

FACULTY OF EDUCATION

Fall Semester 1977

Instructor: Tasos Kazepides

Educ. 437-4 Ethics and Education

COURSE GUIDE

I. Course description

The course is divided into three parts. The first part (Section 1-4) examines the normative character of education and attempts to establish appropriate grounds for educational judgments.

The second part (Section 5-9) deals with those concepts that are fundamental to educational decision making (e.g. interests, respect for persons, equality, freedom and autonomy, authority, discipline and punishment).

The third part of the course (Section 10) deals with current theories of moral education and examines some central issues in that domain.

II. Texts

1. Peters, R.S., Ethics and Education
2. Hirst, P.H., Moral Education in a Secular Society
3. Wilson, John, Moral Thinking

III. Requirements

1. Participation through discussion and making of a presentation to the seminar.
2. Five short papers (4-5 pages each) or one major paper of approximately 15-20 pages.

IV. Course Outline and Readings

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

1. THE NORMATIVE CHARACTER OF EDUCATION
 - (a) Peters, Ethics and Education, Chs. 1,2.
Peters, "Education and the Educated Man" in Dearden R.F., et al, (eds) Education and the Development of Reason. Also in Proceedings of the Philosophy of Education Society of Great Britain. Vol. 4 (Jan. 1970)
 - (b) Peters, Education and the Education of Teachers
2. DISGUISED PRESCRIPTIONS IN EDUCATIONAL DISCOURSE (Definitions, slogans and metaphors)
 - (a) Peters, Ethics and Education, pp. 167-170
Scheffler, The Language of Education. Ch. 1,2,3.
Dearden, "'Needs' in Education" in Education and the Development of Reason
 - (b) Komisar, "'Need' and the Needs Curriculum" in Smith, B.O. and Ennis, R.H. (eds) Language and Concepts in Education
Dearden, The Philosophy of Primary Education Chs. 2,3,7.

3. CLASSICAL THEORIES OF JUSTIFICATION

- (a) Peters, Ethics and Education Ch. 3
Wilson, Moral Thinking, Ch. 1
Hirst, Moral Education in a Secular Society, Ch. 3.
- (b) Frankena, Ethics, Chs. 2,3.
Gert, B. The Moral Rules (Especially Chs. 5 and 6.)

4. THE JUSTIFICATION OF EDUCATIONAL ACTIVITIES

- (a) Peters, Ethics and Education, Chs. 5,6.
Peters, "The Justification of Education" in The Philosophy of Education
- (b) White, P.A., "Education, Democracy and the Public Interest" in Peters
(ed.) The Philosophy of Education
White, John, Towards a Compulsory Curriculum.
Barrow, R., Moral Philosophy for Education, Ch. 11

5. RESPECT FOR PERSONS AND THE NATURE OF MAN

- (a) Peters, Ethics and Education, Ch. 8
Hirst, Moral Education in a Secular Society, pp. 28-33
Lloyd, D.I. "Nature of Man" in Philosophy and the Teacher, Ch. 3
- (b) Warnock, G.J., The Objectivity of Morality, Ch. 2
Gert, The Moral Rules
Peters, "The Justification of Education" in The Phil. of Education
Downie, R.S. et al, Education and Personal Relationships. Chs. 5,6.
Hirst and Peters, The Logic of Education, Ch. 6.

6. FREEDOM AND AUTONOMY IN EDUCATION

- (a) Peters, Ethics and Education, Ch. 7
Peters, Reason and Compassion, Ch. 2
- (b) Barrow, R. Moral Philosophy for Education Chs. 4,8.
Berlin, I., Four Essays on Liberty, Ch. 3
Berenson, F.M., "Freedom" in Lloyd (ed.) Philosophy and the Teacher, Ch. 10

7. EQUALITY IN EDUCATION

- (a) Peters, Ethics and Education, Ch. 4
- (b) Barrow, Moral Philosophy for Education, Ch. 5
Coombs and Komisar, "The Concept of Equality in Education" in Studies in Philosophy and Education, Vol. III, No. 3 (1974)

8. AUTHORITY, DISCIPLINE AND PUNISHMENT

- (a) Peters, Ethics and Education, Chs. 9,10
Kazepides, "The Many Faces of Discipline" (handout)
- (b) Wilson, P.S. Interest and Discipline in Education
Hirst and Peters, The Logic of Education, Ch. 7
Cleife, D.H., "Authority" in Lloyd (ed.) Philosophy and the Teacher, Ch. II
McClellan, J.E., Philosophy of Education

9. MORAL EDUCATION -
1. Values Education, Religious Education and Moral Education
 2. The Cognitive Developmental Approach in Moral Education
 3. The Components of Moral Education
 4. Reason and Habit: The Paradox of Moral Education
- (a) Kazepides, "The Logic of Values Clarification" (Handout)
 Wilson, Moral Thinking
 Scriven, M., "Cognitive Moral Education," Phi, Delta Kappan, June, 1975
 Hirst, Moral Education in a Secular Society
 Hamm, "The Content of Moral Education or in Defense of 'The Bag of Virtues'" in Kazepides (ed.) 1975 Yearbook of the C.S.S.E. Vol. 2.
 Kohlberg, "The Cognitive Developmental Approach to Moral Education," Phi Delta Kappan, Vol. 55, No. 10 (June 1975) pp. 670-677
 Kazepides, "What is the Paradox of Moral Education?"
- (b) McClellan, Philosophy of Education
 Ryle, G. "Can Virtue Be Taught?" in Dearden et al (eds.) Education and the Development of Reason
 Peters, "Reason and Habit: The Paradox of Moral Education" in Scheffler (ed.) Philosophy and Education