Loyola University Chicago  
School of Education  

ELPS 420  
Philosophy of Education  
Summer 2007  

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Office Hours:  
  Mondays 3:00pm – 4:00 pm;  
  additional times available by appointment.  

Course Description  
This course will treat the subject "philosophy of education" in two ways. First, we will examine classic, major philosophical theories regarding education and schools. These readings consider a range of important problems having to do with the aims of education. We will read, discuss, debate and evaluate arguments that deal with questions of how and whether schools should be in the business of teaching character and virtue; what kind of people schools should prepare students to become; who has the right to make decisions about children, their communities, and their schools; and what kinds of knowledge schools should aim to impart. Besides being worth reading in their own right, these classic texts are each essential reading because of the important role their ideas play in later writings about education, works by philosophers but also by education scholars in other fields (and by administrators, teachers, parents, and general citizens responsible for their schools). In the latter half of the course, we will read more contemporary works in the philosophy of education. Alongside these, we will read chapters from a book that illustrates how philosophers of education themselves engage in philosophizing. This latter way of treating the subject "philosophy of education" should prepare you to engage in the work of education philosophizing yourselves. As you face other texts, other issues in writing and in practice, you will be prepared to pick out key questions that call for the practice of philosophy. The very end of the course will focus on the philosophical commitments that are potentially required by democratic and liberal education with particular attention to how these commitments are or can be realized in diverse, pluralistic societies.  

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


Additional required readings will be posted on Blackboard. There are also readings that are available through the Loyola library website (full text e-journals).

**Course Requirements**

Attendance is required; if you have to miss a class, you are required to write a critical reaction paper discussing one of the readings for that session – also please email me in advance, whenever possible, if you will be missing a class. The make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 500-800 word papers should be submitted to the professor as printed-out papers within one week of the missed class. (Please do **not** email or use Blackboard's Digital Dropbox for this.) Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Critical reflection papers written as compensatory make-up work for missed classes are extra assignments, above and beyond the required reflection papers (discussed below). Missing three (3) or more classes over the course of the semester will significantly hinder your learning and – unless arrangements are made with the professor – will have a serious adverse effect on the participation component of your course grade.

You must have working access to your Loyola email account in order to use Blackboard (http://blackboard.luc.edu) and access the library remotely (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.

*Students are expected to come to class having carefully read the required readings, prepared to discuss them and prepared to participate in class activities related to them. In some instances you may find it useful to try re-reading a particularly difficult text a second time. You won't be expected, however, to come to class having fully mastered the readings and all the nuances of their arguments (though, of course, this could be the case!) Coming to class with specific questions about a reading or the steps in one particular argument can be just as useful as arriving with fully worked-through and reasoned opinions about it.*

Participation in class discussions will be graded and will compose part of your final grade in this course. In several instances I will provide specific suggestions for how to go about reading a particular piece. In general, however, you are requested to be sympathetic but critical readers. You may find it useful to take notes as you read and prepare for class. In instances where the assigned readings are available electronically I request that you print your own copies and bring them to class since it is likely that in our discussions we will be referring to particular sections of the texts.

Over the course of the semester students will be required to write **four critical reflection papers to readings of their choice.** Two of these papers should be written in the first three weeks of the course and the second two in the second three weeks of the course. These critical reflection papers will be graded and they are to be submitted via Blackboard in advance of class (by midnight of the previous day). Please submit Microsoft Word documents, or, if you use another software program as .txt or .rtf files. These reflection papers may not be handed in late, and thus must be prepared in advance of the class discussion of a particular text. Each should be a 500-800 word (2-3 pages double-spaced) paper in which you support and/or challenge a position (or
advanced in one of the texts assigned for that day's reading. The objective of these assignments is for you to practice fashioning arguments that are logically sound and well supported, and to develop deeper familiarity with a text through the additional time you spend with it.

There will be a take-home mid-term exam which you will have three days to complete. The exam questions will be distributed in class Wednesday, June 6th and will be due by midnight Saturday June 9th. Students will also be required to write an 8-12 page final paper (due Friday July 6th). Both are to be submitted via Blackboard's Digital Dropbox. Additional information about the mid-term and the final paper will be distributed in class.

Evaluation & Grading
The four assigned reflection papers will collectively make up 30% of your final grade, the mid-term exam 20%, class participation 20% and the final paper 30%. A critical reflection paper which follows the above instructions in terms of its length and in presenting a lucid argument that supports and/or challenges a position/positions taken in a reading will be judged "A" work. Grading of the mid-term will include consideration of your grasp of the concepts discussed in class and in the readings and the clarity and organization of your writing. Your class participation grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. The final paper will be graded in reference to (a) how well it demonstrates your understanding of class readings that you choose to discuss in it; (b) the quality of the arguments – which are generally stronger when the writer pays close attention to how his or her claims are supported and developed, and when the writer includes consideration of potential counter-arguments and counter-examples; and (c) the clarity and organization of the writing. Except in extremely unusual circumstances relating to family problems, health problems and the like, grades of "Incomplete" will not be given in this course.

Accessibility
I would like to ensure that students with disabilities are fully included in this course. If there are any special accommodations that you require, as provided for under the Americans with Disabilities Act (ADA), please contact Services for Students with Disabilities (SSWD) in Sullivan Center Suite 260 and let me know as soon as possible to enable your full participation. Any information shared with me will be held in strict confidentiality to the greatest degree possible.

Academic Honesty
To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. As per LUC policy, plagiarism on a course assignment will result minimally in the instructor assigning the grade of "F" for that assignment. There are several good "How not to plagiarize" guides available on the web, such as http://www.indiana.edu/~wits/pamphlets/plagiarism.shtml. In this class it is not expected that you will do any research or reading outside the assigned texts – if philosophy is a new, unfamiliar subject for you, you would probably be better off to read the assigned texts a second and third time and to talk with me in office hours than to look for help on-line. Please also note that submitting the same paper or substantive pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.
Course Schedule and Readings

Monday, May 21 Introduction

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<tr>
<th>Wednesday, May 23</th>
<th>Classic Theories and Texts</th>
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<tr>
<td>Plato &amp; Aristotle</td>
<td>Required Reading:</td>
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<tr>
<td></td>
<td>• Plato <em>Meno</em> in Cahn, p. 3-31</td>
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<td>• Aristotle <em>Nichomachean Ethics</em> (selection) in Cahn, p. 144-161</td>
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<td>• C. D. C. Reeve &quot;Aristotelian Education&quot;, p. 51-65</td>
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<td>Recommended Reading:</td>
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<td>• Aristotle <em>Politics</em> (selection) in Cahn, p. 131-143</td>
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Monday, May 28 No Class – Memorial Day Holiday

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<tr>
<th>Wednesday, May 30</th>
<th>Plato's Republic</th>
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<td>Required Reading:</td>
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<td>• <em>The Republic</em> (selection) in Cahn, p. 39-109</td>
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<td></td>
<td>Recommended Reading:</td>
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<td>• Noddings Chapter 1</td>
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Monday, June 4 Locke & Kant

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<th>Wednesday, June 6</th>
<th>Jean Jacques Rousseau</th>
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<td>Required Reading:</td>
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<td></td>
<td>• Locke <em>Some Thoughts Concerning Education</em> (selection) in Cahn, p. 144-161</td>
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<td></td>
<td>• Kant <em>Thoughts on Education</em> (selection)* in Cahn, p. 198-204 + 211-215 (i.e. paragraphs 1-33 + 77-90)</td>
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<td>Recommended Reading:</td>
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<td>• Kant <em>Groundwork of the Metaphysics of Morals</em> (selection) p. 1-10</td>
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<tr>
<th>Saturday, June 6th</th>
<th>Midterm exam questions to be distributed at end of class</th>
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Saturday, June 6th Midterm exam to be submitted via Blackboard by midnight
Monday, June 11  Pragmatism (John Dewey)
Required Reading:
- Experience and Education in Cahn, p. 325-364
- Noddings, Chapter 2
Recommended Reading:
- The Child and the Curriculum in Cahn, p. 274-287

Wednesday, June 13  Analytic and Continental Philosophy
Required Reading:
- Noddings Chapters 3+4.
- Israel Scheffler "Educational Metaphors", p. 47-59

Monday, June 18  Ethics and Moral Education
Required Reading:
- Noddings, Chapter 8
- Noddings Caring (selection) in Cahn, p. 471-476
Recommended Reading:
- Noddings, Chapter 11
*Final paper questions to be distributed in class*

Wednesday, June 20  Multiculturalism
Required Reading:
- Maxine Greene "The Passions of Pluralism: Multiculturalism and the Expanding Community" in Cahn, p. 510-521
- Charles Taylor, "The Politics of Recognition" p. 25-73
Recommended Reading:
- Noddings, Chapter 10

Monday, June 25  Liberal Education
Required Reading:
- Harry Brighouse, On Education, p. 1-74
- Noddings, Chapter 9

Wednesday, June 27  Controversial Issues: Religious Schools, Patriotism & Citizenship
Required Reading:
- Harry Brighouse, On Education, p. 75-136
Recommended Reading:
- Gutmann, Democratic Education (selection) in Cahn, p. 411-434

*Friday, July 6th*  Final paper to be submitted via Blackboard by midnight