

Subject card

Subject name and code	Emancipatory and critical pedagogy, PG_00151375						
Field of study	Social Work						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2026/2027	
Education level	Bachelor's studies		Subject group			Obligatory subject group in the field of study Humanistic-social subject group	
Mode of study	full-time studies		Mode of delivery			e-learning	
Year of study	2		Language of instruction			Polish	
Semester of study	3		ECTS credits			1.0	
Learning profile	practical		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						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	20.0	0.0	0.0	0.0	0.0	20
	E-learning hours included: 20.0						
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	20		0.0		5.0	25
Subject objectives	Familiarize students with the basic assumptions and solutions characteristic of critical and emancipatory pedagogy.						
Learning outcomes	Course outcome		Subject outcome			Method of verification	
	[PRACSOCL3_W08] will gain and advanced understanding processes of change of selected social structures and institutions and types of social bonds, as well as reasons, course, scale and consequences of these changes		The student knows and understands the processes of social reproduction that translate into the functioning of educational processes.			[SW1] oral statement/ conversation/discussion	
	[PRACSOCL3_U08] is able to to skilfully analyse social phenomena		The student is able to analyze social relations in light of conflict theory, interest theory and post-colonial theory.			[SU2] presentation/project/paper/ report	
	[PRACSOCL3_W07] will gained and advanced understanding norms and rules organizing selected social structures and institutions		The student knows and understands the principles of creating, transforming and suppressing social structures.			[SW1] oral statement/ conversation/discussion	
	[PRACSOCL3_U02] Is able to use basic theoretical knowledge for professional practice within the framework of social work, especially to describe and practically analyze individual social processes and phenomena (cultural, political, legal, economic) specific to social work		The student recognizes the problems described in the theoretical language of critical and emancipatory pedagogy, especially issues related to social inequality and strategies of emancipating groups.			[SU2] presentation/project/paper/ report	

Subject contents	(1) Philosophical sources of critical and emancipatory pedagogy (Marx, Gramsci, Frankfurtians). (2) Theories of social, cultural and economic reproduction and critical pedagogy (Bourdieu, Bernstein, Bowles with Gintis, and Giroux). (3) Pedagogical illusion and materialist pedagogy (Suchodolski) (4) Freire's pedagogical thought and its influence on critical pedagogy. (5) Pedagogy of possibilities and the list of productive subjects (Freire) (6) Emancipatory pedagogy, popular pedagogies and popular culture (Freire, Ceccon) (7) Emancipatory pedagogy and economics (Dowbor)		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Scientific essay with presentation	50.0%	100.0%
Recommended reading	Basic literature	Ceccon, C. (1978). No Pintcha. "No Pintcha" Dowbor, L. (2011). Economic democracy: Strolling through theories. http://dowbor.org/09economicdemocracykd.doc Freire, P. (1975). Pedagogia do Oprimido. Afrontamento. Freire, P. (1989). A importancia do ato de ler. Cortez. http://educacaointegral.org.br/wp-content/uploads/2014/10/importancia_ato_ler.pdf . Giroux, H. A. (2001). Theory and resistance in education. Towards a pedagogy for the opposition. Bergin & Garvey. Suchodolski, B. (1957). U podstaw materialistycznej teorii wychowania. PWN.	
	Supplementary literature	Althusser, L. (2006). On the Reproduction of Capitalism. Ideology and Ideological State Apparatuses. Verso. Bernstein, B. (2003). Class, codes and Control. Theoretical studies towards a sociology of language. Routledge & Kegan Paul. Bourdieu, P., & Passeron, J.-C. (1990). Reproduction in education, society and culture. Sage. Bowles, S., & Gintis, H. (1976). Schooling in capitalist America: Educational reform and the contradictions of economic life. Basic Books. hooks, b. 2000. Where we stand: Class matters. Routledge. Kołakowski, L. (2005). Main currents of Marxism. W.W. Norton. McLaren, P. (2000). Che Guevara, Paulo Freire and the pedagogy of revolution. Rowman & Littlefield.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Successful completion consists of writing a research essay on critical or emancipatory pedagogy, inspired by the classes. The assessment is based on the originality of the juxtaposition of the learned theories with the student's perception of social practice social practice by the student. The essay may be subjective in nature. Positively evaluated will be the clarity of the formulated statement, as well as the ability to create footnotes and bibliography.		
Work placement	Not applicable		

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