

Selected courses in English in the academic year 2010/2011

KUL institute/department:	Department of the Philosophy of Culture
Course title:	Philosophy of Education – “Models of Education”
Lecturer (name, surname):	Imelda Chłodna
Title/position:	Doctor
ECTS credits:	2
Course duration (1 st , 2 nd or both semesters):	1 st semester
Number of hours per week:	2
Course type:	lecture
Level:	graduate
Course description:	<ol style="list-style-type: none"> 1. Introduction to the Models of Education; <ul style="list-style-type: none"> - Definition of Education; - Outline of the History of Education: Antiquity, Sophists, Socrates, Plato, Aristotle, Artes Liberales; 2. Humanism – Enlightenment – Encyclopaedism; <ul style="list-style-type: none"> - Definition of Humanism; - Humanistic Pedagogy; - Utilitarian Conception of Science; - Reformation; - Education in the Time of Social and Economic Transformations – XVIIth and XVIIIth Century; - Vocationalism; - Encyclopaedism; 3. Philosophy of Enlightenment and its Opponents; <ul style="list-style-type: none"> - New Conception of Science, Morality and Politics in XVIIth Century; - J. Locke about the Education; - Th. Hobbes;

	<ul style="list-style-type: none"> - J. J. Rousseau about the Education; - H. D. Thoreau; 4. Naturalism and Education; <ul style="list-style-type: none"> - J. Dewey and Progressivism; - W. James and Pragmatism; 5. Contemporary American Models of Education; <ul style="list-style-type: none"> - Liberal Education and its Assumptions; - Originators of the “Great Books” Program; - Home Schooling;
Required reading list:	<p>Adler M. J., <i>Reforming Education. The Opening of the American Mind</i>, New York-London 1988.</p> <p>Aristotle, <i>Metaphysics</i>, Oxford University Press 2000.</p> <p>Bloom A., <i>The Closing of the American Mind. How Higher Education Has Failed Democracy and Impoverished the Souls of Today’s Students</i>, New York 1987.</p> <p>Dewey J., <i>Democracy and Education</i>, Washington 1938.</p> <p>Dewey J., <i>Experience and Nature</i>, Chicago-London 1925.</p> <p>Dewey J., <i>My Pedagogic Creed</i>, Washington 1929.</p> <p>Jaroszyński P., <i>Science in Culture</i>, Amsterdam-New York 2007.</p> <p>Locke J., <i>A Letter on Toleration</i>, Oxford 1968.</p> <p>Locke J., <i>Essay Concerning Human Understanding</i>, London-New York 1997.</p> <p>Locke J., <i>Some Thoughts Concerning Education</i>, New York 1989.</p> <p>Nash P., <i>Models of Man. Explorations in the Western Educational Tradition</i>, New York-London-Sydney 1968.</p> <p>Plato, <i>The Republic</i>, Oxford University Press 1998.</p> <p>Rousseau J. J., <i>Confessions</i>, Oxford University Press 2000.</p> <p>Rousseau J. J., <i>Discourse on the Origin of Inequality</i>, Oxford University Press 1999.</p> <p>Rousseau J. J., <i>Émile</i>, New York 2003.</p> <p>St. Thomas Aquinas, <i>Summa Theologica</i>, Ave Maria Press 1989.</p> <p>Wynne J. P., <i>Theories of Education: An Introduction to the Foundations of Education</i>, New York 1963.</p>

Prerequisites:	none
Assessment method:	<ol style="list-style-type: none">1. Lecture;2. Reading and commentary of source texts;
Contact person for further information (name, surname, e-mail, phone):	Dr Imelda Chłodna imeldach@kul.lublin.pl