

EDUCATION 230-3

PHILOSOPHICAL ISSUES IN EDUCATION

SPRING, 1981

INSTRUCTOR: Tasos Kazepides

Tuesdays, Thursdays 11:30 - 12:30
(plus 1 hour of tutorial per week)

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.

REQUIREMENTS:

1. Two one-hour lecture-discussion sessions and one one-hour tutorial each week.
2. Papers - A short paper due February 17th and a longer paper due March 31st.
3. Examination - there will be a one hour final examination (Examination questions will be distributed well in advance.)
4. Grade Assessment - 10% short paper
10% lecture and tutorial participation
40% term paper
40% final examination

COURSE OUTLINE

1. The Nature and Value of Philosophizing in Education
2. Vagueness and Ambiguity in Educational Discourse
3. Emotive Uses of Language
4. The Logic of Educational Slogans
5. The Function of Metaphors in Educational Discourse
6. The Function of Definitions in Educational Discourse
7. The Criteria of Education - The Achievement Sense
8. The Criteria of Education - The Educational Processes
9. The Justification of Education
10. Education and Human Nature
11. The Concept of Teaching
12. Teaching and Personal Relationships
13. Forms of Miseducation: Indoctrination and Conditioning
14. The Curriculum
15. Authority, Discipline and Punishment in Education
16. Creativity in Education

REQUIRED TEXTS:

HIRST, P.H. & PETERS, R.S.; THE LOGIC OF EDUCATION (paperback)

Handouts

RECOMMENDED TEXT

SOLTIS, Jonas; AN INTRODUCTION TO THE ANALYSIS OF EDUCATIONAL CONCEPTS