

EDUCATION 431-4
PHILOSOPHICAL FOUNDATIONS FOR THE CURRICULUM
(ANALYSIS OF EDUCATIONAL CONCEPTS)
EDUCATION 836-5
ADVANCED SEMINAR IN EPISTEMOLOGY AND EDUCATION

SPRING, 1981
CAMPUS

INSTRUCTOR: Dr. Tasos Kazepides
Wednesdays 4:30 - 8:20

This course deals with the most fundamental questions that lie behind any attempt to design, evaluate or change an educational curriculum. The course should be valuable to educators and prospective teachers as well as to all those persons who have a serious interest in the study of education.

COURSE REQUIREMENTS:

- a) A short seminar presentation (20% of grade)
- b) A term paper of about 15 typewritten double-spaced pages on a topic approved by the instructor. The paper is due one week before the last day of classes. Students may choose to write 2 or 3 shorter papers instead (80% of grade).

COURSE OUTLINE:

1. Problems in defining "curriculum".
2. Justifying curriculum decisions.
3. Educational aims and objectives.
4. What are "Behavioural objectives"?
5. What is the "Hidden curriculum"?
6. Forms of knowledge and modes of experience in the curriculum.
7. The "Sociology of knowledge" (What is it? What are the educational implications of cultural relativism?)
8. What knowledge is of most worth?
 - a) utilitarian arguments
 - b) the transcendental argument
 - c) a proposal
9. Could there be a justification for a compulsory core-curriculum?
10. What is curriculum integration?

REQUIRED TEXTS:

1. PRING, Richard; KNOWLEDGE AND SCHOOLING; London: Open Books; 1976 (paperback)
2. WHITE, John P.; TOWARDS A COMPULSORY CURRICULUM; London: Routledge and Kegan Paul; 1973
3. Handouts