

Course title:	Hermeneutical and pedagogical implications of Platonic philosophy in the perspective of the Tübingen-Milan paradigm of research on Plato's teaching as a prolegomena to contemporary socio-humanistic self-knowledge
Course title in Polish:	Hermeneutyczne i pedagogiczne implikacje filozofii platońskiej w perspektywie tybingeńsko-mediolańskiego paradygmatu badań nad nauczaniem Platona jako prolegomena do współczesnej samowiedzy społeczno-humanistycznej
Course for discipline:	Pedagogy

Semester:	4	Status of course:	faculty	Language:	english
Academic year:	2026/27	Catalog number:	206/2025/26		

Coordinator of course:	dr Adam Janas
Lecturer od course:	dr Adam Janas
Executing unit:	Faculty of Sociology and Pedagogy
Ordering unit:	Doctoral School SGGW
Assumptions, goals and description of the course:	The course will aim to develop skills in the interdisciplinary and hermeneutical analysis of philosophical and pedagogical literature, based on the latest Tübingen-Milan paradigm of research on Plato's teaching. Secondary goals, in relation to the above, will be the discovery of personal socio-humanistic self-knowledge, the development of skills in conducting pedagogical dialogue, and the initiation of educational discourse. Texts will be analyzed in teams of several people and then interpreted collectively in the group. The hermeneutical dimension of the course will involve relating different horizons of possible meaning of educational ideas, phenomena, and processes—explicit or implicit in the texts under consideration.
Didactic form, number of hours:	seminar, 15 hours
Teaching methods:	theoretical analysis, pedagogical dialectics, interpersonal and inter-team dialogue
Limit of people in the group:	

Learning outcomes

KNOWLEDGE - the graduate knows and understands:	SKILLS - the graduate is able to:	COMPETENCES - the graduate is ready to:
To the extent enabling to revise the existing pradisgms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	Critically evaluate the achievements in the field/discipline represented
Major general development trends in the field/discipline		Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect
		Support the ethos of scientific circles and conduct independent research
The method of verification of learning outcomes:	phased work and tests	
Form of documentation of achieved learning outcomes:	electronic and paper	
Elements and weights of the final grade:	phased work 50% and tests 50%	
Place of the course:	Faculty of Sociology and Pedagogy	

Basic and supplementary literature

- Krämer, H. J. (1990). Plato and the Foundations of Metaphysics: A Work on the Theory of the Principles and Unwritten Doctrines of Plato with a Collection of the Fundamental Documents. Albany: State University of New York Press.
- Nikulin, D. (2013). The Other Plato: The Tübingen Interpretation of Plato's Inner-Academic Teachings. Albany: State University of New York Press.
- O'Brien, C. S. (2025). Plato's Unwritten Doctrines. Cambridge: Cambridge University Press.
- Plato. (1997). Republic [in:] J. M. Cooper (ed.). Plato: Complete Works. Indianapolis: Hackett Publishing.
- Plato. (1997). Letters [in:] J. M. Cooper (ed.). Plato: Complete Works. Indianapolis: Hackett Publishing.
- Plato. (1997). Phaedrus [in:] J. M. Cooper (ed.). Plato: Complete Works. Indianapolis: Hackett Publishing.
- Plato. (1997). Philebus [in:] J. M. Cooper (ed.). Plato: Complete Works. Indianapolis: Hackett Publishing.
- Reale, G. (1990). A History of Ancient Philosophy, Vol. II: Plato and Aristotle. Albany: State University of New York Press.
- Szlezák, T. A. (1999). Reading Plato. London / New York: Routledge.
- Voegelin, E. (2000). Order and History, Vol. III: Plato and Aristotle. Columbia: University of Missouri Press.

Comments:

Estimated number of hours of work of the doctoral student necessary to achieve the assumed learning outcomes: 40

Learning outcomes reference to the second degree characteristics of the National Qualification Framework (level 8) covering doctoral competences:

Symbol:	Learning outcomes:	8 level NQF
SD1_KW01	To the extent enabling to revise the existing pradisgms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	P8S_WG
SD1_KW02	Major general development trends in the field/discipline	P8S_WG
SD1_KU05	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	P8S_UW
SD1_KK01	Critically evaluate the achievements in the field/discipline represented	P8S_KK

SD1_KK03	Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect	P8S_KK
SD1_KK08	Support the ethos of scientific circles and conduct independent research	P8S_KR