

EDUC. 431-4 PHILOSOPHICAL ISSUES IN CURRICULUM

(ANALYSIS OF EDUCATIONAL CONCEPTS)

EDUC. 836-5 ADVANCED SEMINAR IN EPISTEMOLOGY AND EDUCATION

SPRING, 1982

INSTRUCTOR: Dr. Tasos Kazepides

Wednesday, 4:30 - 8:20

LOCATION: on campus

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
- b) A term paper is due one week before the last day of classes. Students may choose to write 2 or 3 shorter papers instead.

COURSE OUTLINE:

1. Problems in defining "curriculum"
 - a) definition vs. analysis
 - b) types of definitions
 - c) functions of definitions
2. Conflicting views on curriculum
 - a) the traditional view
 - b) the progressive tradition
 - c) the radical challenge
3. The educative curriculum
 - a) Educating
 - b) Socializing
 - c) Miseducating
4. Forms of knowledge and modes of experience.
5. The nature and structure of curriculum objectives.
6. "Behavioural objectives."
7. The "hidden curriculum".
8. The "Sociology of knowledge" (What is it? What are the educational implications of cultural relativism?).
9. What is "Curriculum integration"?
10. Could there be a justification for a compulsory educational curriculum?

REQUIRED TEXTS:

1. PRING, Richard, Knowledge and Schooling, London: Open Books, 1976 (paperback)
2. WHITE, John P., Towards a Compulsory Curriculum. London: Routledge & Kegan Paul, '73
3. BARROW, Robin, The Canadian Curriculum. London, Ont.: Faculty of Education, U. of Western Ontario, 1979.
4. Handouts