

Subject card

Subject name and code	Contemporary currents in philosophy, PG_00149891						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2026/2027		
Education level	uniform Master's studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	1	Language of instruction			Polish		
Semester of study	1	ECTS credits			2.0		
Learning profile	academic	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 Łukasz Stankiewicz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
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	30		0.0		20.0	50
Subject objectives	To familiarize students with the main currents of modern philosophy, which are taken up by current research in the philosophy of education.						
Learning outcomes	Course outcome		Subject outcome			Method of verification	
	[A.1.K.1] is ready to reflect on the work undertaken and to comply with the principles of professional ethics		1. A student reflects on the role of education in contemporary social systems. 2. A student reflects on professional ethics.			[SK4] test/exam - oral or written	
	[A.1.K.2] is ready to formulate moral problems and ethical dilemmas related to his own and other people's work		1. A student is able to provide examples of professional situations reflecting ethical dilemmas encountered in the teaching profession.			[SK4] test/exam - oral or written	
	[A.1.W.1] knows the philosophical, axiological and socio-cultural foundations of upbringing and education		1. A student understands contemporary theories of truth. 2. A student knows contemporary trends in philosophical ethics. 3. A student knows philosophical theories of education.			[SW4] test/exam - oral or written	
	[A.1.W.2] knows and understands in a profound way selected concepts of man: philosophical and social, which are theoretical foundations of pedagogical activity		1. A student knows contemporary theories regarding the evolution of cooperation and understands their significance for philosophical anthropology. 2. A student knows theories that explain and normatively design the nature of contemporary social systems. 3. A student understands the role of education in contemporary society from the perspective of theories of cooperation and society.			[SW4] test/exam - oral or written	

Subject contents	1. Phenomenology, philosophical hermeneutics and critical theory - the starting point of modern philosophy 2. Criticism of metaphysics - from Heidegger to Derrida 3. Post-structuralism (and post-colonialism and post-modernism) 4. Post-humanism (Bruno Latour, Donna Haraway, Isabelle Stengers, Object Oriented Ontology) 5. Philosophy of pure potentiality - Giorgio Agamben 6. The possibility of the new and fidelity to the event - Alain Badiou 7. Equality, politics and action according to assumptions - Jaques Rancière 8. Autonomy and specificity of education - Hannah Arendt 9. Philosophy of responsibility - Georg Pich and Hans Jonas		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
Recommended reading	Basic literature	<ul style="list-style-type: none"> • T.W. Adorno (1986), Dialektyka negatywna, tłum. K. Krzemieniowa, PWN, Warszawa; • G. Agamben (2008), Homo sacer. Suwerenna władza i nagie życie, tłum. M. Salwa, Prószyński i S-ka, Warszawa; • H. Arendt (2000), Kondycja ludzka, tłum. A. Łagodzka, Fundacja Aletheia, Warszawa; • A. Badiou (2010), Byt i zdarzenie, tłum. P. Pieniazek, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków; • M. Heidegger (1991), Onto-teo-logiczna struktura metafizyki, tłum. J. Mizera, Logos i Ethos nr1; • J. Rancière (1991), The Ignorant Schoolmaster (Kristin Ross, Trans.). Stanford (CA): Stanford University Press; 	
	Supplementary literature	1. International Handbook of Philosophy of Education, vol. 1-2, P. Smeyers (red.), Springer, Cham 2018	
Example issues/ example questions/ tasks being completed	eResources addresses Open or closed questions about the philosophical concepts discussed: (1) What are the conditions for the possibility of doing philosophy after the Holocaust, and what relevance does this have for pedagogy? (2) What is the triviality of evil and what does this imply for philosophy and pedagogy? (3) In what sense is boredom an fundamental mood, and how can the philosophical concept of boredom explain this phenomenon in education? (4) Who is the Ignorant Schoolmaster?		
Work placement	Not applicable		

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