

COURSE NUMBER: EDUC. 435-4

COURSE NAME: Educational Theory
and Theory Criticism

SEMESTER: Summer Session '76
(July/August)

Course Description:

The theoretical basis of the Open Classroom and the limitations of this theoretical substructure constitute the major topics of the course. The course is designed for teachers and future teachers who have felt dissatisfied by traditional methods of presenting materials to children and of conducting classroom-interchange both among children and between children and adults, yet who are uncertain of the advantage to be gained in Open Classrooms created on the British model. The course considers, at a theoretical level, the degree to which these innovative ("open") methods either do, or do not, represent a serious transformation either in the process or the goals of public education. Emphasis will be on education of young people between ten and eighteen years of age.

Course Information:

| <u>Instructor</u> | <u>Dates</u> | <u>Day(s)</u> | <u>Time(s)</u> |
|-------------------|----------------|---------------|------------------|
| Jonathan Kozol | July 5-Aug. 13 | T, W. | 4:30 - 8:20 p.m. |

Range of Topics:

Some of the topics to be treated are as follows:

The political responsibilities of a public school.
The conflict between ethical goals and state-mandated purposes.
The conflict between honest inquiry and pre-determined "end-conclusions".
The conflict between education for domestication and education for personal growth.
Moral dilemmas of the teacher asked to simulate a sense of freedom if authentic freedom is explicitly forbidden by the state.
Adult imposition on the bias of the child's views.
The question of "free options" in a social order which depends upon the management of wants and views.
The fear of ideology in romantic school-reform.
The teacher as non-person in the classroom.
The teacher as participant in social change.

(Over)

Course requirements:

Students will be asked to read extensively and to attend twelve sessions of four hours each, beginning July 5 and continuing five weeks. After the first, each session will involve a presentation by the instructor, a counter-presentation by two students, an open-ended period of concluding dialogue. Each student will be asked to prepare one "counter-presentation" (see above), to write one paper of moderate length by July 19 and one longer paper in the first week of August. No examination.

Readings:

Three books are essential:

The Pedagogy of the Oppressed, Paulo Freire, Herder & Herder, 1972

The Great School Legend, Colin Greer, Viking, 1973

The Night Is Dark And I Am Far From Home, Jonathan Kozol, Houghton Mifflin, 1975

These works are suggested:

Dare The Schools Build A New Social Order?, George Counts, John Day Co., 1970

De-schooling Society, Ivan Illich, Harper & Row, 1971

The New Industrial State. John Kenneth Galbraith, Signet, 1968

Note: All of these books, with the exception of The Night Is Dark...., are now available in paperback editions.