

1. Course Information

College: College of Education and Human Services
Department: Teacher Education
Course Title: Education in a Democracy
Course Designation and Number: ED 210
GE Area(s): VI: College Component

Writing Intensive: Yes No

For WI Courses: All sections Selected Sections are WI

Method(s) of Instruction: Lecture
 Discussion
 Web-enhanced
 Web-only
 Other

Includes Lab: Yes No

Prerequisites: None

2. Objectives

GE Programs Objectives:

- a. Sharpen critical thinking skills (critically examining and evaluating ideas)
- b. Sharpen problem solving skills
- c. Sharpen communication skills
- d. Develop ethical and moral awareness
- e. Develop knowledge of varied cultural dimensions of the human experience

GE Area Objectives – Area VI:

Linking general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

Course Objectives and GE Learning Outcomes:

This course explores the role and relationship of education in a democracy to concepts of a civil society, social justice, access to knowledge, and development of democratic character in the young.

As Thomas Jefferson said, “If a people wish to be free and ignorant, they want something that never was and never will be.” This course explores the essential role that education plays in a free and democratic society. Education is, in large part, responsible for instilling democratic character in the young. Our social, political, and economic democracy depends on a well-educated citizenry to renew

itself and to prosper. Exploring what role education must play in maintaining a vibrant democracy, builds the case for being a lifelong learner with the critical thinking skills necessary to explore "...the aesthetic, ethical, moral, social and cultural dimensions of human experience." Exploring topics and issues related to the definitions of democracy and applications of education and schooling to the maintenance of a civil society are broad concepts with clear linkages to all five other areas of the GE program. Clearly, education and schooling are purposeful in a society and generally education has an important goal: the preparation of citizens to fully engage in "the human conversation."

Course Objectives:

Knowledge

Students will:

1. Define democracy, democratic society, and civil society.
2. Define what it means to be educated in a democracy.
3. Develop and defend a rationale for being educated in a democracy.
4. Differentiate between education and schooling.
5. Identify the conditions necessary for the functioning of a healthy democracy and how they are related to education.
6. Identify the characteristics of a democratic people and how they are related to education.
7. Develop and defend a rationale for how social justice and equity and education are linked in a democracy.
8. Develop and defend a rationale for why access to knowledge is a critical educational goal in a democracy.
9. Be familiar with current perspectives of the strengths of public versus private education and between public school and "charter" schools in a democracy.
10. Understand the moral elements of education in a democracy.

Performances/Skills

1. Define what democracy means to you as an individual.
2. Define what it means to be educated.
3. List the components of a well-educated citizen in a democracy.
4. Identify and describe the essential elements for the functioning of a healthy democracy.
5. Describe the role of education in developing democratic character in the young.
6. Describe how education can promote equity and social justice in a democracy.
7. Describe why access to knowledge is a critical component of a healthy democracy.
8. Identify and define moral aspects of education in a democracy.
9. Critically evaluate the role of education in maintaining a civil society in our current American democracy.

Dispositions

1. Appreciate the complexities of a democracy.
2. Appreciate the interdependence of education and democracy in a civil society.
3. Value the attitudes and behaviors we expect of ethical, productive citizens in a democracy.
4. Value access to knowledge for all citizens.
5. Value equity and social justice for all citizens
6. Appreciate the role of education in enculturating democratic character in the young.
7. Believe in the ethical and equal treatment of all people.
8. Value the role of education in a democracy.

Area six learning outcomes addressed:

Sharpens critical thinking and problem solving skills by critically examining and evaluating ideas. Communication skills are enhanced through discussion and written exploration of course objectives in brief and extended formats.

This course is in Area 6 and will allow anyone wishing to explore the important role that education plays in a democracy to get such an overview. This course can serve as a catalyst for those interested in education to consider a career as a professional educator, or as the foundation for understanding a citizen's need for a well-educated citizenry in a democracy to assure a civil society.

For WI Course:

The Writing Across the Curriculum (WAC) program at Wright State University has three principal goals:

- to use writing to explore and better understand course content
- to give students opportunities to improve their writing skills
- to introduce students to the different ways writing is used in different fields of study

Faculty teaching ED 210 will use writing assignments to integrate the students' understanding of reading assignments and class discussions. Students will write brief reaction papers, participate in electronic discussion groups (through e-mail or chat rooms), and write position papers. The majority of the course grade will be determined by faculty evaluations on some or all of the following written assignments: reaction papers, essays, journal entries, small group discussions held online, essay exams, and position papers.

3. Suggested Course Materials:

Goodlad, J. I., Ed. (2001). *The Last Best Hope: A Democracy Reader*. San Francisco: Jossey-Bass, Inc.

Soder, R., Goodlad, J. I., & McMannon, T. J., (Eds.). (2001). *Developing Democratic Character in the Young*. San Francisco: Jossey-Bass, Inc.

Related References:

Darling-Hammond, L. (1990). *The Right to Learn*. San Francisco: Jossey-Bass, Inc.

Elshtain, J. B. (1995). *Democracy on Trial*. New York: BasicBooks.

Goodlad, J. I. & Keating, P. (Eds.). (1994). *Access to Knowledge*. New York: College Entrance Examination Board.

Goodlad, J. I., Soder, R., & Sirotnik, K. A. (Eds.). (1990). *The Moral Dimensions of Teaching*. San Francisco: Jossey-Bass, Inc.

Mathews, D. (1999). *Politics for People* (2nd ed.). Urbana: University of Illinois Press.

Mathews, E. (1999). *Is There a Public for Public Schools?* Dayton: Kettering Foundation Press.

Soder, R. (Ed.). (1998). *Democracy, Education, and the Schools*. San Francisco: Jossey-Bass, Inc.

4. **Suggested Methods of Evaluation:**

Students will be evaluated in a variety of ways including some and /or all of the following: reflection papers, assigned topical essays, journals, small group discussion/projects, written exams, in-class presentations, and written assignments.

5. **Grading Policy:**

Letter Grades: A-F

WI Component is graded Pass/Unsatisfactory

6. **Suggested Weekly Course Outline Including Typical Assignments:**

Weekly topical outline to guide readings and in-class discussion.

Wk1: Defining democracy, democratic society and civil society.
Course overview and group discussion.

Wk 2: Exploration of what it means to be educated in a democracy.
Brief reading assignment.

Wk 3: Explore the differences between education and schooling.
Reading assignment with brief reaction paper.

Wk 4: Identification of the conditions necessary for the functioning of a healthy democracy and how they are related to education.
Reading assignment with brief reaction paper.

Wk 5: The characteristics of a democratic people and the role of education in such a society.
Position paper summarizing individual perspectives on education in a democracy.

- Wk 6: Exploration of the linkage between social justice and education in a democracy.
Reading assignment and group discussion.
- Wk 7: Access to knowledge in a democracy.
Reading assignment and brief reaction paper.
- Wk 8: Current educational models in a democracy – public, private, and charter schools.
Reading assignment and brief reaction paper.
- Wk 9: Exploration of the moral dimensions of education in a democracy.
Case study presentations by students on various moral issues involved in education in a democracy.
- Wk 10: The purpose of education in a democracy.
Position paper on the purpose(s) of education in a democracy.

7. Other items to be included:

Instructor's name
Office location
Office hours
Office of Disability information
Grading policy
Attendance policy