

Education 433-4 Philosophical Issues in Curriculum

SPRING, 1984

INSTRUCTOR: Dr. Tasos Kazepides

Tuesdays, 4:30 - 3:30

LOCATION: on campus

This course deals with the most fundamental questions that lie behind any attempt to plan, 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 oral presentation in class or written position paper.
- b) A follow-up final 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.

COURSE OUTLINE:

1. The role of Philosophy in curriculum planning.
2. Needs, Wants, Interests and the Curriculum.
3. The nature and structure of curriculum objectives:
 - a) the hidden curriculum,
 - b) behavioural objectives, and
 - c) the process model.
4. Education as the development of Mind.
5. The nature of Mind.
6. Educational and Miseducational Activities.
7. The forms of knowledge.
8. Knowledge and Understanding.
9. The "Sociology of Knowledge."
10. The range of cognitive and educational terms.
11. Interdisciplinary and Integrated Curricula.
12. Freedom and Control in educational institutions

REQUIRED TEXTS:

1. Hirst, Paul H. Knowledge and the Curriculum. London: Routledge and Kegan Paul, 1974.
2. Chambers, John H. The Achievement of Education. New York: Harper & Row Publishers, 1983.