

Revised, 3/24/05

SYLLABUS DEMOCRACY AND EDUCATION

Education 694 (Section 4)

3 Credits

Spring Semester, 2005

Mondays, 1:25-4:10

Room 112, Ives Hall

Instructor

Scott Peters

Assistant Professor, Department of Education

417 Kennedy Hall

Voicemail: 255-9713 (office) or 607-748-0381 (home)

Email: sp236@cornell.edu

Course Website: <http://instruct1.cit.cornell.edu/courses/practicestories>

Course Description

In this course, we will explore the question of the actual and potential connections between democracy and education. Our focus of attention will be placed on a critical examination of democratic theory and its implications for the civic education roles and contributions of teachers, adult educators, community development practitioners, and community organizers. We will survey and deal critically with a range of competing conceptions of democracy, variously described as classical, republican, liberal, radical, marxist, neomarxist, pragmatist, feminist, populist, pluralist, postmodern, and/or participatory. Using narrative inquiry as a means for illuminating and interpreting contemporary practice, we will analyze the implications of different conceptions of democracy for the practical work of civic education.

Learning Objectives

The main goal of this course is to create an intellectual space in which the question of the actual and potential connections between democracy and education can be critically examined and imagined. The course is specifically designed to enable students to:

- *Significantly deepen their understanding of the wide variety of ways in which the concept of democracy has been and is theorized and pursued*
- *Explore the practical implications of different theories of democracy for the practice of education in both formal and non-formal settings (e.g., in schools and communities)*
- *Develop and critically analyze “practitioner profiles” that provide accounts of how educators pursue particular civic education curricula, programs and initiatives*

Course Approach

Our approach in this course will combine close readings and discussions of key texts with the investigation and critical analysis of contemporary civic education practice in formal and non-formal settings. Our investigation of educational practice will be grounded in the development and analysis of “practitioner profiles” of teachers, community development practitioners, and/or community organizers, based on in-depth, tape-recorded interviews. The process of developing and utilizing profiles as a means for building theory about educational practice is explained in detail on the course website: <http://instruct1.cit.cornell.edu/courses/practicestories>

Course Requirements

1. Biographical Statement and List of Questions

In order to help everyone become familiar with each other's interests, experiences, and perspectives, students will write a short (1-2 pages) biographical statement that briefly reviews their life work and journey, including why they are here at Cornell, why they are taking this class, and what they hope to do after leaving Cornell. Biographical statements must also include a list of key questions about democracy and education that students want to explore in this class. This assignment will be due by our second class (January 31).

2. Readings

This course will be anchored in a set of core readings. Because we will use a seminar rather than a lecture format in our class sessions, our collective learning will be utterly dependent on everyone carefully and closely reading each week's assignments. The course schedule provided below lists our proposed weekly readings. Readings will likely change in response to the interests and experience of class members and the nature and direction of class discussions.

3. Weekly Reflection Papers (30%)

Students will be required to write weekly reflection papers on class readings. Reflection papers should be 1-2 pages in length and must be submitted to the instructor via email the day before class. Reflections are not simply restatements of authors' arguments. They are critical responses to readings and to class discussions. Students will be encouraged to take issue with authors' views and arguments, and to relate readings to their own civic education experiences and observations.

4. Civic Education Investigation and Practitioner Profile (30%)

Each student will identify a contemporary example of a civic education curriculum, program, or initiative she/he would like to critically investigate and examine. Students will conduct an in-depth interview with a practitioner who utilizes the curriculum or is involved in the program or initiative. Interview transcripts will be edited into "practitioner profiles." For details on this process, see the course website:
<http://instruct1.cit.cornell.edu/courses/practicestories>

5. Final Paper (40%)

Drawing from class readings and discussions, each student will write a paper interpreting and analyzing the practitioner profile related to the civic education curriculum, program, or initiative she/he investigated during the course. Papers will be 15-25 pages in length, and will be due on May 20, the last day of finals week.

REQUIRED READINGS

Books:

- Battistoni, R. M. (2002). *Civic Engagement Across the Curriculum*. Providence, RI: Campus Compact.
- Boyte, H. C. (2004). *Everyday Politics: Reconnecting Citizens and Public Life*. Philadelphia: University of Pennsylvania Press.
- Chambers, E. T. (2003). *Roots for Radicals: Organizing for Power, Action, and Justice*. New York: Continuum.
- Dewey, J. (1916). *Democracy and Education*. New York: Free Press.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Held, D. (1987/1996). *Models of Democracy* (Second Edition). Stanford, CA: Stanford University Press.
- McDonnell, L.M., Timpane, P.M., and Benjamin, R. (Eds.) (2000). *Rediscovering the Democratic Purposes of Education*. Lawrence, KS: University Press of Kansas.
- Pateman, C. (1970). *Participation and Democratic Theory*. New York: Cambridge University Press.

Papers, Chapters, Profiles, Curricula:

- Barber, B. R. (1994). "Strong Democracy." In M. Daly (Ed.), *Communitarianism: A New Public Ethics*. Belmont, CA: Wadsworth Publishing Co., pp. 213-224.
- Bass, M. et al. (1999). *Public Adventures: An Active Citizenship Curriculum for Youth*. St. Paul, MN: 4-H Cooperative Curriculum System.
- Bernard-Powers, J. (1996). "The 'Woman Question' in Citizenship Education." In W. C. Parker (Ed.), *Educating the Democratic Mind*. Albany: SUNY Press, pp. 287-308.
- Dewey, J. (1989). "Science and Free Culture." In J. Dewey, *Freedom and Culture*. Buffalo, NY: Prometheus Books, pp. 102-118.
- Elster, J. (1997). "The Market and the Forum: Three Varieties of Political Theory." In J. Bohman and W. Rehg (Eds.), *Deliberative Democracy: Essays on Reason and Politics*. Cambridge, MA: MIT Press, pp. 3-33.
- Follett, M. P. (1924). *Creative Experience*. New York: Longmans, Green and Co., pp. ix-xix, 3-30.
- Gould, C. C. (1994). "Feminist Theory and the Democratic Community." In M. Daly (Ed.), *Communitarianism: A New Public Ethics*. Belmont, CA: Wadsworth Publishing Co., pp. 344-353.
- Habermas, J. (1996). "Three Normative Models of Democracy." In S. Benhabib (Ed.), *Democracy and Difference: Contesting the Boundaries of the Political*. Princeton, NJ: Princeton University Press, pp. 21-30.
- Hanson, R. L. (1989). "Democracy." In T. Ball, J. Farr, and R. Hanson (Eds.), *Political Innovation and Conceptual Change*. New York: Cambridge University Press, pp. 68-89.

- Hildreth, R.W. (1998). *Building Worlds, Transforming Lives, Making History: A Guide to Public Achievement*. Minneapolis: Center for Democracy and Citizenship, University of Minnesota.
- Irwin, A. (1995). *Citizen Science: A Study of People, Expertise and Sustainable Development*. New York: Routledge, pp. 1-36, 105-134, 168-182.
- Lippmann, W. (1925). *The Phantom Public*. New York: Harcourt, Brace and Company, pp. 13-74.
- Lundberg, G. A. (1947/1961). *Can Science Save Us?* New York: David McKay Company, pp. 1-65, 111-144.
- MacIntyre, A. (1983). "The Indispensability of Political Theory," in D. Miller and L. Siedentop (eds.), *The Nature of Political Theory*. New York: Oxford University Press Press, pp. 17-33.
- Peters, S. and Hittleman, M. (Eds.). (2005). "The North Country Community Food And Economic Security Network: A Profile of David Pelletier. In S. Peters, N. Jordan, M. Adamek, and T. Alter (Eds.), *Engaging Campus and Community: The Practice of Public Scholarship in the American Land-Grant University System*. Dayton, OH: Kettering Foundation Press.
- Students for a Democratic Society. (1987/1994). "The Port Huron Statement." In J. Miller, *Democracy Is In the Streets: From Port Huron to the Siege of Chicago*. Cambridge, MA: Harvard University Press, pp. 329-374.
- Walzer, M. (1989). "Citizenship." In T. Ball, J. Farr, and R. Hanson (Eds.), *Political Innovation and Conceptual Change*. New York: Cambridge University Press, pp. 211-219.
- Young, I. M. (1996). "Communication and the Other: Beyond Deliberative Democracy." In S. Benhabib (Ed.), *Democracy and Difference: Contesting the Boundaries of the Political*. Princeton, NJ: Princeton University Press, pp. 120-135.
- Zwahlen, T. M. (Ed.) (2002). "A Profile of Kenneth Reardon." Unpublished manuscript.

COURSE SCHEDULE

Week 1, Jan. 24

Introductions and Course Overview

No Readings

Week 2, Jan. 31

Theorizing Democracy and Education

Readings: Hanson; Walzer; MacIntyre; Profile of David Pelletier

BIO STATEMENTS DUE

Week 3, Feb. 7

Communitarian and Feminist Critiques of Liberalism

Readings: Habermas; Young; Gould; Bernard-Powers; Profile of Ken Reardon

Week 4, Feb. 14

Competitive Elitism and the Technocratic Vision

Readings: Held (chap. 5); Lippmann

Week 5, Feb. 21

A "Pragmatist" View of Democracy and Education

Readings: Dewey (chaps. 1-13)

Week 6, Feb. 28

A "Pragmatist" View of Democracy and Education

Readings: Dewey (chaps. 14-26)

Week 7, Mar. 7

Participatory Theories of Democracy

Readings: Pateman (chaps. 1,2, and 6); Barber; Port Huron Statement

Week 8, Mar. 14

Theories and Models of Civic Education

Readings: McDonnell, Timpane, and Benjamin (chaps 1 and 3); Elster; Battistoni

Week 9, Mar. 21

SPRING BREAK, NO CLASS

Week 10, Mar. 28

The "Freirian" Model of Civic Education

Readings: Freire (whole book)

PRACTITIONER PROFILES DUE

Week 11, April 4

Science and Democracy: The Roles of Experts and Expert Knowledge

Readings: Lundberg; Dewey ("Science and Free Culture")

Week 12, April 11

Science and Democracy: The Roles of Citizens and Citizen Knowledge

Readings: Irwin; Follett

Week 13, April 18

Democratic Populism and Civic Education

Readings: Boyte (chaps. 1-7); Bass; Hildreth

Week 14, April 25

The IAF Model of Civic Education

Readings: Chambers (whole book)

Week 15, May 2

Presentation and Discussion of Practitioner Profiles

Readings: Selected Profiles

FINAL PAPERS ARE DUE ON MAY 20