

Subject card

Subject name and code	Contemporary currents in philosophy, PG_00149891						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2024/2025		
Education level	uniform Master's studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	1	Language of instruction			Polish		
Semester of study	1	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of Philosophy of Education and Culture Studies -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Piotr Stańczyk				
	Teachers		dr Łukasz Stankiewicz				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
	Additional information: Problem-based lecture Conversation lecture Traditional lecture						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study			SUM
	Number of study hours	30	0.0	20.0			50
Subject objectives	To familiarize students with the main currents of modern philosophy, which are taken up by current research in the philosophy of education.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[PEDSPECJ5_W03] The graduate knows and understands to an in-depth level -He/she has advanced, structured and theoretically based knowledge of the philosophical, axiological, socio-cultural, historical, biological, psychological and medical foundations of upbringing and education; knows the system of special education;		The student knows selected philosophical theories and understands the theoretical context created by them for interpreting the processes of upbringing and education.		[SW4] test/exam - oral or written		
	[PEDSPECJ5_W04] He/she knows and understands in an in-depth way selected concepts of a human being: philosophical, psychological and social ones constituting theoretical grounds of pedagogical activity		The student knows the philosophical foundations of the construction of human identity and understands their relevance to pedagogical activity.		[SW4] test/exam - oral or written		

Subject contents	1. Phenomenology, philosophical hermeneutics and critical theory - the starting point of modern philosophy 2. Criticism of metaphysics - from Heidegger to Derrida 3. Post-structuralism (and post-colonialism and post-modernism) 4. Post-humanism (Bruno Latour, Donna Haraway, Isabelle Stengers, Object Oriented Ontology) 5. Philosophy of pure potentiality - Giorgio Agamben 6. The possibility of the new and fidelity to the event - Alain Badiou 7. Equality, politics and action according to assumptions - Jaques Rancière 8. Autonomy and specificity of education - Hannah Arendt 9. Philosophy of responsibility - Georg Pich and Hans Jonas		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
Recommended reading	Basic literature	<ul style="list-style-type: none"> • T.W. Adorno (1986), Dialektyka negatywna, tłum. K. Krzemieniowa, PWN, Warszawa; • G. Agamben (2008), Homo sacer. Suwerenna władza i nagie życie, tłum. M. Salwa, Prószyński i S-ka, Warszawa; • H. Arendt (2000), Kondycja ludzka, tłum. A. Łagodzka, Fundacja Aletheia, Warszawa; • A. Badiou (2010), Byt i zdarzenie, tłum. P. Pieniazek, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków; • M. Heidegger (1991), Onto-teo-logiczna struktura metafizyki, tłum. J. Mizera, Logos i Ethos nr1; • J. Rancière (1991), The Ignorant Schoolmaster (Kristin Ross, Trans.). Stanford (CA): Stanford University Press; 	
	Supplementary literature	1. International Handbook of Philosophy of Education, vol. 1-2, P. Smeyers (red.), Springer, Cham 2018	
Example issues/ example questions/ tasks being completed	eResources addresses Open or closed questions about the philosophical concepts discussed: (1) What are the conditions for the possibility of doing philosophy after the Holocaust, and what relevance does this have for pedagogy? (2) What is the triviality of evil and what does this imply for philosophy and pedagogy? (3) In what sense is boredom an fundamental mood, and how can the philosophical concept of boredom explain this phenomenon in education? (4) Who is the Ignorant Schoolmaster?		
Work placement	Not applicable		

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