

ABSTRACT

In this dissertation I analyze the relationship between education for autonomy and education for morality, and assess the implications of this analysis for debates between liberal, communitarian, and fundamentalist philosophies of education. A conceptual analysis of education based on R. S. Peters' later work posits education as the expansion and deepening of awareness of those aspects of the human condition that are of particular relevance for a given socio-historical situation. In this sense, education can be conceptualized as the development of excellent perceivers of the human condition. I then posit nine fundamental awareness-promoting capacities whose development will be a necessary part of education: the five senses, critical thinking, empathy, imagination, memory, self-awareness, concentration, intuition, and language. Drawing upon an expanded account of Eamonn Callan's conception of autonomy, I propose an integrative account of education for autonomy that includes social conditions, and educational and caregiving practices that facilitate autonomy. Drawing upon work in moral psychology, I conduct an analysis of the degree to which these elements of education for autonomy contribute to or hinder moral development. I conclude that education for autonomy and education for morality are mutually interdependent, and any overemphasis of one to the detriment of the other will be self-defeating. Finally, I argue that this analysis reveals the feasibility of liberal and communitarian philosophies of education that are balanced in their advocating of both morality and autonomy as educational aims, but reveals fundamentalist philosophies of education to be problematic insofar their stated educational aims are incompatible, and their methods partially self-defeating. Conceptual limitations of this study and areas in need of further research are discussed.

BIOGRAPHICAL NOTES

Place of Birth: Iron River, MI, USA
Academic Studies: BA, Western Michigan University, 2002
MA, Miami University, Oxford OH, 2011

GRADUATE STUDIES

Field of Study: Philosophy of Education; Moral Psychology

Courses

EDST 601A Doctoral Seminar
EDST 601B Doctoral Seminar
EDST 602A Doctoral Seminar
CNPS 586 Counselling Psych Ethics

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AWARDS

UBC Four-Year Fellowship
International Student Scholarship

PUBLICATIONS

- Bigari, J. (2014). Personal autonomy for the survival of community in pluralist liberal democracies. In M. Moses (Ed.), *Philosophy of education 2014*. Urbana, IL: Philosophy of Education Society.
- Bigari, J. (2014). Incivility from the structure of modern moral discourse. *Postconvencionales*, 7-8, 32-44.

PRESENTATIONS

- Bigari, J. (2014, November). *Autonomy, moral education, and personal and communal flourishing: Conflict and congruence between commonly cited goods*. Paper presented at the annual conference of the Association for Moral Education, Pasadena, CA.
- Bigari, J. (2014, March) *Personal autonomy for the survival of community in pluralist liberal democracies*. Philosophy of Education Society, Albuquerque, NM.
- Bigari, J. (2013, November). *A Christian, Muslim, and secular humanist walk into a school: Pursuing moral and civic education in a pluralist liberal democracy*. Paper presented at the annual conference of the Association for Moral Education Conference, Montreal, QC.

Bigari, J. (2013, June). *Robert Talisse's "social epistemic liberalism": An inclusive justification for the liberal civic virtues*. Paper presented at the annual conference of the Congress of the Humanities and Social Sciences, Victoria, BC.

Bigari, J. (2012, November). *Incivility from the structure of modern moral discourse*. Paper presented at the annual conference of the Association for Moral Education, San Antonio, TX.

Bigari, J. (2010, April). *Buddhism & emotion: The use of emotional/cognitive dichotomies in the Bodhicaryāvātāra*. Paper presented at the annual conference of the Midwest American Academy of Religion Conference, Rock Island, IL.

Wilson, E. & Bigari, J. (2010, October). *Waging war against negative emotions: The weaponry of the bodhisattva in Shantideva's Bodhicaryavatara*. Paper presented at the annual conference of the American Academy of Religion, Chicago, IL.

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a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Graduate and Postdoctoral Studies

PROGRAMME

The Final Oral Examination
For the Degree of

DOCTOR OF PHILOSOPHY
(Educational Studies)

JAMES R. BIGARI

BA, Western Michigan University, 2002
MA, Miami University, 2011

Tuesday, September 8, 2015, 12:30 pm
Room 200, Graduate Student Centre
Latecomers will not be admitted

**“The Relation of Education for Autonomy and Education for Morality:
Implications for Debates Over Educational Aims”**

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