

INTRODUCTION TO PHILOSOPHY OF EDUCATION

Fall, 1987

Instructor: Dr. Tasos Kazepides

Tuesdays and Thursdays
(plus one hour tutorial per week)
10:30 - 11:20

Location: T. B. A.

General Information:

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. There are no prerequisites for the course.

Requirements:

1. Two one-hour lecture-discussion sessions and one one-hour tutorial each week.
2. Papers: one short paper and one term paper.
3. Grade Assessment:
 - 10% for participation
 - 15% for a short paper (2-4 pages)
 - 40% for the term paper
 - 35% for the final examination

Required Texts:

1. Hirst, P.H., & Peters, R.S. The Logic of Education (paperback).
2. Israel Scheffler, The Language of Education, Charles C. Thomas.

Course Outlines and Readings:

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) Hirst and Peters, The Logic of Education (Ch. 1).
 - (b) Soltis, J., An Introduction to the Analysis of Educational Concepts, (Chs. 6 and 7).
2. VAGUENESS, AMBIGUITY AND EMOTIVE USES OF LANGUAGE
 - (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).
 - Beardsley, M., Thinking Straight, pp. 207-218.
 - Copi, I.M., Introduction to Logic (Chs. VI, IX).
3. 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).
4. THE FUNCTION OF METAPHORS IN EDUCATIONAL DISCOURSE
 - (a) Scheffler, I., "Educational Metaphors," The Language of Education.
 - (b) Alston, W., Philosophy of Language (Ch. 5).
 - Black, M., Models and Metaphors (Ch. 111).

5. THE FUNCTION OF DEFINITIONS IN EDUCATIONAL DISCOURSE
 - (b) Scheffler, I., "Definitions in Education," The Language of Education.
 - Olson, R.G., Meaning and Argument (Ch. 7).
 - Copi, I., Introduction to Logic (Ch. 4).
 - Soltis, An Introduction..., (Ch. 1).

Part B

6. THE CRITERIA OF EDUCATION - THE ACHIEVEMENT SENSE
 - (a) Hirst and Peters, The Logic of Education (Ch. 2).
 - (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).
 - Lloyd, D.I. (ed.), Philosophy and the Teacher (Ch. 4).
 - Peters, R.S., "What is an Educational Process?" in R.S. Peters (ed.) The Concept of Education.
 - Barrow, R. & Woods, R., An Introduction to Philosophy of Education (Ch. 1).
7. THE CRITERIA OF EDUCATION-EDUCATIONAL ACTIVITIES
 - (a) Required Reading - same as #6
 - (b) Peters, R.S., Ethics and Education.
 - Lloyd, D.I. (ed), Philosophy and the Teacher (Chs. 5, 6).
8. THE CONCEPT OF TEACHING
 - (a) Hirst and Peters, The Logic of Education (Ch. 5).
 - Scheffler, The Language of Education, chs. IV, V.
 - 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).
 - Soltis, An Introduction..., (Chs. 3, 4, 5).
9. THE PROBLEM OF INDOCTRINATION
 - (a) Kazepides, A.C., "The Grammar of Indoctrination" from Philosophy of Education, 1971. (Handout)
 - Kazepides, A.C., "Educating, Socializing and Indoctrinating" (Handout).
 - (b) Snook, I.A. (ed.) Concepts of Indoctrination.
 - Lloyd, D.I. (ed.) Philosophy and the Teacher (Ch. 2).
 - Barrow & Woods, An Introduction to Philosophy of Education (Ch. 4).
10. THE CURRICULUM
 - (a) Hirst and Peters, The Logic of Education (Ch. 4)
 - Straughan and Wilson, Philosophizing..., (Ch. 3) (Handout)
 - (b) Lloyd, Philosophy and the Teacher (Ch. 7)
 - White, J. P., Towards a Compulsory Curriculum.
 - Pring, R., Knowledge and Schooling.
 - Barrow, R., The Canadian Curriculum.
 - Hirst, P., Knowledge and the Curriculum
11. AUTHORITY, DISCIPLINE AND PUNISHMENT IN EDUCATION
 - (a) Hirst and Peters, The Logic of Education (Ch. 7).
 - Kazepides, A.C., "The Justification of Discipline" (Handout).
 - Kazepides, A.C. "On Learning from the Consequences of One's Actions (Handout)
 - (b) Wilson, P.S., Interest and Discipline in Education.
 - Lloyd, D.I. (ed.), Philosophy and the Teacher (Chs. 10, 11).
 - Peters, R.S., Authority, Responsibility and Education (Chs. 1-4).
 - Nash, P., Authority and Freedom in Education.
12. VALUES AND MORAL EDUCATION
 - (a) Hamm and Daniels, "Values Education in Relation to Moral Education" (Handout).
 - (b) Hirst, Moral Education in a Secular Society.
 - Hamm, C., "Moral Education Without Religion" in Cochrane et. al. (eds.) The Domain of Moral Education (Also reply by M. Elliott and rejoinder by Hamm).

EDUCATION 230-3

INTRODUCTION TO PHILOSOPHY OF EDUCATION

This course is intended to provide prospective teachers as well as students with a general interest in education an opportunity to examine critically a variety of philosophical issues in contemporary education. It also aims to provide students with an understanding of the philosophical method of enquiry into educational questions. The central concern of the course is to elucidate the nature of education as a phenomenon distinct from such activities as training, schooling, and socialization.

This course is divided into ten units, as follows:

1. The nature of philosophical inquiry into educational discourse.
2. Metaphors in educational discourse.
3. An analysis of the concept "education."
4. "Aims" in education.
5. Educational curricula and the nature of knowledge.
6. Child centered curricula.
7. Teaching and learning and education, their inter-relationships.
8. Inter-personal and social issues in education.
9. Moral education.
10. The justification of education.

PREREQUISITE: None.

REQUIRED TEXT:

Hirst, P. H. and R. S. Peters. The Logic of Education. Routledge & Kegan Paul, 1970.

COURSE REQUIREMENTS: One assignment is required for each two units.

Assignment 1	20%
Assignment 2	20%
Assignment 3	20%
Assignment 4	20%
Assignment 5	20%
(No final exam)	

COURSE SUPERVISOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.