

**COURSE DATA****Data Subject**

<b>Code</b>	33455
<b>Name</b>	Contemporary philosophical thought
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2019 - 2020

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1306 - Degree in Social Education	14 - Philosophy	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
CLARAMONTE SANZ, VICENTE MANUEL	359 - Philosophy

**SUMMARY**

Contemporary Philosophical Thought is a semester-long and compulsory subject. It's taught in the first year of the Social Education degree and it's composed of 6 credits in all, divided up among theoretical and practical, in-person lessons, seminars and workshops, independent study and work, mentoring and evaluation. This subject's aim is that students know the main schools of contemporary thought in order to appreciate their contributions to education. To develop critical and clear thinking is essential to become a good social educator, and, for this reason, it is important to acquire the ability to interpret data and to make judgments that are the result of reflection on issues of various kinds. The backbone of the subject is education, and the theoretical framework that have dealt with education will be our instrument to accurately diagnose the needs, possibilities and situations of varying complexity which students will have to deal with when they finally become educators. In addition, this subject will be crucial for the understanding of others that students will subsequently learn, because it will make easier for them to understand more complex concepts and help them to carry out more elucidate analysis of problems.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

None

## OUTCOMES

### 1306 - Degree in Social Education

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Have capacity for analysis and synthesis.
- Demonstrate organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Be able to use ICT in the field of study and in the professional context.
- Have skills for information management.
- Have problem-solving skills and decision-making capacity.
- Have critical and self-critical capacity.
- Be able to work in multi- and inter-disciplinary teams.
- Show active ethical commitment to human rights, gender equality and sustainability.
- Show commitment to professional identity, development and ethics.
- Understand the theoretical references that constitute the human being as an active player in education.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

## LEARNING OUTCOMES

1. To know the importance of Philosophy in contemporary thought and to identify different conceptions.
2. To know the importance of Philosophy in the whole of human knowledge and practices, with particular emphasison education.



3. To gain familiarity with different philosophical texts and to discourse orally and in writing on their problems and ideas.

4. To acquire planned basic, general and specific skills.

## DESCRIPTION OF CONTENTS

### 1. Education and Philosophy. Historical Antecedents

1. Ancient Greece: Socrates, Plato and Aristotle
2. Ancient Roma: Cicero and Quintillian

### 2. The Age of Enlightenment and The Citizen Education

1. The Enlightenment and The Encyclopaedia Movement
2. Jean Jaques Rousseau. Emile or On Education

### 3. The classical utilitarianism

1. Jeremy Bentham
2. John Stuart Mill and Harriet Taylor

### 4. Capitalism Critical Theory

1. Karl Marx & Friedrich Engels: Historical materialism
2. Karl Marx & Friedrich Engels: Labor Theory of Value

### 5. Friedrich Nietzsche. Western Metaphysics Critical

1. The Birth of Tragedy
2. Thus Spoke Zarathustra

### 6. Sigmund Freud. The Discovery of Unconscious

1. The Ego and the Id
2. Civilization and Its Discontents

### 7. John Dewey. Education for a democratic system



1. Democracy and Education
2. The Sources of a Science of Education

### 8. Bertrand Russell. Occidental Education in 20th Century

Democracy and Education

1. On Education, Especially in Early Childhood
2. Education and the Social Order

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
<b>TOTAL</b>	<b>60,00</b>	

## TEACHING METHODOLOGY

1. Presentations and exhibitions by the teaching staff or visiting professors.
2. Case studies; resolution of practical exercises; search for information and education records in databases and on the Internet; assessment of online resources. Virtual Classroom. ICT in education.
3. Reading, study and debate around issues guided by the teacher; reporting; case studies, etc.
4. Student research related to the theoretical lessons and preparation of a dossier.
5. Personalized advice on topics of study and work.
6. Written tests: objective; interviews; trials; attendance to and participation in practical activities and self-assessment.

## EVALUATION

1. Final written test: assessing (a) the acquisition of knowledge, (b) its adequate comprehension, (c) the ability to exposition and argumentation; and, (d) the ability to apply this knowledge to issues and problems related with the subject.
2. Oral tests: to know how to orally express a work or a content related with the subject.



3. Group study and work: initial assessment of basic cooperative skills through a short questionnaire; continuous assessment of the acquisition of skills through small questionnaires; final assessment of the group work and of the interaction skills.
4. Implementation test: to know how to apply theoretical knowledge to specific problems (design, implementation and assessment).
5. Reports: to show ability to synthesize in submitted reports.
6. Individual written work: (independent or guided), taking into account (a) bibliographical and information research skills, (b) work temporal organization, (c) organization of the ideas and arguments expressed, (d) proper exposition and writing, (e) issue originality, topicality and interest (20% of the mark).
7. Self-assessment systems: autonomy and self-criticism ability to judge their own achievements will be assessed.
8. Assessment methods:
  - 1) Written exam: 6 points. Exam will contain 24 short or multiple-choice questions.
  - 2) Written assignment: 4 points. It will consist of a text analysis, with a minimum of 2000 words. Scheduled texts will be scanned and uploaded to the Virtual Classroom or will be indicated by means of bibliographical reference.

## REFERENCES

### Basic

- RB 01. Dewey, J. (1985), *Democràcia i escola*. Vic: Eumo.
- RB 02. Dewey, J. (2007), *Democracia y escuela*. Madrid: Popular.
- RB 03. Freud, S. (1984), *Escritos de crítica de la cultura*. Barcelona: Laia.
- RB 04. Freud, S. (1990), *El malestar en la cultura*. Madrid: Alianza.
- RB 05. Marx, K. y Engels, F. (1978), *Textos sobre educación y enseñanza*. Madrid: Alberto Corazón.
- RB 06. Mill, J. y Mill, H. (2001), *Ensayos sobre la igualdad sexual*. Madrid: Cátedra.
- RB 07. Nietzsche, F. (1983), *Així parlà Zaratustra*. Barcelona: Edicions 62.
- RB 08. Nietzsche, F. (2009), *Así habló Zaratustra*. Madrid: Gredos.
- RB 09. Quintilià, M. (1961), *Institució oratòria*. Barcelona: Fundació Bernat Metge.
- RB 10. Quintiliano, M. (1977), *Institutio oratoria*. Salamanca: Universidad Pontificia.
- RB 11. Plató (1992), *La República*. Barcelona: Fundació Bernat Metge.
- RB 12. Platón (1988), *La República*. Madrid: Gredos.
- RB 13. Russell, B. (1988), *La educación y el orden social*. Barcelona: Edhasa.
- RB 14. Rousseau, J. (1989), *Emili o De l'educació*. Vic: Eumo.
- RB 15. Rousseau, J. (2011), *Emilio o De la educación*. Madrid: Gredos.





### **Additional**

- RC 01. Abbagnano, N. (1973), Historia de la filosofía. Barcelona: Montaner y Simón.
- RC 02. Aron, R. (2010), El marxismo de Marx. Madrid: Siglo XXI.
- RC 03. Cassirer, E. (1993), Filosofía de la Ilustración. Madrid: Fondo de Cultura Económica.
- RC 04. Clark, R. (1984), Russell. Barcelona: Salvat.
- RC 05. Copleston, F. (1969), Historia de la filosofía. Barcelona: Ariel.
- RC 06. Escolano, A. (1985), Historia de la educación. Madrid: Anaya.
- RC 07. Ferrater, J. (1994), Diccionario de filosofía. Barcelona: Ariel.
- RC 08. Fink, E. (1976), La filosofía de Nietzsche. Madrid: Alianza.
- RC 09. Giolitti, G. (1990), El utilitarismo. Vilassar de Mar: Oikos-Tau.
- RC 10. Jaeger, W. (1957), Paideia: los ideales de la cultura griega. México: Fondo de Cultura Económica.
- RC 11. Nassif, R. (1968), Dewey. Su pensamiento pedagógico. Buenos Aires: Centro Editorial América Latina.
- RC 12. Pernil, P. (2002), Historia de la educación. Edad antigua, media y moderna. Madrid: UNED.
- RC 13. Real Academia Española (2014), Diccionario de la lengua española. Barcelona: Espasa-Calpe.
- RC 14. Roudinesco, E. (2015), Freud: en su tiempo y en el nuestro. Barcelona: Debate.
- RC 15. Utchenko, S. (2005), Cicerón y su tiempo. Madrid: Akal.

### **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **English version is not available**

NO HAY CAMBIOS