the future and a loss of participation points. Generally speaking, I prefer that cellphones remain off during class, however if you have a family or professional situation that necessitates your being reachable please let me know at the start of class.

You are required to bring assigned readings to class the day that we are discussing them. When assigned texts / readings are available electronically, bring a printed-out paper copy for ease of reference. If you decide to use the electronic version please make sure to have it loaded to your
device (laptop, iPad or similar) at the start of class.

Course Assignments

Some form of notetaking as you read is recommended so that you can easily raise questions about the text, objections and the like during our class discussions. You should read intelligently, generously, and critically:

Reading intelligently: hold authors to the claims that they make about what they intend to accomplish;
Reading generously: discern what the authors are worried about, consider the context of the text, and the authors conversational partners;
Reading critically: hold the authors accountable for faulty logic and unexamined assumptions; consider alternate explanations and views to the ones presented.

You will be graded on your participation in class discussions. 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.

Course Papers

Over the course of the semester students will write two short papers and a final research paper. All of these assignments will require additional reading and research outside of the assigned class readings.

Short Papers

The short papers (1500-1700 words) require you to locate and philosophically analyze news articles about school or educational violence. The objectives of this assignments are (a) to provide an opportunity for you to apply philosophic ideas to cases of school and educational violence and thus to practice applying philosophy to contemporary questions about violence and education; (b) to create an opportunity for you to locate and study pressing questions related to your interest in violence and education; and (c) to develop familiarity with methods of philosophical writing and research.

For each short paper, you need to find a newspaper article about violence and education that you can analyze from a particular philosophic perspective. The first paper is situated after our study of Nietzsche and for this paper you will apply Nietzsche. The second paper is due following our study of Arendt, Hardt & Negri, and James; hence you can apply any to another instance of educational or school violence.

In these shorts papers you should:

- Summarize the key elements of your contemporary event/example of educational or school violence.
- Identify intersections or points of connection with key ideas from the philosophy texts. Though you are welcome to draw connections between the news article and the social science
texts we read (Newman, McGuire, etc.) the bulk of your paper should focus on questions, ideas, theories and insights derived from a philosopher we are studying. You may consult secondary literature in philosophy to better understand a particular idea or concept (using a database search through philosophy journals is recommended over a google search); however, this level of outside research is not required. These short papers are an opportunity for you to work through complicated or fraught philosophically ideas by considering the impact of these ideas on our understanding of instances of educational violence. The idea is not to get Nietzsche just right, but to grapple with Nietzsche in service of understanding the aims of nonviolent modes of social organization.

- Highlight any outstanding questions or concerns you have.

Final Research Paper

The final assignment in this course is an original research paper (20 pages, 5000 words) in which you conduct philosophical scholarship on a topic – of your choice – that falls in some way under the heading of the Violence and Philosophy of Education. Your paper should be a philosophic study that relies in some measure on the analysis of social science source material about an instance of educational/school violence. The preceding short papers may be expanded or incorporated into your comprehensive study. You may use any philosopher(s) we studied throughout the semester to analyze your topic, though it is recommended that you do not consult all of them. Additionally, while secondary philosophy literature is unnecessary for your short paper, it is required for your final paper. In other words, you should support your interpretation of philosopher A with contemporary research on interpretations of philosopher A.

As you begin thinking about this paper you are encouraged to look back to the questions that guide this course: What is violence? How are our ideas about violence related to our ideas about human nature, society, and learning? What can theory help us understand about the nature of education and violence?

Though the bulk of your work on the paper will probably occur in late March and April, this paper is something you should give some thought to across the course. You will be required to submit a 1-2 paragraph description of your research project by March 12 (via Sakai). A 300 word abstract of the paper with title, written in the style of a conference proposal submission, is to be posted as a blog entry on Sakai by 11:59pm on Sunday, April 5th, and you will be asked to read and comment on each others projects-in-progress. On April 23rd you will present your research in the form of a 4 minute paper, more information to follow. The final paper itself will be due by 11:59pm on April 26th.

Course Schedule and Readings

January 14


Harber and Sakade, “Schooling for violence and peace: how does peace education differ from normal schooling?” *Journal of Peace Education*
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<td>Adam Winkler, “Is the Second Amendment Becoming Irreverent?” <em>Indiana Law Journal</em></td>
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<td><em>January 31</em></td>
<td><em>CEPS Policy Forum- 4th Industrial Revolution</em></td>
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<td>February 11</td>
<td><strong>Short Paper 1 Due</strong></td>
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<td>Philippa Foot, “Nietzsche’s Immoralism,” <em>NY Review of Books</em></td>
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<td>February 18</td>
<td>Arendt, “Eichmann in Jerusalem”</td>
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<td>February 25</td>
<td>McGuire, <em>War on Autism</em></td>
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<td>March 3</td>
<td><strong>Spring Break</strong></td>
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<td>March 10</td>
<td><strong>Final Paper Prospectus Due</strong></td>
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<td>Hardt and Negri, <em>Multitude</em>, Sections I-II</td>
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<td><em>SOE Wozniak Lecture</em></td>
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<td>March 17</td>
<td><strong>Short Paper 2 Due</strong></td>
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<td>Hardt and Negri, <em>Multitude</em>, Section III</td>
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<td>March 31</td>
<td>Sharpe, <em>On Blackness and Being</em></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.*