

University of Georgia
Department of Adult Education
Course syllabus

EADU 8010, Philosophy and History of Adult Education

Fall 2006

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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 issues 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

Required texts:

Texts are available through the UGA bookstore.

1. Merriam, Sharan B. (Ed.) (1995). *Selected writings on philosophy and adult education*. Malabar, FL.: Krieger Publishing Company. ISBN 089464887X
2. Peterson, Elizabeth. (Ed.). (1996). *Freedom road: Adult education of African Americans*. Malabar, FL.: Krieger Publishing Company. ISBN: 1575242087
3. Stubblefield, Harold & Keane, Patrick. (1994). *Adult education in the American experience: From the colonial period to the present*. San Francisco: Jossey Bass Publishers. ISBN 0787900257
4. Elias, J. L., & Merriam, S. B. (2005). *Philosophical Foundations of adult education* (3rd ed.). Malabar, FL.: Krieger Publishing Company. ISBN 1 57524 254 0

Other readings as assigned and provided by the instructor available through Webct.

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 guide at the end of the syllabus.
2. Class reports. I will ask participants to select a major figure in adult education philosophy and history to report on. The purpose is to provide some background information about the person in order to better situate ideas and understand context. Assignments will be made in advance.
3. Two mini-papers 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 8 to 12 pages excluding references. The philosophy paper is due Monday, October 2, and the history paper is due Monday, December 4.

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. What should be the appropriate relation between adult educator and adult learner?
3. How is adult learning central to adults as they seek to transform their life circumstances and exercise greater control over their lives?
4. What core values and/or principles should guide the field of adult education at the dawn of the 21st century?
5. What is the meaning of social justice in adult education theory and practice?

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

1. What English traditions, customs, 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 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. What role did adult education play 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 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

I hold that participation is central to quality learning in a course like this. Because not all students are comfortable with speaking aloud in class, it is accepted that participation can take multiple forms. Besides class discussion, other acceptable forms of participation are: suggesting outside readings, recommending out of class films or television programs, and attending and reporting on relevant activities or events.

Because I hold that active class participation enhances learning, it is expected that you will attend all class meetings. While other commitments may interfere with attendance for a particular class session, three or more absences will result in the course grade being lowered by one letter grade. It is my policy to not give I-grade (incomplete) for the course. If you have difficulty completing assignments on time, please discuss your situation with me.

Class Schedule

I've organized the class schedule by section as opposed to by 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.

Please note we will not hold class on the following dates:

Thursday, October 26 – no class, fall break

Thursday, November 9 – class session online, no class meeting

Thursday, November 23 – no class, Thanksgiving break

Part 1. Philosophical Perspectives in Adult Education

Texts:

Merriam, Sharan B. (Ed.) (2004). *Selected writings on philosophy and adult education*. Malabar, FL.: Krieger Publishing Company.

Elias, J. L., & Merriam, S. B. (2004). *Philosophical foundations of adult education* (3rd edition). Malabar, FL.: Krieger Publishing Company.

Other readings as provided by instructor available through WebCT.

Weeks one to seven: August 17 to September 28

1. Course overview

Overview of philosophies in adult education

Guiding questions & topics (suggested):

- What is the meaning of freedom and autonomy in adult learning? What are the limits of freedom and autonomy?
- What should be the role of adult education in a democracy?
- What should be the role of adult education in a capitalist society?
- What is the relation of adult education to social inequality?
- What does social justice mean in adult education theory and practice?
- What is democracy? What is democratic practice in adult education?

2. Progressive, humanist, existentialist views on education and learning

Philosophical Foundations, Ch. 2, Liberal Adult Education, Ch 3, Progressive Adult Education, Ch 5, Humanistic Adult Education

Selected Writings, E. Lindeman

Selected Writings, J. Dewey

Selected Writings, C. Rogers

Selected Writings, L. McKenzie

Selected Writings: Collins

Putnam, R. D. (2000). *Bowling alone: the collapse and revival of American community*. New York, Simon & Schuster. (excerpt)

3. Radical, critical, feminist, and postmodernist views

Philosophical Foundations, Ch 6, Radical Adult Education, Ch 8, Postmodernism and adult education

Selected writings, Freire

Selected writings, Illich

Selected Writings, hooks, b.

Selected Writings, Mezirow

Marcuse, H. (2002). *One-dimensional man: studies in the ideology of advanced industrial society*. London ; New York, Routledge. Ch 1, "New Forms of Control". (online)

Longino, H. E. (2005). Feminist epistemology. In J. Greco & E. Sosa (Eds.), *The Blackwell Guide to Epistemology* (pp. 327-353). New York: Blackwell Publishers. (online)

Baumgartner, L. M. (2006). Breaking down barriers. 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. 193-205). San Francisco: Jossey-Bass Publishers. (online)

Groener, Z. (2006). Adult education and social transformation. 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. 5-14). San Francisco: Jossey Bass Publishers.

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. (online)

Hemphill, D. (2001). Incorporating postmodernist perspectives into adult education. In V. Sheared & P. A. Sissel (Eds.), *Making Space: Merging theory and practice in Adult Education* (pp. 15-27). Westport, CT.: Bergin and Garvey. (online)

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

Chapter 5, Michel Foucault. from Skinner, Q. (ed.) (1989). *The Return of grand theory to the human sciences*. Cambridge University Press. (online)

September 28: Philosophy paper due:

Part 2: Adult Education History in America (Oct 5 to Nov 30).

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.

Peterson, Elizabeth. (Ed.). (1996). *Freedom road: Adult education of African Americans*. Malabar, Florida: Robert E. Krieger Publishing Company.

Weeks eight to fifteen: October 5 to November 30

8. Adult education during the colonial and early national period.

Stubblefield, Learning from the Discipline of History

9. The early national and antebellum eras

S & K, chs 1 - 3.

S & K, chs 4, 5, & 9

Whiteaker, Black adult education before 1860. Neufeldt & McGee (online)

Ihle, Education of the Free Blacks before the civil war. Neufeldt & McGee. (online)

10. The early national and antebellum eras (continued)

S & K, chs. 6 - 8

11. Adult education in the early modern era

S & K, chs. 10 - 12.

12. 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. (online)

13. 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. (online)

Freedom Road, Easter, Septima Pointsette Clark: Unsung heroine of the civil rights movement in Peterson. (online)

13. America at the peak of world power.

S & K, 16 – conclusion

Week fifteen: November 30

Class summation and evaluation

History papers due December 4 (Monday)

Special assistance

If you require special assistance, please contact me at your earliest convenience. Assistance for particular circumstances can be arranged through the University of Georgia office of disability services 542-8719.

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.

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

Adult Education Quarterly

American Journal of Education

Educational Theory
History of Education Quarterly
Journal of Adult Education
Journal of Negro Education
Journal of Negro History
International Journal of Lifelong Learning
Phylon
Studies in the Education of Adults
Vitae Scholasticae

Class Reports (Suggested persons)

Philosophy

Ivan Illich
Eduard Lindeman
John Dewey
W. E. B. Du Bois
Carl Rogers
Marcus Garvey
Michele Foucault
Jurgen Habermas
Karl Marx
Paulo Freire
bell hooks

History

Benjamin Franklin
Jane Addams
Thomas Jefferson
Marcus Garvey
Septima Clark
Andrew Carnegie
W. E. B. Du Bois
Alain Locke
Booker T. Washington
George Washington Carver
Nannie Helen Burroughs
Myles Horton
Susan B. Anthony

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

Remember above all else that you are leading a discussion. Do not lecture the class. 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.

Whatever you do, do not tell the class what the reading is about. However, 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.

PLANNING

A well-prepared discussion generally will go more smoothly than one you prepared for just before coming to class. Planning and preparation will prove more important than just about everything else.

When to Start: It is never too early to start. Time will allow you to overcome unforeseen problems. Start looking at the material as soon as possible. You will have to read ahead of schedule to prepare on time. We will schedule discussion leader assignments ahead of time to allow you to read and prepare.

Sources: To prepare for this assignment, you need to read the primary sources associated with your discussion. In all likelihood, you will also need to read about the topic using other sources as you are able to find them. If you have difficulty finding other sources, ask me, the instructor, and I will try to help you identify some.

Notes: Take notes as you read the material. Note-taking methods differ from person to person. Choose a system with which you feel comfortable but which also allows you to collect information in a coherent and organized fashion.

Synthesizing and Thinking: Undoubtedly, you will think as you read. At a certain point, however, you will have to sift through the materials and notes you have accumulated while thinking about the following questions:

- What is my discussion about?
- What is significant about the event, person, idea or development I'm discussing?
- What is relevant to my discussion, and what is not?

Preparation: As you begin organizing the discussion, keep the following issues in mind:

- **Time:** You will have somewhere around 45 minutes to get your points across.
- **The Audience:** Be kind to your audience. You know the material—but make your information accessible to the people to whom you are speaking. This discussion is also for their benefit. To this end, try to establish a rapport with them—humor, good anecdotes, and

other attention-grabbers will help them hold their interest.

The Professor: If you have any questions during this process, please feel free to consult me.

CONTENT

As you look down this list, you will see that many of the rules that apply to essays also apply to speaking.

Not Just Description, But Analysis Too: We're trying to engage in a critical analysis of the material we read and discuss, so it will help if you've taken some time to think about the material and to raise questions, question or challenge the author or clarify points made in the reading.

As a starting point, you might begin by asking the class "what does so-and-so say about such-and-such." But from there, ask them questions that will require analysis.

Linking Ideas Together: Figure out how to link the ideas you present to the themes and topics covered in the class as a whole. Moreover, think about how to relate the readings to the larger issues of the course.

Try to finish by reminding the class of the significance and consequences of the event under discussion.

Gimmicks and Shticks: If you think some sort of gimmick will help enliven or enthuse the class, use it. In the past, groups have employed all sorts of shticks: smashing pumpkins with hammers, playing Jeopardy, making up games, role-playing, debates, etc. Remember, however, not to allow the gimmick to get in the way of the information you present. After all, this is college.

When planning questions for discussion, see that your questions meet particular goals. If you know what your objectives for a class discussion are, you'll probably guide students toward these objectives. If your questions are less

thought out and only aimed at "getting students to talk" then the discussion is likely to feel unfocused. There are times when an unfocused discussion can be useful (i.e. when generating ideas on topics to write about), but if too many discussions are "floating" students will begin to wonder how these discussions connect to their writing. When planning questions for discussion, consider how you'll need to shape your questions to help students meet the goals for writing in each unit. (See the sample at the end of this guide for an example on how to write focused questions to meet particular goals).

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<http://www.anselm.edu/academic/history/hdubrulle/BritHist2/text/requirements/classdis.htm>

Guide – Biographical Reports

Biographical reports should be made available for each class member. Reports should be brief – no more than 2 pages. If possible, include a picture of the individual. Include the following elements in your report.

Elements of the report

1. Birthplace
2. Significant dates, life timeline (birth, death, etc.)
3. Educational background
4. Professional positions held
5. Leadership roles
6. Major accomplishments
7. Explain the reasons why this person is important to know about.
8. Major works about this person (books, studies, biographies, etc.)