

SSE 5347r Seminar: Public Affairs and Trends for Teachers/Focus on Human Rights

Instructor: Dr. Robert Gutierrez
Office: 107P Stone Building
Office Phone and Voice Mail: 850-644-3145
E-mail address: gutierre@coe.fsu.edu

Course Description: This is a graduate course designed to examine, analyze, compare, contrast, and apply three different perspectives on human rights and how such issues impact on social studies curriculum. Included perspectives or paradigms will be the natural rights perspective, the critical/neomarxist perspective, and the federalist (commonwealth) perspective. Each of these perspectives is currently vying, in the literature of education, for adherents. The course will call on students, in regards to these perspectives, to read appropriate level literature, engage in discussions over the readings, listen to guest advocates, devise lessons, and arrive at a tentative, justifiable position at to which the student feels most supportive. The course will encourage the exchange of ideas. Accordingly, varied teaching strategies will be used including discussion, panels, debates and trials (or adversary hearings). The course will extensively use real life cases, involving human rights issues, for illustration and as foundations for role-playing exercises. In addition the course will discuss and demonstrate appropriate classroom methods by which teachers can incorporate the highlighted perspectives into teaching strategies.

Objectives:

- 1 - The student will identify elements of the following human rights perspectives: natural rights, the critical/neomarxist, and the federalist (commonwealth) perspectives.
- 2 - The student will critically analyze the three highlighted perspectives as they relate to social and natural issues.
- 3 – The student will evaluate each of the highlighted perspectives as they pertain to social studies curricula.
- 4 - The student will apply the highlighted perspectives in the development of lesson plans appropriate to specified grade levels.
- 5 – The student will conduct informal interviews to gauge and evaluate the opinions of educators and students in the schools and at the universities regarding the highlighted perspectives.
- 6 – The student will apply the prescriptive ideals suggested by the highlighted perspectives to practical classroom concern in contemporary American schools.

Specifically, the applications will be in the areas of classroom management, school law, and professional ethics.

7 - The student will develop a defensible position as to the perspective he or she supports at the conclusion of the course.

Required Texts:

Alderman, E. & Kennedy, C. (1991). In Our Defense: The Bill of Rights In Action. New York: Avon Books.

Freire, P. (1999). Pedagogy of the oppressed. New York: Continuum. [Originally published in 1970.]

Etzioni, A. (1993). The spirit of community: Rights, responsibilities, and the communitarian agenda. New York: Crown Publishers.

Requirements:

Attendance - The instructor will follow the University's guidelines for attendance. The student should not miss more than ONE class meeting during the semester. If an emergency arises, the student is expected to contact the instructor at the soonest available time. (The instructor has Voice-Mail!) Since the class meets once a week, missing one full day is equivalent to missing one week.

Other than the first class meeting, class time will roughly be divided according to the following activities: reviewing the assigned readings, engaging in an inquiry exercise in which a question relating to human rights will be studied and a personal solution will be developed. These activities will vary (see description above), and either preparing or presenting a demonstrative lesson which will explain and illustrate an inquired content (this activity will be in a group format).

In relation to these activities students will be assigned the following:

- development of one unit of study of five lessons which incorporates a human rights issue and is based on one of the highlighted perspectives
- development, within a group arrangement, and presentation of a reaction to one of the highlighted perspectives
- weekly readings from required texts and supplemental articles
- field notes (three sets) in which students will conduct informal interviews with educators and students regarding the highlighted perspectives

Honor Code and Academic Honesty – Florida State University has an Honor Code as explained in the University Bulletin and Student Handbook. The code addresses a number of concerns such as preparation of papers, giving credit to sources used, taking test, etc. Students are advised to read the Code carefully; the instructor of this course will adhere to the Code. The instructor will also expect a fully professional and mature

demeanor on the part of students in all activities associated with this course. This applies to such concerns as punctuality, dress, and civility.

Disability Statement – Students with a verifiable disability, which may interfere with learning in this class, may negotiate a reasonable accommodation with the instructor early in the semester.

Evaluation

The instructor will apply the following grade distribution

Attendance and classroom participation	25%
Individual unit of study	25%
Three sets of field notes	20%
Group presentation on human rights perspective.....	10%
Take-Home Final Exam	20%

Grading:

95 – 100 points . . .	A
90 – 94 points	A-
87 – 89 points	B+
83 – 86 points	B
80 – 82 points	B-
77 – 79 points	C+
73 – 76 points	C
70 – 72 points	C-
69 and below 69 . .	F

Bibliography

- Abowitz, K. K. (2000). A pragmatist revision of resistance theory. American Educational Research Journal, 37 (4), 877-907.
- Adams, J. (1990). John Adams's thoughts on government, 1776. In S. L. Schechter (Ed.), Roots of the republic: American founding documents interpreted (pp. 129-137). Madison, WI: Madison House.
- Alderman, E. & Kennedy, C. (1991). In Our Defense: The Bill of Rights In Action. New York: Avon Books.
- Andreopoulos, G. J. & Claude, R. P. (Eds.) (1997). Human rights education for the twenty-first century. University of Pennsylvania Press.
- Apple, M. W. (1996). Cultural politics and education. New York: Teachers College Press.

- Aristotle (1981). The politics. In M. Curtis (Ed.), The great political theories Volume 1: From Plato and Aristotle to Locke and Montesquieu, (pp. 64-101). New York: Avon Books.
- Arthur, J. (Ed.) (1981). Morality and moral controversies. Upper Saddle River, NJ: Prentice Hall.
- Avineri, S. & De-Shalt, A. (Eds.) (1992). Communitarianism and Individualism. New York: Oxford University Press.
- Banks, J. S. (1993). The canon debate, knowledge construction, and multicultural education. Educational Researcher, (June-July), pp. 4-14.
- Banks, J. S. (1991). Multicultural education: Its effects on students' racial and gender role attitudes. In J. P. Shaver (Ed.), Handbook of research on social studies teaching and learning (pp. 459-470). New York: Macmillan Publishing Company.
- Banning, L. (1986). Jeffersonian ideology revisited: Liberal and classical ideas in the new American republic. The William and Mary Quarterly, 43 (1), pp. 3-19.
- Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., and Tipton, S. M. (1985). Habits of the heart: Individualism and commitment in American life. New York: Harper and Row, Publishers.
- Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., and Tipton, S. M. (1991). The good society. New York: Alfred A. Knopf.
- Bentham, J. (1970). Anarchical fallacies. In A. Melden (Ed.), Human Rights. Belmont, CA: Wadsworth.
- Bernstein, R. B. (1990). John Adams's thoughts on government. In S. L. Schechter (Ed.), Roots of the republic: American founding documents interpreted (pp. 118-128). Madison, WI: Madison House.
- Brophy, J. E. (1991). Effective schooling for disadvantaged students. In M. S. Knapp and P. M. Shields (Eds.), Better schooling for the children of poverty: Alternatives to conventional wisdom (pp. 211-234). Berkeley, CA: McCutchan Publishing Corporation.
- Cherryholmes, C. H. (1996). Critical pedagogy and social education. In Ronald W. Evans and David Warren Saxe (Eds.) Handbook on Teaching Social Issues: NCSS Bulletin 93. Washington, DC: National Council of the Social Studies, pp. 75-80.

- Chubb, J. E. and Moe, T. M. (1990). Politics, Markets, and America's Schools. Washington, DC: The Brookings Institute.
- Connell, R. (1971). The child's construction of politics. Carleton, Victoria: Melbourne University Press.
- Conrad, D. (1991). School-community participation for social studies. In J. P. Shaver (Ed.), Handbook of research on social studies teaching and learning (pp. 540-548). New York: MacMillan Publishing Company.
- Dahl, R. (1961). Who governs? New Haven, CT: Yale University Press.
- Dahl, R. (1985). A preface to economic democracy. Berkeley, CA: University of California Press.
- Delaney, C. F. (Ed.) (1994). The liberalism-communitarian debate. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Diamond, M. (1985). The ends of federalism. In S. L. Schechter (Ed.), The reluctant pillar (pp. 16-23). Troy, NY: Russell Sage College.
- Dworkin, R. (1979). Taking rights seriously. London: Duckworth.
- Elazar, D. J. (1966). American federalism: A view from the states. New York: Thomas Y. Crowell Company.
- Elazar, D. J. (1991). Federal models of (civil) authority. Journal of Church and State, 33 (Spring), pp. 231-254.
- Elazar, D. J. (1994). How federal is the Constitution? Thoroughly. In a booklet of readings, Readings for classes taught by Professor Elazar, (pp. 1-30) prepared for a National Endowment for the Humanities Institute. Conducted in Steamboat Springs, Colorado.
- Elazar, D. J. (1998). Constitutionalizing globalization: The postmodern revival of confederal arrangements. Lanham, MD: Rowman and Littlefield Publishers, Inc.
- Erickson, E. (1968). Identity: Youth and crisis. New York: Norton.
- Etzioni, A. (1993). The spirit of community: Rights, responsibilities, and the communitarian agenda. New York: Crown Publishers.
- Etzioni, A. (1996). The new golden rule: Community and morality in a democratic society. New York: Basic Book.
- Euchner, C. C. (1996). Extraordinary politics: How protest and dissent are changing

- American democracy. Boulder, CO: Westview Press.
- Evans, R. W. & Saxe, D. W. (Eds.) (1996). Handbook on Teaching Social Issues: NCSS bulletin 93. Washington, DC: National Council for the Social Studies.
- Feinberg, J. (1980). Rights, justice and the bounds of liberty: Essay in social philosophy. Princeton, NJ: Princeton University Press.
- Finnis, J. (1980). Natural law and natural rights. Oxford: Clarendon Press.
- Freire, P. (1999). Pedagogy of the oppressed. New York: Continuum. [Originally published in 1970.]
- Fried, C. (1978). Right and wrong. Cambridge, MA: Harvard University Press.
- Galston, M. (1994). Taking Aristotle seriously: Republican-oriented legal theory and the moral foundation of deliberative democracy. California Law Review, 82, pp. 331-399.
- Gay, G. (1991). Cultural diverse students and social studies. In J. P. Shaver (Ed.), Handbook of research on social studies teaching and learning (pp. 144-157). New York: Macmillan Publishing Company.
- Giroux, Henry A. (ed.). (1988). Teachers as Intellectuals: Toward a Critical Pedagogy of Learning. Westport, CT: Bergin & Garvey.
- Glass, R. D. (2001). On Paulo Freire's philosophy of praxis and the foundation of liberation education. Educational Researcher, 30 (2), pp. 15-25.
- Glazer, N. (1997). We are all multiculturalists now. Cambridge, MA: Harvard University.
- Gollnick, D. M. and Chinn, P. C. (1998). Multicultural education in a pluralistic society. Upper Saddle River, NJ: Merrill.
- Gordon, M. (1964). Assimilation in American life. New York: Oxford University Press.
- Grant, C. A. (1994). Educating for diversity: An anthology of multicultural voices. Boston: Allyn and Bacon.
- Grant, C. and Sleeter, C. (1999). Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability. Englewood Cliffs, NJ: Prentice-Hall.

- Grelle, B. and Metzger, D. (1996). Beyond socialization and multiculturalism. Social Education, March, pp. 147-151.
- Guinier, L. (1994). The tyranny of the majority: Fundamental fairness in representative democracy. New York: The Free Press.
- Hamilton, A., Jay, J. and Madison, J. (1968). The federalist papers. New York: Washington Square Press.
- Handle, Christa, Oesterreich, Detlef, and Trommer, Luitgard. (1999). . In Judith Torney-Purta, John Schwille and Jo-Ann Amadeo (eds.), Civic Education Across Countries: Twenty-four national case studies from the IEA civic education project. Amsterdam: International Association for the Evaluation of Educational Achievement.
- Harr, J. (1995). A civil action. New York: Vintage Books.
- Hart, H. L. A. (1983). Essays in jurisprudence and philosophy. Oxford: Clarendon Press.
- Hart, H. L. A. (1923). Are there any natural rights? In Waldron, J. & Hohfeld, W. N. (Eds.) Fundamental Legal Conceptions. New Haven, CT: Yale University Press.
- Heyne, P. (1997). The economic way of thinking. Upper Saddle River, NJ: Prentice Hall.
- Hofstadter, R. (1963). Anti-intellectualism in American life. New York: Vintage Books.
- Horowitz, D. L. (1985). Ethnic groups in conflict. Berkeley, CA: University of California Press.
- Howard, A. E. D. (1988). Federalism at the bicentennial. In H. N. Scheiber (Ed.), Federalism: Studies in history, law, and policy (pp. 3-13). Berkeley, CA: Institute of Governmental Studies, University of California at Berkeley.
- Hunt, M. P. and Metcalf, L. E. (1968). Teaching high school social studies: Problems in reflective thinking and social understanding. New York: Harper and Row, Publishers.
- Hunter, James Davison. (2000). The death of character: Moral education in an age without good and evil. New York: Basic Books.
- Hurn, C. J. (1993). The limits and possibilities of schooling: An introduction to the sociology of education. Boston: Allyn and Bacon.

- Inglehart, R. (1997). Modernization and Postmodernization: Cultural, economic, and political change in 43 societies. Princeton, NJ: Princeton University Press.
- Inkeles, A. (1983). Exploring individual modernity. New York: Columbia University Press.
- Kukathas, C. & Pettit, P. (1990). Rawls: A theory of justice and its critics. Stanford, CA: Stanford University Press.
- Kumashiro, K. K. (2001). "Posts" perspectives on anti-oppressive education in social studies, English, mathematics, and science classrooms. Educational Researcher, 30 (3), pp. 3-13.
- Kutler, S. I. (Ed.) (1984). The Supreme Court and the Constitution: Readings in American constitutional history. New York: W. W. Norton & Company.
- Lasswell, H. (1950). Politics: Who gets what, when, and how. New York: Peter Smith.
- Lewinski, M., Capurro, G., Clancy, E., Levine, H. M., and Nicholes, D. (1987). Consent of the governed: A study of American government. Glenview, IL: Scott, Foresman and Company.
- Lind, M. (1995). The next American nation: The new nationalism and the fourth American revolution. New York: The Free Press.
- Lipset, S. M. (1996). American exceptionalism: A double-edged sword. New York: W. W. Norton and Company.
- Lister, Frederick. (1996). The European Union, the United Nations and the revival of confederal governance. Westport, CT: Greenwood Press.
- Lukes, S. (Ed.) (1986). Power. New York: New York University Press.
- Lutz, D. S. (1988). The origins of American constitutionalism. Baton Rouge, LA: Louisiana State University Press.
- Lutz, D. S. (1990a). The Mayflower Compact, 1620. In S. L. Schechter (Ed.), Roots of the republic: American founding documents interpreted (pp. 17-23). Madison, WI: Madison House.
- Lutz, D. S. (1990b). The Fundamental Orders of Connecticut, 1639. In S. L. Schechter (Ed.), Roots of the republic: American founding documents interpreted (pp. 24-35). Madison, WI: Madison House.
- Lutz, D. S. (1990c). The Declaration of Independence, 1776. In S. L. Schechter (Ed.),

- Roots of the republic: American founding documents interpreted (pp. 138-145).
Madison, WI: Madison House.
- Lutz, D. S. (1990d). The Virginia Declaration of Rights and Constitution, 1776. In S. L. Schechter (Ed.), Roots of the republic: American founding documents interpreted (pp. 150-165). Madison, WI: Madison House.
- Lutz, D. S. (1990e). The Articles of Confederation, 1781. In S. L. Schechter (Ed.), Roots of the republic: American founding documents interpreted (pp. 227-248). Madison, WI: Madison House.
- Lyons, D. (Ed.) (1979). Rights. Belmont, CA: Wadsworth.
- Massialas, B. G. (1996). The hidden curriculum and social studies. In B. G. Massialas and R. F. Allen (Eds.), Crucial issues in teaching social studies K-12 (pp. 61-80). Belmont, CA: Wadsworth Publishing Company.
- McClelland, J. S. (1996). A history of western political thought. New York: Routledge.
- McLaughlin, A. C. (1972). The foundations of American constitutionalism. Gloucester, MA: Peter Smith.
- Meehan, E. J. (1969). Explanations in social science: A system paradigm. Homewood, IL: The Dorsey Press.
- Mero, L. (1998). Moral Calculations: Game theory, logic, and human frailty. New York: Corpernicus, Springer-Verlag New York, Inc.
- Moynihan, D. P. (1993). Pandaemonium: Ethnicity in international politics. New York: Oxford University Press.
- Newmann, F. M. and Oliver, D. W. (1970). Clarifying public controversy: An approach to teaching social studies. Boston: Little, Brown, and Company.
- Nicholas, J. (1994). Language diversity surveys as agents of change. Philadelphia: Multilingual Matters, Ltd.
- Nisbet, R. (1990). The quest for community: A study in the ethics of order and freedom. San Francisco: Institute of Contemporary Studies.
- Oliver, D. W. and Shaver, J. P. (1966). Teaching public issues in the high school. Boston: Houghton Mifflin Company.
- Ozman, H. A. and Craver, S. M. (1986). Philosophical foundations of education. Columbus, OH: Merrill Publishing Company.

- Patrick, J. J. (1996). Civil society in democracy's third wave: Implication for civic education. Social Education, October, pp. 414-417.
- Patrick, J. J. & Hoge, J. D. (1991). Teaching government, civics, and law. In J. P. Shaver (Ed.), Handbook of research on social studies teaching and learning (pp. 427-436). New York: MacMillan Publishing Company.
- Perry, J. P. (1982). The constitution, the courts, and human rights. New Haven, CT: Yale University Press.
- Pinar, W. F., Reynolds, W. M., Slattery, P., Taubman, P. M. (1996). Understanding curriculum. New York: Peter Lang.
- Post, R. (1991). Law and the order of culture. Berkeley, CA: University of California Press.
- Putnam, Robert D. (2000). Bowling alone: The collapse and revival of American community. New York: Simon & Schuster.
- Putnam, R. D. (1993). Making democracy work: Civic tradition in modern Italy. Princeton, NJ: Princeton University Press.
- Putnam, R. D. (1995). Bowling alone: America's declining social capital. Journal of Democracy, January, pp. 65-78.
- Rawls, J. (1984). The right and the good contrasted. In M. Sandel (Ed.), Liberalism and its critics (pp. 37-59). New York: New York University Press.
- Rawls, J. (1972). A theory of justice. Cambridge, MA: Harvard University Press.
- Reiman, J. (1994). Liberalism and its critics. In C. F. Delaney (Ed.), The liberalism-communitarism debate (pp. 19-37). Lanham, MD: Rowman and Littlefield Publishers, Inc.
- Reitman, S. W. (1992). The educational messiah complex: American faith in the culturally redemptive power of schooling. Sacramento, CA: Caddo Gap Press.
- Riggs, F. W. (1967). The theory of political development. In J. C. Charlesworth (Ed.), Contemporary political analysis (pp. 317-349). New York: The Free Press.
- Rogers, C. R. (1970). Learning to be free. In G. Hass, K. Wiles, and J. Bondi (Eds.), Readings in curriculum (pp. 219-239). Boston: Allyn and Bacon, Inc.

- Sampson, E. E. (2000). Reinterpreting individualism and collectivism: Their religious roots and monologic versus dialogic person-other relationship. American Psychologist, 55 (12), 1425-1432.
- Sandel, M. (1984). Introduction. In M. Sandel (Ed.), Liberalism and its critics (pp. 1-11). New York: New York University Press.
- Sandel, M. J. (1992). Liberalism and the limits of justice. New York: Cambridge University Press.
- Sandel, M. J. (1996). Democracy's discontent: America in search of a public philosophy. Cambridge, MA: The Belknap Press of Harvard University Press.
- Santayana, G. (1968). The genteel tradition in American philosophy. The annals of America, vol. 13 (pp. 277-288). Chicago: Encyclopaedia Britannica, Inc.
- Schattschneider, E. E. (1960). The semi-sovereign people: A realist's view of democracy in America. New York: Holt, Rinehart and Winston.
- Schechter, S. L. (1990). Introduction. In S. L. Schechter (Ed.), Roots of the republic: American founding documents interpreted (pp. 1-16). Madison, WI: Madison House.
- Schechter, S. L. and Weil, J. S. (1996). Studying and teaching political science. In J. C. Schott and L. R. Singleton (Eds.), Teaching the social sciences and history in secondary schools: A methods book (137-170). Belmont, CA: Wadsworth Publishing Company.
- Scheiber, H. A. (Ed.) (1988). Federalism: Studies in history, law, and policy.
- Selznick, P. (1992). The moral commonwealth: Social theory and the promise of community. Berkeley, CA: University of California Press.
- Stein, M. R. (1960). Eclipse of community: An interpretation of American studies. Princeton, NJ: Princeton University Press.
- Stavrianos, L. S. (1989). Lifelines from our past: A new world history. Armonk, NY: M. E. Sharpe.
- Takaki, R. (1993). A different mirror: A historical multicultural America. Boston: Little, Brown and Company.
- Taylor, C. (1995). Liberal politics and the public sphere. In A. Etzioni (Ed.), New communitarian thinking: Persons, virtues, institutions, and communities (pp. 183-217). Charlottesville, VA: University of Virginia Press.

- Torney-Purta, Judith, Schwille, John, and Amadeo, Jo-Ann. (1999). Introduction. In Judith Torney-Purta, John Schwille and Jo-Ann Amadeo (eds.), Civic Education Across Countries: Twenty- four national case studies from the IEA civic education project. Amsterdam: International Association for the Evaluation of Educational Achievement.
- Trueba, H. T. (1993b). Healing multicultural America: Mexican immigrants rise to power in rural California. Washington, DC: The Falmer Press.
- Tuck, R. (1979). Natural rights theories: Their origin and development. Cambridge: Cambridge University Press.
- Tucker, R. C. (Ed.) (1978). The Marx-Engles reader. New York: W. W. Norton & Company.
- U. S. Department of Commerce. (1995). Statistic abstract of the United States: The national data book. Washington, DC: Economic and Statistic Administration. Bureau of the Census.
- U. S. Department of Education. (1994). Digest of education statistics. Washington, DC: National Center for Educational Statistics. Office of Educational Research and Improvement.
- Waldron, J. (Ed.) (1984). Theories of rights. Oxford: Oxford University Press.
- Walzer, M. (1997). On toleration. New Haven, CT: Yale University Press.
- Wiebe, R. H. (1995). Self rule: A cultural history of American democracy. Chicago: The University of Chicago Press.
- Wood, G. S. (1969). The creation of the American republic 1776-1787. New York: W. W. Norton and Company.

WORKING COURSE OUTLINE

- | | |
|--------|---|
| WEEK 1 | Introduction, Review of Syllabus
<u>Topic:</u> Definition of Rights: Distinguishing rights as claims, as legal requirements, and as fundamental moral principles and their function in curricular content. |
| WEEK 2 | <u>Topic:</u> Debate between “Benefit” Theory, “Choice” Theory, and “Interest” Theory of Rights and How They Relate to Concerns of Justification
Readings: |

“Theoretical foundations of liberalism,” in Liberal Rights: Collected Papers, 1981-1991 by Jeremy Waldron, pp. 35-62 and “Human Rights Education in the Post-Cold War Context,” in Human Rights Education for the Twenty-First Century, George J. Andreopoulos & Richard Pierre Claud (Eds.). pp. 9-20.

WEEK 3

Topic: Distinction between Rights and Human or Natural Rights / Contributions of John Locke.

Readings:

“Locke, toleration, and the rationality of persecution,” in Liberal Rights: Collected Papers, 1981-1991 by J. Waldron, pp. 88-114.

“Human Rights Education as Empowerment: Reflections on Pedagogy,” in Human Rights Education for the Twenty-First Century, George J. Andreopoulos & Richard Pierre Claud (Eds.). pp. 64-79.

WEEK 4

Topic: Efforts to Codify Human Rights

Readings:

“Declaration of Independence”

“United States Constitution”

“The United States Bill of Rights”

The French “Declaration of the Rights of Man and of Citizens”

The “United Nations Declaration of Human Rights”

WEEK 5 & 6

Topic: Case Studies in which Human Rights Claims Are Adjudicated

Readings:

Assorted descriptions of cases involving real life Bill of Rights litigation from In Our Defense: The Bill of Rights in Action by Ellen Alderman and Caroline Kennedy.

WEEK 7

Topic: Teaching from a Natural Rights Perspective

Readings:

“Liberalism and Its Critics,” by Jeffery Reiman in The Liberalism-Communitarian Debate, edited by C. F. Deaney, pp. 19-38.

“Human Rights Education: The Promise of the Third Millennium?” in Human Rights for the Twenty-First Century, George J. Andreopoulos & Richard Pierre Claud (Eds.). pp. 142-160.

WEEK 8

Topic: A Utilitarian View of Rights

Readings:

Chapter 1 in Pedagogy of the Oppressed by Paulo Freire and “Utilitarianism,” by John Stuart Mill in Morality and Moral Controversies, John Arthur (Ed.), pp. 34-41.

WEEK 9

Topic: Neomarxist Approach: A Critical Perspective

Readings:

Chapter 2 in Pedagogy of the Oppressed by Paulo Freire and “Critical Pedagogy and Social Education” by Cleo Cherryholmes in Handbook on Teaching Social Issues: NCSS bulletin 93, Ronald W. Evans & David W. Saxe (Eds.), pp. 75-80.

WEEK 10

Topic: Teaching from a Critical Perspective

Readings:

Chapter 3 in Pedagogy of the Oppressed by Paulo Freire and “Culture, Power, and Transformation in the Work of Paulo Freire: Toward a Politics of Education” by Henry A. Giroux in Teachers as Intellectuals: Toward a Critical Pedagogy of Learning, Henry A. Giroux (Ed.), pp. 108-120.

WEEK 11

Topic: The Communitarian Concern: Enriching the Commonwealth

Readings:

Chapters 1 & 2 of The Spirit of Community: Rights, Responsibilities, and the Communitarian Agenda by Amitai Etzioni, pp. 23-88.

WEEK 12

Topic: A Communitarian Public Philosophy and Federalist Liberty

Readings:

Chapter 1 & 2 of Democracy’s Discontent: America in Search of a Public Philosophy by Michael J. Sandel, pp. 3-54 and “How federal is the Constitution? Thoroughly” by Daniel J. Elazar (Handout).

WEEK 13

Topic: Teaching from a Federalist Liberty Perspective

Readings:

Chapter 3 & 9 of The Spirit of Community: Rights, Responsibilities, and the Communitarian Agenda by Amitai Etzioni, (pp. 89-115 and pp. 226-246, respectively).

WEEK 14

Topic: An American Perspective?: The Complication Due to Federalism

Readings:

“Felix Frankfurter and American Federalism” by Michael E. Parrish (pp. 27-36) and “Justice Brennan and Federalism” by Robert C. Post (pp. 37-44) both in Federalism: Studies in History, Law, and Policy, Harry N. Scheiber (Ed.).

WEEK 15

Topic: Choosing Among the Options: Review and Closure
Assignment: Take-home examination, due when final exam time has been allocated.