

**John Paul II Catholic University of Lublin**  
**Faculty of Philosophy**  
**academic year 2012/2013**

field of study

**philosophy**

second-cycle studies

full-time studies

<b>Subject catalogue Selected topics in philosophy of culture: "Philosophy of education"</b>				
<b>Type:</b>	lecture			
<b>Hours:*</b>	winter semester	30	summer semester	-
*If a subject consists of e. g. lecture and classes, the proper hours to any classes should be given.				
<b>ECTS:</b>	winter semester	3 (if E) or 2 (if C)	summer semester	-
<b>Language of tuition:</b>	English			
<b>Method of assessment:*</b>	winter semester	E or Credit without mark	summer semester	-
*If a subject consists of lecture and classes, the proper method of assessment to any classes should be given.				
<b>SUBJECT SPECIFIC OBJECTIVES</b>				
1.	Getting the knowledge about the philosophical understanding of education, different conceptions of education which are based on the vision of man accepted in the starting point.			
<b>PREREQUISITE (KNOWLEDGE, SKILLS, COMPETENCE, OTHERS)</b>				
1.	The general knowledge of metaphysics and the history of philosophy			
<b>LEARNING OUTCOMES</b>				<b>Correlation with programme learning outcomes</b>
Knowledge				
1.	A student has well-ordered particular knowledge from the area of metaphysics and philosophy of education			K_W06
2.	A student knows and understands basic methods of analyzing and interpreting various forms of metaphysical and philosophy of education statements			K_W07
Skills				
1.	A student possesses the skill of argumentation and of formulating conclusions, properly employing a metaphysical terminology and views of classical thinkers into answering the philosophy of education questions.			K_U06

Social Competence		
1.	A student is able to analyze the philosophy of education problems and formulate on his or her own metaphysical propositions how to solve them.	K_K04
TEACHING CONTENT (SUBJECT DESCRIPTION)		
<p>1. Introduction to the Models of Education;</p> <ul style="list-style-type: none"> <li>- Definition of Education;</li> <li>- Outline of the History of Education;</li> </ul> <p>2. Humanism – Enlightenment – Encyclopaedism;</p> <ul style="list-style-type: none"> <li>- Definition of Humanism;</li> <li>- Humanistic Pedagogy;</li> <li>- Utilitarian Conception of Science;</li> <li>- Reformation;</li> </ul> <p>- Education in the Time of Social and Economic Transformations – XVIIth and XVIIIth Century;</p> <ul style="list-style-type: none"> <li>- Vocationalism;</li> <li>- Encyclopaedism;</li> </ul> <p>3. Philosophy of Enlightenment and its Opponents;</p> <ul style="list-style-type: none"> <li>- New Conception of Science, Morality and Politics in XVIIth Century;</li> <li>- J. Locke; Th. Hobbes;</li> <li>- J. J. Rousseau; H. D. Thoreau;</li> </ul> <p>4. Naturalism and Education;</p> <ul style="list-style-type: none"> <li>- J. Dewey and Progressivism;</li> <li>- W. James and Pragmatism;</li> </ul> <p>5. Contemporary American Models of Education;</p> <ul style="list-style-type: none"> <li>- Liberal Education and its Assumptions;</li> <li>- Originators of the “Great Books” Program;</li> <li>- Home Schooling.</li> </ul>		
TEACHING METHODS*		
A traditional lecture, discussions, work with the texts		
*If a subject consists of lecture and classes, the proper teaching methods to any classes should be given.		
METHODS OF LEARNING ACHIEVEMENTS ASSESSMENT*		
1.	An oral examination	

GRADING SCALE*				
LEARNING OUTCOMES	2 unsatisfactory (fail)	3 satisfactory	4 good	5 very good
<b>Knowledge</b>	A student has not any well-ordered particular knowledge from the area of metaphysics and philosophy of education, does not know or understand basic methods of analyzing and interpreting various forms of metaphysical and philosophy of education statements	A student possesses limited and rudimentary knowledge from the area of metaphysics and philosophy of education, superficially knows and understands basic methods of analyzing and interpreting various forms of metaphysical and philosophy of education statements	A student possesses considerable knowledge from the area of metaphysics and philosophy of education, thoroughly knows and understands basic methods of analyzing and interpreting various forms of metaphysical and philosophy of education statements	A student possesses detailed knowledge from the area of metaphysics and philosophy of education, completely knows and understands basic methods of analyzing and interpreting various forms of metaphysical and philosophy of education statements
<b>Competence</b>	A student does not possess any skill of argumentation and of formulating conclusions, can not properly employ a metaphysical terminology and views of classical thinkers into answering the philosophy of education questions.	A student needs an assistance of the lecturer to properly employ a metaphysical terminology and views of classical thinkers into answering the philosophy of education questions.	A student on his own is able to properly employ a metaphysical terminology and views of classical thinkers into answering the philosophy of education questions.	A student possess the skill of argumentation and of formulating conclusions for answering the philosophy of education questions from the Thomist position.
<b>Social Competence</b>	A student does not engage into acquiring knowledge, does not meet the requirements or assignments.	A student attends the lectures, but his attitude is deprived of engagement.	A student is open for acquiring new knowledge and skills.	A student actively participates in the lectures and by his own seeks for acquiring new knowledge and skills.
Sometimes the plus symbol or decimal is used to modify the numerical grades.				
STUDENT WORKLOAD				
Students requiring a credit mark				
Activity			Average time students typically need	
the time with the lecturer			30	
preparing to the lecture			30	
preparing to the exam			30	
TOTAL HOURS:			90	
* Workload indicates the time students typically need to complete all learning activities required to achieve the expected learning outcomes. In most cases, student workload ranges from				
TOTAL ECTS:			3	

<b>Students requiring a credit without mark</b>	
Activity	Average time students typically need to complete proper learning activity*
the time with the lecturer	30
preparing to the lecture	30
<b>TOTAL HOURS:</b>	<b>60</b>
* Workload indicates the time students typically need to complete all learning activities required to achieve the expected learning outcomes. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, whereby <b>one credit corresponds to 25 to 30 hours of work.</b>	
<b>TOTAL ECTS:</b>	<b>2</b>
<b>REQUIRED READING LIST</b>	
1.	<p>Adler M. J., Reforming Education. The Opening of the American Mind, New York-London 1988.</p> <p>Dewey J., Democracy and Education, Washington 1938.</p> <p>Dewey J., Experience and Nature, Chicago-London 1925.</p> <p>Dewey J., My Pedagogic Creed, Washington 1929.</p> <p>Gallagher D. and I. (ed.), The Education of Man. The Educational Philosophy of Jacques Maritain, New York 1962.</p> <p>Jaroszyński P., Science in Culture, Amsterdam-New York 2007.</p> <p>Locke J., A Letter on Toleration, Oxford 1968.</p> <p>Locke J., Essay Concerning Human Understanding, London-New York 1997.</p> <p>Locke J., Some Thoughts Concerning Education, New York 1989.</p> <p>Nash P., Models of Man. Explorations in the Western Educational Tradition, New York-London-Sydney 1968.</p> <p>Plato, The Republic, Oxford University Press 1998.</p> <p>Rousseau J. J., Confessions, Oxford University Press 2000.</p> <p>Rousseau J. J., Discourse on the Origin of Inequality, Oxford University Press 1999.</p> <p>Rousseau J. J., Émile, New York 2003.</p> <p>St. Thomas Aquinas, Summa Theologica, Ave Maria Press 1989.</p> <p>Wynne J. P., Theories of Education: An Introduction to the Foundations of Education, New York 1963.</p>
<b>RECOMENDED READING LIST</b>	
1.	<p>Adler M. J., A Second Look in the Rearview Mirror: Further Autobiographical Reflections of a Philosopher at Large, New York 1992.</p> <p>Aristotle, Metaphysics, Oxford University Press 2000.</p> <p>Bloom A., The Closing of the American Mind. How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students, New York 1987.</p> <p>Halsey A., Lauder H., Brown P., Wells A. (eds), Education: culture, economy, society, Oxford University Press 1997.</p>

28. 06. 2012

place, date

Dr Imelda Chłodna

signature