

FACULTY OF EDUCATION

Education 230-3 Philosophical Issues in Education

Spring Semester 1979

Instructor: Dr C. M. Hamm

COURSE GUIDE

I. 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 contemporary educational problems from a philosophical perspective.

The central concern of the course is to elucidate the nature of education together with an attempt to assess the extent to which the modern school fulfills its function as an educational institution.

II. Brief Course Outline

- A. The Nature of Philosophical Issues in Education
- B. Conflicting Perspectives on Education
- C. The Nature of Education
 - 1. The aims of Education
 - 2. The means-ends model in Education
 - 3. The concept 'Education'
 - 4. Education and the development of mind
 - 5. Education and the nature of knowledge
- D. Moral Dimensions of Education
 - 1. The nature of punishment and authority
 - 2. Freedom and respect for persons
 - 3. Conditioning and indoctrination
 - 4. Moral education

III. Course Requirements

- A. Students will be expected to attend two one-hour lecture-discussion sessions and one one-hour tutorial each week.
- B. Papers
 - 1. A short paper of about 500 words will be due in January
 - 2. A longer paper of about 2000 words will be due in March.
(Suggested essay topics and supplementary bibliography will be distributed on assignment guide sheets.)
- C. Examinations - There will be a 1 hour mid-term examination in February and a 1 hour final examination in April based on the lectures and the required readings.
- D. Required readings:
 - Texts: Hirst, P. H. and Peters, R. S., The Logic of Education, Routledge and Kegan Paul, 1970.
Parts of two supplementary texts.
 - Articles: As recommended as the course progresses.