

Educ. 433-4 Philosophical Issues in Curriculum

Educ. 833-5 Seminar in Social and Moral Philosophy and Education

REGULAR SEMESTER 1982

INSTRUCTOR: Dr. Tasos Kazepides

Tuesday, 4:30 - 8:20

LOCATION: on campus

The aim of this course is to demarcate the domain of moral education and to examine its nature and its various components. The course should be valuable to teachers, prospective teachers, educational administrators and all serious students of education. There are no prerequisites for this course.

COURSE REQUIREMENTS:

- a) A short seminar presentation.
- b) A term 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 AND READINGS:

1. The normative character of education.  
(Peters, R.S., "The Justification of Education", handout)
2. Moral Education in relation to values education.  
(C-H-K, pp. 17-37)
3. Religion and Moral education  
(C-H-K, pp. 35-37)
4. The Logic of Value Clarification (handouts)
5. The form of moral experience
  - a) Escapes from moral thinking (C-H-K, pp. 7-16)
  - b) Amoralism, Subjectivism and Relativism  
(Williams, B.; Morality, pp. 1-39, handout)
  - c) Moral Principles and moral education (C-H-K, pp. 120-134)
6. Form and content in moral education
  - a) The paradox of moral education (C-H-K, pp. 155-166)
  - b) Moral procedures and moral education  
Moral components and moral education C-H-K, pp. 163-203  
Form and content in moral education
7. Language and moral education (C-H-K, pp. 88-129)
8. Moral education and the emotions
  - a) C-H-K, pp. 145-154
  - b) handout

REQUIRED TEXTS:

- a) Cochrane, D.B., Hamm, D.M., Kazepides, A.C. (ed). The Domain of Moral Education, Toronto: The Ontario Institute for Studies in Education, 1979. (paperback)
- b) handouts

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: ED Course No.: 433 Credit Hours: 4 Vector: 3-1-0

Title of Course: Philosophical Issues in Curriculum

Calendar Description of Course: This course examines fundamental philosophical issues involved in designing, evaluating, or changing educational curricula. Such issues as the nature and justification of educational curriculum, the components of a rational curriculum, the nature of knowledge and its differentiation, curriculum integration and the education of the emotions. The course also deals with such current issues as the place of "behavioral objectives" in education, the "hiddencurriculum" and the sociology of knowledge.

Nature of Course - SEE OUTLINE

Prerequisites (or special instructions):

Ed. 230 or equivalent or permission of instructor.

What course (courses), if any, is being dropped from the calendar if this course is approved: Ed. 431 Analysis of Educational Concepts.

2. Scheduling

How frequently will the course be offered: Twice yearly

Semester in which the course will first be offered? 1982/2

3. Goals of the Course - To help students of education appreciate the important philosophical problems underlying curriculum development and understand the nature and components of rational curriculum planning, in education. Such a task has become more urgent today with the emphasis that is being placed in local curriculum development.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty	None
Staff	None
Library	None
Audio Visual	None
Space	None
Equipment	None

5. Approval

Date: 8/Sept/81

Kieran Egan  
Department Chairman

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Chairman, SCUS

ED. - 433 PHILOSOPHICAL ISSUES IN CURRICULUM

I. COURSE OUTLINE

1. The philosopher's role in curriculum planning
2. The concept of Curriculum
3. The rational planning of curriculum
  - a) objectives
  - b) content
  - c) method
4. The nature of education
  - a) Education and knowledge
  - b) Education as the development of mind
  - c) Cognition and the emotions
5. The justification of curriculum content:
  - a) intrinsic value
  - b) instrumental value
  - c) the interest of the child
6. The nature of knowledge
  - a) the range of cognitive and educational concepts
    - i) Knowing and believing
    - ii) Teaching and learning
  - b) knowledge, truth, evidence, belief
  - e) sociology of knowledge
7. The differentiation of knowledge and the curriculum
8. Curriculum "integration"
9. Current issues
  - a) the "core curriculum"
  - b) the "hidden curriculum"
  - c) the "behavioral objectives" movement
10. Curriculum assessment

II. INDICATIVE SOURCES

- A. BOOKS -
1. ARCHAMBAULT, Reginald D.  
(ed.), Philosophical Analysis & Education  
London: R.K.P., 1965
  2. BARROW, Robin, Radical Education: A Critique of  
Freeschooling and Deschooling  
London: Martin Robertson, 1978
  3. BRENT, Allen, Philosophical Foundations for the  
Curriculum.  
London: Allen & Jnwin, 1978
  4. BROUDY, Harry S. et al, Democracy and Excellence  
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The Theory of Knowledge  
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14. HARRIS, Kevin  
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(ed.), The Philosophy of the Curriculum:  
The Need for General Education  
Buffalo, N. Y.: Prometheus Books, 1975
18. JENKINS, David and SHIPMAN, Marten, D.,  
Curriculum: An Introduction  
London: Open Books, 1976
19. BRUNER, Jerome S.,  
The Relevance of Education  
New York: W.W. Norton & Co., Inc., 1973
20. BRUNER, Jerome S.,  
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Cambridge: Harvard Univ. Press, 1966
21. LANGFORD, Glenn & O'CONNOR, D.J.  
(ed.), New Essays in Philosophy of Education  
London: R.K.P. 1973
22. LEVIT, Martin  
(ed.) Curriculum  
Urbana Ill: Univ. of Illinois Press, 1971
23. LLOYD, D.I.  
(ed.) Philosophy and the Teacher  
London: R.K.P., 1976
24. MARTIN, Jane  
(ed.) Reading in the Philosophy of Education:  
A Study of Curriculum  
Boston: Allyn & Bacon, Inc., 1970

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25. MARTIN, Michael,  
Concepts of Science Education  
Glenview, Ill: Scott, Foresmew & Co., 1972
26. MOORE, T.W.  
Educational Theory: An Introduction  
London: R.K.P., 1974
27. NYBERG, David  
(ed.) The Philosophy of Open Education  
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(eds.) Curriculum Development: Issues and Insights  
Chicago: Rand, McNally College Publishing Co., 1978
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30. PETERS, R.S.  
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32. PETERS, R.S.  
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London: Oxford Univ. Press, 1973
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Objective Knowledge  
Oxford and the Clarendon Press, 1973
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Chicago: Rand, McNally & Co., 1964
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37. SCHEFFLER, Israel  
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New York: Oxford University Press, 1977
  50. WHITE, John  
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London: Routledge and Kegan Paul, 1973
  51. WARNOCK, Mary  
Schools of Thought  
London: Faber & Faber, 1977
  52. WILSON, John  
Education in Religion & the Emotions  
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  53. WILSON, John  
Philosophy and Practical Education  
London, R.K.P., 1977
  54. YOUNG, Michael  
(ed.) Knowledge and Control  
London: Collier - MacMillan, 1971
- B. JOURNALS -
1. Educational Theory
  2. Educational Philosophy and Theory
  3. Journal of Philosophy of Education
  4. Philosophy of Education: Proceedings of the Education Society
  5. Proceedings of the Philosophy of Education Society of Great Britain



### III. TYPICAL COURSE REQUIREMENTS

Typical course requirements for Ed. 433 might be as follows:

- 1) Required reading of two or three books and four or five selected essays.

Three excellent texts are:

- a) Paul H. Hirst, Knowledge and Curriculum
- b) Israel Scheffler, Conditions of Knowledge
- c) John White, Towards a Compulsory Curriculum

Selected essays might include

- a) R. S. Peters, "The Justification of Education"
  - b) R. Pring, "Curriculum Integration" in Peters (ed), The Philosophy of Education
  - c) Mary Warnock, "Curriculum Structure" (from Schools of Thought)
- 2) Extended essay of approximately 15 typed double-spaced pages on a topic approved by the instructor.
  - 3) One class presentation on required or recommended readings.

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Kieran Egan  
Department Chairman

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Chairman, SCUS

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