

**1. General information****Course:** PHILOSOPHY AND PHILOSOPHICAL EDUCATION**Code:** 44771**Type:** ELECTIVE**ECTS credits:** 4.5**Degree:** 381 - UNDERGRADUATE DEGREE PROGRAMME IN HUMANITIES:
CULTURAL HISTORY**Academic year:** 2021-22**Center:** 11 - FACULTY OF EDUCATIONAL SCIENCES AND HUMANITIES OF
CUENCA**Group(s):** 30**Year:** 4**Duration:** C2**Main language:** Spanish**Second language:** English**Use of additional
languages:****English Friendly:** Y**Web site:****Bilingual:** N**Lecturer:** AURELIO SAINZ PEZONAGA - Group(s): 30

Building/Office	Department	Phone number	Email	Office hours
Humanidades 5.02	FILOSOFÍA, ANTROPOL, SOCIOL Y ESTÉTICA	4327	Aurelio.Sainz@uclm.es	They will be notified in September.

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

This subject is within the mention of studies of Humanities. It aims to get students to know the rudiments of the philosophy of education and the ways and modes of philosophical teaching, especially in Secondary Education.

In accordance with the recommendation of the ANECA of July 9, 2014, it also tries to endow students with a better knowledge of Ancient, Medieval and Modern Philosophy.

4. Degree competences achieved in this course**Course competences**

Code	Description
E02	Knowing, understanding and using the methods inherent to the disciplines of the field of study (Anthropology, Art, History, Geography, Philosophy, Language and Literature)
E03	Analysing and interpret data from research, reports and works inherent to the different disciplines of the field of study (Anthropology, Art, History, Geography, Philosophy, Language, Literature and Cultural Heritage)
E04	Understanding and using different sources of information: oral, source documents (bibliographies, records, etc.) and references from the Internet.
E05	Understanding and analysing the diachronic structure of the past and its cultural manifestations
E09	Drafting different types of texts in his/her own language (both specialised and informative)
E16	Knowing and understanding the major schools of philosophical and political thinking as part of human culture.
E18	Approaching the ways of life and religious concepts in the past and nowadays.
E27	Advanced use and management of information technologies.
G02	Knowledge of Information and Communication Technologies (ICTs)
G03	Expressing correctly in oral and written forms in his/her own language
G04	Ethical commitment and professional ethics
G05	Analysis and synthesis capacity
G07	Applying critical, analytical and creative thinking and proving innovative capacities
G08	Ability to work independently within a framework of individual responsibility
G09	Ability to work collaboratively with shared responsibility regarding the group's tasks
G11	Communicating ideas, problems and solutions in public or in technical contexts efficiently
G13	Sensitiveness to multiculturalism and gender-related issues
G14	Understanding how do democratic societies work and appreciate their values and principles as a key milestone and a historic achievement.
G15	Committing to the defence of human rights
G16	Understanding cultural heritage from a critical, multicultural and universalist perspective
G17	Sensitiveness to environmental issues

5. Objectives or Learning Outcomes**Course learning outcomes****Description**

To know how to select different readings and resources for the development of philosophical skills in ESO and Bachillerato.

To know how to use the methodology of the subject: making text commentaries, analysis of works, small essays, oral presentations and philosophical debates.

Knowledge of the peculiarities of philosophical education in adolescence and youth

To appreciate the values of philosophical education.

A better knowledge of the thought of the Ancient, Medieval and Modern Ages (ANECA's recommendation of 09/07/2014)

Knowledge of the curriculum, methodology, main problems and some resources for the subjects of Philosophy in Secondary Education

6. Units / Contents

Unit 1: 1. Philosophy and Education

Unit 1.1 Philosophy and Kant's Philosophical Education

Unit 1.2 Philosophical Theories on Education

Unit 2: The Teaching of Philosophy

Unit 2.1 Teaching Models of Philosophy

Unit 2.2 Philosophical Skills

Unit 2.3 The Methodology of Philosophical Education

Unit 2.4 Philosophy for Children

Unit 2.5 Non-Formal Philosophical Education

Unit 3: Philosophy in the Secondary School

Unit 4: Philosophers and Philosophical Subjects until XVII Century

Unit 4.1 Plato: Love and Forms

Unit 4.2 Aristotle: Nature, Ethics and Politics

Unit 4.3 Aquinas: Faith and Reason

Unit 4.4 Machiavelli: Conflict and Virtue

Unit 4.5 Spinoza: Knowledge, Power and Multitude

Unit 5: Philosophers and Philosophical Subjects after XVII Century

Unit 5.1 Hume: Experience, Causation and Sympathy

Unit 5.2 Kant: Law and Peace

Unit 5.3 Marx: Alienation and Ideology

Unit 5.4 Nietzsche: Life and Culture

Unit 5.5 Arendt: Action and Citizenship

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	E02 E04 E16 E18 G13 G14 G15 G16	0.4	10	N	-	
Class Attendance (practical) [ON-SITE]	Group Work	E02 E03 E04 E05 E09 E16 E27 G02 G03 G05 G09 G11	0.4	10	Y	N	
Project or Topic Presentations [ON-SITE]	Group Work	E02 E03 E04 E09 E16 E27 G02 G03 G04 G05 G07 G08 G09 G11 G15 G16	0.32	8	Y	N	
Group tutoring sessions [ON-SITE]	Guided or supervised work	E02 E04 E05 E09 E16 G02 G03 G04 G05 G07 G09 G11	0.6	15	N	-	
Writing of reports or projects [OFF-SITE]	Combination of methods	E02 E03 E04 E05 E09 E16 G02 G03 G05 G07 G08 G11 G14 G15 G16 G17	2.7	67.5	Y	Y	
Progress test [ON-SITE]	Assessment tests	E02 E03 E04 E16 G03 G05 G07 G08 G11 G13 G15	0.08	2	Y	Y	
Total:			4.5	112.5			
Total credits of in-class work: 1.8			Total class time hours: 45				
Total credits of out of class work: 2.7			Total hours of out of class work: 67.5				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Theoretical papers assessment	40.00%	40.00%	Evaluation of the final materials that the students elaborate about a philosophical work and a philosophical topic.
Oral presentations assessment	10.00%	10.00%	Assessment of clarity, order, the importance of the contents and the motivational tone of the students' presentations
Portfolio assessment	40.00%	40.00%	Individual portfolio on the teacher's lessons and the material uploaded in Campus Virtual
Progress Tests	10.00%	10.00%	Individual test on the teacher's lessons and the material uploaded in Campus Virtual
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

For other years, only approved grades are kept.

Non-continuous evaluation:

Non-continuous evaluation is the same as continuous evaluation in evaluation systems, percentages and criteria.

Specifications for the resit/retake exam:

The evaluation systems and percentages are the same as in the ordinary call. Students will not have to repeat everything presented in the ordinary call, only what they need to pass and achieve the grade they propose.

Specifications for the second resit / retake exam:

The evaluation systems and percentages are the same as in the ordinary and extraordinary calls.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 5): 1. Philosophy and Education	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	1
Unit 2 (de 5): The Teaching of Philosophy	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	1
Unit 3 (de 5): Philosophy in the Secondary School	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	1
Progress test [PRESENCIAL][Assessment tests]	2
Unit 4 (de 5): Philosophers and Philosophical Subjects until XVII Century	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Class Attendance (practical) [PRESENCIAL][Group Work]	10
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	6
Writing of reports or projects [AUTÓNOMA][Combination of methods]	40
Unit 5 (de 5): Philosophers and Philosophical Subjects after XVII Century	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Project or Topic Presentations [PRESENCIAL][Group Work]	8
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	7
Writing of reports or projects [AUTÓNOMA][Combination of methods]	27.5
Global activity	
Activities	hours
Class Attendance (practical) [PRESENCIAL][Group Work]	10
Project or Topic Presentations [PRESENCIAL][Group Work]	8
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	15
Writing of reports or projects [AUTÓNOMA][Combination of methods]	67.5
Progress test [PRESENCIAL][Assessment tests]	2
Class Attendance (theory) [PRESENCIAL][Lectures]	10
Total horas: 112.5	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
AAVV.	Didáctica de la Filosofía	M.E.C.	Madrid		2004	
AGUADO. F.	La filosofía en la Educación Secundaria	Libertarias	Madrid		2010	
ARNAIZ, GABRIEL	Evolución de los talleres filosóficos: de la Filosofía para niños a las nuevas prácticas filosóficas www.filoeduc.org/childphilo/n5/gabrielarnaiz.pdf				2007	
BRENIFIER, OSCAR	Otros caminos para descubrir la filosofía	Unesco			2011	
CAVALLÉ, MONICA	Qué es el asesoramiento filosófico http://www.monica cavalle.com/asesoramiento-filosofico/que-es-el-asesoramiento/					
CIFUENTES, L. M. y GUTIÉRREZ, J. M. (coords.)	Didáctica de la filosofía	Ministerio de Educación / Grao	Barcelona		2010	
CIFUENTES, L. M. y GUTIÉRREZ, J. M. (coords.)	Enseñar y aprender filosofía en la educación secundaria	ICE univ. Barcelona /HORSORI	Barcelona		1997	
Calvo, T.,	De los sofistas a Platón	Cincel	Madrid		1986	
	Inventores de la paz, soñadores	Biblioteca				

Espinosa, F. J.,	de Europa : siglo de la Ilustración	Nueva	Madrid	2012	
Gilson, E	La filosofía en la Edad Media	Gredos	Madrid	1976	
Guthrie, W. K. C.,	Historia de la filosofía griega. IV	Gredos	Madrid	1990	
Hume	Investigación sobre los principios de la moral	Espasa Calpe	Madrid	1991	
Jerez, R.,	Marx y Engels : el Marxismo genuino	Cinzel	Madrid	1985	
Kant	La paz perpetua	Tecnos	Madrid	2013	
PFISTER, J.	Fachdidaktik Philosophie	Haupt UTB	Stuttgart	2014	
Platón	Diálogos. III, Fedón, Banquete, Fedro	Gredos	Madrid	1988	
RANCIÈRE, J.,	El maestro ignorante	Laertes	Barcelona	2003	
Ross, W. D.,	Aristóteles	Charcas	Buenos Aires	1981	
Savater, F.,	Idea de Nietzsche	Ariel	Barcelona	2000	
Spinoza	Tratado político	Alianza	Madrid	1986	
Arendt, H.	The Human Condition	University of Chicago Press	Chicago	1998	
Lipman, M.	Philosophy goes to school	Temple University Press	Philadelphia	1988	
Noddings, N.	Philosophy of Education	Routledge	New York	2015	4th edition