

Educ. 230-3 Philosophical Issues in Education

REGULAR SEMESTER 1982

INSTRUCTOR: Dr. Tasos Kazepides

Wednesday 1:00 - 3:50

LOCATION: on campus

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 - 2 papers (1 short & 1 long)
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

Required texts:

1. Hirst, P.H. and Peters, R.S. The Logic of Education (paperback)
2. Handouts.

Recommended text

Soltis, Jonas, An Introduction to the Analysis of Educational Concepts

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.

PART A

1. THE NATURE AND VALUE OF PHILOSOPHIZING IN EDUCATION

(a) Hirst and Peters, The Logic of Education Ch. 1

(b) Schofield, H., Philosophy of Education: An Introduction, Ch. 1

Soltis, J., An Introduction to the Analysis of Educational Concepts, Chs. 6 and 7.

2. VAGUENESS AND AMBIGUITY IN EDUCATIONAL DISCOURSE

- (a) Alston, W., Philosophy of Language, Ch. 5 "Dimensions of Meaning" (Handout)
- (b) Green, T.F., The Activities of Teaching, Ch. 2.
Olson, R.G., Meaning and Argument, Ch. 3.

3. EMOTIVE USES OF LANGUAGE

- (b) Beardsley, M., Thinking Straight, pp. 207-218.
Copi, I.M., Indoctrination to Logic, pp. 47-49.
Stevenson, C.L., Ethics and Language, Chs. VI, IX.

4. THE LOGIC OF EDUCATIONAL SLOGANS

- (a) Scheffler, I., "Educational Slogans" from The Language of Education. (Handout)
- (b) Komisar, B. Paul and McClellan, J.E., "The Logic of Slogans" in Smith and Ennis (eds) Language and Concepts in Education, Ch. 13.

5. THE FUNCTION OF METAPHORS IN EDUCATIONAL DISCOURSE

- (a) Scheffler, I., "Educational Metaphors" from The Language of Education. (Handout)
Alston, W., Philosophy of Language, Ch. 5.
- (b) Black, M., Models and Metaphors Ch. III.

6. THE FUNCTION OF DEFINITIONS IN EDUCATIONAL DISCOURSE

- (a) Scheffler, I., "Definitions in Education: from The Language of Education. (Handout)
- (b) Olson, R.G., Meaning and Argument, Ch. 7.
Copi, I., Introduction to Logic, Ch. 4.
Soltis, An Introduction, Ch. 1.

PART B

7. THE CRITERIA OF EDUCATION - THE ACHIEVEMENT SENSE

- (a) Hirst and Peters, The Logic of Education, Ch. 2.
Peters, R.S., "What is an Educational Process?" in The Concept of Education. (Handout)
Oakeshott, M., "Education: The Engagement and its Frustration" from The Proceedings of the Philosophy of Education Society of Great Britain, Vol. V (Jan. 1971). (Handout)
- (b) Lloyd, D.I. (ed.), Philosophy and the Teacher, Ch. 4.

8. THE CRITERIA OF EDUCATION - THE EDUCATIONAL PROCESSES
 - (a) Required Reading - same as #7.
 - (b) Hirst, P.H., Moral education in a Secular Society
Peters, R.S., Ethics and Education
Lloyd, D.I. (ed.), Philosophy and the Teacher, Chs. 5, 6.
9. THE JUSTIFICATION OF EDUCATION
 - (a) Same as #7 plus
Peters, R.S., "The Justification of Education: in The Philosophy of Education. (Handout)
 - (b) Downie, R.S. et al, Education and Personal Relations, Chs. 3 and 4.
10. EDUCATION AND HUMAN NATURE
 - (a) Kazepides, "Human Nature in its Educational Dimensions" (Handout)
11. THE CONCEPT OF TEACHING
 - (a) Hirst and Peters, The Logic of Education, Ch. 5.
 - (b) Kosimar, B. Paul, "Teaching: Act and Enterprise" from Studies in Philosophy and Education Vol. VI, No. 2 (Spring, 1968)
Soltis, An Introduction, Chs. 3, 4, 5.
12. TEACHING AND PERSONAL RELATIONSHIPS
 - (a) Hirst and Peters, The Logic of Education, Ch. 6.
 - (b) Lloyd, Philosophy and the Teacher, Ch. 1.
Downie, R.S. et al., Educational and Personal Relationships.
13. FORMS OF MISEDUCATION: INDOCTRINATION AND CONDITIONING
 - (a) Kazepides, A.C., "The Grammar of Indoctrination" from Philosophy of Education 1971.
Kazepides, "Operant Conditioning in Education" (Handout)
 - (b) Snook, I.A. (ed.) Concepts of Indoctrination.
Lloyd, D.I. (ed.) Philosophy and the Teacher, Ch. 2.
14. THE CURRICULUM
 - (a) Hirst and Peters, The Logic of Education, Ch. 4.
 - (b) Lloyd, Philosophy and the Teacher, Ch. 7.
White, J.P., Towards a Compulsory Curriculum.
Pring, R., Knowledge and Schooling.
Barrow, R., The Canadian Curriculum.

15. AUTHORITY, DISCIPLINE AND PUNISHMENT IN EDUCATION

- (a) Hirst and Peters, The Logic of Education, Ch. 7.
Kazepides, A.C., "The Justification of Discipline" (Handout)
- (b) Wilson, P.S., Interest and Discipline in Education.
Lloyd, D.I. (ed.), Philosophy and the Teacher, Chs. 10, 11.
Peters, R.S., Authority, Responsibility and Education. Chs. 1-4.
Nash, P., Authority and Freedom in Education.

16. CREATIVITY IN EDUCATION

- (a) Lloyd, Philosophy and the Teacher, Ch. 9 (Handout)
Cochrane, D., "Teaching and Creativity: A Philosophical Analysis,"
Educational Theory, Vol. 25, No. 1 (Winter 1975), pp. 65-73.
- (b) Elliott, R.K., "Changing Concepts of Creativity" Proceedings of the
Phil. of Educ. Society of Great Britain, Vol. V, No. 2.
White, J.P., "Creativity and Education: A Philosophical Analysis",
British Journal of Educational Studies, June 1968, reprinted in
R.F. Dearden et al (eds.), Education and the Development of Reason.

EDUC 230-3 OUTLINE

PHILOSOPHICAL ISSUES IN EDUCATION

The central concern of this course is two-fold. First, it is intended to provide students who have a general interest in educational studies with an opportunity to examine critically a variety of philosophical issues in contemporary education. Secondly, it aims to provide students with an understanding of the philosophical method of enquiry. On completion of this course the student should have acquired, to some degree, the skill of identifying and tackling philosophical questions in education.

Course Content

The course is organized in five sections, containing a total of twelve units.

- Section A The Nature of Philosophical Inquiry
- Section B Problems in Educational Language
- Section C Conflicting Educational Perspectives
- Section D The Nature of Education
- Section E Moral Dimensions of Education

Course Requirements

Assignment I	5%
Assignment II	5%
Assignment III	5%
Assignment IV	20%
Assignment V	15%
Final (take home) examination	50%

Required Text

Hurst, P.H., and Peters, R.S. The Logic of Education.
London: Routledge & Kegan Paul 1970 (paperback).

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