GENERAL INFORMATION

Course Description
During the course of their K-12 education, American children spend roughly 13,500 hours at school. Here, for the most part, they read the books we choose, sit where we tell them to, speak when we call on them, eat at designated times, and interact with adults and peers they may not like at all. The purpose of this course is to explore the question: Why are we doing this to them? In seeking answers, 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.

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.

Conceptual Framework
The School of Education's conceptual framework – 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.

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

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, not to mention include necessary citations in your writing. It is strongly recommended that you purchase this edition.)

John Dewey, *Experience and Education*
Meira Levinson, *No Citizen Left Behind*
William Ayers, *On the Side of the Child: Summerhill Revisited*
Maxine Greene, *The Dialectic of Freedom*

All other readings will be made available electronically.

**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 302, 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.
COURSE REQUIREMENTS

Participation

This course involves one weekly meeting. Attendance is required at every session. **If you need to miss a class, please email your instructor with an explanation in advance.** Students are expected to come to class having read and thought carefully about the assigned readings that are listed here in the syllabus in order to fully participate in class discussions and in the on-line discussion prior to class. **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.

Each week, students are to write a 600-800 word response to the course readings. 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) The paper serves as a springboard for universal participation in the conversation. Papers can be written in the manner of a blog post or journal entry, and you are invited to connect the texts to your experiences with education, past and present. The papers should be posted on the class Sakai site. They are not graded, but their completion counts towards your participation grade.

In evaluating your participation, I will be looking specifically for evidence that you read and analyzed each day’s readings thoughtfully and thoroughly. In addition to evidence that you read the material, I will be looking for you to respond to and build upon the ideas of others in the class, to bridge various topics in the course, to make strong and relevant connections between the course content and your personal, academic, and professional experiences and goals, and to communicate your ideas concisely and with clarity.

Aesthetic Experience Assignment and Paper

This assignment has two parts: an experience and a paper about that experience.

1. In lieu of one class meeting (3/11), you are expected to attend an artistic event or exhibition in Chicago. This could be an exhibit in an art museum or gallery, a theater performance, a music concert, a poetry reading. (If you wish to suggest another artistic venue, run it by your instructor for approval.) This is connected to the course text “The Dialectic of Freedom,” by Maxine Greene, which explores human freedom in reference to aesthetic experiences. Because you will be required to write about the experience in connection with the book, you should plan your attendance for sometime in the first three weeks of March.

2. You are to write a 1000 word paper that will address this prompt: Maxine Greene argues that human freedom is a matter of overcoming obstacles through the envisionment of alternative ways of living and being. Art is one of the ways in which human beings have imagined alternatives, to a greater or lesser extent...
putting these alternatives in conversation with commonplace assumptions about ordinary life. How did the artistic event or exhibition that you attended reflect and/or change the taken-for-granted terms of everyday life? In answering this question, include enough description of the experience that the reader can make sense of it. You might also comment on how it made you feel and what it led you to think. Finally, how was (or wasn’t?) this educational?

**Essay Exams**

There are two assigned essay exams in this course. Both are take-home, open-book essay exams 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 exams, once the essay questions are handed out, you are expected to work out and write up answers on your own.

**Final grades**

- Participation: 25%
- Exam 1: 30%
- Exam 2: 35%
- AE paper: 10%
COURSE SCHEDULE

January 14: Introduction

January 21: **Meno**, Plato
- Ann Diller, “Facing the Torpedo Fish: Becoming a Philosopher of One’s own Education” *Philosophy of Education Yearbook* 2001

January 28: **Republic**, Plato, selection from Books 2-10

February 4: **Nicomachean Ethics**, Aristotle (Book 8)
- “Practical Reason” Joseph Dunne and Shirley Pendlebury

February 11: **Emile**, Jean-Jacques Rousseau, selections

February 18: **A Vindication of the Rights of Women**, Wollstonecraft (selections)
- Jane Roland Martin, “Emile’s Sophie”

February 25: **Experience and Education**, John Dewey
*Essay Exam 1 due to Sakai*

March 3-7 SPRING BREAK! NO CLASSES!

March 11 No class meeting. Class to be replaced by aesthetic experience. See “course requirements” for details.

March 18 **The Dialectic of Freedom**, Maxine Greene, intro and chs 1-3

March 25 **Pedagogy of the Oppressed**, Paolo Freire, ch. 2

April 1 “The Immortal Child,” W.E.B. Dubois
- “Whose Culture is it, Anyway?” Kwame Anthony Appiah
- “The Politics of Recognition”, selections, Charles Taylor

April 8 **Democratic Education**, selections, Amy Gutmann
*No Citizen Left Behind*, Meira Levinson pp 1-98

April 15 **No Citizen Left Behind**, Meira Levinson pp 99-end

April 22 **On the Side of the Child**, selections from *Summerhill, A.S. Neill and William Ayers*

*Tuesday, April 29, 11:59 pm: Essay Exam 2 due to Sakai*
COURSE 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](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](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/](http://www.luc.edu/sswd/)

**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 and Electronic Communications**
As part of integrating technology into teaching and learning, the Blackboard course management system ([http://blackboard.luc.edu](http://blackboard.luc.edu)) 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 or 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 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 phone rings during class, your instructor reserves the right to answer it.

**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)