Instructor: Roudy Hildreth  
Office Hours: Mon. & Wed. 1:00PM-4:00PM and by appointment  
3129 Faner Hall  
roudy@siu.edu  
Course Website: https://online.siu.edu

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; (d) members practice active listening; (e) 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 (f) 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

- 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."
- Steven Noble Smith, *Stoking the Fire of Democracy.*

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
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<th>Week 4: New Citizenship</th>
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<td>9/10</td>
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<tr>
<td>Readings:</td>
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<tr>
<td>Craig Rimmerman, <em>The New Citizenship</em>, chapters 4-6* (Divided Reading)</td>
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<td>9/12</td>
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<td>PA</td>
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<td>Co-creating a democratic group</td>
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<td>Exploring issues and problems that affect us</td>
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<th>Week 5: Dewey’s vision for education</th>
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<td>9/17</td>
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<td>Readings:</td>
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<td>Dewey, <em>Experience and Education</em>, entire (d2l)</td>
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<td>9/19</td>
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<td>PA</td>
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<td>Setting goals</td>
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<th>Week 6: Exploring Deweyan education in more depth</th>
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<td>9/24</td>
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<td>Readings:</td>
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<td>John Dewey, <em>Democracy and Education</em>, chapters 4-5</td>
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<td>9/26</td>
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<td>PA</td>
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<td>Issue Development</td>
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<th>Week 7: Dewey on democracy and education</th>
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<td>Readings:</td>
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<td>Dewey, <em>Democracy and Education</em>, chapters 6-7</td>
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<td>10/3</td>
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<td>PA</td>
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<td>Refine / Define Project</td>
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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:


10/17
PA
Project Work

Week 10: Educational Conservatism, pt. 1
10/22
Readings:

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:

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


**Political Theory / Political Philosophy**


**Educational Theory / Studies of Education**


**Empirical Studies on Civic Engagement**


**Historical Studies of Citizenship**


