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 the title of this course suggests we will examine the philosophy of education, and in this vein some of the questions we will ponder derive from thinking about teaching, knowing, learning, and educational policy.

IDEA Objectives
This course also has a set of pedagogical objectives that can be broadly defined. Essential objectives are:

- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Conceptual Framework
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 the preparation of “professionals in service of social justice.” In keeping with the conceptual framework, this course will place particular emphasis on the following conceptual standards:

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF8: Candidates apply ethical principles in professional decision-making

Dispositions
Loyola’s School of Education has a series of dispositions that courses are asked to address. These dispositions, Professionalism, Fairness, and the Belief that All Students Can Learn, are indicators of growth across our programs. They will be assessed in the written assignments for the course and their focus on the belief that all students can learn.
**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.

**Reading List**
The following required books are available at the Loyola University Bookstore

- Plato, *Meno*
- John Dewey, *Experience and Education*
- William Ayers, *On the Side of the Child: Summerhill Revisited*
- Harry Brighouse, *On Education*

All other readings will be made available electronically.

**Diversity**

Issues of diversity are embedded in various ways in the assigned readings and will intentionally surface during class discussions. Throughout the course, we will be discussing the role of pluralism in participatory democracy, the significance of race and gender within philosophical conversations, and issues of cosmopolitanism.

**Use of Technology**

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. Talking and texting on your cell phone are prohibited. *Cell phones should be placed in silent mode or turned off and placed out of sight.*

**University Policies**
*Can now be found by following this Syllabus Addendum Link: [www.luc.edu/education/syllabus-addendum]*

Policies included here are:
- Academic Honesty
- Accessibility
- Conceptual Framework
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines
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.

Musings

You are expected to write five (5) 500 word response papers to the course reading. You can choose any five weeks you would like. These papers serve several purposes. 1) Writing about a text often helps sharpen and clarify one’s thoughts about the text; 2) These papers enable you to pose questions, raise topics for discussion, and bring these discussion questions and topics to the classroom; 3) These papers serve as a springboard for universal participation in the conversation. Include 1-2 quotes (with citation) from the readings that support your insights/questions/reactions

The papers are to be printed off and turned in at the beginning of class; they are graded and worth 5 points each.

A typical musing can address all, or one of the following:
1. Something you agreed with
2. Something you disagreed with
3. Something you have a question about
4. Something that surprised you
5. Something that was well said

Midterm and Final Exam

Midterm
The midterm exam will be a short answer take home exam that will ask you specific questions about both the material and class discussions. It will be posted one week in advance and will be due on Monday October, 19th by 7:00 pm.

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 the week 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 Monday December, 7th at 11:55 pm.

Final Exam: Rubric

<table>
<thead>
<tr>
<th>The quality of your analysis- your interpretation of the text (40%)</th>
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<tr>
<td>The clarity of your argument- be specific, adopting and explaining the language and ideas used by the author whose work you are investigating (40%)</td>
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<td>Clear writing- that is free of grammatical errors (20%)</td>
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**Course Grading**

Participation: 15%
Musings: 25%
Midterm: 25%
Final Exam: 35%

**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>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Introduction</td>
<td>No reading</td>
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<td>August 31</td>
<td>Plato</td>
<td><em>Meno</em></td>
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<td>September 7</td>
<td><em>Labor Day</em></td>
<td>No class</td>
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<td>September 14</td>
<td>Plato</td>
<td><em>Republic</em> (selections)</td>
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<td>September 21</td>
<td>Aristotle; Dunne and Pendlebury</td>
<td>Aristotle (selections); Dunne and Pendlebury, &quot;Practical Reason&quot;</td>
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<td>September 28</td>
<td>Rousseau</td>
<td><em>Emile</em> (selections)</td>
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<td>October 5</td>
<td><em>Mid-semester break</em></td>
<td>No class</td>
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<td>October 12</td>
<td>Dewey</td>
<td><em>Experience and Education</em></td>
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<td><strong>October 19</strong></td>
<td><strong>MIDTERM DUE</strong></td>
<td><strong>MIDTERM DUE</strong></td>
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<td>Foucault</td>
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<td>October 26</td>
<td>W.E.B DuBois; Taylor</td>
<td><em>The Souls of Black Folks</em> (selections); Taylor, “The Politics of Recognition”</td>
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<td>November 2</td>
<td>Freire; Gutsein</td>
<td><em>Pedagogy of the Oppressed</em>, “Chapter 2”</td>
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<td>Gutsein, E. “And That’s Just How It Starts”: Teaching Mathematics and Developing Student Agency.</td>
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<td>November 9</td>
<td>Gutmann; Biesta</td>
<td><em>Democratic Education</em>, “States and Education”</td>
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<td>Biesta, Gert. &quot;Education and the Democratic Person: Towards a Political Conception of Democratic Education&quot;</td>
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<td>November 16</td>
<td>Brighouse</td>
<td>“Educating for Flourishing” (Introduction, Ch.1-4)</td>
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<td>November 23</td>
<td>Greene</td>
<td><em>The Dialectic of Freedom</em>, “Freedom, Education and Public Spaces;” <em>Teacher as Stranger</em></td>
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<td>November 30</td>
<td>Ayers &amp; Neill</td>
<td><em>On the Side of the Child; Summerhill Revisited</em></td>
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<td>December 7</td>
<td>Final Due</td>
<td>By 11:55 pm</td>
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**COURSE SCHEDULE**