



Detailed Course Syllabus

Academic Year	Semester	
Study Program	Specialization / Major in	Year of Study
University Undergraduate Program in Sociology University Undergraduate Program in Psychology University Undergraduate Communication Studies Program University Undergraduate Program in History		

I. BASIC COURSE INFORMATION

Name

Education for Character Formation and Human Flourishing

Abbreviation

Code

Status

ECTS 3

Prerequisites - There are no prerequisites other than proficiency in English.

Total Course Workload

Teaching Mode

Total Hours

Lectures

30

Class Time and Place

CUC according to published timetable

II. TEACHING STAFF

Course Holder

Name and Surname

Marija Sertić

Academic Degree

PhD

Professional Title

Assistant Professor

Contact E-mail marija.sertic@unicath.hr

Telephone +385 (0) 1 3706 628

Office Hours

Office 306 F

According to published timetable

III. DETAILED COURSE INFORMATION

Teaching Language: English

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, thereby, 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.

**Course
Description**

Instead of viewing education solely as a mechanism for producing technically proficient or intellectually capable individuals, the course emphasizes the necessity of forming persons of virtuous character and moral integrity. Central to this inquiry is an examination of the ethical dimensions of education, the formative influence of educators and institutions, and the role of character development within educational practice. Special attention will be given to prominent Anglo-Saxon theorists in the field of moral education, whose contributions will be critically evaluated in light of broader philosophical and pedagogical concerns.

The concluding segment of the course focuses 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.

**Expected
Educational
Outcomes**

1. Critically evaluate reductionist paradigms within educational theory and practice.
2. Demonstrate the significance of integral personal formation, integrating intellectual cultivation with the moral development of character.
3. Articulate and analyze foundational ethical theories, examining their theoretical underpinnings and practical relevance to moral education.
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.
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*. Princeton, NJ: Princeton University Press, 2010. (selected parts)
Noddings, Nel. *Happiness and Education*. London: Cambridge University Press, 2003. (selected parts)

Supplementary

Brøgger, Katja. *Governing through Standards: the Faceless Masters of Higher Education. The Bologna Process, the Eu and the Open Method of Coordination*, Copenhagen, 2019.

Carr, David and Jan Steutel. *Virtue Ethics and Moral Education*. London: Taylor & Francis, 1999.

Francis, Philip H. *Reconstructing Alma Mater: The Coming Crisis in Higher Education*, Algora publishing, 2006.

Grace, Gerald and Joseph O'Keefe, "Catholic Schools Facing the Challenges of the 21st Century: An Overview," u *International Handbook of Catholic Education: Challenges for School Systems in the 21st Century*, editors Gerald Grace and Joseph O'Keefe (Dordrecht: Springer, 2007)

Grendler, Paul F. "The Universities of the Renaissance and Reformation," in: *Renaissance Quarterly*, 57 (2004.)

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, no. 2 (2015): 134-144.

Johansson, Jonna. *Learning to Be(come) a Good European: a Critical Analysis of the Official European Union Discourse on European Identity and Higher Education* (dissertation), Linköping, 2007.

Kohlberg, Lawrence. "The Cognitive-Developmental Approach to Moral Education." *The Phi Delta Kappan* 56, no. 10 (1975): 670-677.

Lapsley, Daniel K. and Darcia Narvaez. "Character Education." In *Handbook of Child Psychology, Child Psychology in Practice*. Eds. William Damon and Richard. M. Lerner, 248-296. Hoboken, NJ: Wiley, 2006.

Liessmann, Konrad Paul. *Teorija neobrazovanosti. Zablude društva znanja*, Zagreb, 2008.

Lickona, Thomas. "The Teacher's Role in Character Education." *Journal of Education* 179, no. 2 (1997): 63-80.

Lickona, Thomas. "Character Education: Seven Crucial Issues." *Action in Teacher Education* 20, no. 4 (1999): 77-84.

Lickona, Thomas. "What is Good Character?" *Reclaiming Children and Youth* 9, no. 4 (2001): 239-251.

Newman, John Henry. *The Idea of a University: Defined and Illustrated*, available at <https://www.gutenberg.org/files/24526/24526-pdf.pdf>

Noddings, Nel. *Philosophy of Education*. Oxford: Westview Press, 1995.

Noddings, Nel. *Starting at Home: Caring and Social Policy*. Berkeley: University of California Press, 2002.

Noddings, Nel. *Educating Moral People: A Caring Alternative to Character Education*. New York: Teachers College Press, 2002.

Peterson, Christopher and Martin E. P. Seligman. *Character Strengths and Virtues: A Handbook and Classification*. New York: Oxford University Press, Inc., 2004.

Power, Colin. *The Power of Education: Education for All, Development, Globalisation and UNESCO*, New York: Springer, 2015.

Reinalda, Bob. *The Bologna Process and Its Achievements in Europe 1999-2007*, u: *Journal of Political Science Education*, 4 (2008.) 4.

Ridder-Symoens, Hilde and Walter Rüegg (editors), *A History of the University in Europe: Volume 1, Universities in the Middle Ages*, Cambridge: Cambridge University Press, 2003.

Sen, Amartya. "Elements of a Theory of Human Rights." *Philosophy & Public Affairs* 32, no. 4 (2004): 315-356.

UNESCO. "Education for the 21st Century," available at <https://en.unesco.org/themes/education-21st-century>

Vatican Congregation for Catholic Education and the Pontifical Councils for the Laity and for Culture, "The Church's Presence in the University and in University Culture," in *Ex Corde Ecclesiae: Documents concerning Reception and Implementation*, editors Alice Gallin (Notre Dame, IN: Notre Dame Press, 2006.

Wringe, Colin. *Moral Education: Beyond the Teaching of Right and Wrong*. Dordrecht: Springer, 2006.

Examination and Grading

To Be Passed	Exclusively Continuous Assessment	Included in Average Grade																								
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. Achievement of a minimum performance level of 35% through continuous assessment during the course, cumulatively attained across two midterm exams.																									
Examination Manner	Course assessments – first written midterm exam and second written midterm exam. Final examination (oral).																									
Grading Manner	The numerical grading scale for student performance is as follows: Sufficient (2): 50 – 64.9% Good (3): 65 – 79.9% Very Good (4): 80 – 89.9% Excellent (5): 90% and above																									
Detailed Overview of Grading within ECTS	<table border="1"> <thead> <tr> <th>ACTIVITY TYPE</th> <th>ECTS Student Workload Coefficient</th> <th>GRADE PERCENTAGE (%)</th> </tr> </thead> <tbody> <tr> <td>Class Attendance</td> <td>0.8</td> <td>0</td> </tr> <tr> <td>Seminar Presentation</td> <td>-</td> <td>-</td> </tr> <tr> <td>Midterm Exam</td> <td>0.77</td> <td>35</td> </tr> <tr> <td>Midterm Exam</td> <td>0.77</td> <td>35</td> </tr> <tr> <td>Total in Class</td> <td>2,34</td> <td>70</td> </tr> <tr> <td>Final Exam</td> <td>0,66</td> <td>30</td> </tr> <tr> <td>TOTAL ECTS (Classes + Final Exam)</td> <td>3</td> <td>100</td> </tr> </tbody> </table>		ACTIVITY TYPE	ECTS Student Workload Coefficient	GRADE PERCENTAGE (%)	Class Attendance	0.8	0	Seminar Presentation	-	-	Midterm Exam	0.77	35	Midterm Exam	0.77	35	Total in Class	2,34	70	Final Exam	0,66	30	TOTAL ECTS (Classes + Final Exam)	3	100
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Midterm Exam Dates	Midterm Exam 1; Midterm Exam 2																									
Final Exam Dates	According to published timetable																									

IV. WEEKLY CLASS SCHEDULE

Lectures

Week	Topic
1.	Introduction to the Course: Objectives and Purpose of Education
2.	The Origins and Development of the University
3.	From the Humanistic Vision of Education to the Marketization and Instrumentalization of Higher Education
4.	Education for Intellectual and Moral Transformation: Against Reductionist Trends
5.	First written midterm exam
6.	The Importance of Character
7.	Ethical Theories
8.	Moral Education
9.	Character Education within the Educational System
10.	Second written midterm exam
11.	Care Ethics within the Educational System
12.	Happiness and Education
13.	Participation in Panels, and Roundtables
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