

Abstract of the dissertation of Dep. Of Edu., NCCU

Title : **Punishment and Responsibility**

-Dialectic of the Ethics of Teachers' Profession.

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The aim of the dissertation is to clear out the concepts between “punishment” and “responsibility” beyond the discourses of education in Taiwan. It is proposed five main questions here, the core of all the questions is to answer the ethics for professionals in education, especially for teachers.

The first question to be discussed is how is it thought justified of punishment in theories. Generally speaking, there are three kinds of theories of punishment offering justification acknowledged. They are retributive theory, deterrent theory, and reformative theory. Punishment is justified in response to offenders' desert, or to threat offenders from doing again, or as a means to re-educate people, in these three different visions of theories. There is no disagreement on these three theories that the assumption that rules are authorized and those who break the rules should be punished without excuses.

In the context of (post-)modern times, though the justification of punishment were wildly accepted, we must notice the construction of punishment-rule, authority and pain is need to be reexamined. For Foucault, according *Discipline and Punish*, punishment is in the same sense of discipline, namely without discipline there is no punishment neither.

Critical theorists begin with the premise that people are unfree and inhabit a world life with contradictions and asymmetries of power and privilege. Under such context of real life, punishment is the means of hegemony without doubt.

The advocates of human rights see punishment as violence. It is mistaken to think that corporal punishment accepted in education. Children should be raised up and educated in atmosphere filled of dignity and respects, not the treatment of punishment (especially physically).

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All these views challenge the rules governed punishment, question the authorized power to exert punishment, and reject the pain on the human bodies. The evidence shown here is that justification of punishment theories have to be rectified.

Furthermore, we have recalled the context why punishment used throughout in schools in Taiwan. It seems reasonable to conclude: teacher professionalism in Taiwan did not prepare our teachers well to reform the phenomenon of punishment abuse.

We also offered some alternatives to educators for teaching without punishment. We drew attention to the ethics of “care”, in contrast to the traditional ethics of “justice”, meet the needs of education well. Some real examples and useful thoughts were shown that the preparation and in-service training of teacher professionals need to be reformed too.

Finally, we come to a conclusion of punishment and responsibility of teachers. It needs to be recognized as part of ethics of educators.

Keyword: punishment, rule, authority, pain, ethics of professionals in education