

PHILOSOPHICAL ISSUES IN CURRICULUM

Spring Semester, 1989  
Thursdays  
4:30 P. M. - 8:20 P. M.  
Location: MPX 7506

Instructor: Dr. T. Kazepides  
Office MPX 8659  
Phone: 291-3641

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**PREREQUISITE**

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 nature of philosophical analysis and its role in curriculum planning.
2. Educational, non-educational and miseducational activities.
3. Conflicting perspectives on curriculum objectives (survival, citizenship, meeting the needs of students, the development of mind).
4. The logic of aims, goals and objectives.
  - a) The objectives model.
  - b) The process model.
  - c) The criteria of educational curricula.
5. Universes of discourse or forms of knowledge (implications for curriculum planning).
6. What is meant by multidisciplinary and integrated curricula.
7. The range of educational terms (learning and teaching) and cognitive terms (knowledge and belief).
8. Claims about the relativity of knowledge and standards of rationality.
9. Is compulsory curriculum justified?

**COURSE REQUIREMENTS**

1. A short oral presentation in class.
2. A follow-up 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. Handouts

N.B. This course is also offered by Graduate Programs, Educ. 836-5