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Fall Semester 1999

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

**D01.00**

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**PREREQUISITE**

None

**COURSE DESCRIPTION**

The heart of philosophy has always been critical reflection and inquiry, which we need in order to lead an examined life. Without rigorously critical examination of the aims, values, and assumptions that underlie our theories and practices of education, we fall prey to restless consumerism where we rapidly exchange one slogan/proposal/program for another. Becoming helpless in the face of controversial matters is another indicator that we need to equip ourselves with philosophical dispositions and tools for critical reflection and inquiry. This course, then, aims at helping students develop such dispositions and tools in the field of education through exposing students to the major theories and themes in the history of educational thoughts; guided in-class exercises; dialogue and groupwork in seminars.

**OBJECTIVES**

The coursework aims at cultivating in the students:

- the ability to read texts self-reflectively;
- the ability to employ philosophical vocabulary;
- the ability to examine practices in the light of theories, and vice versa;
- the ability to compose carefully conceptualized and reasoned arguments;
- the ability to engage in productive dialogues in a community of inquiry.

**COURSE REQUIREMENTS**

Coursework consists of three kinds of assignment: small weekly preparatory and in-class exercises; mid-term essay based on the content knowledge of the textbook; on-going groupwork towards scripting and performing a dialogue piece at the end of term. We will discuss the details of the assignments on the first day of class.

**TEXTS**

Ozmon, H. & Craver, S. (Eds.). (1995). Philosophical Foundations of Education. (5th Edition). Englewood Cliff, NJ.: Prentice-Hall Inc. (ISBN: 0-02-390311-2).

## 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.) Routledge, 1988.

Hamm, C. *Philosophical Issues in Education*. Falmer Press, 1989.

### COURSE REQUIREMENTS:

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

### SUPPLEMENTARY FEES:

Course Materials & Service Fee	\$30
Deposit for Additional Materials	\$20

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