

Summer Semester 1998

EDUC 437 - 4
Ethical Issues in Education

E01.00

Dr. T. Kazepides
 Office: MPX 8642
 Tel: 291- 4453
 E-mail: kazepide@sfu.ca

PREREQUISITE

60 credit hours

COURSE DESCRIPTION

The aim of this course is to demarcate the domain of moral education and to examine its nature and its various components. The course should be valuable to teachers, prospective teachers, educational administrators, and all serious students of education.

COURSE REQUIREMENTS

- a) A short-seminar presentation.
- b) A follow-up final paper of about 10-15 typewritten double spaced pages on a topic approved by the instructor. Students are encouraged to submit the first draft of their paper to the instructor for comments and then rewrite it for marking. The paper is due on the last day of classes.

OUTLINE OF TOPICS

1. THE NORMATIVE CHARACTER OF EDUCATION
 - Scheffler, "The Concept of the Educated Person" (1995).
 - Kazepides, "On the Nature and Function of Education Theory".
2. THE PREREQUISITES OF MORAL EDUCATION
 - Kazepides, "On the Prerequisites of Moral Education: A Wittgensteinian Perspective".
 - Hamm, "Moral Education as the Achievement of Virtue".
3. RELIGION AND MORAL EDUCATION
 - Rachels, (Ch.4).
 - Kazepides, "Religious Indoctrination & Freedom".
4. CULTURAL RELATIVISM AND MORAL EDUCATION
 - Rachels, (Ch. 1 & 2).
5. SUBJECTIVISM IN ETHICS
 - Rachels, (Ch. 3).
6. UTILITARIANISM AND MORAL EDUCATION
 - Rachels, (Ch. 7 & 8).
7. ARE THERE ABSOLUTE MORAL PRINCIPLES
 - Rachels, (Ch. 9 & 10).
8. THE ETHICS OF VIRTUE
 - Rachels, (Ch. 12).

REQUIRED READINGS

1. Rachels, James. The Element of Moral Philosophy. Toronto: McGraw Hill Publishing Co. ISBN 0-07-051098-9.
2. Handouts.

RELATED BIBLIOGRAPHY

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| Peter Singer, <u>A Companion to Ethics</u> | Edmund Pincoffs, <u>Quandaries and Virtues</u> |
| Mike Martin, <u>Everyday Morality</u> | Paul Johnston, <u>Wittgenstein and Moral Philosophy</u> |
| Louis Pojman, <u>Ethics: Discovering Right and Wrong</u> | Roger Straughan, <u>Can We Teach Children to be Good?</u> |
| David Carr, <u>Educating the Virtues</u> | |