

Syllabus for Education 790

Fundamental Issues in Educational Studies

Fall Term, 2002 - Section 001 - Tuesdays 1-4 - 2229 SEB

Purpose and Content of the Course

The aim of this course is to acquaint the student with a limited number of theories and concepts that are especially important for the study of educational issues and problems. A secondary, though still central, aim is to assist the student in positioning himself or herself within this theoretical literature, thereby gaining a sense of where he or she stands in relation to the larger ideas and ideals that have characterized educational thought over the centuries.

Five central concepts or ideas form the base of inquiry. They are (1) the state, particularly the pluralist, democratic state; (2) liberal democracy and liberal education; (3) culture and multiculturalism; (4) knowledge and its acquisition; and (5) moral education.

At the conclusion of the course, the student should be able to (1) discuss these five ideas with relative ease and fluency, (2) explore the relationships of these ideas to his or her specialty area, and (3) articulate a theoretically grounded point of view on the nature of formal education in a democratic state.

Instructor

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Structure of the course

Class sessions are generally devoted to thorough explorations of the assigned readings, either through open discussion or topical presentations by the instructor. Small groups may be formed for the purpose of encouraging higher levels of participation in conversation as well as more inventive and robust explorations of ideas. Students may wish to form outside study groups for the purpose of discussing the readings, developing the weekly assignments and papers, and offering critiques of each other's writing.

Required texts

Fenstermacher, Gary D, and Alex Cuthbert, "Education." In *International Encyclopedia of Education*, edited by Erik Barnouw. Vol. 2. New York: Oxford University Press, 1989.

Distributed in class.

Green, Thomas F. *The Formation of Conscience in an Age of Technology*. Syracuse, NY: Syracuse University School of Education, 1984. Distributed in class.

Levinson, Meira. *The Demands of Liberal Education*. New York: Oxford University Press, 1999. ISBN 0-19-829544-8 (paper).

Phillips. D. C., and Nicholas C. Burbules. *Postpositivism and Educational Research*. Lanham, Md.: Rowan and Littlefield, 2000. ISBN 0-8476-9122-5 (paper)

Reich, Rob. *Bridging Liberalism and Multiculturalism in American Education*. Chicago: University of Chicago Press, 2002. ISBN 0-226-70737-7 (paper)

Student Duties and Assignments

Students are expected to (1) attend all classes; (2) complete assigned readings and written work on schedule; (3) actively engage the content and ideas presented in the course; (4) display respectful and thoughtful consideration for the views expressed by all members of the class; and (5) comply with the University's and the profession's guidelines for sound scholarly practices. Assigned and elected reading, weekly hand-ins ("weeklies") and three papers constitute the "outside class" work for this course.

Assigned Reading – Readings are assigned each week near the conclusion of each class. We will begin with a short piece by Fenstermacher & Cuthbert, then to Levinson, followed by Reich, to the Phillips & Burbules text, concluding with Green.

Weekly Hand-ins – The weekly hand-ins ("weeklies") describe the overarching ideas encountered in the assigned readings for the week, and may also include one or more thoughtful questions prompted by the reading. The weeklies will be graded Satisfactory or Unsatisfactory, depending upon the clarity of the writing and the depth of engagement with the ideas encountered. They are due in class on the dates noted below.

Papers – Three papers, each in range of 1000-1500 (4-6 pages) words, are required. The purpose of these papers is to encourage each student to engage more deeply the critical issues and central concepts encountered in readings and class presentations. You are encouraged to demonstrate your understanding of the required readings and class discussions, as well as to incorporate relevant collateral readings into your analyses and arguments. Clarity, cogency, substance, and significance are the standards for grading. The topics for each paper are as follows:

1. In John Stuart Mill's essay, *On Liberty*, he contends that "a general State education is a mere contrivance for moulding people to be exactly like one another: and as the mould in which it casts them is that which pleases the predominant power in the government, . . . in proportion as it is efficient and successful, it establishes a despotism over the mind, leading by natural tendency to one over the body. An education established and controlled by the State should exist, if it exist at all, as one among many competing experiments, carried on for the purpose of example and stimulus, to keep the others up to a certain standard of excellence."* Compare Mill's position to that taken by Levinson in *The Demands of Liberal Education* and develop an argument that Levinson might make to Mill in defense of her position.

2. If effective democracies depend on some sort of common identity as well as the formation of a commons, how can a nation committed to racial, ethnic, and sectarian pluralism or multiculturalism remain a vigorous and progressive democratic state?

3. Are there differences among knowledge, opinion and belief? Does educational research depend on an explicit, robust conception of knowledge that distinguishes it from opinion and belief? Are there connections between knowledge and power that may diminish the worth of educational research?

*This quotation is taken from Chapter V, Applications, and appears just a bit more than half-way through the chapter.

Approximately 10 days prior to due date (see schedule below), you send a draft of your paper electronically to three other members of your four person discussion group *and to the instructor*. Members of the discussion group read each other's papers before coming to class that week. One hour of class time (15 minutes/paper) will be reserved for small-group discussion of the papers. You then revise the paper and submit it on the due date. *Electronic drafts are expected to be complete, well-formed papers.*

Course grades

Course grades are determined as follows:

25% for weeklies (in total) and **20%** for each paper

15% for seriousness of engagement with and contributions to the course

Weekly Calendar

1.	9/3	Introduction to the Course		
2.	9/10	Exploring the Meaning of Education	Fenstermacher	(Form groups)
3.	9/17	Nature of Liberal Education	Levinson, 1-63	Weekly #1 due
4.	9/24	Liberal Education & Schooling I	Levinson, 64-131	Weekly #2 due
	9/29	by 5:00 PM		Email paper #1
5.	10/1	Liberal Education & Schooling II	Levinson, 132-end	Weekly #3 due
6.	10/8	Liberal Ed in the Democratic State		1 st paper due*
	10/15	Fall recess: No class		
7.	10/22	Liberal Ed in the Multicultural State	Reich, 1-88	Weekly #4 due
8.	10/29	Multiculturalism & Schooling I	Reich, 89-141	Weekly #5 due
	11/3	by 5:00 PM		Email paper #2
9.	11/5	Multiculturalism & Schooling II	Reich, 142-end	Weekly #6 due
10.	11/12	Reconciling Levinson & Reich		2 nd paper due*
11.	11/19	The Nature of Knowledge	Phillips, vii-43	Weekly #7 due
12.	11/26	Knowledge & Educational Research	Phillips, 45-95	Weekly #8 due
13.	12/3	Moral Education I	Green, all	Weekly #9 due
	12/8	by 5:00 PM		Email paper #3
14.	12/10	Moral Education II & Summation		
	12/13	Exam Period: No class		3 rd paper due

*No weekly due on 10/8, 11/12, and 12/10.

Format for the Weekly Hand-ins and Papers

The weeklies should be typed, single-spaced, not more than two pages, with a wide left- or right-hand margin. Place your name, date *submitted*, and number of the weekly at the top of the first page. Staple at upper left corner.

Papers are double-spaced (except for endnotes or footnotes, which should be single-spaced), with 1.5" left and right margins. Length should be in range of 1000-1500 words (about 4-6 pages). Citation format is documentary-note (Chicago) style, using either endnotes or footnotes; a bibliography is optional, but preferred if more than three works are cited. *Please number the pages.* The following information should appear at the top of the first page: Your name, date *submitted*, a brief identification of the topic of the paper, and if a revision, the revision number. Begin paper on first page; no cover page or title page. Use spell check; proofread; enter minor corrections in pen or pencil. Staple at upper left corner; no binders.

Selected Collateral Reading

Key to topic codes:

C = Culture L = Liberalism
 D = Democracy LE = Liberal Education
 K = Knowledge M = Moral

- Appiah, K. Anthony, and Amy Gutmann. *Color Conscious: The Political Morality of Race*. Princeton, NJ: Princeton University Press, 1996. (C) Interesting to read in conjunction with West's *Race Matters* and Hollinger's *Postethnic America* (see below).
- Brantlinger, Ellen, Massoumeh Majd-Jabbari, and Samuel L. Guskin. "Self-interest and Liberal Educational Discourse: How Ideology Works for Middle-class Mothers." *American Educational Research Journal* 33 (1996): 571-597. (LE/C)
- Callan, Eamonn. *Creating Citizens: Political Education and Liberal Democracy*. New York: Oxford University Press, 1997. (L/LE/D)
- Dahl, Robert. *On Democracy*. New Haven, CT: Yale University Press, 1998. (D)
- Dewey, John. *Liberalism and Social Action*. Amherst, NY: Prometheus Books, 2000. (L/D)
- Durkheim, Emile. *Moral Education: A Study in the Theory and Application of the Sociology of Education*. Translated by Everett K. Wilson and Herman Schnurer. New York: Free Press, 1961, 1973. (M)
- Elshtain, Jean Bethke. *Democracy on Trial*. N.Y.: Basic Books, 1995. (D)
- Feinberg, Walter. *Common Schools, Uncommon Identities: National Unity & Cultural Difference*. New Haven, Conn.: Yale University Press, 1998. (L/D/C)
- Fenstermacher, Gary D. "The Knower and the Known: The Nature of Knowledge in Research on Teaching," in *Review of Research in Education*, Vol. 20, edited by L. Darling-Hammond, 3-56. Washington, D.C.: American Educational Research Association, 1994. (K)
- Galston, William A. "Two Concepts of Liberalism." *Ethics* 105 (April, 1995): 516-534. (L)
- Green, Thomas F. *Voices*. Notre Dame, Ind.: University of Notre Dame Press, 1999. (M)
- Hansen, David. "Teaching as a moral activity." In *Handbook of Research on Teaching*, edited by Virginia Richardson, 826-857. 4th ed. Washington D.C.: American Educational Research Association, 2001. (M)
- Hollinger, David A. *Postethnic America*. Rev. Ed. N.Y.: Basic Books, 2000. (C)
- Hunter, James Davison. *The Death of Character*. New York: Basic Books, 2000. (M)
- Kimball, Bruce A. *Orators and Philosophers: A History of the Idea of Liberal Education*. Expanded ed. New York: College Entrance Examination Board, 1995. (LE)
- McClellan, B. Edward. *Moral Education in America: Schools and the Shaping of Character from Colonial Times to Present*. N.Y.: Teachers College Press, 1999.
- McDonough, Kevin. "Can the Liberal State Support Cultural Identity Schools?" *American Journal of Education* 106, 463-499, August, 1998. (C/L/D)
- McDonnell, Lorraine M., P. Michael Timpone and Roger Benjamin, eds. *Rediscovering the Democratic Purposes of Education*. University Press of Kansas, 2000. (D)
- McDonough, Kevin. "Can the Liberal State Support Cultural Identity Schools?" *American Journal of Education* 106 (August, 1998): 463-499. ©/D)
- Noddings, Nel. *Starting at Home: Caring and Social Policy*. Berkeley, Calif.: University of California Press, 2002. Relevant portions are chapters 1-5, 14, and Concluding Remarks (M/L)
- Nussbaum, Martha C. *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Cambridge, MA: Harvard University Press, 1997. (LE)
- Orrill, Robert, ed., *Education and Democracy: Re-imagining Liberal Learning in America*. New York: College Entrance Examination Board, 1997. (LE)
- The Republic and the School: Horace Mann on the Education of Free Men*. Edited by Lawrence A. Cremin. N.Y.: Teachers College Press, 1957. (D/LE)
- Ryan, Alan. *Liberal Anxieties and Liberal Education*. New York: Hill and Wang, 1998. (L/LE)
- Searle, John R. "The Case for Traditional Liberal Education." *The Journal of Blacks in Higher Education* (Autumn, 1996): 91-98. (LE)
- Sleeter, Christine. "Curriculum Controversies in Multicultural Education." In *Changing Populations/Changing Schools*, edited by Erwin Flaxman and A. Harry Passow. Part 2 of the 94th

- Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1995. This chapter also appears in *Issues in Curriculum*, edited by Margaret J. Early and Kenneth J. Rehage. Part 2 of the 96th Yearbook of the N.S.S.E., 1999. ©)
- Soder, Roger, ed. *Democracy, Education, and the Schools*. San Francisco: Jossey-Bass, 1996. (D)
- Strike, Kenneth A. (1993). Professionalism, democracy, and discursive communities: Normative reflections on restructuring. *American Journal of Education*, 30(2), 255-275. (LE/D)
- Strike, Kenneth A. (1991). The moral role of schooling in a liberal democratic society. *Review of Research in Education* 17, edited by Gerald Grant. Washington, DC: American Educational Research Association. (M/L/D)
- Tarnas, Richard. *The Passion of the Western Mind*. New York: Ballantine Books, 1991. (K/C)
- Taylor, Charles. *Multiculturalism and "The Politics of Recognition."* Princeton, NJ: Princeton University Press, 1992. This work also appears with an additional essay by Jurgen Habermas, in Charles Taylor, and others. *Multiculturalism*, edited by Amy Guttmann. Princeton, NJ: Princeton University Press, 1994. (C)
- Toulmin, Stephen. *Return to Reason*. Cambridge, Mass.: Harvard University Press, 2001. (K)
- Van Doren, Charles. *A History of Knowledge*. N.Y.: Ballantine Books, 1991.
- West, Cornel. *Race Matters*. Boston: Beacon Press, 1993.
- Wilson, William Julius. *The Bridge over the Racial Divide*. Berkeley, Calif.: University of California Press, 1999.

Useful Reference Works

- Fox, Richard Wightman, and James T. Kloppenberg, eds. *A Companion to American Thought*. Cambridge, Mass.: Blackwell, 1995.
- Goodin, Robert E., and Philip Pettit, eds., *A Companion to Contemporary Political Philosophy*. Cambridge, MA: Blackwell Publishers, 1993, 1995. See especially the essays in Part III, Autonomy (by Dworkin), Community (by Kymlicka), Democracy (by Gutmann), Discourse (by Laclau), Power (Ball), The state (by Dunleavy), Toleration and fundamentalism (by Macedo), and Virtue (by Slote). (L/D/C)

See also relevant articles in the *Encyclopedia Britannica* and the *Routledge Encyclopedia of Philosophy*. Both works are available on-line, and may be accessed through the Library's web site: www.lib.umich.edu. For the Routledge encyclopedia, go to items headed "ELECTRONIC RESOURCES," click on "Networked Electronic Resources," then click on the letter "R," then on "Routledge Encyclopedia of Philosophy." For the *Britannica*, click first on "Ready Reference Shelf," and you will be directed to the encyclopedia. The Web search engine Google (www.google.com) is an excellent search engine for academic resources.