

EDUCATIONAL THEORY AND THEORY CRITICISM

Summer 1979  
May 7 - June 15  
T. & Th. 4:30-8:30

S.C. de Castell  
623 Building 1  
291-3627

The central concerns of this course will be (1) the nature of educational theory, and (2) the relation between educational theory and practice. Works in philosophy, psychology, and sociology which have had a significant impact on educational theorizing will be read and discussed. The critiques of educational theories will be approached from the perspectives of both philosophical analysis and sociological theory, with particular attention being paid to the presuppositions of the theories examined, about the nature of the child, society, and knowledge.

The intended outcome of the course is that students will be able to formulate and defend criteria for educational theories, develop a coherent view of the relation between theory and practice in education, and will have acquired, as a result of their investigations into the major educational theories of the past, the conceptual and methodological tools to critically evaluate currently emerging educational theories.

OUTLINE:

1. The Nature of Educational Theory:

- 1) What is "theory"? What is "educational theory"?
- 2) The theory-practice nexus.

2. The Major Theories:

- 1) Education as knowledge of the good: Plato
- 2) Education and human nature: Rousseau
- 3) Progressive education for "growth": Dewey
- 4) Liberal educational theory: Hirst, Peters, et al.

3. Empirical Contributions to Educational Practice:

- 1) Conditioning and learning: Skinner
- 2) The Importance of Psychoanalytic theory for education: Freud.
- 3) Learning and Cognitive Development: Piaget.

4. Sociological Perspectives on Educational Practice:

- 1) Education as socialization: Durkheim
- 2) Education as Indoctrination: Marxist Critiques: Althusser
- 3) Educational Theory and Social Change: Young et al.

## REQUIREMENTS:

Students will be asked to read extensively and to attend twelve sessions of four hours each. Each session will involve a lecture by the instructor, a student-presented expository paper, and a short critical paper, to be followed by discussion. Each student will be asked to prepare for the group, one short expository paper, and one short critical paper. A full length critical essay is to be submitted in the second week of June. There will be no examination for this course.

### List of Indicative Readings:

1. P.H. Hirst, "Educational Theory" in J.W. Tibble (ed) The Study of Education London: Routledge and Kegan Paul, 1966.
- \* 2. D.J. O'Connor, "The Nature of Educational Theory" in Proceedings of the Philosophy of Education Society of Great Britain 1972
- \* 3. S.C. de Castell & H.S. Freeman, "Education as a Socio-Practical Field: The Theory-Practice Question Re-Formulated" in Journal of Philosophy of Education, London, 1978.
4. Plato: The Republic, Penguin Paperback Edition
5. J.J. Rousseau, Emile, J.M. Dent & Sons Ltd, Everyman Lib. London 1969.
6. J. Dewey, Democracy and Education, The Free Press, Collier MacMillan Canada Ltd., 1964.
- \* 7. P.H. Hirst, "Liberal Education and the Nature of Knowledge" in J.W. Tibble (ed) The Study of Education, Routledge and Kegan Paul, London 1966.
8. B.F. Skinner, Walden 11
9. S. Freud, "The Case of Little Hans" in the Pelican Freud Library, Penguin Books, U.K.
10. J. Piaget, The Language: Thought of The Child.
11. E. Durkheim, Education and Sociology, The Free Press, Collier MacMillan Canada Ltd., Toronto 1968.
12. Bowles & Gintis, Schooling in Capitalist America, Routledge and Kegan Paul, London 1976.
- 6 copy \* 13. L. Althusser, "Ideology and Ideological State Apparatuses" Lenin and Philosophy and Other Essays, New Left Books, London 1971
14. M. Young and G. Whitty, Society, State and Schooling, The Falmer press, U.K. 1977
15. I. Illich, De-Schooling Society, Calder and Boyars, London 1971.
- ✓ 16. P. Friere, Education for Critical Consciousness, The Seabury Press, N.Y. 1973.

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