

SIMON FRASER UNIVERSITY

EDUCATION 230-3  
INTRODUCTION TO PHILOSOPHY OF EDUCATION  
(D1.00)

Spring Semester, 1993  
(January 5—April 2)  
Tuesday & Thursday, 11:30 a.m.–12:20 p.m.  
and Tutorials  
Location: AQ 3150

Instructor: T. Kazepides  
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Phone: 291-4517 (office)  
Phone: 291-0315 (home)

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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. A paper of about 10–15 typewritten pages on a topic approved by the instructor (50% of the grade).
2. A final examination (40% of the grade).

REQUIRED TEXTS

1. Cornel Hamm, Philosophical Issues in Education.
2. Handouts.

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) 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".
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).  
Beardsley, M., Thinking Straight, pp. 207–218.  
Copi, I.M., Introduction to Logic (Chs. VI, IX).
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).  
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 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 &amp; 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.  
Lloyd, D.I. (ed.) Philosophy and the Teacher (Ch. 2).  
Barrow & Woods, An Introduction to Philosophy of Education (Ch. 4).

## 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).  
Soltis, An Introduction..., (Chs. 3, 4, 5)

## 11. AUTHORITY, DISCIPLINE AND PUNISHMENT IN EDUCATION

- (a) Hamm, (Ch.8).  
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, (Ch. 9).  
Kazepides, "On the Prerequisites of Moral Education . . .".
- (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 inquiry 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 five units, as follows:

1. Philosophizing about Education
2. Education
3. Knowledge and the Curriculum
4. Philosophy and the Teacher
5. Ethics and Education

**PREREQUISITE:** None.

### **REQUIRED TEXTS:**

Barrow, R. & Woods, R. *An Introduction to Philosophy of Education*. (3rd ed.)

Hamm, C. *Philosophical Issues in Education*.

### **COURSE REQUIREMENTS:**

Assignment 1	20%
Assignment 2	20%
Assignment 3	20%
Assignment 4	20%
Assignment 5	20%

10/26/92