

FE '02

# Chaminade University

Fall 2002

ED 40370

Foundations of American Education

Holy Family Campus

10/07 to 12/18

Instructor:

Mark Riccio

Required texts:

John Gatto, The Underground History of American Education

John Cleverly and D.C. Phillips, Visions of Childhood

Handouts will be given.

**Course Description:** In this course we will cover both the history and philosophy of public schooling as well as leading ideas in child developmental and educational theory. Also we will explore alternative theories of education and lesson plans. We will have only **ten** meetings (four hours each). Come prepared with food and drink in order to make through the evening. The course will be organized in seminar style and participants are expected to present and discuss as the situation requires.

**Assignments:** Grades will be based on presentations, quizzes, and mid-term. One absence permitted before grade reduction. Everyone is required either two presentations or a presentation and paper.

**About the books:** Both Gatto and Cleverly believe that "it is unsatisfactory to leave important beliefs and practices unexamined." The ideas they present give one the necessary foundation for all discussions about educational theory and practice. I hope you find them challenging.

1<sup>st</sup> Class: Oct. 9

Introduction to course and other students. Course overview and lecture on the key terms in foundations of education. What is the purpose of education? What are the methods for attaining the purpose?

2<sup>nd</sup> Class: Oct. 16

**QUIZ** on the Gatto and Cleverly

Read Gatto's Prologue and Chapter I, and Cleverly Chapters 1, 2, and 3.

Leading questions: Cleverly suggests that the way we look at children is conditioned by our prejudices. In other words, what we observe is determined by the manner we think. Is

all this talk about paradigms nonsense in Chapter I? In reading chapter two, try to decipher what Locke actually said. Make note of the hereditarian position and ask yourself whether it is more realistic than the environmental model.  
What is Gatto's main thesis put forth in his Prologue? How does he support in Chapter I?

3<sup>rd</sup> Class: Oct. 23

Read Gatto Chapter 2, An Angry Look at Modern Schooling, and Cleverly chapters 4 and 6. Compare Cleverly to the Pearce handout. Gatto says much in Chapter II. Try to find the red thread that holds his argument together.

4<sup>th</sup> Class: Oct. 30

Read Gatto Chapter 3, Eyeless in Gaza, and Cleverly Chapter 7 and 8. Compare both takes on child/family relation. What are Gatto's and Cleverly's biases? Is Gatto literacy argument convincing?

PRESENTATION:

5<sup>th</sup> Class: Nov. 6

Read Gatto Chapter 5, True Believers. This is a strange chapter. Trace the role of true believers in the making of public schools. What was their mission?

PRESENTATION:

6<sup>th</sup> Class: Nov. 13

**Mid-Term**, Discussion of ADD and other phenomena of the times.

7<sup>th</sup> Class: Nov. 20

Read Chapters 6 and 13 of Gatto.

PRESENTATION:

8<sup>th</sup> Class: Nov. 27

Alternative pedagogy:

PRESENTATION:

9<sup>th</sup> Class: Dec. 4

Gatto Chapter 12.

PRESENTATION:

10<sup>th</sup> Class: Dec. 11

Gatto Chapter 17 and 18.

PRESENTATION

11<sup>th</sup> Class: Dec. 18

**Final**