

SPRING, 1985

INSTRUCTOR: Dr. Tasos Kazepides

Monday and Wednesday 11:30 - 12:20
(plus one hour tutorial per week)

LOCATION: on campus

PHONE: 291-3641

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 educational problems from a philosophical perspective.

The central concern of the course is to elucidate the nature of education and to distinguish it from socialization, schooling, training and indoctrination. There are no prerequisites for the course.

REQUIREMENTS:

1. Two one-hour lecture-discussion sessions and one one-hour tutorial each week.
2. Papers - three short papers and one term paper.
3. Examination - there will be no final examination for the course.
4. Grade Assessment - 10% for the first short paper
20% for the second short paper
20% for the third short paper
50% for the term paper

REQUIRED TEXTS:

1. Hirst, P.H. & Peters, R.S. The Logic of Education (paperback).
2. Straughan, R. & Wilson, J. Philosophizing About Education (paperback).
3. Handouts

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).
Straughan and Wilson, Philosophizing About 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
 - (b) Alston, W., Philosophy of Language (Ch. 5 "Dimensions of Meaning")
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)
 - (b) Alston, W., Philosophy of Language (Ch. 5)
Black, M., Models and Metaphors (Ch. 111)
6. THE FUNCTION OF DEFINITIONS IN EDUCATIONAL DISCOURSE
 - (b) Scheffler, I., "Definitions in Education: from The Language of Education.
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)
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)
Peters, R.S., "What is an Educational Process?" in R.S. Peters (ed.) The Concept of Education.
Barrow, R. & Woods, R., An Introduction to Philosophy of Education (Ch. 1)
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. THE CONCEPT OF TEACHING
 - (a) Hirst and Peters, The Logic of Education (Ch. 5)
 - (b) Komisar, 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)
11. THE PROBLEM OF INDOCTRINATION
 - (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

12. THE PROBLEM OF INDOCTRINATION

- (a) Kazepides, A.C., "The Grammar of Indoctrination" from Philosophy of Education, 1971. (Handout)
Kazepides, Educating, Socializing and Indoctrinating (Handout)
- (b) Snook, I.A. (ed.) Concepts of Indoctrination.
Lloyd, D.I. (ed.) Philosophy and the Teacher (Ch. 2)
Barrow & Woods, An Introduction to Philosophy of Education (Ch. 4)

13. THE CURRICULUM

- (a) Hirst and Peters, The Logic of Education (Ch. 4)
Straughan and Wilson, Philosophizing..., (Ch. 3)
- (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.
Barrow & Woods, An Introduction ..., (Ch. 2)

14. AUTHORITY, DISCIPLINE AND PUNISHMENT IN EDUCATION

- (a) Hirst and Peters, The Logic of Education (Ch. 7)
Kazepides, A.C., "The Justification of Discipline" (Handout)
Straughan & Wilson, Philosophizing..., (Ch. 5)
- (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.

15. MORAL AND RELIGIOUS EDUCATION

- (a) Straughan & Wilson, Philosophizing ..., (Ch. 4)
- (b) Hirst, Moral Education in a Secular Society.
Hamm, C., "Moral Education Without Religion" in Cochrane et. al
(eds.) The Domain of Moral Education (Also reply by M. Elliott and
rejoinder by Hamm)