<table>
<tr><td colspan="2">DEREE COLLEGE SYLLABUS FOR: PH 1004 LE CHARACTER EDUCATION US credits: 3/0/3</td></tr>
<tr><td colspan="2">(New: Fall 2026)</td></tr>
<tr><td>PREREQUISITES:</td><td>None</td></tr>
<tr><td>CATALOG DESCRIPTION:</td><td>A philosophical and interdisciplinary introduction to character education grounded primarily in Aristotelian and neo-Aristotelian virtue ethics. Examination of moral and intellectual virtues, practical wisdom (phronesis) and contemporary perspectives on human flourishing. Through philosophical inquiry and case-based analysis, students develop tools for ethical judgment, intellectual responsibility, and engaged citizenship in academic, professional, and civic life.</td></tr>
<tr><td>RATIONALE:</td><td>This course equips students with philosophical tools for ethical reasoning and civic engagement. Grounded in Aristotelian virtue ethics, it fosters moral and intellectual character development through inquiry-based learning. Students engage with foundational texts, contemporary scholarship, and real-world cases to cultivate practical wisdom, intellectual humility, and responsible citizenship in academic, professional, and public life.</td></tr>
<tr><td>LEARNING OUTCOMES:</td><td>As a result of taking this course, the student should be able to:
Demonstrate understanding of central concepts in Aristotelian and neo-Aristotelian virtue ethics, including character, moral and intellectual virtues, habituation, and practical wisdom (phronesis).
Analyze ethical and epistemic challenges using virtue-based reasoning in academic, civic, and professional contexts.
Apply practical wisdom to complex cases, offering reasoned and context-sensitive judgments.
Compare Aristotelian accounts of flourishing with selected contemporary perspectives on well-being, and reflect on their relevance for personal and civic life.</td></tr>
<tr><td>METHOD OF TEACHING AND LEARNING:</td><td>In congruence with the teaching and learning strategy of the college, the following tools are used:
Lectures and class discussions.
Homework assignments.
Office hours held by the instructor to provide further assistance to students.
Use of library facilities for further study and preparation for the exams
Use of the Blackboard course management platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, formative quizzes and online submission of assignments.</td></tr>
<tr><td>ASSESSMENT:</td><td>Summative:<table><tr><td>1st assessment: In-class final examination (essay-type questions on cases and multiple-choice questions)</td><td>40%</td></tr><tr><td>Final assessment: In-class final examination (essay-type questions on cases and multiple-choice questions)</td><td>60%</td></tr></table>Formative:</td></tr>
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	<table><tr><td>Home assignment – Character development portfolio</td><td>0</td></tr><tr><td></td><td></td></tr></table> The formative relevant formative assessment (Home assignment – Character development portfolio) aims to prepare students for the summative assessments. The 1st assessment tests Learning Outcomes 1 and 2 The Final assessment tests Learning Outcomes 1, 3 and 4 The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined by averaging all summative assessment grades, based on the predetermined weights for each assessment. Students are not required to resit failed assessments in this module. Failure to pass the module results in module repeat.
INDICATIVE READING:	**REQUIRED:** Kristjánsson, Kristján. Aristotelian Character Education. Routledge (2015). Pritchard, Duncan. "Educating for Virtuous Intellectual Character and Valuing Truth." Philosophies, 8(2), 29 (2023). The Jubilee Centre Framework for Character Education in Schools. University of Birmingham, Jubilee Centre for Character and Virtues, 3rd Ed. (2022). **Supplementary:** Annas, Julia. Intelligent Virtue. Oxford University Press (2011). Aristotle. Nicomachean Ethics. Translated by Terence Irwin, Hackett Publishing, 3rd Ed. (2019). Arthur, James. The Formation of Character in Education: From Aristotle to the 21st Century. Routledge (2019). Baehr, Jason. Deep in Thought: A Practical Guide to Teaching for Intellectual Virtues. Harvard Education Press (2021). Baehr, Jason. "Introduction: Applying Virtue Epistemology to Education." In Intellectual Virtues and Education: Essays in Applied Virtue Epistemology, ed. Jason Baehr. Routledge (2017), pp. 1-16. Fowers, Blaine J., Carroll, Jason S., Leonhardt, Nathan D. and Cokelet, Bradford. "The Emerging Science of Virtue." Perspectives on Psychological Science, 16(1) (2021), pp. 118-147. Kristjánsson, Kristján. Flourishing as the Aim of Education: A Neo-Aristotelian View. Routledge (2020). Peterson, Andrew and Arthur, James. Ethics and the Good Teacher: Character in the Professional Domain. Routledge (2020).

	Pritchard, Duncan. "Cultivating Intellectual Virtues." In Routledge Handbook of Philosophy of Education, ed. R. Curren. Routledge (2022). Pritchard, Duncan. "Intellectually Virtuous Education and Misinformation." In Vices of the Mind: MIS/DISinformation and Other Epistemic Pathologies, ed. M. Popa-Wyatt. Cambridge University Press (2025). Watts, Paul, Fullard, Mark and Peterson, Andrew. Understanding Character Education: Approaches, Applications and Issues. Open University Press (2021). Online: https://anteatervirtues.uci.edu/ https://www.jubileecentre.ac.uk/ Athanassoulis, Nafsika. "Virtue Ethics." Internet Encyclopedia of Philosophy. https://iep.utm.edu/virtue/
INDICATIVE MATERIAL: *(e.g. audiovisual, digital material, etc.)*	**REQUIRED MATERIAL:** N/A **RECOMMENDED MATERIAL:** N/A
COMMUNICATION REQUIREMENTS:	Blackboard course management platform. Instructor will post lecture notes, assignment instructions, timely announcements, and formative quizzes. Assignments are submitted online via Blackboard.
SOFTWARE REQUIREMENTS:	MS Office and Blackboard CMS Enter any additional s/w requirements.
WWW RESOURCES:	**https://anteatervirtues.uci.edu/** **https://www.jubileecentre.ac.uk/** **Athanassoulis, Nafsika. "Virtue Ethics."** ***Internet Encyclopedia of Philosophy*****.** **https://iep.utm.edu/virtue/**
INDICATIVE CONTENT:	1 — What Is Character Education? Aims and scope of character education. Virtue ethics in relation to rule-based and outcome-based ethics.

	2 — The Concept of Character Character, personality, and values. Moral and intellectual virtues as stable dispositions. 3 — The Aristotelian Framework Flourishing (eudaimonia), habituation, the Doctrine of the Mean, and practical wisdom (phronesis). 4 — Moral Development and Exemplars Habituation, community, and the formative role of exemplars. **Moral Virtues** 5 — Justice and Civic Responsibility Justice, fairness, and the common good. 6 — Courage, Integrity, and Compassion Moral courage and integrity; compassion as responsiveness to vulnerability. 7 — The Scope of the Moral Community Compassion and care beyond immediate relationships: animals, future generations, and environmental responsibility. 8 — Temperance, Self-Control, and Weakness of Will Akrasia, continence, and the classification of character types. **Intellectual Virtues** 9 — Intellectual Humility and Inquiry Socratic questioning, bias awareness and openness to correction. 10 — Intellectual Courage and Open-Mindedness Responsible disagreement and epistemic responsibility. 11 — Practical Wisdom (Phronesis) Integration of moral and intellectual virtues in context-sensitive judgment. 12 — Cultivating Intellectual Virtues and Misinformation The role of intellectual virtues in resisting misinformation and epistemic manipulation 13 — Unity and Integration of Virtue Interdependence of virtues and formation of integrated character. **Flourishing and Theories of Well-Being** 14 — Flourishing and Competing Accounts of Well-Being Aristotelian flourishing in dialogue with contemporary perspectives.