Course Description

This topics course explores the nature of democratic education. We will begin by discussing what democracy is and what we think education for democratic citizenship demands. Then we will turn to consider some classic texts in the philosophy of education. A secondary theme in the course is the idea of self-education and so we will also work through the autobiographies of four Americans who in one way or another present themselves as self-educated or at least question the privileging of formal education. We will end the course by engaging with more recent arguments about democratic education.

Course Materials

I have ordered the following books for our course. They should be available at the University Bookstore. I will make additional course readings available on Learn@UW.


Course Requirements and Grading

This is a seminar, which means we will spend our sessions discussing the assigned readings in considerable depth and will often focus upon specific passages. Given this, it is absolutely essential that you complete the assigned readings before class and come to class ready to think about them. It is also important that you bring the relevant text(s) with you to each course meeting. Part of your grade depends upon your participation in our discussions; you cannot participate if you do not attend.

Your course grade will also depend on several assignments. A first essay will ask you to lay out a preliminary argument about democratic education. Later, you will write an essay critically analyzing a classic reading from the philosophy of education. In the middle of the term, you will, as part of a group, take charge of leading the class in its consideration of one of the four autobiographies we will be reading. You will also write an individual essay about this autobiography. Finally, you will submit a final essay or project that reflects upon the nature of democratic education.
Course grades will be calculated approximately as follows, though I reserve the right to change assignments and weightings as I deem necessary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Essay on Democratic Education</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Analysis of Classic Reading</td>
<td>15%</td>
</tr>
<tr>
<td>Group Project</td>
<td>20%</td>
</tr>
<tr>
<td>Essay on Autobiography</td>
<td>15%</td>
</tr>
<tr>
<td>Final Essay/Project</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

PLEASE NOTE THE FOLLOWING POLICIES:

- Students needing special accommodations to enable full participation in this course should contact the instructor as early as possible. All information will remain confidential. You also may contact the McBurney Disability Resource Center, 1305 Linden Drive, (608) 263-2741 regarding questions about campus policies and services.

- You must complete all assignments to pass the course.

- Papers must be turned in on the due dates listed on the course schedule below. Late papers will be penalized one half letter grade (e.g., A to AB; B to BC) for each day they are late.

- I will not discuss grades on papers for 24 hours after they have been returned. If, after 24 hours’ reflection, you have a concern about a grade, please approach me with a brief written explanation of your concern. Any concerns about grading must be raised no later than two weeks after the assignment has been returned.

- Any instances of plagiarism or academic dishonesty will be dealt with in full accordance with University policy and will result in a grade of “F” for the course.

Course Schedule

Part 1: Classics in the Philosophy of Education

<table>
<thead>
<tr>
<th>T  Sept. 3</th>
<th>Introduction to Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Sept. 5</td>
<td>Democracy and Democratic Education: preliminary discussion</td>
</tr>
<tr>
<td>M Sept. 9</td>
<td>Preliminary Essay on Democratic Education Due via e-mail</td>
</tr>
<tr>
<td>T Sept. 10-11</td>
<td>Plato, selections from Republic in Philosophy of Education</td>
</tr>
<tr>
<td>R Sept. 12</td>
<td>Locke, selections Some Thoughts Concerning Education in Philosophy of Education</td>
</tr>
<tr>
<td>T Sept. 17-18</td>
<td>Rousseau, selections from Emile in Philosophy of Education</td>
</tr>
</tbody>
</table>
T Oct. 1
Summary discussion of classic philosophy of education
(adding Aristotle and Augustine)

R Oct. 3
Summary discussion of classic philosophy of education
(adding Kant, Wollstonecraft and Mill)

**Part II: Education, Self-Education & American Democracy**

T Oct. 8
R Oct. 17
Franklin, *The Autobiography*

T Oct. 22
T Oct. 29
Douglass, *Narrative of the Life of Frederick Douglass*
Jacobs, *Incidents in the Life of a Slave Girl*

R Oct. 31
R Nov. 7
Adams, *The Education of Henry Adams*

T Nov. 12
T Nov. 19

**Part III: Contemporary Arguments about Democratic Education**

R Nov. 21
T Nov. 26
Dewey, selections from *Democracy and Education* in *Philosophy of Education*

R Nov. 28
No Class – Thanksgiving Break

T Dec. 3
Gutmann, selections from *Democratic Education* (Learn@UW)

R Dec. 5
Friere, selections from *Pedagogy of the Oppressed* (Learn@UW)
*Essay on Autobiography Due*

T Dec. 10
Ranciere, selections from *The Ignorant Schoolmaster* (Learn @ UW)

R Dec. 12
final discussion

**Final Essay/Project Due Date TBA**