

**SYLLABUS
POLS 416**

DEMOCRACY AND EDUCATION

Fall 2012
M-W 11:00-12:15
Faner 3075

Instructor:

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Course Website: <https://online.siu.edu>

Office Hours:

Mon. & Wed. 1:00PM-4:00PM
and by appointment

Course Description

Since the time of Plato, education has been a pre-eminent concern in the study of politics. This concern intensified with the emergence of modern democratic states. Thomas Jefferson argued that “experience has shewn that even under the best forms (of government), those entrusted with power have, in time, and by slow operations, perverted it into tyranny; and it is believed that the most effectual means of preventing this would be, to illuminate, as far as practicable, the minds of the people at large.” Universal education became one of the markers of the modern democratic state, and public schools came to see (a part of) their mission as the preparation of young people for citizenship.

While there is general agreement among academics, commentators, and politicians about the importance of education for democracy, there are profound debates about the broader purposes of education, as well as the proper content and best methods to educate citizens for democracy. The debates over these features of democratic life are of crucial importance to us as students and citizens. They are questions regarding who we are, what we should learn, how we are related to others, and whether or where we should act. The debates are also important and troubling because many recent commentators have said that we are undergoing a crisis in these features of democratic life. They say: the public has retreated into private pursuits, citizens are more and more passive, inequality is more pronounced than ever, democratic promises are going unfulfilled, and youth are learning less and less about everything, including politics. This course asks, in effect: are these commentators right, in whole or in part? What should we think and what should we try to do about citizenship, education, and public life in our democracy?

This course investigates the theoretical, practical, and political dimensions of the relationship between **democracy, education** and **citizenship**. We approach this issue and related concepts through two distinct pedagogical approaches:

First, we carefully read and discuss major texts in political philosophy, educational theory, and political science. An understanding of these texts gives us the theoretical tools to engage contemporary political debates about education for democratic citizenship. Taken as a whole, the texts of our course (listed below) should be understood in general as being **about** political education and democracy, as well as actually attempting to politically educate their audiences for an active democratic life. In reading and collectively discussing these texts, we will be concerned to trace different or competing conceptions of democracy and education, as well as to articulate the various relationships between the practice of theorizing about democracy and the practice of educating citizens.

Second, this course addresses questions of democracy, politics, and citizen education practically, in the form of a service-learning project. This **Public Achievement (PA)** project gives you a real opportunity to practice democracy in order to further theorize about it. You will work with your classmates to organize yourselves “democratically” (whatever this means for the group), arrive at a commitment to do some “democratic action,” and actually carry out the action by the end of the semester. What the “content” and “product” of such an action may be is entirely up to the group, but it should exemplify democratic ideals and theories, perhaps even those we have learned about and discussed during the semester! Generally, we will work together every Wednesday on this project. The group will work independently for 50 minutes and then we will spend 25 minutes in reflection. The group will be asked to submit a final narrative report.

Learning objectives:

1. *Content knowledge:* A major goal of the course is for students to develop an intensive knowledge of the relationship between democracy, education, and citizenship. By the end of the course students will be able to identify major theorists, understand their central claims, and be able to apply these theories to better understand contemporary political phenomena.
2. *Analytical and critical thinking:* The second objective of the course is not merely to digest information, but critically analyze what we read and discuss. To demonstrate analytical and critical thinking, students will write entries in their "Thoughtbooks" in which they critically interrogate the political, social, normative, epistemological or ontological claims of texts in question, put these theories into conversation with their practical experiences, and to come up with their own judgments based on their reading and experiences.
3. *Democratic citizenship:* The final objective in this course is for you to reflectively consider your role as a citizen in democracy. It is not enough just to learn about democracy and citizenship, but to use this knowledge to engage in the political realm as citizens. The Democracy in Action will give you direct experience applying theoretical knowledge in concrete activities of citizenship.

General Classroom Expectations and Policies

1. Students will be active learners. People learn more when they are actively engaged in the learning process. While lectures will be used to clarify important points from class materials, much of our time together will be spent engaged in active learning (e.g., small group discussion, peer teaching, problem-solving, reflective writing).
2. We will work together as a *cooperative learning community*. The general rules that govern such a community are as follows: (a) class activities are a cooperative effort; (b) everyone can contribute, this is not a competitive environment, the goal is to collectively build knowledge, not make better points than your peers; (c) members practice active listening; (d) do not withdraw from or ignore conflict, this is a learning opportunity, at the same time disagreement does not mean competence is in question—be respectful; and (e) keep your sense of humor.
3. Diversity and Collegiality: This course draws undergraduate students from a variety of disciplines. In addition, every class is influenced by the fact that students come from widely diverse backgrounds (i.e. gender, race, ethnicity, religion, social class, sexual orientation, geography, culture, etc.) and hold different views. Because a key to optimally learning and successful teaching is to hear, analyze and draw from a diversity of views, I expect collegial and respectful dialogue across disciplinary, cultural, and personal boundaries.
4. Accommodations for Students with Disabilities: Participants with special needs are strongly encouraged to talk to me as soon as possible to gain maximum access to course information. All discussions will remain confidential. For more information, contact Disabled Student Services DSSsiu@siu.edu or go to the DSS homepage (<http://www.siu.edu/~dss>).
5. Academic Dishonesty: Academic dishonesty is completely unacceptable. Any student who engages in academic dishonesty will receive an F in the course and be reported to the Chair of the Political Science department for further disciplinary action outlined in the University Code of Student Conduct. Academic dishonesty is defined as “any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. It includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one’s own work anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another’s work.” It is the student’s responsibility not to plagiarize on an assignment, and ignorance of what constitutes plagiarism will not be considered a valid excuse for this behavior. Students should familiarize themselves with the definitions of academic misconduct in the Southern Illinois University-Carbondale’s Student Conduct Code (Section II, Article A).

Course requirements and evaluation

1. **Attendance and Class Participation (20%):** As an experience and experiment in democracy and education, participation is an extremely important component of this course. Students are expected to attend all classes (generally Mondays) and PA sessions (generally Wednesdays). Since our discussion time is valuable, students are also expected to come to class on time and prepared to begin promptly. Students, moreover, are expected to have read the assignments closely and carefully, and to engage in discussion and debate. On days when we have readings, all students will bring in two questions or comments to class to catalyze discussion. Students, as a class, will determine grading criteria for participation.
2. **Thoughtbook (40%):** Instead of writing a number of separate, unconnected critical essays or papers, I am asking you to keep an ongoing “Thoughtbook” (to borrow a term from the political philosopher Hannah Arendt). This is not the same thing as a diary or a log, but incorporates readings, class discussions, PA experiences, and your own personal analysis and insights. The writing will be cumulative, with a view to assisting you in crafting **your own theory of education for democratic citizenship**. My expectation is that you will write somewhere in the general vicinity of 2-3 pages per entry (generally weekly). I will collect your writings three times during the semester (the complete Thoughtbook is due during finals week). In addition to making my comments and challenging further thought with questions, I will grade your Thoughtbook each time I read entries. I will clarify and/or answer questions about the Thoughtbook in class early on in the semester.
3. **PA Final Report (20%):** The group will be asked to submit a final narrative report (it could include individual components as well as the group report), one that not only summarizes the content and product of the democratic action in light of democratic theory, but also chronicles in some detail the process of arriving at the end product and the group’s reflections on this process in light of democratic theory and principles. The group will be responsible for arriving at a proposal for the rules governing the collective portion of the evaluation of the PA in terms of each group member’s final grade. We’ll talk more about this project in class throughout the semester.
4. **Individual Final Report (20%):** In addition, each individual will write a final narrative summarizing her/his own conclusions about democracy and democratic theory in light of the PA. Here, you will be asked to develop your theory of education for democratic citizenship.

Letter gradations

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = below 59

Late Papers

I take paper deadlines very seriously. Assignments are due at the beginning of class. Papers handed in after the deadline will be deducted one letter grade, and then an additional letter grade for **each day** (24 hours) it is late. If there is a problem completing an assignment on time, please contact me well in advance of the due date.

Contact Information

The best way to contact me is in person, during office hours. The next best way to contact me is via email: roudy@siu.edu. You can also contact me at (o)618-453-3184 or (c)618-967-5457.

Required Texts

- John Dewey, *Democracy and Education* (Free Press (February 1, 1997), ISBN-10: 0684836319, ISBN-13: 978-0684836317
- Myles Horton and Paulo Freire, *We Make the Road by Walking* (Temple University Press, 1990), ISBN-10: 0877227756, ISBN-13: 978-0877227755
- Craig Rimmerman, *The New Citizenship* 4th edition (Westview Press, 2011), ISBN 9780813344577
- PDF readings on Desire 2 Learn (d2l)

Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at www.bert.siu.edu, Department of Public Safety's website www.d~s.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Course Schedule

Week 1: Course Introduction: Basic Questions about Democracy, Citizenship and Education

8/20

Activities:

Course introduction and discussion.

Outline learning goals, work democratically to determine structure of the course.

8/22

Readings:

Stanley Fish, *Save the World on Your Own Time* (d2l)

Benjamin Barber, *An Aristocracy of Everyone* (d2l)

Assignments:

First thought book entry due—Political / Educational autobiography

"What is your learning style?" due

Week 2: Basic Issues and Finding your "Why?"

8/27

Readings:

William Deresiewicz, "Solitude and Leadership." (d2l).

Steven Noble Smith, *Stoking the Fire of Democracy*. (d2l).

Assignments:

Second thought book entry due—What is my "Why"?

8/29

Readings:

Public Achievement Overview (d2l)

Week 3: New Citizenship

9/3

No Class- Enjoy Labor Day

9/5

Readings:

Craig Rimmerman, *The New Citizenship*, chapters 1-3

PA:

PA Process

Week 4: New Citizenship

9/10

Readings:

Craig Rimmerman, *The New Citizenship*, chapters 4-6* (Divided Reading)

9/12

PA

Co-creating a democratic group

Exploring issues and problems that affect us

Week 5: Dewey's vision for education

9/17

Readings:

Dewey, *Experience and Education*, entire (d2l)

9/19

PA

Setting goals

Week 6: Exploring Deweyan education in more depth

9/24

Readings:

John Dewey, *Democracy and Education*, chapters 4-5

9/26

PA

Issue Development

Week 7: Dewey on democracy and education

10/1

Readings:

Dewey, *Democracy and Education*, chapters 6-7

10/3

PA

Refine / Define Project

Week 8: Dewey on philosophy and education

10/8

No Class, enjoy Fall Break

10/10

Readings:

Dewey, *Democracy and Education*, chapters 19, 23-26

Week 9: Criticisms of Deweyan Democratic Education

10/15

Readings:

Diane Ravitch "Education and Democracy." In *Making Good Citizens: Education and Civil Society*, Diane Ravitch and Joseph P. Viteritti, eds. (New Haven, Yale University Press, 2001) (d2l)

Richard Hofstadter, "The Child and the World." (d2l)

10/17

PA

Project Work

Week 10: Educational Conservatism, pt. 1

10/22

Readings:

Hannah Arendt, "The Crisis in Education," *Between Past and Future* (New York: Penguin 1961). (d2l)

Mordachei Gordon. 2001. "Hannah Arendt on Authority: Conservatism in Education." (d2l)

10/24

PA

Project work

Week 11: Educational conservatism, pt. 2

10/29

Readings:

Allan Bloom, *The Closing of the American Mind* (selections) (d2l)

10/31

PA

Project work

Week 12: Core Knowledge

11/5

Readings:

E.D. Hirsch, *The Schools We Need and Why We Don't Have Them* (New York: Doubleday 1999), chapters 1-2. (d2l)

11/7

PA

Looking towards concluding project

Week 13: Two visions of radical education in conversation, pt. 1

11/12

Readings:

Myles Horton and Paolo Freire. *We Make the Road by Walking*, Chapters Introduction, 1-2.

11/14

PA

Finishing, up and determining assessment criteria.

Week 14: Two visions of radical education in conversation, pt. 2

11/19

Readings:

Myles Horton and Paolo Freire. *We Make the Road by Walking*, Chapters 3-4.

11/21

Thanksgiving Break- No Class

Week 15: Two visions of radical education in conversation, pt. 3

11/26

Readings:

Myles Horton and Paolo Freire. *We Make the Road by Walking*, Chapters 5-6.

11/28

PA

Finish Project

Week 16: Final presentations / evaluation

12/3

Presentation of individual theories of democracy and education

12/5

PA

Final Evaluation

Finals

12/11 (Tues)

12:50-2:50: Public Presentation of Report / Project

TBA

Celebration!

Want to learn more?

Civic Engagement / Democratic Education

- Banks, James, ed. 2004. *Diversity and Citizenship Education*. San Francisco: Josey Bass.
- Colby, Anne, Elizabeth Beaumont, Thomas Ehrlich, and Josh Corngold. 2007. *Educating for Democracy*. San Francisco: Josey Bass.
- Ehrlich, Thomas, Anne Colby, Elizabeth Beaumont, and Jason Stephens. 2003. *Educating Citizens*. San Francisco: Josey Bass.
- Farr, James. 1997. "Political Theory." In *Educating Citizenship: Concepts and Models for Service Learning in Political Science*, ed. Richard M Battistoni, and William E. Hudson. Washington, DC: American Association of Higher Education.
- Friedman, Will, Alison Kadlec, and Lara Birnback. *Transforming Public Life: A Decade of Citizen Engagement in Bridgeport, CT . Case Study, Public Agenda, New York: Public Agenda, 2007.*
- Fung, Archon. 2004. *Empowered Participation: Reinventing Urban Democracy*. Princeton, NJ: Princeton University Press.
- Fung, Archon, and Erik Olin Wright, 2003. *Deepening Democracy: Institutional Innovations in Empowered Participatory Governance*. London: Polity.
- Gorham, Eric B. 1992. *National Service, Citizenship, and Political Education*. Albany : State University of New York Press.
- Hildreth, R.W. 2000. "Theorizing Citizenship and Evaluating Public Achievement." *PS: Political Science and Politics*. 33:3 (Sept.).
- . 2006. "Teaching and Learning Democracy: An Analysis of Undergraduates' Lived Experiences of Political Engagement." *Journal of Political Science Education*. 3:2, 285-302.
- Macedo, Stephen. 2000. *Diversity and Distrust : Civic Education in a Multicultural Democracy*. Cambridge, Mass. : Harvard University Press.
- Murchland, Bernard, ed. 1991. *Higher Education and the Practice of Democratic Politics*. Dayton, OH: Kettering.
- Niemi, R., & J. Junn. 1998. *Civic Education: What Makes Students Learn*. New Haven, CT: Yale University Press.
- Parker, Walter C. Ed. 1996. *Educating the Democratic Mind*. Albany: SUNY Press.
- Diane Ravitch and Joseph P. Viteritti, eds. 2001. *Making Good Citizens: Education and Civil Society*. New Haven, Yale University Press.
- Rosenberg, Shawn, ed. 2007. *Can the People Govern? Deliberation, Participation and Democracy*. New York: Palgrave.
- Reeher, Grant and Joseph Cammarano. 1997. *Education for Citizenship*. Lanham, MD: Rowman & Littlefield Publishers.

- Sehr, David T. 1997. *Education for Public Democracy*. Albany: SUNY Press.
- Sirianni, Carmen and Lewis Friedland. 2001. *Civic Innovation in America: Community Empowerment, Public Policy and the Movement for Civic Renewal*. Berkeley, University of California Press.
- Steiner, David M. 1994. *Rethinking Democratic Education: The Politics of Reform*. Baltimore: Johns Hopkins University Press.

Political Theory / Political Philosophy

- Arendt, Hannah. 1958. *The Human Condition*. Chicago: University of Chicago Press.
- . 1978. "The Crisis In Education," in *Between Past and Future: Eight Exercises in Political Thought*. New York: Penguin.
- Barber, Benjamin. 1984. *Strong Democracy: Participatory Politics for a New Age*. Berkeley: University of California Press.
- . 1992. *An Aristocracy of Everyone: The Politics of Education and the Future of America*. New York: Ballantine.
- Beiner, Ronald, ed. 1995. *Theorizing Citizenship*. Albany: State University of New York Press.
- Cruikshank, Barbara. 1999. *The Will to Empower: Democratic Citizens and Other Subjects*. Cornell, NY: Cornell University Press.
- Dewey, John. 1916. *Democracy and Education*. New York: Free Press.
- . 1954. *The Public and Its Problems*. Athens, OH.: Swallow / Ohio University Press.
- . 1993. *Political Writings*. Debra Morris and Ian Shapiro eds. Indianapolis: Hackett Publishing.
- Elkin, Stephen L. and Karol Edward Soltan, eds. 1999. *Citizen Competence and Democratic Institutions*. University Park, PA: The Pennsylvania State University Press.
- Euban, J. Peter. 1997. *Corrupting Youth: Political Education, Democratic Culture, and Political Theory*. Princeton, NJ: Princeton University Press.
- Hauptmann, Emily. "Can Less Be More? Leftists Deliberative Democrats Critique of Participatory Democracy." *Polity* 33, no. 3 (2001): 397-420.
- Goodland, Stephen John. 2001. *The Last Best Hope: A Democracy Reader*. San Francisco: Josey Bass.
- Gutmann, Amy. 1999 (1987). *Democratic Education*. Princeton NJ: Princeton University Press.
- Hayward, Clarissa Rile. 2000. *De-Facing Power*. Cambridge: Cambridge University Press.
- Kadlec, Alison, and Will Friedman. 2007. "Deliberative Democracy and the Problem of Power." *Journal of Public Deliberation* 3, no. 1:1-26.
- Mansbridge, Jane. 1983. *Beyond Adversary Democracy*. Chicago: University of Chicago Press.

- . 1999. "On the Idea that Participation Makes Better Citizens." In *Citizen Competence and Democratic Institutions*, Stephen L. Elkin and Karol Edward Soltan, eds. University Park, PA: The Pennsylvania State University Press.
- Marcus, George E. and Russell L. Hanson, eds. 1993. *Reconsidering the Democratic Public*. University Park, Pa.: Pennsylvania State University Press.
- Mouffe, Chantal, ed. 1993. *The Return of the Political, Dimensions of Radical Democracy: Pluralism, Citizenship, Community*. London: Verso.
- Pateman, Carol. 1970. *Participation and Democratic Theory*. Cambridge, Cambridge University Press.
- Shklar, Judith. 1991. *American Citizenship: The Quest for Inclusion*. Cambridge, MA: Harvard University Press..
- Steiner, David M. 1994. *Rethinking Democratic Education: The Politics of Reform*. Baltimore: Johns Hopkins University Press.
- Warren, Mark E. 1992. "Democratic Theory and Self-Transformation." *The American Political Science Review*. 86:1 (March, 1992), 8-23.
- . 1996. "What Should We Expect from More Democracy?" Radically Democratic Responses to Politics. *Political Theory*. 24:2 (May, 1996), 241-270.

Educational Theory / Studies of Education

- Aronowitz, Stanley and Henry A. Giroux. 1991. *Postmodern Education: Politics, Culture and Social Criticism*. Minneapolis: University of Minnesota Press.
- Carlson, Dennis and Michael W. Apple, eds. 1998. *Power/Knowledge/Pedagogy: The Meaning of Democratic Education in Unsettling Times*. Boulder, CO: Westview Press.
- Dewey, John. 1964. *On Education: Selected Writings*. Reginald D. Archambeault, ed. Chicago: University of Chicago Press.
- . [1902] 1990. *The School and Society / The Child and the Curriculum*. Chicago: University of Chicago Press.
- Freire, Paulo. 1973. *Education for Critical Consciousness*. New York: Continuum.
- . 1998. *Pedagogy of Freedom*. Lanham, Md.: Rowman & Littlefield Publishers.
- . 1993 [1970]. *Pedagogy of the Oppressed*. New York: Continuum.
- Greene, Maxine. 1988. *The Dialectic of Freedom*. New York: Teachers College Press.
- Hayward, Clarissa Rile. 2000. *De-Facing Power*. Cambridge: Cambridge University Press.
- hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Horton, Myles. 1998. *The Long Haul: An Autobiography*. New York: Teacher's College Press.
- Meier, Deborah. 1995. *The Power of Their Ideas: Lessons for America from a School in Harlem*. Boston: Beacon Press.

- Mintz, S.D., and G.W. Hesser. 1996. "Principles of Good Practice in Service-Learning." In *Service-Learning in Higher Education: Concepts and Practices*, ed. B. Jacoby. San Francisco: Jossey Bass.
- Niemi, R., & J. Junn. 1998. *Civic Education: What Makes Students Learn*. New Haven, CT: Yale University Press.
- Popkewitz, Thomas S. and Marie Brennan, eds. 1998. *Foucault's Challenge: Discourse, Knowledge, and Power in Education*. New York : Teachers College Press.
- Rose, Mike. 1990. *Lives on the Boundary*. New York: Penguin Press.
- Waterman, Alan S., ed. 1997. *Service-Learning: Applications from the Research*. London: Lawrence Erlbaum Associates.
- Wenger, Etienne. 1998. *Communities of Practice: Learning, Meaning and Identity*. Cambridge: Cambridge University Press.

Empirical Studies on Civic Engagement

- Eliasoph, Nina. 1998. *Avoiding Politics: How Americans Produce Apathy in Everyday Life*. Cambridge: Cambridge University Press.
- Putnam. Robert D. 2000. *Bowling Alone : the Collapse and Revival of American Community*. New York: Simon & Schuster
- Skocpol, Theda and Morris Fiorina. 1999. *Civic Engagement in American Democracy*. Washington D.C. Brookings Institution Press.
- Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady, eds. 1995. *Voice and Equality: Civic Voluntarism in American Politics*. Cambridge, MA.: Harvard University Press.

Historical Studies of Citizenship

- Boyte, Harry. 1989. *Commonwealth*. New York: Free Press.
- , and Nancy Kari. 1996. *Building America: The Democratic Promise of Public Work*. Philadelphia: Temple University Press.
- Evans, Sara, and Harry Boyte. 1986. *Free Spaces: The Sources of Democratic Change in America*. New York: Harper & Row.
- Miller, James. 1994. *Democracy Is in the Streets: From Port Huron to the Siege of Chicago*. Cambridge, MA: Harvard University Press.
- Mendel-Reyes, Rita. 1996. *Reclaiming Democracy: The Sixties in Politics and Memory*. New York: Routledge.
- Schudson, Michael. 1998. *The Good Citizen*. New York: Martin Kessler Books.
- Smith, Rogers. 1999. *Civic Ideals: Conflicting Visions of Citizenship in U.S. History*, New Haven: Yale University Press.