

EDUC. 437-4 ETHICS AND EDUCATION
(offered conjointly with EDUC. 831-5)

FALL, 1981

INSTRUCTOR: Dr. Cornel Hamm

Undergraduate: Tues. 4:30 - 8:20

LOCATION: on campus

Graduate: Tues. 4:30 - 9:20

Course Description

This course is concerned with identifying and examining moral and ethical issues in education. Three broad areas of concern are explored. (1) The normative character of education as a whole and its justification. Questions like the following will be examined: Is the God-like role of education in setting goals for children morally tenable? Can there be a value-free education? Does the contemporary shift to informal modes of education remove the moral problem? What justification is there for selection of compulsory curriculum content in education? Have we the right to force children to go to school? (2) Questions related to problems of equality of educational opportunity, autonomy, interpersonal relationships, and rights in education. What is the place for the exercise of authority in education? Is discipline and punishment in schools warranted? Who ought to control schools? What rights do children, teachers, and parents have? (3) The meaning and nature of moral education. What is the status of moral judgements? Are moral principles "objective"? When is a principle a moral principle? Can values be taught? Should they be? How do some recent theories of moral education (values clarification, developmental theories) fare under careful examination? Is moral education without indoctrination possible?

The course is intended for those who want to think hard and argue about these kinds of questions. It should be valuable to teachers, administrators, councillors and all serious students of education. There are no pre-requisites for this course.

Course Requirements

1. Participation in seminars through formal and informal presentations from time to time.
2. A mid-term examination based on required readings.
3. A term paper of about 10 typewritten pages on a relevant topic approved by the instructor.

Texts:

R.S. Peters, Ethics and Education, George Allen and Unwin, London, 1966.

D.B. Cochrane, C.M. Hamm, & A.C. Kazepides (eds.), The Domain of Moral Education, Paulist Press and O.I.S.E., 1979.

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NEW COURSE PROPOSAL FORM

UPC 81-16

1. Calendar InformationDepartment: EducationAbbreviation Code: Educ. Course Number: 437 Credit Hours: 4 Vector: _____Title of Course: Ethical Issues in Education

Calendar Description of Course: In this course ethical problems in education are identified and examined. Four major areas of concern are explored: 1. The normative character of education as a whole; 2. The justification of education; 3. Ethical questions related to equality, autonomy, inter-personal relationships, and rights in education; 4. Moral education and value education.

Nature of Course

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved: This is a change in title and calendar description only.

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

3. Goals of the Course4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. ApprovalDate: 8/Sept 18/81

[Signature]
Department Chairman

Dean

Chairman, SCUS

Calendar Description for
Educ. 437 - Ethical Issues in Education

In this course ethical problems in education are identified and examined. Four major areas of concern are explored:

1. The normative character of education as a whole;
2. The justification of education;
3. Ethical questions related to equality, autonomy, inter-personal relationships, and rights in education; and
4. Moral education and values education.

FACULTY OF EDUCATION

Instructor: Tasos Kazepides

Education 437-4 - Ethics and Education

Education 831-5 - Seminar in Philosophy and Educational Theory

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. There are no prerequisites for this course.

Course requirements

- a) A short seminar presentation
- b) A term paper of about 15 typewritten double-spaced pages on a topic approved by the instructor. The paper is due one week before the last day of classes. Students may choose to write 2 or 3 shorter papers instead.

Required texts

- a) Cochrane, D.B., Hamm, D.M., and Kazepides, A.C. (eds). The Domain of Moral Education, Toronto: The Ontario Institute for Studies in Education, 1979. (paperback)
- b) Handouts

Course Outline and readings

1. The normative character of education
(Peters, R.S., "The Justification of Education", handout)
2. Moral Education in relation to values education
(C-H-K. pp. 17-37)
3. Religion and Moral education
(C-H-K., pp. 35-37)
4. The Logic of Values Clarification (handouts)
5. The form of moral experience
 - a) Escapes from moral thinking (C-H-K., pp. 7-16)
 - b) Amoralism, Subjectivism and Relativism
(Williams, B., Morality, pp. 1-39, handout)
 - c) Moral principles and moral education (C-H-K., pp. 120-134)

- 6. Form and content in moral education
 - a) The paradox of moral education (C-H-K., pp. 155-166)
 - b) Moral procedures and moral education
 - Moral components and moral education } C-H-K., pp. 163-203
 - Form and Content in moral education }
- 7. Language and moral education (C-H-K., pp. 89-129)
- 8. Moral education and the emotions
 - a) C-H-K., pp. 145-154
 - b) handout.