

SIMON FRASER UNIVERSITY
EDUCATION 433-4
PHILOSOPHICAL ISSUES IN CURRICULUM
(D1.00)
(Cat. #35911)

Summer Session, 1993
(June 28–August 6)
Tuesday/Thursday, 1:00–4:50 p.m.
Location: MPX 9511

Instructor: James Tooley

PREREQUISITES: 60 hours of credit.

COURSE OUTLINE

This course introduces some of the 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 who have a serious interest in the study of education.

1. The nature of philosophical analysis and its role in curriculum planning
 - Hamm, *Philosophical Issues in Education*, Ch. 1
 - Passmore, *The Philosophy of Teaching*, Ch. 1
2. The logic of curriculum aims, goals and objectives
 - 'On Educational Aims, Curriculum Objectives and the Preparation of Teachers'
Hamm, *Philosophical Issues in Education*, Ch. 4
- 3a Hirst's 'forms of knowledge'
 - Hirst, *Knowledge and the Curriculum*, Chs. 3 and 6
 - Hamm, *Philosophical Issues in Education*, Ch. 5
- 3b Justification for knowledge-based foundations for the curriculum
 - Peters, 'The Justification of Education'
 - Hamm, *Philosophical Issues in Education*, Ch. 10
 - Degenhardt, *Education and the Value of Knowledge*, pp. 53-60
- 3c Critique
 - Schilling, 'Knowledge and Liberal Education: A Critique of Paul Hirst'
 - Wellington, 'Determining a Core Curriculum: The Limitations of Transcendental Deductions'
 - Hirst, 'Education, Knowledge and Practices'
- 4a White's 'education for personal autonomy'
 - White, *Education and the Good Life*, pp. 23-35
 - O'Hear and White *A National Curriculum for All*, pp. 9-17
- 4b Justification for autonomy-based foundations for the curriculum
 - White, *Education and the Good Life*, Chs. 6 and 7
 - Raz, *The Morality of Freedom*, Ch. 14
- 4c Critique
 - Reviews of White's *Education and the Good Life*, by John Wilson, Peter Carbone and David Purpel
5. Justification for particular curriculum subjects/themes
 - Barrow, *The Philosophy of Schooling*, Ch. 4
 - Handouts depending on interests of students
6. Limits to the Knowledge of Curriculum Planners
 - Barrow, *Giving Teaching Back to Teachers*, Ch. 9
 - Chubb and Moe, *Politics, Markets and America's Schools*, Ch. 2

- Tooley, *A Market-Led Alternative to the Curriculum*, Ch. 4

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. Students are encouraged to submit the first draft of their paper to the instructor for comments and then rewrite it for marking. The paper is due on the last day of classes.

REQUIRED TEXT

Cornell M. Hamm, (1989) *Philosophical Issues in Education: An Introduction*. London: Falmer; ISBN: 1-85000-599-0

Handouts will be distributed in class.