

COURSE NUMBER: ED.B. 486-4

COURSE NAME: Special Topic:
Instructional Strategies
for Free Schools

SEMESTER: Summer Session '76
(July-August)

Course Description:

This course offers, probes and analyzes various practical methods of classroom-transformation on part of teachers who have found most versions of the "open classroom" facile and inadequate to meet the needs of the present period of history. After brief examination of some limitations in the North American adaptation of Leicestershire principles, as well as in the views of A.S. Neill, the course will work on concrete day-to-day approaches to the means by which to overcome these limitations. The range of pupil-age for purposes of our discussion will be approximately ten to eighteen. This course is meant to be a sequel to EDUC. 435-4, but one is not "prerequisite" for the other.

Course Information:

<u>Instructor</u>	<u>Dates</u>	<u>Day(s)</u>	<u>Time(s)</u>
Jonathan Kozol	July 5-Aug. 13	M,T,W,R	8:30 - 10:20

Range of Topics:

Ways to undercut the "false discovery" process during class' discussion.
The teacher's obligation to present his/her explicit views on controversial issues.
Teaching children to denounce an unsubstantiated adult view.
Creating a crossfire of significant disagreement in the classroom.
Introduction of music, written materials and films to spark the catalytic process.
Ways to avoid "counter-indoctrination" without the pretense of neutrality in ethical and political discussions.
Children's acquisition of the tools of public contestation: teaching children how to issue news stories to the press, publish their writings, retain lawyers for self-defense and raise funds to support their publications.
The conscious and intensive teaching of certain basic skills: applications of some practices of Paulo Freire.
Discussions of connections between skills and moral uses.
Various ways of helping children to turn class-discussions and abstract intentions into concrete deeds.
Organizing in the "Teacher Centers," teacher unions and the like.

(over)

Other strategies of self-protection for the independent-minded educator.

Reading:

Four basic starting-points for class-discussions:

History of the United States, Harvey Wasserman, Harper & Row, 1972

Helen Keller: Her Socialist Years, ed. Philip Foner, Internationasl Publishers, 1967.

Letters to a Teacher, The Schoolboys of Barbiana, Random House, 1970.

Free Schools, Jonathan Kozol, Bantam, 1972.

Many other readings, films, recordings will be used selectively once the course sequence has begun. (Note: All of these books are now in paperback editions)

Course Requirements:

Students will be asked 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.