

EDUCATION 433-4

PHILOSOPHICAL ISSUES IN THE CURRICULUM

Intersession, 1988
May 9 - June 17
Mondays & Wednesdays, 5:30 - 9:20

Instructor: Dr. T. Kazepides
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Location: MPX 8651

PREREQUISITES

60 hours of credit. Educ. 230 or equivalent or permission of instructor.

COURSE DESCRIPTION

This course deals with the most fundamental questions that lie behind any attempt to plan, evaluate or change an education 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 OUTLINE

1. The role of Philosophy in curriculum planning. (Hirst: 1)
2. Educational aims and curriculum objectives. (Hirst: 2, Kazepides)
3. Needs, wants, interests and the curriculum. (Dearden, Hirst: 2)
4. Education as the development of mind. (Hirst: "The Logic of the Curriculum")
5. Educational and miseducational activities. (Kazepides-Hudson)
6. Forms of knowledge and the curriculum. (Hirst: 3 + 6)
7. The Conditions of Knowledge (Scheffler)
8. Relativism, Rationality and the Sociology of knowledge. (White-Young)
9. Language, Thought and Understanding. (Hirst: 5)
10. Interdisciplinary and Integrated Curriculum. (Hirst: 9)
11. Teaching and Learning. (Hirst: 7, Kazepides: "Wittgenstein and")
12. Review

COURSE REQUIREMENTS

1. A short paper of 3-5 pages.
2. A short oral presentation in class.
3. 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.

REQUIRED TEXTS

1. Hirst, Paul H, Knowledge and the Curriculum. London: Routledge and Kegan Paul, 1974 (Required)
2. Scheffler, Israel, Conditions of Knowledge. The Univ. of Chicago Press, 1965 (Recommended).

N.B. This course is also offered by Graduate Programs, Educ. 836-5 Advanced Seminar in Epistemology and Education.