



# The University of Georgia

Department of Lifelong Education, Administration & Policy  
Program in Adult Education

Course Syllabus  
EADU 8010, Philosophy and History of Adult Education  
Spring 2009  
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## **Catalog description:**

The development of adult education as a field of study, research, and practice based on historical and philosophical perspectives. Significant social, economic, political, and demographic trends affecting the development of adult education.

## **Course description:**

A study of the historical and philosophical sources of adult education knowledge and practice including: the development of the field; historical figures and movements; forms of adult education; philosophical orientations and ideas and their major proponents and manifestations in adult education theory and practice.

The philosophy of education portion of the course will begin with a review of the development of educational philosophy as a field of scholarly inquiry; from there we will read various philosophers considering their particular philosophical orientation (humanism, pragmatism/progressivism, feminist and critical theory and postmodernism). We will examine each philosophical perspective/philosopher from within the historical context in which he/she writes and consider his/her ideas in relation to problems and issues of adult education practice.

The history portion of the course will begin by considering the pre-colonial antecedents to the development of education in the United States. This does not mean that we will only examine or consider adult education in the eyes of Europeans and their descendants in America. However, since most complete histories of adult education begin with some aspect of the European antecedents, we will begin there. In addition, we will examine the often-overlooked means by which marginalized communities have incorporated adult education into their lives. Therefore, African Americans, women, workers among other groups will also merit study. Especially of interest will be the different ways in which mainstream and marginalized communities have theorized adult education. We will continually analyze various philosophical

orientations to adult education from the perspective of different groups in American society.

### **Objectives:**

At the end of the course, students should be able to: 1) identify major historical periods and their characteristic issues; 2) interpret the role of adult education during various historical periods; 3) differentiate among various philosophical orientations and their application and impact on the of the field of adult education; 4) articulate a personal philosophy in adult education; 4) be conversant with several important issues facing the field of adult education.

### **Required texts:**

Texts are available at the UGA bookstore.

Stubblefield, H. W., & Keane, P. (1994). *Adult education in the American experience: from the colonial period to the present* (1st ed.). San Francisco: Jossey-Bass Publishers. ISBN 0787900257

Usher, R., Bryant, I., & Johnston, R. (1997). *Adult education and the postmodern challenge: learning beyond the limits*. London: Routledge.

hooks, b. (1994). *Teaching to transgress: education as the practice of freedom*. New York: Routledge.

Brookfield, S. (2005). *The power of critical theory: liberating adult learning and teaching* (1st ed.). San Francisco, CA: Jossey-Bass.

Other readings as assigned and provided by the instructor available via WebCT and course reserves. Course reserves are accessed through the UGA library [http://www.libs.uga.edu/access\\_services/reserves.html](http://www.libs.uga.edu/access_services/reserves.html)

### **Class assignments**

1. Each week, a participant(s) will be asked to lead a class discussion on the week's topics and readings. Assignments will be made several weeks ahead of time. In leading a class discussion please refer to the reader's guide at the end of the syllabus.

2. Report Topic: I have selected several topics, designed to contain an element of controversy, and to which philosophy of adult education can be useful in framing out arguments in support or opposed to the topic. I will ask two persons to be responsible for reporting on a selected topic. You are responsible for researching it and developing a short presentation in class to explain what it is, why it's important and how it reflects a particular philosophical orientation. Reports are to be given in class with (brief) handouts or PowerPoint presentations for the class. To facilitate your preparation I provide a "resource" reference, sometimes published article, sometimes an (course reserves) resource, to provide a starting point for your thinking in preparing for the class presentation.

## Topics:

- ✓ Education should primarily be concerned with helping individuals become productive citizens in society.

Resource article: Chickering, A. W. (2008). Strengthening Democracy and Personal Development Through Community Engagement. *New Directions for Adult and Continuing Education*, 118(Summer), 87-95.

- ✓ Radical social organizations, e.g., the Sierra Club or PETA, are fundamentally political movements that have an agenda and promote propaganda rather than provide information. As a result they unnecessarily cause disruption to economic and community development or infringe on the rights of individuals to freely choose how to live.

Resource article: Newman, M. (1994). Ch 27, Introspective Activism. *Defining the Enemy*. Sydney: Stewart Victor Publishing, pp. 84 – 88.

- ✓ Educational anti poverty programs and initiatives, such as Partners for a Prosperous Athens, should mainly focus on the need for the poor to change their behaviors and values in order to improve their lives.

Resource Article: CNN, The Changing Face of Poverty in America. Available (course reserves): <http://money.cnn.com/news/specials/poverty/>

Partners for a Prosperous Athens, <http://www.prosperousathens.org/>

- ✓ Adult learners should pay market price for proprietary (private) knowledge. For example, in the case of the music industry that prevents unauthorized duplication of music; or in the case of the pharmaceutical industry that charges higher prices for research and development of propriety chemicals (pharmaceutical products) in order to recover profits.
- ✓ Service learning should be required for all undergraduate and graduate adult learners.

Resource article: Eiffler, K., Kerssen-Griep, J., Thacker, P. (2008). Enacting social justice to teach social justice: The pedagogy of bridge builders. *Catholic Education: A Journal of Inquiry and Practice*. 12(1), 55-70.

- ✓ Is the American public wising up or dumbing down?

Resource article: Valenzuela, M. (2006). The Dumbing Down of America, Information Clearing House: News You Won't Find on CNN or FoxNews. Imperial Beach, California. Available (course reserves): <http://www.informationclearinghouse.info/article15280.htm>. Accessed 1/10/2009.

3. History book review: Select a book from the list provided on the class WebCT and present a review and discussion of the book in class. The book review discussion should be timed to approximately 20 minutes. Provide a one-page summary of the book for each class participant; provide an electronic PowerPoint to be posted on WebCT.

4. Two short papers (10 to 12 pages) will be required—one on philosophy and the other on history. Students may choose from among the proposed question topics for the paper (see below). Style issues should be addressed by using the APA Style Guide, 5th edition (example citations available on the UGA library web site at <http://www.libs.uga.edu/ref/apastyle.html>). Length should range from 10 to 12 pages excluding references.

For the philosophy paper, you may choose from one of the following questions to write your essay:

1. What should be the purpose of adult education in a democracy?
2. To whom do adult educators owe primary responsibility: to funders or to learners?
3. What rights, if any, do adult learners have in relation to formal adult education programs?
4. Discuss the meaning of the phrase “knowledge is socially constructed” and its implication for adult education pedagogy.
5. What is the meaning of domination in 21<sup>st</sup> century global society and how can adults overcome it?
6. Discuss Putnam’s idea of Bowling Alone and the implications of it for adult learning in the 21<sup>st</sup> century?
7. Compare and contrast Marcuse’s and Habermas’ ideas about social control and adult learning.
8. Is adult learning central to adults as they seek to transform their life circumstances and exercise greater control over their lives?
9. What ethical principles should guide the practice of adult education?
10. Define “social justice” and discuss its meaning and relevance to adult education practice.

**For the history paper, you may choose a topic of interest to you from the suggested questions below.**

1. What English traditions, customs, religious and cultural practices influenced the development of adult education in the American colonies?

2. What role did adult education play in the development of early nationhood in America?
3. Compare and contrast the relative influence of religious and technological/scientific influences on adult education in the 19th century?
4. How did adult education contribute to the individual and social development of former slaves following the civil war?
5. Evaluate the role that women's literary clubs played in the women's movement in from 1850 to 1920?
6. Compare and contrast the Mechanics Institutes, Lyceums, and Chautauquas as systems of adult education in the 19th century.
7. Identify and discuss the influence of three major leaders in the advancement of adult education in America in the 19th and 20th centuries.
8. What impact did race, class, and gender have in shaping adult learning opportunities in 18<sup>th</sup> and/or 19<sup>th</sup> century America?
9. How did the emergence of national organizations such as the AAAE, AEA, etc. affect the development of the practice and delivery of adult education?

### **Course evaluation and attendance policy**

Timely completion of assignments, adequate class preparation by reading the assigned readings, and meaningful participation in class activities and discussions is essential to satisfactory performance. If you find that you are unable to fulfill your responsibilities for completion of assignments, class attendance, or class participation, please see me to discuss.

### **Class Schedule**

I've organized the class schedule with topics and readings for each week. I expect that early in the course, we will follow a pre-defined (i.e., instructor defined) schedule for readings and topics. However, as the course progresses and our interests and points of view become known, we can negotiate the scheduling of particular readings and discussions. It is my intent that organizing the syllabus in this fashion will allow greater flexibility in scheduling readings, discussions, and assignments.

### **Part 1. Philosophical Perspectives in Adult Education**

Texts:

Brookfield, S. (2005). *The power of critical theory: liberating adult learning and teaching* (1st ed.). San Francisco, CA: Jossey-Bass.

hooks, b. (1994). *Teaching to transgress: education as the practice of freedom*. New York: Routledge.

Usher, R., Bryant, I., & Johnston, R. (1997). *Adult education and the postmodern challenge: learning beyond the limits*. London: Routledge.

Other readings as provided by instructor available through WebCT and course reserves.

Weeks one to seven: January 14 to March 4

January 14

- Course overview
- Philosophical orientations in adult education
- Personal credo

January 21- no class, *discussion (course reserves)*.

- Dewey and Lindeman, Progressive education. ((course reserves))
- Roosevelt, (2006) The triumph of the market and the decline of liberal education. Implications for civic life. *Teachers College Record*. 108(7), pp. 1404-1423. (course reserves).
- Putnam, R. D. (2000). Bowling alone: The collapse and revival of American community. New York, Simon & Schuster. (excerpt (course reserves))

January 28

- Brookfield, *The Power of Critical Theory*, pp. 1 - 147.

Fiallos, C. A. (2006). Adult education and the empowerment of the individual in a global society. In S. B. Merriam, B. Courtenay & R. M. Cervero (Eds.), *Global Issues and Adult Education: perspectives from Latin America, Southern Africa, and the United States* (pp. 15-29). San Francisco: Jossey Bass Publishers. Course reserves

Report Issue # 1

February 4

- Brookfield, the Power of Critical Theory, pp. 148 - 247.
- Marcuse, The Paralysis of Criticism: A Society without Opposition, New Forms of Control. Course reserves
- Report issue # 2

February 11

- Brookfield, pp. 247 - 373.

- Jürgen Habermas and Critical Theory from Skinner, Q. (ed.) (1989). Chapter 7, *The Return of grand theory to the human sciences*. Cambridge University Press. (course reserves)

February 18 – no class meeting. *Discussion (course reserves)*

- hooks, *Teaching to transgress*, pp. 1 – 92.
- hooks, *Teaching to transgress*, pp. 93 - 208.

February 25

- Usher, R., Bryant, I., & Johnston, R. (1997). *Adult education and the postmodern challenge: learning beyond the limits*. London: Routledge. pp. 1-92
- Report Issue # 3

March 4 – no class meeting –*discussion (course reserves)*

- Usher, R., Bryant, I., & Johnston, R. (1997). *Adult education and the postmodern challenge: learning beyond the limits*, pp. 93 – 209.
- Hemphill, *Incorporating Postmodernist Perspectives into Adult Education* ((course reserves))
- Philosophy paper due:

## **Part 2: Adult Education History in America (March 18 to Apr 29).**

Texts:

Stubblefield, H. & Keane, P., (1994) *Adult Education in the American Experience. from the colonial period to the present* . Adult education in the American experience : San Francisco : Jossey-Bass Publishers.

March 18

Overview of Historical Study in Adult Education as

The colonial era and the early national and antebellum eras

- Stubblefield, *Learning from the Discipline of History*, course reserves
- S & K, chs 1 - 3. *Adult education biography*:
- S & K, chs. 4, 5, & 9

March 25

Reports on the Mechanics Institutes, the Lyceum Movement

- Whiteaker, Black adult education before 1860. Neufeldt & McGee (course reserves)
- Ihle, Education of the Free Blacks before the civil war. Neufeldt & McGee. (course reserves)

April 1

The early national and antebellum eras (continued)

- S & K, chs. 6 – 8

Adult education in the early modern era

- S & K, chs. 10 - 12.

April 8

Reports: Chautauqua, Women's Club Movement,

- Stubblefield, H. W., & Rachal, J. (1992). On the Origins Of the Term and Meanings Of "Adult Education" In the United States. *Adult Education Quarterly*, 42(2), 106-117.
- Leipziger, H. (1916). Education for Adults Through Public Lectures in New York City. *Annals of the American Academy of Political and Social Science*, 67(September), 210-217.

Adult education at the beginning of the 20th century for blacks and women

- *Freedom Road*, Peterson, Fanny Coppin, Mary Shadd Cary, and Charlotte Grimke: Three African American women who made a difference in Peterson.
- *Freedom Road*, Potts, The Du Bois-Washington Debate: Conflicting Strategies in Peterson.
- Felix James, Booker T. Washington and George Washington Carver: a Tandem of adult educators at Tuskegee in Neufeldt and McGee. (course reserves)

April 15

History Book Review Reports

April 22

Adult education during crisis and recovery

- S & K, chs. 13 - 15
- Oldendorf, Literacy and voting: The story of the South Carolina Sea Island citizenship schools. In Neufeldt & McGee. ((course reserves))
- Easter, O. Septima Pointsette Clark: Unsung heroine of the civil rights movement in Peterson *Freedom Road*. (course reserves)
- Guy, T. C. & Brookfield, S. D. (in press) W. E.B. Du Bois and the basic American Negro creed: a case of repressive tolerance. *Adult Education Quarterly*. (course reserves)

America at the peak of world power.

- S & K, 16 – conclusion

April 29

- Horton and Highlander reading (course reserves)
- Report on Highlander and Myles Horton
- Class Wrap up
- History papers due May 4 (Monday)

## **Course Policies**

### **Academic Honesty**

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

### **Special assistance**

If anyone in class feels that they need special assistance due a physical condition, please feel free to discuss this with me during or after class. The University of Georgia has resources available for students with certain disabilities. Assistance for particular circumstances can be arranged through the University of Georgia office of disability services 542-8719. In addition, other accommodations may be made in consultation with me or with other students.

### **Appointments:**

I am available on request to meet with you at any time. Please call me at my office or contact via email.

## **Additional Resources**

### **History of adult education: additional sources - general**

Adams, Frank. 1944. *Frontiers of American Culture: A study of Adult Education in a Democracy*. New York: Charles Scribner.

Adams, Frank. 1975. *Unearthing Seeds of Fire: The Idea of Highlander*. Winston-Salem, NC. J. F. Blair.

Addams, Jane. 1910. *Twenty Years at Hull House*. New York: Macmillan.

Altenbaugh, R. J. 1990. *Education for Struggle: The American Labor Colleges of the 1920s and 1930s*. Philadelphia: Temple University Press.

Carlson, Robert. 1987. *The Americanization Syndrome: The quest for Conformity*. London: Croom-Helm.

Denton, Virginia L. 1993. *Booker T. Washington: Pioneer of American Adult Education* Krieger Publishing company.

Grattan, C. Hartley. 1955. *In quest of Knowledge: A Historical Perspective on Adult Education*. New York: Association.

Grattan, C. Hartley. 1959. *American Ideas about Adult Education, 1710 - 1951*.

Kelly, Thomas, 1992 (1962). *A History of Adult Education in Great Britain*. Liverpool: Liverpool University Press.

Knowles, Malcolm S. 1977. *A History of the Adult Education Movement in the United States*. Huntington, New York. Robert E. Krieger.

Moreland, W. D. And Goldenstein, E. H. 1985. *Pioneers in Adult Education*. Chicago: Nelson-Hall.

Stewart, David. 1987. *Adult Learning in America: Eduard Lindeman and His Agenda for Lifelong Learning*. Malabar, Fl. Robert Krieger.

Stubblefield, Harold, 1988. *Towards a History of Adult Education in America*. London: Croom- Helm.

Taylor, Rockhill & Fieldhouse. 1985. *University Adult Education in England and the United States*. Beckenham, UK: Croom Helm.

### **Historical research and historiography**

Barzun, Jacques and Graff, Henry. 1994. *The Modern Researcher*, 5th ed. Fort Worth: Harcourt Brace Jovanovich. *Syllabus is subject to change at the discretion of the instructor*. 12

Brundige, Anthony. 1989. *Going to the Sources: A Guide to Historical Research and Writing*. Arlington Heights, IL. Harlan Davidson.

Jenkins, Keith. 1991. *Rethinking History*, New York: Routledge.

Polkinghorne, Donald. 1988. "History and Narrative" chapter 3 in *Narrative Knowing and the Human Sciences*, New York: State University of New York.

Simpson, Ed and Merriam, Sharan. 1989. *A Guide to Research for Educators and Trainers of Adults*. Malabar, FL.: R.E. Krieger Pub. Co. Chapter 8. Historical and philosophical analysis.

Tejera, Victorino. 1984. *History as a Human Science: the Conception of History in some Classic American Philosophers*. New York: University Press of America.

### **Philosophy of Adult Education -- additional sources**

Benne, Kenneth D. and Stanley, Wm. O. eds. 1949. *Essays for John Dewey's ninetieth birthday, Report of conference. Conference on Education and Philosophy University of Illinois*.

Benne, Kenneth Dean 1962. *Education in the quest for identity and community*. Columbus, College of Education, Ohio State University

Bergevin, Paul. 1967. *A philosophy for adult education* . New York, Seabury Press.

Brockett, Ralph G. 1988. *Ethical issues in adult education*. New York : Teachers College, Columbia University.

Lawson, K. H. 1979. *Philosophical concepts and values in adult education rev. ed.* Milton Keynes, Eng.: The Open University Press.

Lindeman, Eduard C. 1926. *The meaning of adult education*, New York, New Republic, Inc.

Mayo, Peter. 1999. *Gramsci, Freire and Adult Education*. Zed Books.

Thomas, J.E. 1982. *Radical adult education: Theory and practice*. {Nottingham}: Dept. of Adult Education, University of Nottingham.

Wain, Kenneth. 1987. *Philosophy of lifelong education* London ; Wolfeboro, N.H. : Croom Helm.

## Some recommended journals

Adult Education - through 1981	Journal of Negro Education
Adult Education Quarterly	Journal of Negro History
American Journal of Education	International Journal of Lifelong Learning
Educational Theory	Phylon
History of Education Quarterly	Studies in the Education of Adults
Journal of Adult Education - 1926 - 1941	Vitae Scholasticae

## Guide to Leading Class Discussions

At some point during the semester, you will have to lead a discussion on an assigned reading. Not everyone feels equally comfortable speaking before groups. Nevertheless, part of a graduate program in adult education should be designed to help students lead discussions and present and mediate ideas.

I've provided some advice below to assist you in planning for leading a class discussion on an assigned reading. If you have further questions about this assignment over the course of the semester, please let me know.

### CLASS PARTICIPATION - Some DO's and DON'Ts

Remember above all else that you are leading a discussion. Do invite questions, opinions, reactions. Do not lecture the class. Do offer your ideas about the reading. Do not repeat what the reading is about.

You should assume that everyone else has read the assigned reading and is prepared to discuss it. Instead, ask questions. Solicit your classmates' opinions. You might even create a controversy ("devil's advocate") to initiate discussion.

You may have questions that occur to you as you read. You can ask your questions, or present something that was of particular interest to you. As you prepare for the discussion, think of questions that might lead to a greater understanding of the reading. In other words, make the class do the work.

Realize that class discussions do not always go as planned—and it is not necessarily the fault of those leading that discussion. Life is just like that. If you are well prepared and the class does not catch fire, don't worry about it.