

COURSE PURPOSES:

1. To read some of the most influential theorists in the history of Western education. with a special focus on the nature of teaching.
2. To learn the art of criticism, that is, to become attentive to language, imagery and assumptions that shape an individual piece of writing.
3. To apply critical thinking to writing on the meaning of **A**o teach@who has done the speaking, who has been left out, what have been intended and unintended results?

TENTATIVE CLASS SCHEDULE

1. Wed. Sept.6: Introduction: Education and Criticism
2. Mon. Sept.11: The Question of Teaching, Showing How: Introduction; Bain
3. Wed. Sept. 13: The Problem of Teaching, Showing How: Chapter One
4. Mon. Sept. 18: The Meaning of **A**o Teach@Showing How, Chapter Three
5. Wed. Sept. 20: Plato: The Republic, 368a-383b
6. Mon Sept. 25: Plato: 412b-434d
7. Wed. Sept. 27 Plato: 449a-466d
8. Mon. Oct. 2 Plato: 502d-521b
9. Wed. Oct. 4: Plato: 521c-541b
10. Mon. Oct. 9:
11. Wed. Oct 11: Augustine, **A**he Teacher@Aquinas: **A**n Teaching@
12. Mon. Oct. 16: Comenius: The Great Didactic
13. Wed. Oct 18: Rousseau, Emile, 37-51.
14. Mon. Oct. 23: Rousseau: Emile: 77-110
15. Wed. Oct. 25: Rousseau: 165-186; 192-202
16. Mon. Oct. 30: Rousseau: 211-226; 237-257
17. Wed. Nov. 1: Rousseau 260-281; 291-298
18. Mon. Nov. 6: Rousseau 357-382;396-406
19. Wed. Nov 8: Rousseau: 410-418; 437-450; Moran
20. Mon. Nov. 13: Rousseau 471-480; Martin
21. Wed. Nov 15: Pestalozzi, Excerpts
22. Mon. Nov 20: Dewey, Credo, Schools of Tomorrow, Memoir
23. Mon. Nov 27: Dewey, **A**he Child and the Curriculum@
24. Wed. Nov. 29: Dewey, **A**he Child and the Curriculum@
25. Mon. Dec. 4: Dewey, Excerpts Experience and Education
26. Wed. Dec 6: Dewey, Excerpts Experience and Education
27. Mon. Dec. 11: Montessori, Excerpts; Kramer
28. Wed. Dec. 13: Conclusion, Showing How, chap. 8, 175-194
28. Final Exam: Wed. Dec. 20:

COURSE REQUIREMENTS

READING:

- I. Plato, The Republic, trans. Desmond Lee (New York: Penguin, 1987).
2. Jean Jacques Rousseau, Emile , trans. Allan Bloom (New York: Basic Books, 1979).
3. All other material indicated on the Course Sequence are available at www.nyu.edu/classes/gmoran
4. A bibliography is available on the web site.

WRITING

I. At the beginning of each class meeting there will be a brief written exercise. Pick up the previous day's writing at the beginning of the class along with that day's question. I will write comments but not grade each day's work. File the returned papers; they will be useful for the final exam.

II. **Course Paper.** A paper in two parts: The two parts together should be about 10-12 pages

A. The first Part is due Wednesday, Oct 11
Address these questions about Plato's Republic:

- *1. The purpose of education and an outline of curriculum
- *2. Plato's description of the act of teaching
- *3. Plato's view of the relation of men and women

I will offer criticism and return this draft of the first half to you on Monday, Oct. 16

B. Second Part: due Monday, Nov. 20

Address these questions about Rousseau's Emile:

- *1. The purpose of education and an outline of curriculum
- *2. Rousseau's description of the act of teaching
- *3. Rousseau's view of the relation of men and women
- *4. Rousseau's view of Plato's Republic

I will offer criticism and return this draft of the second part to you on Mon. Nov. 27

Revise both parts of the paper. You may wish to integrate the two parts or you may simply leave them as two separate halves. Submit the revised final paper (that is, the half on Plato and the half on Rousseau) on or before Wed. Dec. 6

ORAL PRESENTATION

The first part of the Wednesday classes will be conducted by you. You will be paired with a co-teacher. (I will ask the first class if you have a preferred teaching partner).

I will meet with the two co-teachers for that week on Tuesday or early Wednesday to go over the teaching of that Wednesday's material. I will provide a sheet with suggested questions that apply to each class meeting.

I will, therefore, meet with each of you at least once during the semester before your turn at teaching. I am also available to discuss the paper or any other matters about the course in my office at Kimball 316. My best time for meetings is Tuesday afternoon or Wednesday morning; and after class on Monday or Wednesday; other times can be arranged. I encourage you to use e-mail (gm3@nyu.edu) for any questions you have; I will answer e-mail on the same day.

Final Grade: based on the final exam, the written paper, and class participation including the oral presentation.

Class Participants: