

POLS 1823S - Crafting Citizens: Democratic Theory and Civic Education
Research Seminar (WRIT), Fall 2014

Instructor: Matthew J. Lyddon¹
Class Time: Tuesday, 4-6:20pm
Room: Wilson 303

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Office Hours: Tues 10am-12noon
Office: Blistein House 336

Course Summary

How should liberal democracies educate their members for citizenship? What is the appropriate role of the state in defining, supporting and regulating an appropriate civic education? This research seminar offers a robust exploration of these questions and an opportunity for students to develop well-researched normative arguments on civic education policy. We will examine the tension in contemporary democratic theory between a value pluralist call for restraint on the part of the state and a liberal-democratic insistence on the need to promote and sustain allegiance to core values. Our discussions will draw on current and recent empirical insights and controversies, and we will also consider ways in which pressing needs for social action to counteract inequitable social dynamics may complicate a normative liberal democratic vision for civic education. This is a WRIT-designated course.

Participation and Assignments

Students are expected to attend all classes and to actively participate in discussions.

Weekly Responses: Each week, students are responsible for selecting an excerpt from one of the readings (between 1-2 sentences and 1 paragraph maximum), which they find interesting, compelling or puzzling. Excerpts are to be posted to the class blog with c. 3-5 sentences of reflection by the student, which they will then be expected to elaborate upon during the class discussion.

Papers: There are two papers for the class, due by the deadlines indicated below. The first, 7-8pp paper will involve responding to a prompt provided by the instructor, and will receive detailed feedback on argument, content engagement, and writing style/quality. Students will work in conjunction with the instructor to develop an appropriate research question for their final paper (subject to sufficient performance on the first paper). Students will produce a draft of their final paper and circulate among the group for a mini-conference during the last class, during which students will be expected to provide their peers with constructive feedback. The final paper will be 15-20pp. For further expectations see end of document.

Grading

The class grade will be compiled as follows: 20% Participation (including weekly responses, attending required office hours and when needed, and active engagement in class), 35% First Paper, 45% Final Paper.

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Class Texts

Students must either purchase, or loan from the library, the following titles. Those marked with an asterisk (*) are highly recommended for purchase and will be available at the Brown Bookstore, along with more limited supplies of the remaining titles. (The Amazon.com Marketplace also has numerous used titles available for cheaper purchase.) The use of electronic versions of these titles is also acceptable.

Campbell, D., Levinson, M., and Hess, F. (Eds.), Making Civics Count: Citizenship Education for a New Generation (Harvard Education Press, 2012)*

Dewey, John, Democracy and Education (Simon and Brown, 2011)*

Freire, Paulo, Pedagogy of the Oppressed (Penguin, 1996)*

Galston, William A., Liberal Pluralism (Cambridge, 2002)*

Gutmann, Amy, Democratic Education (Princeton, 1999)*

Levinson, Meira No Citizen Left Behind (Harvard, 2012)

Reich, Robert, Bridging Liberalism and Multiculturalism in American Education (Chicago, 2002)

Rile Hayward, Clarissa, De-Facing Power (Cambridge, 2000)

OCRA AND LIBRARY RESERVES: To avoid undue expense, some additional readings will be made available via Online Course Reserves Access (OCRA), available directly through the Canvas site. (If you use the OCRA website, the password you need is 'education.')

Readings marked [RESERVE] will be on in-library reserve. These readings are marked [OCRA]. **Students are strongly advised to access and print/download readings to their devices at least a week in advance.**

**** I may add an online movie as a required reading if it can be made available****

Class and Assignment Schedule

Sept-9 **Introduction – the Scene and the Stakes**

Sept-16 **Political Liberalism – foundations and debate**

Rawls, Justice As Fairness: A Restatement (*Sections 1-5, 7, 9-11, 26, 47, 54, 57, 60*) [RESERVE]

Larmore, 'Political Liberalism' in The Morals of Modernity[OCRA]

Sandel, **either** Liberalism and the Limits of Justice (*Preface, 60-65, 104-174, 184-218*) [RESERVE] **or** 'The Procedural Republic and the Unencumbered Self' *Political Theory*, Vol. 12, No. 1 (Feb., 1984), pp. 81-96 [OCRA]

Sept-23 **Liberal Value Pluralism and Conceptions of the Good**

Galston, Liberal Pluralism, Parts I & II

Tomasi, Liberalism Beyond Justice (Princeton, 2001) (*Ch 5*) [OCRA]

- Sept-30 **Pluralism and Civic Education: Restraint, Prohibition?**
Galston, Liberal Pluralism, Part III: Chs 7 & 8
Murphy, James Bernard. 'Against civic education in public schools.'
International Journal of Public Administration 30.6-7 (2007): 651-670.
[OCRA]
- Oct-7 **Democratic Education I: Training for Participation**
Gutmann, Democratic Education (Intro, Chs 1-4, Conclusion)
Dewey, Democracy and Education (reading selections TBC)
- Oct-14 **Democratic Education II: Liberal Transformation?**
Macedo, Stephen, Diversity and Distrust (Harvard, 2009) (Intro, Ch9,
Conclusion) [RESERVE]
Callan, Eamonn, Creating Citizens: Political Education and Liberal
Democracy (Oxford, 1997) (Ch1, Ch3, Ch9) [RESERVE]

Oct-17 FIRST PAPER DUE AT MIDNIGHT (7-8 pages)
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- Oct-21 **Education and Multiculturalism**
Reich, Robert, Bridging Liberalism and Multiculturalism (Intro Chs 2-5,
Conclusion)
- Oct-28 **Civic Education in Practice: Current Insights**
Campbell et. al., Making Civics Count, Chs 1 (Niemi), 2 (Levine) and 3
(Levinson) and one other chapter (student choice)
- Nov-4 **Education, Power, and Race**
Foucault, Michel (reading selections TBC)
Rile Hayward, De-Facing Power (Intro, Chs 2, 3, 6)

NB: **Students MUST attend office hours this week to discuss potential Final Paper questions.**

- Nov-11 **Civics and Social Change**
Freire, Pedagogy of the Oppressed (Intro to the Anniversary Edition,
Preface, Chs 1 & 2)
Levinson, Meira, No Citizen Left Behind (Chs 1, 6 & 7).
- Nov-18 **Controversies and Cases I:
Educational Standards, Textbooks, and Exemptions**
Mozert v. Hawkins [OCRA] **AND** *Wisconsin v. Yoder* [OCRA]
Reich, Robert (2005), 'Opting Out Of Education: *Yoder, Mozert, And
The Autonomy Of Children*,' *Educational Theory* 52 (4), pp 445-461
[OCRA]

+ *Online News Readings/possible movie [CANVAS]*

Nov-25 **THANKSGIVING WEEK – NO CLASS**

Dec-2 **Controversies and Cases II: School Choice and Parental/Community Control (Possible – to be discussed with class)**
Readings TBC

Dec-3 CIRCULATE DRAFTS OF FINAL PAPERS BY MIDNIGHT
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Dec-9 **Paper Conference / Conclusion**
Depending on class size, Students will either read all papers or will each sign up to be a discussant for another person's paper. Students are expected to have read their assigned papers and prepared some constructive comments before the class.

DEC-14 FINAL PAPERS DUE AT MIDNIGHT (15-20 pages)

See overleaf for class policies.

Continued...

Additional Class Expectations:

ACADEMIC HONESTY: Students are expected to abide by University policies on academic honesty. Papers will not be accepted without appropriate citations and a complete bibliography. Incidents of plagiarism will be referred to the Dean's Office, and may separately result in a grade of N/C for the class.

CLASS ETTIQUETTE: Class discussions will abide by mutual respect among members, and shall accommodate intellectual diversity and respectful disagreement concerning the subject matter.

PAPER SUBMISSION: Papers should be submitted via Canvas by the due date. In the event of a technical problem with Canvas uploading, papers may instead be submitted to mattlyddon@brown.edu.

Extensions will ordinarily be considered only in circumstances of family or medical emergency. Students should plan to allocate adequate time to complete their assignments by the assigned deadline(s).

PAPER FORMATTING

- Papers should be submitted as Microsoft Word (or compatible) editable documents (no PDFs please).
- **Papers should be formatted as follows:** Times New Roman 12pt, double-spaced, 1" margins, with the student's name and the class number (POLS 1823S) clearly displayed in the header. No cover pages please.
- All evidence used is to be completely cited—no preference as to method but use one consistently. An introduction to the MLA format can be found at [Purdue University's Online Writing Lab](#) website.

TECHNOLOGY USE: Phones should be turned off/silent/ to airplane mode during class and should not be used, out of respect to the instructor and other students. Laptops must be used strictly for note-taking, Canvas use, and pertinent research. Laptops are to be powered down at the instructor's request for class discussions. Students should avoid social media use (Facebook, Twitter, etc.) or recreational web browsing (words with friends, sports games, news sites etc.) during class.

ACCOMMODATIONS: Students requiring special accommodations should talk with the instructor privately and are expected to have identified and discussed their needs with SEAS staff. Details: <http://www.brown.edu/campus-life/support/accessibility-services/>