

INTERSESSION 1981

INSTRUCTOR: M. L. Herriman

Tuesday and Thursday, 4:30 - 8:20

LOCATION: Campus

Discussions about the theory and practice of education lead to a consideration of fundamental issues in philosophy, the most important being questions about knowledge (its content and acquisition) and ethics (theories of value and social obligation). This course will show the connection between philosophy and education and attempt to show how philosophical analysis can aid in clarifying and resolving educational issues. Emphasis will be given to the centrality of concepts and conceptual structures in theory building and argumentation. Further emphasis will be given to issues of concern to the intending teacher.

## TOPICS:

1. Introduction to the philosophical study of education
  - Words, concepts and propositions
  - The language of education
  - Form and justification of arguments
2. Knowledge
  - The scope of epistemology
  - "Knowing how" and "knowing that"
  - Forms of knowledge
  - Knowledge as coming to know
3. Learning
  - Learning as behaviour
  - Learning as activity
  - Learning as change in cognitive state
4. Curriculum and education goals
  - Intrinsic and extrinsic ends
  - Structure and content
  - Compulsory, core and open curricula
  - Curriculum and evolution of knowledge
5. Some practical issues
  - I.Q. and assessment
  - Equality of opportunity
  - Student rights

## RECOMMENDED READINGS:

WARNOCK, Mary; SCHOOLS OF THOUGHT; London, Faber; 1977

## BOOKS ON RESERVE IN THE LIBRARY:

1. HIRST, Paul; KNOWLEDGE AND CURRICULUM; London, R.K.P.; 1975
2. BARROW, Robin; COMMONSENSE AND THE CURRICULUM; London, Allen and Chuvier; 1976 ALSO Conneticut, Linnet Books; 1976
3. DOWNIE, R.S.; LOUDFOOT, Eileen M.; TELFER, Elizabeth; EDUCATION AND PERSONAL RELATIONSHIPS; London, Methuen; '74
4. NAGEL, Thomas; MORTAL QUESTIONS; New York, Cambridge U. Press; '79
5. SCHEFFLER, Israel; THE CONDITIONS OF KNOWLEDGE; Chicago, U. of Chicago Press; 1965

## REQUIREMENTS:

1. A term paper
2. A topic report