GENERAL INFORMATION

Course Description

This course will examine some of the major philosophical theories about schooling, especially as these relate to pedagogical practice, curriculum development, and the response of schools to particular individual, community, and societal interests.

Loyola University Chicago is dedicated to professionalism in the service of social justice. 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.

IDEA Objectives

Objectives considered essential to this course are in bold italics

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
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 (writing, inventing, designing, 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 and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

Dispositions:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. At the end of ELPS 420, students will be assessed in regards to professionalism and fairness. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

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, socio-economic status, and gender within philosophical conversations, and issues of liberation, empowerment, and social justice.

Use of Technology

As part of integrating technology into teaching and learning, 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 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 and will result in your being barred from using your device in class in the future.

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. If your cell phone should ring in class, your instructor reserves the right to answer it.
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. The Hackett edition, which we will use, costs approximately $5 and will make it MUCH easier for you to follow class discussion. It is strongly recommended that you purchase this edition.)
John Dewey, *Experience and Education*
Harry Brighouse, *On Education*
William Ayers, *On the Side of the Child: Summerhill Revisited*
Maxine Greene, *The Dialectic of Freedom*

Course Schedule

January 15: Introduction

Jan 22: Plato: *Meno*
    Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s own Education”

Jan 29: Plato: *Republic*, selections

February 5: Aristotelian ideas
    “Practical Reason”, Dunne and Pendlebury
    “Talent and the Specter of Uselessness,” Richard Sennett

Feb 12: Rousseau: *Emile*, selections
    Jane Roland Martin, “Rousseau’s Sophie”

Feb 19: Mary Wollstonecraft, *Vindication of the Rights of Women*
    This American Life, “Kid Politics”

Feb 26: John Dewey, *Experience and Education*

March 5: Spring Break – No Classes
    Draft of Midterm paper due, Sunday March 9

March 12: Amy Gutmann, *Democratic Education*, selections
    Paper Session
March 19: Harry Brighouse, *On Education*, chapters 1-4

**Midterm Paper Due**

March 26: “Epistemology and Education,” Noddings
Miranda Fricker, *Epistemic Injustice*, chapter 1

April 2: Maxine Greene, *The Dialectic of Freedom*

April 9: Charles Taylor, Multiculturalism and the Politics of Recognition, selections
  Kwame Anthony Appiah, “Whose Culture is it, Anyway?”
  Linda Martin Alcoff, *Visible Identities*, selection

April 16: Paolo Freire, *Pedagogy of the Oppressed*, selections
  Elizabeth Ellsworth, “Why Doesn’t This Feel Empowering?”

April 23 William Ayers, *On the Side of the Child: Summerhill Revisited*

April 30: Final Paper Due
Assignments and Grades

1. **Response papers**: Over the course of the semester, students are to write 4 brief papers that will focus the class discussion. A sign-up sheet will be passed around on the first day of class. These papers should be 600-800 words in length and should do the following: a) succinctly summarize the piece, identifying its main claim and major sources of evidence, b) note what you found surprising, objectionable, and/or useful within the piece, c) raise 1-3 questions for us to discuss during class meetings. Students who have prepared responses are expected to take a leadership role in class discussions of the relevant texts.

2. **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 (even if you are exhausted by 9 pm). You owe it to yourself and your classmates to do no less.

3. **Paper Session**: A short midterm paper is due in March. The paper is to be 1200-2000 words and should respond to the prompt provided by your instructor. The sessions will proceed as follows:

   - An initial draft of the first session’s paper is due the week before the paper session (Sunday, 3/9).
   - Students will be assigned to small groups and are expected to read and review, using review sheets to be provided, the papers of all group members.
   - During the paper session (3/12), groups will meet and discuss each group member’s paper.
   - A final draft of your paper, to be graded, is due the week following the paper session (3/19).

4. **Final Paper**: A final paper is due April 30.
UNIVERSITY POLICIES

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at:
http://www.luc.edu/education/academics_policies_integrity.shtml

For additional academic policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:
http://www.luc.edu/sswd/

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:
http://webapps.luc.edu/biasreporting/