

Education 435-4  
Educational Theory and Theory Criticism

Intersession, 1986  
Wednesday & Friday  
8:30 - 12:20  
Location: MPX 7506

Instructor: Dr. deCastell  
Office: MPX 8545  
Phone: 291-3627

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General Calendar Description and Pre-requisites:

The status, function and form of educational theories and their relationship to educational practice.  
Pre-requisite: 60 hours of credit.

Specific focus of course and objectives:

The distinction between 'nature' and 'culture' is a fundamental one in educational theory. It is a distinction which features as much today as it has in the past in shaping our views about how people should be educated, and about what knowledge is of most worth. This course takes an historical perspective, tracing on the one hand, the origins of the emphasis on 'culture' in humanist educational thought, and the origins of the emphasis on 'nature' in the empiricist tradition, on the other. Thus, the first part of the course covers the educational ideas of Renaissance humanists: Erasmus, Castiglione, Elyot, Vives and Montaigne; the second half of the course covers the enlightenment 'empirics': Bacon, Comenius, Locke and Rousseau. We shall be concerned throughout to understand the relationship between educational theory and social and cultural context, and to draw parallels between historical and contemporary educational theories and practices.

Evaluation:

As this is a seminar course, students will be asked to participate actively in discussion based upon course reading, and, occasionally, to lead discussions based upon short presentations on topics to be selected by the students themselves. Evaluation will be based upon three (short) essays and a mid-term exam (25% each). There will be no final exam for this course.

Required Text:

G.H. Bantock. Studies in the History of Educational Theory Vol. I "Artifice and Nature".