

**Education and Society**

Code: 43839  
ECTS Credits: 6

Degree	Type	Year	Semester
4316227 Applied Philosophy	OB	0	1

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)

**Prerequisites**

There are no prerequisites

**Objectives and Contextualisation**

Education as a requisit of a democratic and participatory society, in which philosophy is understood as a significant experience of analysis, reflection and dialogue. Philosophy as an ontology of the present and as an instrument to problematize the complex relationships between knowledge and power in our contemporary society.

**Competences**

- Analyze and interpret topics and problems in current contemporary philosophical research based on the interrelation between ethics, art and politics.
- Analyze critically and synthesize information obtained from an article or a specialized monograph, and from quality information distributed on the web.
- Apply knowledge of classical authors in the western philosophical tradition to current philosophical questions.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously.
- Contribute to debates in current philosophical research making significant critical contributions, with conceptual precision and good arguments by means of public presentation.
- Critically assess the implications on the human condition of new ideological, political, economic and technological forms that impact on the contemporary world.
- Identify and describe the relevant theoretical elements in contemporary ethical research, especially those associated with the question of good, justice and their political implications.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Organize ones own time and resources to undertake research: design a plan by prioritizing objectives, schedules and commitments.
- Search for, select and manage information autonomously, both from structured sources (data bases, bibliographies, specialized journals) and from information distributed on the web.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

## Learning Outcomes

1. Analyze critically and synthesize information obtained from an article or a specialized monograph, and from quality information distributed on the web.
2. Apply contemporary philosophical theories to the ideological discourses present in society in order to contextualise and criticise the values they choose.
3. Apply current research in philosophy to education in dialogue and diversity.
4. Apply the analysis of themes and problems in philosophy to the field of education and social criticism.
5. Apply the regulatory elements to particular problem areas in education and social conflicts.
6. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
7. Continue the learning process, to a large extent autonomously.
8. Critically apply philosophical terminology to problems in education, learning of values and social criticism.
9. Organize ones own time and resources to undertake research: design a plan by prioritizing objectives, schedules and commitments.
10. Search for, select and manage information autonomously, both from structured sources (data bases, bibliographies, specialized journals) and from information distributed on the web.
11. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
12. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

## Content

1. Individual and community
2. The role of education in socialization
3. Rights and duties
4. The management of public and social life

## Methodology

The sessions will be based mainly on texts. This does not exclude the need for lessons in which general topics and texts will be introduced. However, the main purpose is to encourage students to make their own readings and to think individually and collectively about the topics in discussion.

A text will be assigned to each student who will work it individually, and will present it to the class the assigned day. The other students will read the text and bring some comments or questions on the topics the text arises.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Tutoring	17	0.68	1, 8, 5, 3, 2, 4, 10, 9, 11, 6, 7, 12
Type: Supervised			
Practical sessions	35	1.4	1, 8, 5, 3, 4, 9, 11, 6, 7, 12
Type: Autonomous			
Reading	66	2.64	1, 8, 3, 2, 4, 9, 11, 6, 7, 12

## Assessment

The assessment consists of THREE parts:

- Oral presentation of an assigned text: 30% of the final mark. Deadline for delivery: the day assigned to each text;
- Written report of the assigned text: 30% of the final mark. Deadline for delivery: end of the semester (date to be specified at the beginning of the course);
- Questions about every article worked in class: 40% of the final mark. Deadline for delivery: the day assigned to each text.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation of an assigned text	30%	10	0.4	1, 8, 5, 3, 2, 4, 10, 9, 11, 6, 7, 12
Questions about every article worked in class	40%	12	0.48	1, 8, 5, 3, 2, 4, 10, 9, 11, 6, 7, 12
Written report of the assigned text	30%	10	0.4	1, 8, 5, 3, 2, 4, 10, 9, 11, 6, 7, 12

## Bibliography

BAUMAN, Z. (2009). *Los retos de la educación en la modernidad líquida*. Gedisa.

BAUMAN, Z. (2013). *Sobre la educación en un mundo líquido*. Paidós.

DEWEY, J. (1995). *Democracia y educación*. Morata.

LIPMAN, M. (2016). *El lugar del pensamiento en la educación*. Octaedro

NUSSBAUM, M.C. (2001). *El cultivo de la humanidad*. Andrés Bello.

NUSSBAUM, M.C. (2011). *Sense ànim de lucre. Per què la democràcia necessita les humanitats?*. Arcàdia.

PUIG, I. de. (2012). *Fer filosofia a l'escola*. Eumo.

TONUCCI, F. (2016). *La ciudad de los niños*. Losada