

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

Code	33915
Name	Political History of Education
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	4 First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	76 - History of education II	Optional

Coordination

Name	Department
MENGUAL ANDRES, SANTIAGO	120 - Comparative Education and History of Education
PULIDO MONTES, CRISTINA	120 - Comparative Education and History of Education

SUMMARY

The subject allows, on the one hand, a more extensive and in-depth approach to topics or information enunciated or tangentially treated in previous courses, and, on the other hand, to study aspects not contemplated in the fundamental and compulsory subjects whose object of study is education. from a historical perspective. Thus, the course welcomes various topics from a historical-political reading, which are specified below, grouped into three blocks:

- 1- The educational phenomenon as a civil and State matter, stopping at the origin, reasons and purposes of this new function that assumes the political power of the State.
2. The configuration and consolidation of national education and its educational systems in the considered "model countries" (France, Germany and England) and its contextualization with Spain.



3. Democratic education: from its first theories and approaches to the movement of the Single School.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No se precisan.

OUTCOMES

LEARNING OUTCOMES

At the end of the course of the subject, the student must have obtained their own basic information and knowledge, demonstrate expository clarity in the evaluation tests that are

program, conceptual precision, level of understanding, capacity for interpretation and criticism regarding the genesis and evolution of the three thematic nuclei of the program: education as a civil and State matter, the configuration and consolidation of national education, and the democratization process that education knows from its first approaches to its formulation in the principles of the single school movement. This should be done from the following axes:

- Linking education to the process of citizen and State emancipation, of progressive secularization and secularization.
- The political dimensions and power relations that are polarized around the Educational phenomenon
- Changes and persistence in pedagogical, political and power discourse

DESCRIPTION OF CONTENTS

1. The educational phenomenon as a civil and State matter, stopping at the origin, reasons and purposes of this new function that assumes the political power of the State.



2. The configuration and consolidation of national education and its educational systems in those considered "model countries" (France, Germany and England) and its contextualization with Spain.

3. Democratic education: from its first theories and approaches to the movement of the Unique School.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Preparing lectures	17,50	0
Preparation of practical classes and problem	50,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

EVALUATION

The evaluation will be carried out through various procedures, taking into account the activities

developed by the students and the various options chosen. They will be used, among others: written tests, assistance and active participation in practices, seminars and workshops, and, where appropriate, individual and group work. Each of these mechanisms may have a percentage of the final grade assigned, according to the importance given to the objective and evaluation procedure.

All the elements susceptible to evaluation (intervention in the activities and working groups, written exercise/s, monographs, oral presentations, practice notebook, etc.) will be based on the following criteria:

- a) Conceptual precision
- b) Theoretical foundation
- c) Methodological rigor in development
- d) Clarity in exposition



- e) Understanding of the above
- f) Quality in the presentation
- g) Bibliographical basis
- h) Personal contribution to the subject matter

REFERENCES

Basic

- Referencia b1 VARIOS (1987): Génesis de los sistemas educativos nacionales. UNED. Madrid
- Referencia b2 TIANA, A.; OSSENBACH, G. y SANZ, F. (Coord.) (2002) Historia de la Educación (Edad Contemporánea). UNED, Madrid.
- Referencia b3 CARREÑO, M. y otros (2000): Teorías e instituciones contemporáneas de educación. Madrid. Síntesis
- Referencia b4 FERNÁNDEZ SORIA, J.M. (2002): Estado y educación en la España contemporánea. Síntesis. Madrid.
- Referencia b5 GREEN, ANDY (1990): Education and State Formation. The Rise of Education Systems in England, France and the USA. The MacMillan Press LTD. London
- Referencia b6 BARREIRO, H. Y TERRÓN, A. (2005): La institución escolar, una creación del Estado moderno. Octaedro. Barcelona.

Additional

- Referencia c1 FERNÁNDEZ SORIA, J.M. (2005): Influencias nacionales europeas en la política educativa española del siglo XX, Revista de Historia de la Educación, nº 24 (2005).
- Referencia c2 CELADOR ANGÓN, ÓSCAR (2001): Proceso secularizador y sistema educativo en el ordenamiento jurídico inglés. Univ. Carlos III y Marcial Pons. Madrid
- Referencia c3 OSSENBACH, G. y ABELLAN GARCIA, J.: "Guillermo de Humboldt (1767-1835) y la reforma prusiana: un sistema nacional de educación", en: Revista de Ciencias de la Educación 105 (1981), pp. 9-27.
- Referencia c4 DARCOS, Xavier (2008): La escuela republicana en Francia: obligatoria, gratuita y laica. La escuela de Jules Ferry, 1880-1905. Prensas Universitarias de Zaragoza.