

Philosophy of Education

Paper Code: 2

Course Overview

The Philosophy of Education course develops those areas of philosophy that are crucially relevant to our understanding of education. It is split into five areas:

SECTION A: Conservatism and Education

SECTION B: Liberalism and Liberal Education

SECTION C: Epistemology and Education

SECTION D: Pragmatism and Education

SECTION E: Postmodernism and Education

In Lent there are **5 SEMINAR** sessions to allow further analysis of the issues raised in the Michaelmas and Lent lectures and their implications for education. These are intended to be student led seminars. One or two students should prepare a 10 -15 minute introduction to the topic and raise questions for further discussion. These may be e.g., issues of clarification, similarities and differences amongst the perspectives or educational implications arising from the viewpoints. Further details will be given during the Michaelmas term.

Teaching Team:

Paper Coordinator:

Ian Frowe (ilf21@cam.ac.uk)

Teaching & Supervising Team:

Ian Frowe (ilf21@cam.ac.uk)

Mary Earl (mme22@cam.ac.uk)

Rupert Wegerif (rw583@cam.ac.uk)

Lecture schedule:

Lecture No.	Date	Session Topic	Lecturer
Michaelmas			
Block A			
1	11 th Oct	Conservatism and Education 1	Ian Frowe
2	18 th Oct	Conservatism and Education 2	Ian Frowe
Block B			
3	25 th Oct	Liberalism and Liberal Education 1	Ian Frowe

4	1 st Nov	Liberalism and Liberal Education 2	Ian Frowe
Block C			
5	8 th Nov	Epistemology and Education 1	Mary Earl
6	15 th Nov	Epistemology and Education 2	Mary Earl
Block D			
7	22 nd Nov	Pragmatism and Education 1	Mary Earl
8	29 th Nov	Pragmatism and Education 2	Mary Earl
Lent			
Block E			
9	24 th Jan	Postmodernism and Education 1	Ian Frowe
10	31 st Jan	Postmodernism and Education 2	Ian Frowe
Seminars			
11	7 th Feb	Seminar – Conservatism and Education	Ian Frowe
12	14 th Feb	Seminar – Liberalism and Liberal Education	Ian Frowe
13	21 st Feb	Seminar – Epistemology and Education	Rupert Wegerif
14	28 th Feb	Seminar – Pragmatism and Education	Rupert Wegerif
15	7 th March	Seminar – Postmodernism and Education	Ian Frowe

Assessment:

The course is assessed by means of a three hour examination, in which candidates need to answer 3 questions.

Supervisions:

It is recommended that students have FIVE supervisions for this paper. Supervisions are given by the person who takes the lectures. There is no set pattern to the supervisions but you are strongly advised to spread them throughout the year rather than leave them until the Easter Term.

Supervision Questions:

Block A:

1. Identify and critically discuss those principles which would characterise a traditional conservative philosophy of education.
2. 'Oakeshott's view of education provides a valuable alternative to much contemporary thinking about education and schooling.' Discuss.

Block B:

1. Critically discuss what you consider to be amongst the most controversial epistemological issues that face education.
2. How may knowledge be distinguished from wisdom? What implications, if any, might this have for education:

Block C:

1. Is liberalism excessively individualistic? What implications does your answer have for education?
2. In what sense(s) should education be liberating? Explain and justify your views.

Block D:

1. Critically evaluate what you see to be the defining characteristics of a pragmatist approach to education

Block E:

2. Is the 'postmodern challenge' to education a significant one?
3. What might be meant by the term 'postmodernism'? Critically evaluate the implications of this notion, if any, for educational principles and practice.

Readings

Block A - Conservatism and Education

Ian Frowe

These sessions will examine the philosophical basis of conservatism and identify some of its key ideas and beliefs. In particular the work of Michael Oakeshott will be explored and his views on education critically assessed.

[The work of Michael Oakeshott](#)

Conservatism and Education - Readings

Readings

- Devigne, R. (1994) Recasting Conservatism: Oakeshott, Strauss, and the Response to Postmodernism Yale:Yale University Press. See Ch 1 'The Redefinition of British Conservatism.'

Check University Library availability [here](#)

Check SPS Library availability [here](#)

- Freeden, M. (1996) Ideologies and Political Theory: A Conceptual Approach, Oxford: Oxford University Press. Part III 'The Adaptability of Conservatism'

Check Faculty Library availability [here](#)

- Heywood, A. (2012) Political Ideologies: An Introduction London: Palgrave. Ch. 3

Check Faculty Library availability [here](#)

- Honderich, T. (1990) Conservatism London: Penguin.

Check University Library availability [here](#)

Check SPS Library availability [here](#)

- Kekes, J. (1998) A Case for Conservatism Cornell: Cornell University Press.

Check University Library availability [here](#)

- Kitchen, W. (2014). Authority and the teacher. London: Bloomsbury.

Check Faculty Library availability[here](#)

- O'Hear, A. (1995) 'Conservatism' in Honderich, T (ed) The Oxford Companion to Philosophy, Oxford: Oxford University Press.

[Read ebook online](#)

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

Check SPS Library availability [here](#)

- Quinton, A. (1993) 'Conservatism' in Goodwin, R E & Pettit, P. (eds) A Companion to Contemporary Political Philosophy London: Blackwell.

[Read ebook online](#)

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

Check SPS Library availability [here](#)

- Scruton, R. (1980) The Meaning of Conservatism, London: Penguin.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Scruton, R. (2006) A Political Philosophy: Arguments for Conservatism, London: Continuum.

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The Work of Michael Oakeshott

Oakeshott was born in 1901 and died in 1990. Educated at Cambridge, he was Professor of Political Science at the LSE until 1967.

A collection of Oakeshott's most influential writings can be found in:

- Fuller, T. (2002/1989) The Voice of Liberal Learning: Michael Oakeshott on Education Yale: Yale University Press. Second edition in 2002 with expanded introduction by Fuller.

Check Faculty Library availability [here](#)

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- Oakeshott, M. (1996) The Politics of Faith and the Politics of Scepticism Yale:Yale University Press. Published after Oakeshott's death, edited by Timothy Fuller.

Check Faculty Library availability [here](#)

- Oakeshott, M (1975) 'A Place of Learning' in Fuller (1989) pp 17-42

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Oakeshott, M. (1972) 'Education: The Engagement and its Frustration' in Fuller (1989) pp 63-94.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Also in Dearden, Hirst and Peters (eds) Education and the Development of Reason London: Routledge

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Oakeshott, M (1965) 'Learning and Teaching' in Fuller (1989) pp 43-62.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Also in Peters, R. (ed) (1967) The Concept of Education R.K.P.

Check Faculty Library availability [here](#)

- Oakeshott, M. (1962) 'Rationalism in Politics' in Rationalism in Politics and other essays, London: Methuen. Re-published by Liberty Fund in 1991.

Check Faculty Library availability [here](#)

- Oakeshott, M. (1962) 'On Being Conservative' in Rationalism in Politics and other Essays London: Methuen. Re-published by Liberty Fund in 1991. Also contains article 'Political Education'

Check Faculty Library availability [here](#)

- Oakeshott, M. (1951) 'Political Education' in Fuller (1989) pp 136-158

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Boucher, D. & Kelly, P. (eds) Political Thinkers Oxford: Oxford University Press. Ch. 26.

Check University Library availability [here](#)

- Franco, P. (1990) The Political Philosophy of Michael Oakeshott, Yale:Yale University Press. See especially Chapter IV 'Rationalism, Tradition and Politics'.

Check University Library availability [here](#)

- Franco, P. (2004) Michael Oakeshott: An Introduction, Yale:Yale University Press.

Check University Library availability [here](#)

- Frowe, I. (2007) 'The Politics of Faith and the Politics of Scepticism: Michael Oakeshott, Education and Extremism' in British Journal of Educational Studies Special edition 'Citizenship and Democracy' 55, 3.

[Available online](#)

- Fuller, T. (1989) 'Introduction' in Fuller (1989) pp 1-16

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Gordon, M. (2001) 'Hannah Arendt on Authority: Conservatism in Education Reconsidered' in Gordon, M (ed) Hannah Arendt and Education, London: Westview Press

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Grant, R. (1990) Oakeshott London

Check University Library availability [here](#)

- Gray, J (1991) Liberalisms: essays on political philosophy London: Routledge. See Chapter on Oakeshott

Check University Library availability [here](#)

- McIntyre, K. (2013) 'Liberal Education and the Teleological Question; or Why a Should a Dentist Read Chaucer?' in *Journal of Philosophy of Education*, vol. 47, no.3. 341-363 (Also relevant for sessions on Liberalism).

[Available online](#)

- Mason, R. (1994) Cambridge Minds Cambridge: Cambridge University Press. Chapter on Oakeshott

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Miller, A. (2007) 'Rhetoric, Paideia and the Old Idea of a Liberal Education' in *Journal of Philosophy of Education* 41:2

[Available online](#)

- Minogue, K. (1976) 'Michael Oakeshott: The Boundless Sea of Politics' in de Crespigny, A. & Minogue, K. (eds) *Contemporary Political Philosophers* London: Methuen.

Check University Library availability [here](#)

- O'Hear, A. (1987) 'The Importance of Traditional Learning' British Journal of Educational Studies 17:2, pp102-114.

[Available online](#)

- Peters, R. S. (1974) 'Michael Oakeshott's Philosophy of Education' in Peters, R S (ed) Psychology and Ethical Development, London: Allen and Unwin.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

Check PPSIS Library availability [here](#)

- Pring, R. (2004) Philosophy of Education London: Continuum. See Ch. 4. 'The context of education: monastery of marketplace?'

[Read ebook online](#)

Check Faculty Library availability [here](#)

- Also published in Haldane, J. (ed) (1994) Education, Values and the Human World. Centre for Philosophy and Public Affairs, University of St. Andrews.

Check Faculty Library availability [here](#)

- Prospero (2005) Issue 3 Special edition on Oakeshott.

Check Faculty Library availability [here](#)

- Williams, K (2007) Education and the Voice of Michael Oakeshott, Imprint-Academic.

Check Faculty Library availability [here](#)

- There is a new website devoted to Oakeshott: <http://www.michael-oakeshott-association.org>

Block B - Liberalism and Education

Ian Frowe

Liberalism is one of the most influential political systems and in these two sessions the key ideas and principles of liberal thought will be examined. Much educational thought and practice either explicitly or implicitly draws on liberal ideas and these will be critically explored.

Liberalism and Education - Readings

- Bailey, C. (1984) *Beyond the Present and the Particular: A Theory of Liberal Education*, London: Routledge.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Boucher, D. & Kelly, P. (eds) (2002) *Political Thinkers* Oxford: Oxford University Press. Ch. 19 'J.S. Mill on liberty' esp pp. 334 - 342.

Check University Library availability [here](#)

- Brighouse, H. & Swift, A. (2003) 'Defending liberalism in education theory' in *Journal of Education Policy* 18:4.

[Available online](#)

- Callen, E (1997) *Creating Citizens: Political Education and Liberal Democracy* Oxford: Oxford University Press. See especially Chs 1 & 2.

Check Faculty Library availability [here](#)

- Callen, E & White, J (2003) 'Liberalism and Communitarianism' in Blake, N et.al (eds) *The Blackwell Guide to the Philosophy of Education* Oxford: Blackwell

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

Check SPS Library availability [here](#)

- Carr, D. (2003) *Making Sense of Education*, RoutledgeFalmer. Ch. 11 'Liberalism, impartiality and liberal education.'

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

Check SPS Library availability [here](#)

- Feinberg, W (1995) 'Liberalism and the aims of multicultural education', *Journal of Philosophy of Education*, 29:2 .

[Available online](#)

- Freedman, M (1996) *Ideologies and Political Theory: A Conceptual Approach*, Oxford: Oxford University Press. See Chapter 4 'The 'Grand Projects' of Liberalism' for a discussion of Mill.

Check Faculty Library availability [here](#)

- Galston, W. (2002) Liberal Pluralism, C.U.P.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Halstead, J. M., (1996) 'Liberal Values and Liberal Education' in Carr, W. (ed) (2005) The RoutledgeFalmer Reader in Philosophy of Education, London: Routledge.

Check Faculty Library availability [here](#)

- Held, V (2002) 'Feminism and Political Theory' in Simon, R (ed) Simon, R The Blackwell Guide to Social and Political Philosophy, Oxford: Blackwell.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Heywood, A. (2012) Political Ideologies: An Introduction London: Palgrave. Ch. 2

Check Faculty Library availability [here](#)

- Jonathan, R (1997) Illusory Freedoms: Liberalism, Education and the Market, special issue of the Journal of Philosophy of Education 31:1

[Available online](#)

- Kekes, J (1997) Against Liberalism Cornell: Cornell University Press. See especially chapters 1 and 10.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Kymlicka, W (2002) Contemporary Political Philosophy Oxford: Oxford University Press, 2nd edition. All useful but see especially Chs 3, 4, 6, 7, 8 & 9.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

Check SPS Library availability [here](#)

- Levinson, M. (1999) The Demands of Liberal Education Oxford: Oxford University Press

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Luntley, M (1995) Reason, Truth and Self London: Routledge. Chs 8 & 9.

[Read ebook online](#)

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

Check SPS Library availability [here](#)

- McLaughlin, T (1995) 'Liberalism, education and the common school' in Journal of Philosophy of Education 29:2

[Available online](#)

- Mill, J.S. (1859) On Liberty. Many editions. First published 1859. Classic statement of liberalism.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Miller, D (2004) 'Liberalism' in The Blackwell Encyclopaedia of Political Thought Oxford: Blackwell.

Check Faculty Library availability [here](#)

- Nelson, W (2002) 'Liberal Theories and their Critics' in Simon, R The Blackwell Guide to Social and Political Philosophy Oxford: Blackwell

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- O'Hear, A. & Sidwell, M.(2009) The School of Freedom: A Liberal Education Reader from Plato to the Present Day, imprint-academic.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Ryan, A (1995) 'Liberalism' in Goodin, R & Pettit, P (eds) A Companion to Contemporary Political Philosophy Oxford: Blackwell

[Read ebook online](#)

Check Faculty Library availability [here](#)

- Sandel, M. (2005) *Public Philosophy: Essays on Morality and Politics*.Harvard. See chapters 22 & 23.

- Wolff, J. (1996) An Introduction to Political Philosophy Oxford: Oxford University Press. See Chs.4, 5, & 6.

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Block C - Epistemology and Education

Mary Earl

Education is pre-eminently concerned with serious and sustained learning. At the heart of learning lies the acquisition of knowledge. But what is knowledge? (See Zagzebski) and how is it distinguished from belief? (See Scheffler) Is it attainable? Or should we rather concentrate our efforts in education on other forms of cognition such as understanding? (see Elgin) Are there different kinds of knowledge? (See Hirst, Pring and Bailey) These kinds of questions have a direct bearing on education. For example considerations of the nature of knowledge have informed curriculum theory. (See Hirst) However, these questions belong to the branch of philosophy known as *epistemology*. In the sessions we shall address some of them. In particular we shall review the traditional account of knowledge that arises in antiquity through Plato's *Theaetetus* (see reference below) and which in one way or another has influenced most contemporary accounts.

One point that will emerge from a reflection upon the nature of knowledge is that it is *anormative* concept. Indeed, there are degrees of stringency and leniency in the various concepts of knowledge that we have. For Plato - in his *Republic* at least - knowledge is only attainable for the few whilst *social* epistemologists believe that it may be attained just from the say-so of others who know. (see Welbourne) The stance that we take on knowledge reflects the *epistemic values* that we hold. So, it is not surprising that various views on knowledge are embodied in the contrasting theorists from the previous blocks of the course and these will also be discussed.

Epistemology and Education - Readings

- Almond, B (2010) The Value of Knowledge in R. Bailey, R. Barrow, D, Carr and Christine McCarthy (Eds) The Sage Handbook of Philosophy of Education, Sage London

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Bailey, C (1984) Beyond the Present and the Particular, Routledge& Kegan Paul: London (Chapter 5)

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Boghossian, P. (2006) Fear of Knowledge: Against relativism and constructivism, Oxford University Press: Oxford

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Elgin, C. Z. (2007) 'Education and the advancement of Understanding', in R. Curren (ed.) Philosophy of Education, Blackwell: Oxford

Check Faculty Library availability [here](#)

- Hirst, P. (1974) 'Liberal Education and the nature of knowledge' in Knowledge and the Curriculum, Routledge & Kegan Paul: London.

Check Faculty Library availability [here](#)

Check SPS Library availability [here](#)

- Hurst B. C. (1980) 'Teaching, telling and changes in belief' in Journal of Philosophy of Education 14, 2

[Available online](#)

- Passmore, J (1980) The Philosophy of Teaching. Duckworth: London (Chapters 4 and 6)

Check Faculty Library availability [here](#)

- Plato (1987 trans.) Theaetetus, Penguin: London

[Available online](#)

Check University Library availability [here](#)

- Pring, R (1976) Knowledge and Schooling, Open Books: London.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Scheffler, I. (1965) Conditions of Knowledge: An Introduction to Epistemology and Education, Scott, Foresman: Atlanta

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Siegel, H (2010) Knowledge and Truth in R. Bailey, R. Barrow, D, Carr and Christine McCarthy (Eds) The Sage Handbook of Philosophy of Education, Sage London

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Welbourne, M (2001) Knowledge, Acumen Publishing: Chesham

[Read ebook online](#)

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Zagzebski, L. (1999) 'What is knowledge?' in The Blackwell Guide to Epistemology, Blackwell Oxford.

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Block D - Pragmatism and Education

Mary Earl

Pragmatism is really a cluster of related ideas and has been one of the most influential theoretical systems of thought throughout the last century and into the present. Philosophers such as William James and Charles S. Pierce were originators but John Dewey has long been acknowledged as the philosopher who has had most influence in education. As the name Pragmatism suggests, it is closely aligned to educational practice, since thinkers of this persuasion claim that the meaning of any idea or proposition will lie inevitably in its observable, practical consequences. In terms of education, ideas such as the social construction of knowledge, the value of social interaction, and learning through problem solving, all grow out of, and are based on, pragmatist thinking. Our sessions will critically examine some of these ideas and their value in the field of education.

Pragmatism and Education - Readings

General Reading

- Curren R. 'Pragmatist Philosophy of Education' in Seigel, H. (Ed) The Oxford Handbook of Philosophy of Education Oxford: Oxford University Press

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Haack, S. (1996) 'Pragmatism' in Bunnin, N & Tsui-James, E.P. The Blackwell Companion to Philosophy Oxford:Blackwell

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Koopman, C. (2015). *Pragmatism as transition: historicity and hope in James, Dewey, and Rorty*. New York: Columbia University Press.

Check Faculty Library availability[here](#)

The Work of John Dewey

- Dewey, J. (1916) *Democracy and Education*, esp Ch 4 and 5 on growth

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Dewey, J. (1938) *Experience and Education*

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

Introductory work on Dewey

- Boisvert, R. D. (1998) *John Dewey. Rethinking our Time*, New York: State University of New York Press

Check Faculty Library availability [here](#)

- Pring, R. (2007) *John Dewey: A Philosopher of Education for our Time* London: Continuum

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Fairfield, P. (2011) *Education After Dewey* London: Continuum

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Studies of Dewey's life and thought

- Rockefeller, S. C. (1991) *John Dewey. Religious Faith and Democratic Humanism* New York: Columbia University Press

Check University Library availability [here](#)

- Ryan, A (1995) *John Dewey and the High Tide of American Liberalism* London: Norton and Co.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Westbrook, R. B. (1991) *John Dewey and American Democracy* Cornell: Cornell University Press..
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Work on Deweyan education themes

- Darling, J (1994) *Child-centred Education and its Critics* London: Paul Chapman. Ch 3
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Dearden, R F (1968) *The Philosophy of Primary Education* London: Routledge and Kegan Paul, esp sections on 'interests' and 'growth'
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Garrison, J. (2010) *Dewey and Eros: Wisdom and Desire in the Art of Teaching* Charlotte: IAP Ch 4
- Hanson, D.T. (ed) (2006) *John Dewey and our Educational Prospect*
Check Faculty Library availability [here](#)
- Hickman, L. (ed) 1998 *Reading Dewey* Bloomington & Indianapolis: Indiana University Press.
Check Homerton College Library availability [here](#)
- Neiman, A (1995) 'Pragmatism: The Aims of Education and the Meaning of Life' in Kohli, W (ed.) *Critical Conversations in the Philosophy of Education* London: Routledge
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Noddings, N (1995) *Philosophy of Education*, Oxford: Westview Press. Ch 2
Check Faculty Library availability [here](#)
- O'Hear, A (1991) *Father of Child-Centredness. John Dewey and the Ideology of Modern Education* London: Centre for Policy Studies
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Peters, R S (ed.) (1977) *John Dewey Reconsidered* London: Routledge and Kegan Paul.
Check Faculty library availability [here](#)
Check University Library availability [here](#)
- Peters, R S (1981) 'John Dewey's Philosophy of Education' in *Essays on Educators* London: George Allen and Unwin
Check Faculty Library availability [here](#)

Of related educational interest

- Arcilla, R. (1995) For the Love of Perfection. Richard Rorty and Liberal Education London: Routledge

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Block E - Postmodernism and Education

Ian Frowe

One of the problems is working out what exactly the word 'postmodernism' refers to before considering its application or influence on education. What these two sessions attempt is first to understand what the term might mean and then analyse the implications, if any, that postmodernism has for education. Does it provide a powerful, new way of thinking about education or is the 'postmodern challenge' empty?

[Postmodernism and Education - Readings](#)

Postmodernism and Education - Readings

- Blake, N. (et. al.)(1998) Thinking Again: Education After Postmodernism, Bergin & Harvey, esp. Chs. 1 – 3.

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- Burbles, N. (2009) Postmodernism and Education in Siegel, H. (ed) The Oxford Handbook of Philosophy of Education, Oxford.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Butler, C. (2002) Postmodernism: A Very Short Introduction, Oxford University Press.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Carr, D. (ed) (1998) Education, Knowledge and Truth: Beyond the Postmodern Impasse, Routledge, esp. Introduction and Chs., 1,2,7 & 10.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Carr, W. (1995) Education and Democracy: confronting the postmodernist challenge, Journal of Philosophy of Education, vol. 29, no. 1.

[Available online](#)

- Cooper, D. (2006) 'Postmodernism' in Curren, R. (ed) A Companion to the Philosophy of Education, Blackwell.

Check Faculty Library availability [here](#)

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- Cornwell, T. & Johnson, B. (1991) 'The Conflicts of Post Modern and Traditional Epistemologies in Curricular Reform: A Dialogue' Studies in Philosophy and Education, vol. 11.

[Available online](#)

- Gellner, E. (1992) Postmodernism, Reason and Religion, Routledge.

Check Faculty Library availability [here](#)

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Check SPS Library availability [here](#)

- Lyotard, J. (1984) The Postmodern Condition, Manchester University Press.

Check University Library availability [here](#)

- Luntley, M. (1995) Reason, Truth and Self: the postmodern reconditioned, Routledge.

[Read ebook online](#)

Check Library availability [here](#)

Check University Library availability [here](#)

Check SPS Library availability [here](#)

- Lukes, S. (2003) Liberals and Cannibals, Verso, see Chs. 1, 2, 4 & 7.

Check Faculty Library availability [here](#)

Check University Library availability [here](#)

- Siegel, H. (1995) 'Radical' Pedagogy Requires 'Conservative' Epistemology', Journal of Philosophy of Education, vol. 29, no. 1.

[Available online](#)

- Smith, R. (2010) 'Poststructuralism, Postmodernism and Education' in Bailey, R. et.al. (eds) *The Sage Handbook of Philosophy of Education*, Sage, Chapter 10.

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Check University Library availability[here](#)

- Usher, R. & Edwards, R. (1996) Postmodernism and Education, Routledge, see esp. Chs., 1,

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