

SIMON FRASER UNIVERSITY
EDUCATION 230-3
INTRODUCTION TO PHILOSOPHY OF EDUCATION
(D1.00)

Fall Semester, 1991
(September 3 – November 29)
Tuesday & Thursday
11:30 a.m. – 12:20 p.m. & Tutorials
Location: C9000

Instructor: Dr. Cornel Hamm

COURSE DESCRIPTION

This course open to all undergraduates, is intended to provide prospective teachers as well as others interested in education an opportunity to examine a variety of educational issues from a philosophical perspective. The central concern of the course is to elucidate the nature of education as a phenomenon distinguishable from such activities as training, schooling, and socialization. It should enable one to think more clearly and critically about a host of problems, issues, and concepts in education. There are no pre-requisites for the course. A brief course outline follows:

- A. The Nature of Philosophical Issues in Education
 - 1. What are philosophical problems in education?
 - 2. What role does philosophy have in solving educational problems?
- B. The Language of Education
 - 1. Meaning and definitions in education
 - 2. Slogans and metaphors in education
 - 3. Problems of vagueness, ambiguity, and emotive uses of language
- C. The Nature of Education
 - 1. The concept 'education'
 - 2. The concepts 'teaching' and 'learning'.
 - 3. Cognitive education and education of the emotions
 - 4. The aims of education
 - 5. Education, curriculum, and the nature of knowledge
 - 6. The means-ends
- D. Moral Dimensions of Education
 - 1. Freedom and authority in education
 - 2. Discipline and punishment in education
 - 3. Conditioning and indoctrination
 - 4. The justification of content in education
 - 5. Values and moral education

COURSE REQUIREMENTS

- 1. Tutorial participation
- 2. Examination on required readings
- 3. One or more short papers

TEXT AND READINGS

C.M. Hamm. Philosophical Issues in Education: An Introduction. Falmer Press (1989).
Selected essays and papers.

Education 230 - Introduction to Philosophy of Education

Library Reserve Listing

A. Articles (2 copies each - 4 hour loan)

1. Dearden, R.F., "Needs' in Education" in British Journal of Educational Studies, XIV, #3 (Nov., 1966), pp. 5-17.
2. Hamm, C.M., "The Content of Moral Education, or In Defense of the 'Bag of Virtues'", in School Review, Vol. 88, #2, 1977, pp. 218-228.
3. Hirst, P.H., "The Logic of the Curriculum" in Journal of Curriculum Studies, 1969.
4. Kazepides, A.C. "Indoctrination, Doctrines and the Foundations of Rationality," S.F.U.
5. Peters, R.S. "The Nature of Authority" in Peters, R.S., Authority, Responsibility and Education, London: George Allen and Unwin Ltd., 1966, Ch. 1.
6. Scheffler, I. "Definitions in Education" in The Language of Education, Charles C. Thomas, Publisher, 1960, Ch. II.
7. Scheffler, I. "Educational Metaphors" in The Language of Education, Charles C. Thomas, Publisher, 1960, Ch. III.

B. Books (on 24 hr. loan)

1. Barrow, Robin. The Philosophy of Schooling, Wheatsheaf Books Ltd., 1981.
2. Berlin, I. Four Essays on Liberty, Oxford University Press, London, 1969.
3. Chambers, John I. The Achievement of Education, Harper & Row, 1983.
4. Cochrane, D., Hamm, C.M., Kazepides, A.C. (eds.), The Domain of Moral Education, Paulist Press and OISE, 1979.
5. Dearden, R.F. Philosophy of Primary Education, An Introduction. London: Routledge and Kegan Paul, 1968.
6. Dearden, R.F., et al. Education and the Development of Reason, London: Routledge and Kegan Paul, 1972.

7. Macmillan, C.R.J., and Nelson, T.W. (eds.) Concepts of Teaching. Chicago: Rand McNally & Co., 1969.
8. Lloyd, D.I. (ed.) Philosophy and the Teacher, RKP, 1976.
9. Peters, R.S. Authority, Responsibility and Education. London: George Allen and Unwin Ltd., 1966.
10. Peters, R.S. (ed.), The Philosophy of Education, London, Routledge and Kegan Paul, 1973.
11. Peters, R.S., The Concept of Education, Routledge and Kegan Paul, 1967.
12. Peters, R.S., Ethics and Education, London: George Allen and Unwin Ltd., 1966.
13. Scheffler, I. The Conditions of Knowledge. Chicago: Scott, Foresman & Co., 1965.
14. Scheffler, I. The Language of Education. Springfield, Illinois: Charles C. Thomas, Publisher, 1960.
15. Snook, I. Concepts of Indoctrination. London: Routledge & Kegan Paul, 1970.

EDUCATION 230-3

INTRODUCTION TO PHILOSOPHY OF EDUCATION

This course is intended to provide prospective teachers, as well as students with a general interest in education, an opportunity to examine critically a variety of philosophical issues in contemporary education. It also aims to provide students with an understanding of the philosophical method of inquiry into educational questions. The central concern of the course is to elucidate the nature of education as a phenomenon distinct from such activities as training, schooling, and socialization.

This course is divided into ten units, as follows:

1. The nature of philosophical inquiry into educational discourse
2. Metaphors in educational discourse
3. An analysis of the concept "education"
4. "Aims" in education
5. Educational curricula and the nature of knowledge
6. Child-centered curricula
7. Teaching-learning-education: their interrelationships
8. Interpersonal and social issues in education
9. Moral education
10. The justification of education

PREREQUISITE: None.

REQUIRED TEXTS:

Hirst, P.H. and R.S. Peters. *The Logic of Education*. Routledge & Kegan Paul, 1970.

COURSE REQUIREMENTS:

Assignment 1	20%
Assignment 2	20%
Assignment 3	20%
Assignment 4	20%
Assignment 5	20%