ELPS 491: Issues in Educational Policy Studies Democracy and Education

Amy Shuffelton
Mondays 4:15-6:45

Course Overview
This course is an advanced seminar that focuses on a pressing issue in Educational Policy Studies: Democracy, and its relationship with education. Since the United States was founded as a democracy, its supporters have argued that education is key to the success of the democratic project. Whether schools have indeed prepared students for citizenship – or even really tried to – has been debated for decades. Further complicating the tidy vector formulated by Jefferson, Rush, Webster and others (education > democracy), John Dewey argued that democracy and education overlap: both are modes of associated living, such that to experience one is already to experience the other. In recent decades, scholars have argued that increasing federal oversight of education has threatened or reduced the democratic foundations of US schools – even as public schools have included more students in their educational ambitions than ever before. What does democracy mean for education? What does education mean for democracy? These are questions this course will explore.

The Loyola University Chicago School of Education is committed to “social action through education.” ELPS 491: Democracy and Education explores the historical and theoretical connections between democratic social action and education. It includes special consideration of race in American democracy.

Books and other course texts
The following books are available for purchase at the University Bookstore (Water Tower Campus). They have also been put on 4-hour reserve at Lewis Library.

- The Public and its Problems, John Dewey
- We Are the Ones We Have Been Waiting For, Peter Levine
- The Political Classroom, Diana Hess and Paula McAvoy
- Democracy Matters, Cornel West
- Citizen, Claudia Rankine

Other texts are available on Sakai.
Course Schedule

August 29: Introduction

Sept 5: No Class Labor Day

Sept 12: Democracy and the Public I
John Dewey, The Public and its Problems (chapters 1-3)

Sept 19: Democracy and the Public II
John Dewey, The Public and its Problems (chapters 4-5)
Amy Shuffelton, The Chicago Teachers Strike and its Public

Sept 26: Democracy and the Public III
Roudy Hildreth, “Reconstructing Dewey on Power”
Kathy Hytten, “Deweyan Democracy in a Globalized World”
John Shook, Dewey’s Vision of Equal Opportunity for Education in a Democracy

Oct 3 Democracy in American Schooling
David Tyack, Seeking Common Ground,
Vanessa Siddle Walker, “Black Educators as Educational Advocates in the Decades Before Brown v Board of Education”
**Short paper 1 due**

Oct 10 No Class LUC Fall Break

Oct 17 Deliberative Democracy:
Gutmann and Thompson Why Deliberative Democracy?, chapter 1 (“What Deliberative Democracy Means”)
Steven Macedo and Amy Gutmann, Deliberative Politics, selections

Oct 24 Deliberation in the Classroom
Diana Hess and Paula McAvoy, The Political Classroom

Oct 31 Beyond Deliberative Democracy?
Peter Levine, We Are the Ones We Have Been Waiting For

Nov 7 Teachers College Record, v117 n6

Nov 14: Cornel West, Democracy Matters
**Short paper 2 due**

Nov 21: Claudia Rankine, Citizen
Assignments and Grading

1. Class Participation: Because this course is a seminar, student engagement is essential to the success of this course. Students are expected to attend all class meetings with readings completed, bringing in questions and comments. Students are expected to fully engage in all conversations.

   **Weekly participation 30%**

2. The major assignment is a term paper on the subject of democracy and education, due at the end of the semester. More information will be provided.

   **Final paper 40%**

3. Two other short papers are assigned to assess your understanding of the course readings. The first, on Dewey’s *The Public and its Problems* and related readings (all texts through 9/26) is due Monday 10/3. The second, on deliberative democracy (all readings 10/17 – 11/7) is due 11/14. More information about these papers will be provided.

   **short paper 1 15%**
   **short paper 2 15%**

Dispositions

Students will be assessed on their professionalism, fairness, and commitment to the idea that *all students can learn* according to the CEPS rubric posted on Livetext.

IDEA Objectives

The objectives essential to this course are

2. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

Please familiarize yourself especially with the policy on academic honesty, and make sure you either already know or else learn how to document your papers properly. If you are uncertain how to do this, the library has reference guides than can show you how. Failure to document sources in your papers, whether an intentional act of dishonesty or an accident, will not be tolerated and can result in a grade of 0 for that assignment.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.