



EFFECTIVE: JANUARY, 2008
CURRICULUM GUIDELINES

A. Division: EDUCATION Effective Date: **January, 2008**

B. Department: PHILOSOPHY & HUMANITIES Revision: New Course:
Program Area: FACULTY OF HUMANITIES & SOCIAL SCIENCES

If Revision, Section(s) Revised:

Date of Current Revision: **12/12/07**

C: PHIL 2220 D: PHILOSOPHY 535.08

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I: Course Corequisites:

Lecture & Seminar **NONE**
 Setting

Number of Contact Hours: (per week / semester for each descriptor)

Lecture: 2 hrs. per week / semester
Seminar: 2 hrs. per week / semester

K: Maximum Class Size:
 35

Number of Weeks per Semester: **15**

L: PLEASE INDICATE:
 Non-Credit

M: Course Objectives / Learning Outcomes

The general objectives of the course are:

1. To introduce students to some of the central concepts in the philosophy of education, such as training, socialization, indoctrination, facts

norms, or should education emphasize autonomous reasoning and freedom of opinion? Should education be oriented towards meeting the economic goals of society through applied skills and career training, or should education emphasize liberal arts and notions of self-development and self-realization? Should education provide equality of opportunity, or should education be class structured through privatization and tuition? Should teachers be held to public standards of accountability based upon student performance, or should professional educators determine the adequacy of academic standards and outcomes?

O: Methods of Instruction

A combination of lecture and seminar. Some classes may involve formal lectures for the entire time (allowing time for questions), in which case a later session will allow discussion of the lecture and reading material. Other class sessions may involve a combination of informal lecture and structured discussion.

P: Textbooks and Materials to be Purchased by Students

Sample texts (one or more of the following):

Barrow, Robin and Ronald Woods. *An Introduction to the Philosophy of Education*. (NY: Routledge, 2006).

Cahn, Steven. *The Philosophical Foundations of Education*. (NY: Harper and Row, 1970).

Carr, Wilfred. *For Education: Towards Critical Educational Inquiry*. (Buckingham: Open University Press, 1995).

De Nicolas, Antonio. *Habits of the Mind: an Introduction to the Philosophy of Education*. (NY: Paragon, 1989)

Gray, J. Glenn. *The Promise of Wisdom: an Introduction to the Philosophy of Education*. (NY: Harper and Row, 1968).

Guttek, Gerald. *Historical and Philosophical Foundations of Education: Selected Readings* (NJ: Prentice Hall, 2005).

Hare, William and John Portelli. *Philosophy of Education: Introductory Readings* (Calgary: Detselig Enterprises, 1996).

Kane, Jeffrey. *Education, Information, and Transformation: Essays on Learning and Thinking*. (NJ: Merrill, 1999).

Kohli, Wendy. *Critical Conversations in Philosophy of Education*. (NY: Routledge, 1995).

Noddings, Nel. *Philosophy of Education*. (Boulder: West view Press, 2007).

O'Connor, D.J. *An Introduction to the Philosophy of Education*. (London: Routledge, 1994).

Ozmon, Howard and Samuel Craver. *Philosophical Foundations of Education*. (NJ: Merrill, 2007).

Peters, R.S. *The Philosophy of Education*. (London: Oxford University, 1973).

Portelli, John and Sharon Bailin. *Reason and Values: New Essays in Philosophy of Education*. (Calgary: Detselig Enterprises, 1993).

Pratte, Richard. *Philosophy of Education: Two Traditions*. (London: SoWCC, 2007).

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): Marilyn Kane and Robert
Nicholls

Education Council / Curriculum Committee Representative

Dean / Director

Registrar