

Semester: 97-1

**EDUC 230 - 3 Introduction to Philosophy of Education**

**Mondays 16:30 - 19:20**

**Section: D2.00**

Instructor: T. Kazepides

Office: 8642mpc

Tel: 291-4453

E-mail: [tasos\\_kazepides@sfu.ca](mailto:tasos_kazepides@sfu.ca)

**PREREQUISITE**

None

**COURSE DESCRIPTION**

This course, open to all undergraduates, is intended to provide students who have a general interest in educational studies, an opportunity to examine critically a variety of educational problems from a philosophical perspective.

The central concern of the course is to elucidate the nature of education and to distinguish it from socialization, schooling, training and indoctrination.

**REQUIREMENTS**

1. A Midterm examination (40%)
2. A paper of about 10-15 typewritten 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. (60%)

**REQUIRED READINGS**

1. Hamm, Cornel. Philosophical Issues in Education. London: Falmer Press, 1989. ISBN 1-85000-599-0
2. Handouts.

The readings appear in two groups under each of the listed topics. The first group (a) is *Required Readings*; the second group (b) is *Recommended Readings*.

**Part A**

**1. THE NATURE AND VALUE OF PHILOSOPHIZING IN EDUCATION**

- (a) Hamm, (Ch.1).
- (b) Soltis, J., An Introduction to the Analysis of Educational Concepts, (Chs. 6 and 7).

**2. DEFINITIONS IN EDUCATION: TYPES AND FUNCTIONS**

- (a) Hamm, (Ch.1).  
Scheffler, "Definitions in Education".
- (b) Ennis, R. Critical Thinking.

**3. VAGUENESS, AMBIGUITY AND EMOTIVE USES OF LANGUAGE**

- (a) Hamm (Ch.2).
- (b) Alston, W., Philosophy of Language (Ch. 5) . "Dimensions of Meaning"  
Green, T.F., The Activities of Teaching (Ch. 2).  
Olson, R.G., Meaning and Argument (Ch. 3).

**4. THE LOGIC OF EDUCATIONAL SLOGANS**

- (a) Scheffler, I., "Educational Slogans," The Language of Education.
- (b) Komisar, B. Paul and McClellan, J.E. "The Logic of Slogans" in Smith and Ennis (eds.) Language and Concepts in Education (Ch.13).

**5. THE FUNCTION OF METAPHORS IN EDUCATIONAL DISCOURSE**

- (a) Hamm, (Ch.2).
- (b) Alston, W., Philosophy of Language (Ch.5).  
Black, M., Models and Metaphors (Ch. 111).

## PART B

### 6. ACTIVITIES, PROCESSES AND EDUCATION

(a) Kazepides, "Educating, Socializing and Indoctrinating".

(b) Oakeshott, M., "Education: the Engagement and its Frustration" from The Proceedings of the Philosophy of Education Society of Great Britain, Vol. V (Jan. 1971).

### 7. THE CONCEPT OF EDUCATION

(a) Hamm (Chs. 3,4 and 10).

(b) Peters, R.S., Ethics and Education.

Lloyd, D.I. (ed), Philosophy and the Teacher (Chs.5, 6).

### 8. EDUCATIONAL CURRICULA & THE NATURE OF KNOWLEDGE

(a) Kazepides, "On Educational Aims, Curriculum Objectives."

Hamm, (Ch.5).

### 9. THE PROBLEM OF INDOCTRINATION

(a) Kazepides, A.C., "Indoctrination, Doctrines and the Foundation of Rationality" from Philosophy of Education 1987 (Handout).

(b) Snook, I.A. (ed.) Concepts of Indoctrination.

Spiecker B. and Straughan (eds.) Freedom and Indoctrination in Education.

### 10. THE CONCEPT OF TEACHING

(a) Hamm, (Ch.7).

Kazepides, "Wittgenstein and the Rationalists on Learning & Teaching" (Handout).

(b) Kosimar, B. Paul, "Teaching: Act and Enterprise" from Studies in Philosophy and Education.

Vol. VI, No. 2 (Spring 1968).

### 11. AUTHORITY, DISCIPLINES AND PUNISHMENT IN EDUCATION

(a) Hamm, (Ch. 8).

Kazepides, A.C. "On Learning from the Consequences of One's Actions" (Handouts).

(b) Smith, R. Freedom and Discipline.

Lloyd, D.I. (ed.), Philosophy and the Teacher (Chs. 10, 11).

Peters, R.S., Authority, Responsibility and Education (Chs. 1-4).

### 12. VALUES AND MORAL EDUCATION

(a) Hamm, (Ch. 9).

Kazepides, "On the Prerequisites of Moral Education..."

(b) Hirst, Moral Education in a Secular Society.

Carr, D. Educating the Virtues.