

**FDN 3800**  
**FOUNDATIONS OF AMERICAN EDUCATION**  
**SUMMER 2005**

Professor Michael Dale  
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Section 102 10:20 – 12:30 M-F

Email: dalemw@appstate.edu

Office Hours: 9:00 – 10:00 M-F  
or by appointment

**REQUIRED BOOKS AND READINGS:**

Jonathan Kozol, Ordinary Resurrections: Children in the Years of Hope

Michael Ende, The Neverending Story

May Sarton, The Small Room

Derrick Jensen, Walking on Water: Reading, Writing and Revolution

Elaine Scarry, On Beauty and Being Just

Anne Michaels, Fugitive Pieces

Gina Berriault, “Who Is It Can Tell Me Who I Am?” (electronic reserve)

Bryan MacMahon, “The Windows of Wonder” (electronic reserve)

Kathleen Hill, “The Anointed” (electronic reserve)

**What is worth our deepest and fullest attention, as having most bearing not only on who we are and what we do, but also on what we might become?**

*[T]he motto of philosophers, poets and critics is rightly not “I will lead you unto all knowledge,” but “I will show you a mystery.” Such a mystery is not subject to rigged, methodical solution. If it is mechanically approachable, it comes in Oliver Sack’s words, “into the sphere of ‘problems,’ but not of ‘mysteries.’ It is amenable less to the demands of severe rationality than to the kind of laborious worship called reflection. It is described to perfection by Mariane Moore:*

*“A reverence for mystery is not a vague invertebrate thing. The realm of the spirit is the only realm in which experience is able to corroborate the fact that the real can also be the actual.”*

Eva Brann, The World of Imagination: Sum and Substance

*And if the soul were to ask, How much further?  
You must answer: on the other side of the river,  
Not this one, the one just beyond.*

Alejandra Pizarnik

*Wonder is not precisely knowing,  
And not precisely knowing not,  
A beautiful but bleak condition,  
He has not lived who has not felt.*

Emily Dickinson

*We become what we love. Our destiny is in our desires, yet what we seek to possess soon comes to possess us in thought, feeling, and action. That is why the ancient Greeks made education of eros, or passionate desire, the supreme aim of education. I believe that education of eros should be the supreme aim of teacher education, whether it be preservice, in-service, or, most importantly, the wisdom that arises from reflecting on the daily activities of classroom teaching. Good teachers passionately desire the good for their students. Teaching success depends on our wisdom about the ways of love.*  
Jim Garrison, Dewey and Eros: Wisdom and Desire in the Art of Teaching

*One could put it this way: because we cannot but orient ourselves to the good, and thus determine our place relative to it and hence determine the direction of our lives, we must inescapably understand our lives in narrative form, as a 'quest'. But one could perhaps start from another point: because we have to determine our place in relation to the good, therefore we cannot be without an orientation to it, and hence must see our life in story.*

Charles Taylor, Sources of The Self: The Making of the Modern Identity

*It is the capacity to love, that is to see, that the liberation of the soul from fantasy consists. The freedom which is a proper human goal is the freedom from fantasy, that is the realism of compassion.*

*In intellectual disciplines and in the enjoyment of art and nature we discover value in our ability to forget self, to be realistic, to perceive justly. We use our imagination not to escape the world but to join it, and this exhilarates us because of the distance between our ordinary dulled consciousness and an apprehension of the real.*

Iris Murdoch, The Sovereignty of Good

*"Inability to love is the central problem, because that inability masks a certain terror, and that terror is the terror of being touched. And if you can't be touched, you can't be changed. And if you can't be changed, you can't be alive."*

James Baldwin

## **SCHEDULE OF READINGS:**

### **Week 1**

- |   |     |   |
|---|-----|---|
| T | 7/5 | Introduction  |
| W | 7/6 | Jonathan Kozol, <u>Ordinary Resurrections: Children in the Years of Hope</u><br>Introduction and Part One (to page 155) |
| R | 7/7 | <u>Ordinary Resurrections</u> , Part Two and Epilogue   |
| F | 7/8 | Gina Berriault, "Who Is It Can Tell Me Who I Am?" (electronic reserve)  |

### **Week 2**

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|---|------|--|
| M | 7/11 | Michael Ende, <u>The Neverending Story</u> , through Chapter XII |
| T | 7/12 | <u>The Neverending Story</u> , Chapter XII – Chapter XXVI        |
| W | 7/13 | Bryan MacMahon, "The Windows of Wonder" (electronic reserve)     |

R 7/14 May Sarton, The Small Room

F 7/15

**Week 3**

M 7/18 Derrick Jensen, Walking on Water: Reading, Writing and Revolution  
To page 110

T 7/19 Walking on Water, pages 111 – 216

W 7/20 Elaine Scarry, On Beauty and Being Just, Part One *On Beauty and Being Wrong*

R 7/21 On Beauty and Being Just, Part Two *On Beauty and Being Fair*

F 7/22

**Week 4**

M 7/25 Anne Michaels, Fugitive Pieces, Part I (through page 195)

T 7/26 Fugitive Pieces, Part II

W 7/27

R 7/28 Kathleen Hill, “The Anointed” (electronic reserve)

F 7/29

**EXPECTATIONS AND WRITTEN ASSIGNMENTS**

1. This course requires extensive and intensive reading and conversation. While the issues and questions generated in class will not always be strictly confined by them, you are expected to come to class prepared to discuss the assigned readings. **Thoughtful reflection upon and conversation about the readings is the most central and critical component of this course.** You are encouraged to react to the readings, and ample class time will be provided for exploring questions and concerns that these readings evoke. Class participation means both sharing your insights and responses to the readings and thoughtfully listening and responding to other people’s ideas. **Attendance every day and participation in class discussions are expected.**

2. Each day (excepting the final day of class) you must come to class with a note card filled out with the following: A passage from that day’s reading that you find most striking and want to share with the class and discuss, and two questions pertaining to the reading. Also you will be asked from time to time to write short in class reflections.

Electronic reserve readings can be accessed by going to:

[http:// www.lesn.appstate.edu/dale](http://www.lesn.appstate.edu/dale)

username: zappa

password: amateur