

**The Ethics of Responsibility & the Pedagogy of Hope:  
The Essence and the Method of Teaching Philosophy from the Derridaian and  
Frierian Perspectives**

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**Abstract**

By referring to the thoughts of Jacques Derrida (pertaining to the description of Education), and Paulo Freire (in relation to the classification of Education), this paper concisely examines the problem regarding responsibility and its correlation with teaching philosophy. In two brief but interrelated sections, it aims to help generate a more sufficient, though not necessarily complete or definitive, examination of this significant problem. To do this, the first section of this paper draws from Derrida to explore the most important characteristics of the essence of education and his conception of the ethics of responsibility in education. I argue, with the help of Cahen, that the Derridian deconstruction moves the whole bundle of questions on the subject of education, concerning the teaching of philosophy and in relation to philosophical teaching, from the plane of techniques and methods to a level which is profoundly concerned with the ethical and with the destination of life, history and humanity. The second section of this paper has been constructed with the help of Freire's books *Pedagogy of the Oppressed* and *Pedagogy of Hope* and his conception of banking education versus participatory education. I argue that, according to Freire, banking education eschews dialogue, while participatory education considers dialogue essential to the act of cognition which discloses reality. Banking education treats students as objects of assistance; participatory education makes them critical thinkers.

**Keywords:** ethics of responsibility, participatory education, banking education, Derrida, Freire

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