

SIMON FRASER UNIVERSITY  
EDUCATION 433-4  
PHILOSOPHICAL ISSUES IN CURRICULUM

Spring Semester, 1990  
Mondays, 4:30 - 8:20 p.m.  
Location: MPX 7506

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

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**Prerequisites:** 60 hours of credit. [Educ. 230 or equivalent or permission of instructor.]

### **Course Outline**

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.

1. The nature of philosophical analysis and its role in thinking about the curriculum.
2. Educational, non-educational, pre-educational and miseducational activities. (Kazepides, "Educating, Socializing ...").
3. Conflicting perspectives on curriculum objectives (survival, citizenship, the needs of students, the development of mind). (Dearden, "Needs in Education").
4. The logic of aims, goals, and objectives. (Hirst, ch. 1-2; Kazepides, "On Educational Aims ...").
5. The justification of educational activities. (Degenhardt, "Education and the Value of Knowledge"; Peters, "The Justification of Education"; Hirst, Ch. 4, "Curriculum").
6. What is meant by 'multidisciplinary' and 'integrated' curricula? (Hirst, ch. 9).
7. The range of educational terms (learning and teaching) and cognitive terms (knowledge and belief). (Hirst, ch. 5, "Teaching"; Kazepides, "Wittgenstein and ...").
8. Claims about the relativity of knowledge and standards of rationality.

### **Course Requirements**

1. A short oral presentation in class.
2. 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. M.A.B. Degenhardt. (1982). Education and the Value of Knowledge. London: George Allen and Unwin.
2. Handouts.