# Detailed Course Syllabus

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| **Academic year:**<br>2026/2027 | **Semester:**<br>Summer semester |
| **Year of study:**<br>1 | **Study Program:**<br>Sociologija (dvopredmetni) (R) (elective) (Prijediplomski)<br>Komunikologija (R) (elective) (Prijediplomski)<br>Sociologija (R) (elective) (Prijediplomski) |

## I. BASIC COURSE INFORMATION

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| **Name:** Obrazovanje za odgoj karaktera i rast u humanosti | |
| **Abbreviation:** IZBP-167 | |
| **ECTS:** 3 | **Code:** 209009 |
| **Prerequisites:** No | |
| *Total Course Workload* | |
| **Teaching Mode** | **Total Hours** |
| Lecture | 30 |
| **Class Time and Place:** HKS - according to the published schedule | |

## II. TEACHING STAFF

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| *Course Holder* | |
| **Name and Surname:** Kompes Marijana | |
| **Academic Degree:** | **Professional Title:** izvanredni profesor |
| **Contact E-mail:**<br>marijana.kompes@unicath.hr | **Telephone:** |
| **Office Hours:** According to the published schedule | |
| *Course Assistant* | |
| **Name and Surname:** Sertić Marija | |
| **Academic Degree:** | **Professional Title:** docent |
| **Contact E-mail:**<br>marija.sertic@unicath.hr | **Telephone:** |
| **Office Hours:** According to the published schedule | |

## III. DETAILED COURSE INFORMATION

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| **Teaching Language:** English |

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| **Course Description** | This course explores the multifaceted nature of education, with particular attention to its aims, purposes, and its role in fostering the integral development of the human person. It critically engages with reductionist paradigms that narrow the concept of education and, consequently, diminish the anthropological vision that undergirds it. In contrast to such limited frameworks, the course advances an understanding of education as a fundamental human right oriented toward the cultivation of human dignity and the enhancement of one's capacity for ethical and humane living.<br><br>Rather than conceiving education solely as a mechanism for producing technically proficient or intellectually capable individuals, the course underscores the necessity of forming persons of virtuous character and moral integrity. Central to this inquiry will be an examination of the ethical dimensions of education, the formative influence of educators and institutions, and the role of character development in educational practice. Special attention will be given to prominent Anglo-Saxon theorists in the field of moral education, whose contributions will be analyzed critically in light of broader philosophical and pedagogical concerns.<br><br>The concluding portion of the course will focus on the analysis of key magisterial documents on education issued by the Catholic Church, from pre-conciliar to post-conciliar periods. These documents will be examined for their contributions to an integral and morally grounded vision of education, as well as their implications for both individual formation and the ethos of the academic community. |
| **Educational Outcomes** | 1. Critically evaluate reductionist paradigms within educational theory and practice.<br>2. Demonstrate the significance of integral personal formation, integrating intellectual cultivation with the moral development of character.<br>3. Articulate and analyze foundational ethical theories, examining their theoretical underpinnings and practical relevance to moral education.<br>4. Engage in critical analysis of contemporary Anglo-Saxon scholars in the field of moral education, assessing the philosophical coherence and pedagogical implications of their contributions.<br>5. Analyze official Catholic documents on education, evaluating their vision for comprehensive human and moral formation within educational contexts.. |
| *Textbooks and Materials* | |
| **Required** | Nussbaum, Martha. Not for Profit: Why Democracy Needs the Humanities.<br>Princeton, NJ: Princeton University Press, 2010. (selected parts)<br>Noddings, Nel. Educating Moral People: A Caring Alternative to Character<br>Education. New York: Teachers College Press, 2002. (selected parts)<br>Second Vatican Council. Declaration on Christian Education *Gravissimum Educationis*, 1965. |

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| **Supplementary** | Carr, David and Jan Steutel. Virtue Ethics and Moral Education. London: Taylor & Francis, 1999.<br>Noddings, Nel. Starting at Home: Caring and Social Policy. Berkeley: University of California Press, 2002.<br><br>Noddings, Nel. Happiness and Education. London: Cambridge University Press, 2003.<br>Peterson, Christopher and Martin E. P. Seligman. Character Strengths and Virtues: A Handbook and Classification. New York: Oxford University Press, Inc., 2004.<br>Grocholewski, Cardinal H. E. Zenon. "The Congregation for Catholic Education: How it Works to Support the Educational Mission of Universities and Schools Internationally." International Studies in Catholic Education 7, broj. 2 (2015): 134–144.<br>Kohlberg, Lawrence. "The Cognitive-Developmental Approach to Moral Education." The Phi Delta Kappan 56, broj 10 (1975): 670-677.<br>Lapsley, Daniel K. and Darcia Narvaez. "Character Education." U Handbook of Child Psychology, Child Psychology in Practice, uredili William Damon and Richard. M. Lerner, 248-296. Hoboken, NJ: Wiley, 2006.<br>Lickona, Thomas. "The Teacher's Role in Character Education." Journal of Education 179, broj 2 (1997): 63-80.<br>Lickona, Thomas. "Character Education: Seven Crucial Issues." Action in Teacher Education 20, broj 4 (1999): 77-84.<br>Lickona, Thomas. "What is Good Character?" Reclaiming Children and Youth 9, no. 4 (2001): 239-251.<br>Sen, Amartya. "Elements of a Theory of Human Rights." Philosophy & Public Affairs 32, broj 4 (2004): 315–356.<br>Newman, John Henry. The Idea of a University: Defined and Illustrated, dostupno na https://www.gutenberg.org/files/24526/24526-pdf.pdf<br>UNESCO. "Education for the 21st Century," dostupno na https://en.unesco.org/themes/education-21st-century |

*Examination and Grading*

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| **To Be Passed** DA | **Exclusively Continuous Assessment** NE | **Included in Average Grade** DA |

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| **Prerequisites to Obtain Signature and Take Final Exam** | Regular class attendance – participation in at least 70% of scheduled classes in accordance with the study program and course syllabus.<br>Achievement of a minimum performance level of 35% through continuous assessment during the course, cumulatively attained across two colloquium. |
| **Examination Manner** | **The numerical grading scale for student performance is as follows:**<br>**Sufficient (2):** 50 – 64.9%<br>**Good (3):** 65 – 79.9%<br>**Very Good (4):** 80 – 89.9%<br>**Excellent (5):** 90% and above |
| **Grading Manner** | Course assessments – First written colloquium and second written colloquium.<br>Final examination (oral). |
| **Detailed Overview of Grading within ECTS** | |

| VRSTA AKTIVNOSTI | ECTS bodovi - koeficijent opterećenja studenata | UDIO OCJENE (%) |
|---|---|---|
| Pohađanje nastave | 0.8 | 0 |
| Kolokvij-međuispit | 0.77 | 35 |
| Kolokvij-međuispit | 0.77 | 35 |
| **Ukupno tijekom nastave** | **2.34** | **70** |
| Završni ispit | 0.66 | 30 |
| **UKUPNO BODOVA (nastava+zav.ispit)** | **3** | **100** |

## IV. WEEKLY CLASS SCHEDULE

*[Predavanja]*

| # | Topic |
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| 1 | Introduction to the Course: Objectives and Purpose of Education |
| 2 | From the Humanistic Vision of Education to the Marketization and Instrumentalization of Higher Education |
| 3 | The Impact of Technology in Education |
| 4 | Education for Intellectual and Moral Transformation: Against Reductionist Trends |
| 5 | The Importance of Character |
| 6 | Ethical Theories |
| 7 | First written colloquium |
| 8 | Moral Education |
| 9 | Character Education within the Educational System |
| 10 | Care Ethics within the Educational System |
| 11 | Happiness and Education |
| 12 | Participation in Panels, and Roundtables |
| 13 | Second written colloquium |
| 14 | The Catholic Church and its Contribution to Education: Pre-Council Church Documents |
| 15 | The Catholic Church and its Contribution to Education: Post-Council Church Documents |