

课程详述

COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 Course Title	中外教育名家名著 Famous educationist and their masterpieces
2.	授课院系 Originating Department	高等教育中心 Center of Higher Education Research
3.	课程编号 Course Code	HEC020
4.	课程学分 Credit Value	2
5.	课程类别 Course Type	通识选修课程 General Education (GE) Elective Courses
6.	授课学期 Semester	春季 Spring
7.	授课语言 Teaching Language	英文 English
8.	授课教师、所属学系、联系方式 Instructor(s), Affiliation & Contact (For team teaching, please list all instructors)	刘绪 高等教育研究中心 liux9@sustech.edu.cn 13881824766
9.	实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact	万飞雁, 材料系 2018 级本科学生, 11811321@mail.sustech.edu.cn
10.	选课人数限额(可不填) Maximum Enrolment (Optional)	

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
学时数 Credit Hours	28	4			32
12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	无 NO				
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	无 NO				
14. 其它要求修读本课程的学系 Cross-listing Dept.	无 NO				

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

1. 帮助学生了解古今中外著名的教育学家及其思想
2. 帮助学生学习经典教育学著作
3. 拓展学生的知识面，提高学生的问题意识和批判思维

The goal of this module is to:

1. To help students understand the famous educationalists and their thoughts
2. To help students learn classic pedagogical works
3. To expand students' scope of knowledge and improve their problem consciousness and critical thinking

16. 预达学习成果 Learning Outcomes

1. 学生能结合古今中外教育学家的观点思考教育中呈现的问题
 2. 具备从教育学的视角思考社会问题的意识和能力
 3. 能够利用所学知识分析日常生活中与教育相关的现象
1. Students can consider the problems presented in education from the perspective of famous educationalists both in China and other countries.
 2. Think about social issues from the perspective of pedagogy .
 3. Use the knowledge learned to analyze the phenomena related to educational sociology in daily life.

17. 课程内容及教学日历 (如授课语言以英文为主, 则课程内容介绍可以用英文; 如团队教学或模块教学, 教学日历须注明主讲人)

Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)

第一课 柏拉图和他的《理想国》

柏拉图(公元前 429 年—前 347 年)是著名的古希腊哲学家, 雅典人。他的著作大多以对话录形式纪录, 并创办了著名的学院。柏拉图是苏格拉底的学生, 是亚里斯多德的老师, 他们三人被广泛认为西方哲学的奠基者, 史称“西方三圣贤”或“希腊三哲”。理想国是古希腊哲学家柏拉图的主要著作, 书中描绘了他设想的国家制度, 包括对宇宙、知识、伦理、社会以及教育等的主张。柏拉图试图用教育的办法来实现他理想的国家制度。

《理想国》共分为 10 章, 第一章至第五章论述理想王国的组织, 第六、第七章着重说明“哲学家”的定义和哲学家的教育, 其余部分是讨论各种实际存在的体制及其优缺点。《理想国》一书是用对

话体写成的，其中教育思想尤为丰富。卢梭盛赞它是“最好的一部教育著作”。课程将围绕《理想国》中涉及教育的论述进行概括性介绍，要点包括：

- 1) 柏拉图的哲学思想，主要涉及认识论、政治学说和关于人的等级的理论；
- 2) 柏拉图的教育哲学，包括教育的本质、教育的目的和教育的阶段；
- 3) 柏拉图的教育思想，包括提出了一套完整的教育体系的设想，以及教育是国家的事业等观点。

Lesson 1 Plato's Republic

Plato (429-347 BC) was a famous ancient Greek philosopher and an Athenian. Most of his works are recorded in the form of dialogues, and he founded a famous academy. Plato was a student of Socrates and a teacher of Aristotle. The three of them are widely regarded as the founders of Western philosophy. They are known as the "Three Western Sages" or "Three Greeks."

This book is the main work of the ancient Greek philosopher Plato. The book describes the state system he envisioned, including his understanding of the universe, knowledge, ethics, society, and education. Plato tried to use education to realize his ideal national system. The Republic is divided into 10 chapters. Chapters 1 to 5 discuss the organization of the ideal kingdom. Chapters 6 and 7 focus on the definition of "philosopher" and the education of philosophers. The existing system and its advantages and disadvantages. The Republic is written in a dialogue style, in which educational ideas are particularly rich. Rousseau praised it as "the best educational book". The course will give a general introduction to the education-related discourses in The Republic. The main points include: 1) Plato's philosophical thoughts, which mainly involve epistemology, political doctrine and the theory of human hierarchy; 2) Plato's educational philosophy, including education The essence of education, the purpose of education and the stage of education; 3) Plato's educational thoughts, including the idea of a complete education system, and the views that education is a national cause.

第二课 卢梭和《爱弥儿》

让-雅克·卢梭（1712年6月28日—1778年7月2日）是启蒙时代的法国与日内瓦哲学家、政治理论家、文学家和音乐家，出身于当时还是独立国家的日内瓦。其《社会契约论》中所论述的人民主权及民主政治哲学思想的深远影响可见于近代的启蒙运动、法国大革命以至现代的政治、哲学还有教育思想。

《爱弥儿》是法国启蒙思想卢梭 1762 年出版的主要教育著作，是一篇关于全人公民教育的哲学论文。全书共分五章，是一本夹叙夹议的教育小说，前四章以富家孤儿爱弥儿为主人公，论述了男子的教育改革，批判英国旧教育的荒谬腐朽，并提出新教育的原则和理想。本章借爱弥儿未来妻子苏菲的教育，论证了女子教育的革新。全书反映了自然主义教育思想，阐述性善论。其思想对后世许多教育家都有启发和影响。课程将通过爱弥儿的阅读分享，掌握不同时期教育的原则和方法，即 2-12 岁的感官教育，12-15 岁的智育教育，15-20 岁的德育教育，理解卢梭提出的‘自然教育’理念。同时，将以最后一章苏菲的故事，思考女子教育改革和教育平等的问题。

Lesson 2 Rousseau and Emile

Jean-Jacques Rousseau (June 28, 1712-July 2, 1778) was a French and Geneva philosopher, political theorist, writer and musician. He was born in Geneva, an independent country at the time. The profound influence of his theory about the people's sovereignty and democratic political philosophy can be seen in the modern Enlightenment, the French Revolution and even modern politics, philosophy and education.

"Emile" is the main educational work published by French Enlightenment Rousseau in 1762. It is a philosophical essay on civic education for all. The book is divided into five chapters. The first four chapters take the rich orphan Emier as the main character. This part discusses the education reform of men, criticizing the absurdity and corruption of old British education, and put forward the principles of new education. This book also uses the education of Emil's future wife Sophie to demonstrate the innovation of women's education. The whole book reflects the naturalistic educational thought and expounds the theory of goodness of nature. His ideas have inspired and influenced many educators in

later generations. Through reading and sharing of Emile, the course will introduce the principles and methods of education in different periods, namely sensory education for 2-12 years old, intellectual education for 12-15 years old, and moral education for 15-20 years old, to understand what Rousseau proposed ——nature education'. At the same time, the last chapter of SuFei's story will inspire the discussion about women's education reform and education equality.

第三课 约翰·洛克和《教育漫话》

约翰·洛克（John Locke, 1632年8月29日—1704年10月28日），著名英国哲学家，为最具影响力的启蒙哲学家之一，并被广泛形容为自由主义之父。本书是英国哲学家洛克的教育代表作，1693年出版。全书的主题是论述“绅士教育”，即论述刚刚夺得政权的英国资产阶级与新贵族子弟的教育。全书共分为三部分，分别论述了体育、德育和智育。洛克认为，健康的身体属于健康的身体，要锻炼出能够耐劳苦的强大体魄。在绅士的各种品行中，德育应占第一位，德育的基本原则是以理智克制欲望。并且要学习有关事业家的知识。洛克认为教育的目的是培养绅士，分别具备健康的体魄、德行、智慧、礼仪和学问。同时他也强调了环境与教育的巨大作用，这些思想对西方近代教育思想产生了深远的影响。课程将围绕健康教育、道德教育、知识与技能教育三个主题，认识洛克“绅士”的教育标准，同时结合现代的生活方式批判性思考。

Lesson 3 An Educational Ramble by John Locke

John Locke (August 29, 1632-October 28, 1704), a famous British philosopher, was one of the most influential Enlightenment philosophers, and was widely described as the father of liberalism. This book is the educational masterpiece of the British philosopher Locke, published in 1693. The theme of the book is to discuss "gentleman education", that is, to discuss the education of the children of the British bourgeoisie and new aristocracy who have just taken power. The book is divided into three parts, respectively sports, moral education and intellectual education. Locke believes that a healthy spirit belongs to a healthy body, and it is necessary to develop a strong body that can endure hard work. Among the various behaviors of a gentleman, moral education should take the first place. The basic principle of moral education is to restrain desire with reason. Locke believes that the purpose of education is to train gentlemen with healthy physique, virtue, wisdom, etiquette and knowledge. At the same time, he also emphasized the great role of environment and education. These ideas have had a profound influence on modern western education thought. The course will focus on the three themes of health education, moral education, and knowledge and skills education, understanding Locke's "gentleman education", and analyse it against the context of modern life with critical thinking.

第四课 夸美纽斯的《大教学论》

约翰·阿摩司·夸美纽斯（1592年3月28日—1670年11月15日），捷克著名的教育家教育家。他被认定为现代教育之父。夸美纽斯首开先例，引入有插图的教科书，并以母语撰写而非拉丁文；也运用了有效教学，这基于由简单至全面概念的自然逐步生长脉络。除此之外，他支持终身学习，提倡并支持贫困儿童必须要有同等的机会，对妇女要打开大门提供教育，以及教学必须要有通用性与实用性。

本书是夸美纽斯的重要教育著作。1632年写成，共计33章。该书并不限于教学问题的研究。它广泛论述了教育理论的各个方面。其主导思想是要“把一切事物教给一切的人”，使人在道德、知识、身体、艺术等方面和谐发展。书中重点阐释了教学理论问题，明确提出并详细论证了一系列的教学原则和教学规则，提出并论述了各种教学方法。同时也论述了道德教育、宗教教育、艺术教育和体育等，是西方近代最有系统的教育著作。课程将关注：

1) 夸美纽斯的主要教育理论，包括教育普及，教育平等，教育改良等；

2) 教学及基本原则，包括便易性，彻底性，简单性和迅速性。通过这门课的学习，旨在让学生掌握现代教育的起源和夸美纽斯的主要教育理念。

Lesson 4 On Great Teaching by Comenius

John Amos Comenius (March 28, 1592-November 15, 1670), the Czech educator, and the earliest proponent of public education. He is recognized as the father of modern education. Comenius set a precedent by introducing textbooks with illustrations and writing in his native language instead of Latin; effective teaching was also used, which was based on the 'natural gradual growth' from simple to comprehensive. In addition, he supports lifelong learning and advocates that poor children must have equal opportunities. Meanwhile, he also support to open the door to women to provide education, and that teaching must be versatile and practical.

This book is an important educational work of Comenius, which was written in 1632 with a total of 33 chapters. The book is not limited to the study of teaching issues. It extensively discussed all aspects of educational theory. Its leading idea is to "teach all things to all people" so that people can develop harmoniously in morality, knowledge, body, and art. The book focuses on explaining the problems of teaching theory, clearly proposes and demonstrates in detail a series of teaching principles and teaching rules and proposes and discusses various teaching methods. At the same time, it discusses moral education, religious education, art education and sports, etc. It is the most systematic educational work in modern western countries. The course will focus on the following points: 1) Comenius' main educational theories, including education universalization, education equality, education improvement, etc.; 2) Basic principles of teaching, including convenience, thoroughness, simplicity and efficiency. Through the study of this course, the aim is to enable students to understand the origin of modern education and the main educational concepts of Comenius.

第五课 涂尔干《教育与社会学》

埃米尔·涂尔干（1858年4月15日—1917年11月15日），又译迪尔凯姆、杜尔凯姆等，是法国犹太裔社会学家、人类学家，与卡尔·马克思及马克斯·韦伯并列为社会学的三大奠基人，《社会学年鉴》创刊人，法国首位社会学教授。作为现代社会学的开拓者，涂尔干一生出版了大量关于教育、宗教、自杀、法律和犯罪的论文和专著，为社会学的学门化和科学化奠定了坚实基础，被视作教育社会学的奠基者，和谐理论的代表之一。

《教育与社会学》一书是涂尔干教育论著中最具独创性和生命力的著作，也是全面了解涂尔干整个教育思想体系的入门读物。全书共4章，收录了涂尔干本人在有生之年发表的教育学研究文献。课程将集中讲述全书的三个主题：教育学与社会学的关系、教育的性质和作用以及教育学的性质和方法。课程要点：

1) 突出教育学研究的社会性。教育不仅是一种个人行为，更是一种重要的社会活动。涂尔干认为一切教育学进行思考和研究的首要前提是教育在起源上和功能上都明显是一种社会活动。因为教育的目标是社会性的，因此决定了实现教育目标的手段也必然具有社会性；

2) 明确教育的社会化功能。涂尔干认为，教育的目的就是在儿童身上唤起和培养一定数量的身体、智识和道德状态，以便适应整个政治社会的要求，以及他将来注定所处的特定环境的要求。简言之，教育就在于使年轻一代“社会化”；

3) 理解教育学的性质以及掌握相应的研究方法。教育学区分于教育，前者是对后者的一种系统性反思，主要研究教育制度的起源以及运行情况。涂尔干指出，教育学的研究方法有两个途径：一是社会学的视角，二是心理学，特别是集体心理学的角度。

Lesson 5 Durkheim's Education and Sociology

"Éducation et sociologie" is the most original and vital work in Durkheim's educational treatises, and it is also a primer for a comprehensive understanding of Durkheim's entire educational ideology. The book consists of 4 chapters, including Durkheim's pedagogical research literature published during his lifetime. The first two chapters reiterated the terms "education" and "pedagogy" in the "New Dictionary of Pedagogy and Elementary Education" published in 1911; Chapter 3 was published in the "Ethics and Metaphysics Review" in January 1903; the last one The chapter was published in "Politics and Literature Review" on January 20, 1906.

The course will focus on the three themes of the book: the relationship between pedagogy and sociology, the nature and function of education, and the nature and methods of pedagogy. Key points of the course: 1) Highlight the social nature of pedagogy research. Education is not only a personal behavior, but also an important social activity. Durkheim believes that the primary premise of all pedagogy thinking and research is that education is obviously a social activity in terms of origin and function. Because the goal of education is social, it determines that the means to achieve the goal of education must also be social; 2) Clarify the socialization function of education. Durkheim believes that the purpose of education is to evoke and cultivate a certain number of physical, intellectual and moral states in children in order to adapt to the requirements of the entire political society and the requirements of the specific environment in which he is destined in the future. In short, education is to "socialize" the younger generation; 3) understand the nature of pedagogy and master the corresponding research methods. Pedagogy is distinguished from education. The former is a systematic reflection on the latter, mainly studying the origin and operation of the education system. Durkheim pointed out that there are two approaches to the research methods of pedagogy: one is from the perspective of sociology, and the other is from the perspective of psychology, especially collective psychology. The course will fully discuss Durkheim's "Pedagogy and Sociology" around the above three aspects.

第六课 舒尔茨《教育的经济价值》

西奥多·威廉·舒尔兹（1902年4月30日—1998年2月26日），美国经济学家，芝加哥大学教授，芝加哥经济学派成员之一。他在经济发展方面做出了开创性研究，深入研究了发展中国家在发展经济中应特别考虑的问题，因此于1979年获得诺贝尔经济学奖。在1960年代，西奥多·舒尔兹提出人力资本（human capital）的概念，定义为人的能力价值。同时，西奥多·舒尔茨还提出人力资本的分支概念教育资本，关注对于教育的投资。

《教育的经济价值》1963年出版，全书共分四个章节，分别讨论了教育的经济成分，教育费用、教育的经济价值和14个有待商榷的问题。课程将集中在：

- 1) 教育费用的全面认识，即教育费用这一概念是如何区别于单一的学校经费；
- 2) 教育的经济价值，即教育的投资是如何在社会发展中促进了经济的不断进步；
- 3) 舒尔茨认为的教育经济学尚未解决的问题及其展望。

Lesson 6 Schultz, The Economic Value of Education

Theodore William Schultz (April 30, 1902-February 26, 1998), an American economist, a professor at the University of Chicago, and a member of the Chicago School of Economics. He has made groundbreaking research in economic development and in-depth research on the issues that developing countries should take into account in developing the economy. Therefore, he won the Nobel Prize in Economics in 1979. In the 1960s, Theodore Schultz proposed the concept of human capital, which was defined as the value of human capabilities. At the same time, Theodore Schultz also proposed the branch concept of human capital education capital, focusing on investment in education.

"The Economic Value of Education" is a book officially published by Schultz in 1963. The book is divided into four chapters, discussing the economic components of education, educational costs, the economic value of education, and 14 issues to be discussed. The course will focus on: 1) a comprehensive understanding of education costs, that is, how the concept of education costs is different from education expenses, such as tuition fee; 2) the economic value of education, that is, how investment in education promotes the economy in social development; 3) The unresolved problems and prospects of educational economics pointed out by Schultz thinks.

第七课 杜威《民主主义与教育》

约翰·杜威（1859-1952），是现代教育学的创始人之一，其理论主张为实用主义。阅读篇目选自他的著作《民主主义与教育》，选文中杜威力图说明教育和社会进步的关系，以及在实现教育的社会功

能时，学校是如何为教育年轻一代设立特殊的环境。

民主主义与教育于 1916 年出版。它对西方教育史上的一些著名哲学家、教育家的教育思想，进行了批判性的讨论，同时吸取现代哲学、社会学、生物学、心理学上的成就，形成了一个完整的实用主义教育思想体系。全书共分为 26 章，前 7 章论述了教育为生活所必需，正式的和非正式两种教育方向的关系以及社会的机能，提出了“教育即生活”、“学校即社会”的观点，8-23 章，分析了教育目的，兴趣与训练，经验与思维、教学法与教材、课程、教育的价值等。后 3 章论述了实用主义认识论，提出了“从做中学”的活动教学等观点，是西方一部可与柏拉图的《理想国》、卢梭的《爱弥儿》相提并论的巨著。课程将围绕四个方面探讨全书的主题：教育的性质，教育的过程，教育的价值，以及教育与哲学的关系。

Lesson 7 Dewey's Democracy and Education

John Dewey (1859-1952), one of the founders of modern pedagogy, his theoretical claim is pragmatism. Reading articles are selected from his book "Democracy and Education". In the selection, Dewey tries to explain the relationship between education and social progress, and how the school sets up a special environment for educating the younger generation when realizing the social function of education.

Democracy and Education is American philosopher and educator Dewey's educational masterpiece which was published in 1916. It conducted a critical discussion on the educational thoughts of some famous philosophers and educators in the history of Western education. At the same time, it absorbed the achievements of modern philosophy, sociology, biology, and psychology, synthesized and generalized, and formed a Complete pragmatic teaching ideology system. The book is divided into 26 chapters. The first 7 chapters discuss the relationship between the formal and informal education directions and the functions of society, and the first 7 chapters discuss the views of "education is life" and "school is society". , Chapters 8-23, analyze the purpose of education, interest and training, experience and thinking, teaching methods and teaching materials, courses, and the value of education. The last three chapters discuss the pragmatic epistemology and put forward the viewpoints of "learning by doing" activity teaching. It is a Western masterpiece comparable to Plato's "Utopia" and Rousseau's "Emile". The course will explore the themes of the book around four aspects: the nature of education, the process of education, the value of education, and the relationship between education and philosophy.

第八课 中期小结

学生以小组为单位，2 人一组，进行中间课程学习报告，每组报告时间根据选课学生的人数确定。该报告以百分制计分，并按 20%的比例计入期末总成绩。

Lesson 8 Middle summary

Students work in pairs to present a report on the intermediate course study. The report time for each group will be later determined on the basis of the number of students who choose the course. The report is scored on a hundred-point system, and 20% is included in the final grade.

第九课 蒙台梭利《童年的秘密》

玛丽亚·泰科拉·阿尔缇米希亚·蒙台梭利（1870 年 8 月 31 日—1952 年 5 月 6 日），意大利医生和教育家，蒙台梭利教育法的始创人。其教育主张为尊重儿童的独立性，个人自由先于社会秩序，真正的老师就是儿童本身。

《童年的秘密》详尽地告诉父母，儿童的成长有着其内在的精神驱动和规律，儿童的成长需要依靠他们自身不断的有意识的、自主的、独立的与外界环境进行活动（书中称为工作）来获得。成人如果想促进儿童成长，最重要的是给他们创造一个充满爱的安全的环境，尊重并理解孩子的行为，对他们的行为尽量做最少的限制和“指导”。儿童自然会知道自己想做什么，该如何做。在一次又一次的探索中，他会逐渐成长起来。书中还讲到许多具体的观念，比如，儿童充满精力乐此不疲地去工作（活动），只是

一种内在的心理驱动，并没有任何目的。在这种工作中其能力也得到了发展。儿童对“秩序”有一种天然的敏感性，如果这种秩序被打乱，会引起他心理上的不安，甚至会引起生理上的疾病。更换保姆、脱穿衣服、移动一些物品的摆放位置等这些秩序的打乱，儿童都能敏感的感知，并做出相应的反应。儿童还喜欢重复性的活动，对于喜欢的活动，他会十分专注的、安静的反复操作进行，并在这种重复的活动中获得极大的满足感。成人绝不应该去取笑或打断孩子的工作。本堂课程终点关注儿童教育，从不同的视角理解儿童成长过程中的发展规律，在蒙台梭利观念的指导下思考：1) 儿童行为的特征；2) 儿童时期教育的重点；以及 3) 教师如何实现引导者的角色。

Lesson 9 The Secret of Childhood by Montessori

Dr. Maria Tecola Artemisia Montessori (August 31, 1870-May 6, 1952), an Italian doctor and educator, and the founder of Montessori Education. Its education advocates respect for children's independence, personal freedom precedes social order, and the true teacher is the child himself.

"Secrets of Childhood" tells parents in detail that children's growth has its inherent spiritual drive and patterns, and that children's growth needs to rely on their own continuous, conscious, autonomous, and independent activities with the external environment. If adults want to support the growth of children, the most important thing is to create a loving and safe environment for them, respect and understand children's behavior, and try to make the least restrictions and "guidance" on their behavior. Children will naturally know what they want to do and how to do it. In the exploration time after time, he will gradually grow up. The book also talks about many specific concepts. For example, children are full of energy and happy to work (activity), which is only an inner psychological drive, and has no purpose. His ability has also been developed in this kind of work. Children have a natural sensitivity to "order". If this order is disrupted, it will cause him psychological anxiety and even physical illness. Children can sensitively perceive the disorder of order such as changing the nanny, taking off clothes, and moving the placement of some items, and respond accordingly. Children also like repetitive activities. For the activities they like, he will be very focused and quietly repeated operations, and obtain great satisfaction in such repetitive activities. Adults should never make fun of or interrupt children's work. The end of the course focuses on children's education, understanding the development laws of children's growth from different perspectives, and thinking under the guidance of Montessori concepts: 1) the characteristics of children's behavior; 2) the focus of childhood education; and 3) how do teachers realize the role of leader.

第十次课：伯恩斯坦与《阶级、符码与控制》

巴兹尔·伯恩斯坦是著名的英国社会学家，教育社会学的代表人物。代表理论为社会语言学研究，探讨了语言和社会组织的关系。伯恩斯坦在《阶级、符码与控制》一书中用语言符码理论解释了为什么在学校中劳工阶层的孩子学习成绩不如上层阶层的孩子。伯恩斯坦认为出生于劳工阶层的学生习惯使用的语言是局限性语言，局限性语言具有特殊性，言语表达概括性弱，语句简短，使用较少连词。局限性语言的语义是含糊的，较多受言语背景的限制。而学校和中产阶级所使用的是精密性语言，精密性语言具有普遍性，内容精准，重视内容的逻辑意义，较少受语言背景的限制。由于劳工阶层的子女进入学校后仍然使用他们的局限性语言，这种语言不符合学校的语言表达要求，所以在教学中使用局限语码的学生常常被教师和学生看低。而且这些学生们也不习惯用精密语码进行教学和交流的教师，因此他们的成绩受到很大的影响。

The Lesson 10: Bernstein and Class, Codes and Control

Basil Bernard Bernstein (1 November 1924 – 24 September 2000) was a British sociologist known for his work in the sociology of education. He worked on socio-linguistics and the connection between the manner of speaking and social organization. In his book *Class, Codes and Control*, Bernstein uses linguistic codes to explain why working-class children do worse at school than upper-class children. According to Bernstein, the language used by students born in the working class is the localized language. The localized language has its particularity, with weak general expression, short sentences and few conjunctions. The semantic meaning of the limited language is vague and is more limited by

the linguistic background. However, precision language is used by schools and the middle class. Precision language is universal, precise in content, attaches importance to logical meaning of content, and is less limited by linguistic background. Because the children of the working class still use their limited language after entering the school, which does not meet the language expression requirements of the school, the students who use the limited language code in the teaching are often looked down upon by teachers and students. Moreover, these students are not used to teachers who teach and communicate in precise language codes, so their grades are greatly affected.

第十一课 胡森和《平等—学校和社会政策的目标》

胡森（1916-2009），瑞典著名教育家，是瑞典义务教育学校体系的主要构建者。阅读篇目选自他的《社会背景与学业成就》，节选内容里胡森主要涉及教育平等的三大问题：教育机会平等有哪几种基本涵义，阻碍教育机会平等的有哪些因素，以及从教育机会平等的观念演变和实践探索中可以汲取哪些教训。

Lesson 11

Husen (1916-2009), a famous Swedish educator. He was the main architect of the Swedish compulsory education school system. In the excerpt from his book *Social Background and Academic Achievement*, Husen mainly deals with three major issues of educational equality: what are the basic meanings of educational equality, what are the factors that hinder educational equality, and what lessons can be drawn from the evolution of the concept and practical exploration of educational equality.

第十二课 孔子和《论语》

《论语》，是孔子弟子及再传弟子记录孔子及其弟子言行而编成的语录集，成书于战国前期。全书共 20 篇 492 章，以语录体为主，叙事体为辅，较为集中地体现了孔子及儒家学派的政治主张、伦理思想、道德观念及教育原则等。

本堂课程围绕《论语》的学习，主要涉及：1) 教育的作用，孔子将教育看作是和人口、财富一起作为立国的三大要素之一；2) 教育的目的，将“士”培养成为理想的人才，从而改善春秋以来‘天下无道’的局面，以实现孔子所谓的理想社会；3) 教育的内容，主要包括仁和礼两大方面，前者强调道德品质，后者强调典章制度等；4) 教学的方法，比如因材施教，学思行合一等。

Lesson 12 The Analects of Confucius

"The Analects" is a collection of quotations compiled by Confucius and his disciples to record the words and deeds of Confucius and his disciples. It was written in the early Warring States period. The book has 20 chapters, with quotations as the main body and narrative as a supplement, which more concentratedly reflects the political propositions, ethics, moral concepts and educational principles of Confucius and Confucianism.

This course focuses on the study of "The Analects of Confucius" and mainly involves: 1) The role of education. Confucius regards education as one of the three major elements of building a country together with population and wealth; 2) The purpose of education is to train "shi" into ideal talents; 3) The content of education mainly includes two aspects of benevolence and etiquette. The former emphasizes moral quality, and the latter emphasizes rules and regulations. 4) Teaching methods, such as teaching students in accordance with their aptitude, combining learning, thinking and doing.

第十三课《大学》

《大学》是一篇论述儒家修身齐家治国平天下思想的散文，原是《小戴礼记》第四十二篇，相传为春秋战国时期曾子所作，实为秦汉时儒家作品，是一部中国古代讨论教育理论的重要著作。经北宋程颢、程颐竭力尊崇，南宋朱熹又作《大学章句》，最终和《中庸》《论语》《孟子》并称“四书”。宋、元以后，《大学》成为学校官定的教科书和科举考试的必读书，对中国古代教育产生了极大的影响。

本堂课程通过对儒家经典的学习，认识提高个人修养、培养良好的道德品质和治国平天下之间的重

要关系。课堂要点包括：1) 大学之道，具体包括对“三纲领”（明明德、亲民、止于至善）、“八条目”（格物、致知、诚意、正心、修身、齐家、治国、平天下）的理解；2) 诚意慎独，强调个人的道德修养，完善自我的自觉性；3) 先求己，后求人，将个人道德的养成推广到和他人相处的社会准则中。

Lesson 13 The Great Learning

"The Great Learning" is a prose on the Confucian thoughts of self-cultivation and Qi family governance of the country and the world. It was originally the 42nd chapter of "Little Dai Liji". It is said to have been written by Zeng Zi during the Spring and Autumn Period and Warring States Period. An important book on the theory of education in ancient China. This Great Learning became a school official-appointed textbook and compulsory reading for imperial examinations, which had a great influence on ancient Chinese education.

Through the study of Confucian classics, this class will understand the important relationship between improving personal cultivation, cultivating good moral character and governing the country and the world. The main points of the class include: 1) The way of the great learning, which specifically includes the "three programs" (clear and clear virtue, close to the people, stop at the best), "eight items" (study things, knowing, sincerity, righteousness, self-cultivation, family harmony and state governance; 2) Sincerity and cautiousness, emphasizing personal moral cultivation, and perfecting self-consciousness; 3) Seeking others first and then others, extending the cultivation of personal morality to the social norms of getting along with others.

第十四课 蔡元培：《对于新教育的意见》

蔡元培（1868年1月11日—1940年3月5日），近代革命家、教育家、政治家，也是中国近代民族学研究的先驱。1912年蔡元培在《对于新教育的意见》一文中提出了教育救国的思想。它针对“忠君”“尊孔”的教育宗旨，提出了军国民教育、实利主义教育、公民道德教育、美感教育、世界观教育，五育并重的教育方针。新教育宗旨反映了资产阶级改革封建旧教育，建立资产阶级新教育的进步主张，对我国近代教育的发展起到了积极的推动作用。本课重点在于：1) 了解蔡元培提出‘五育并重’的时代背景；2) 认识蔡元培的教育主张；3) 体会教育与时代发展的紧密关系。

Lesson 14 CAI Yuanpei: Opinions on New Education

Cai Yuanpei (January 11, 1868-March 5, 1940), modern revolutionaries, educators, and politicians are also pioneers in the study of modern Chinese ethnology. In 1912, Cai Yuanpei put forward the idea of saving the country through education in his article "Opinions on New Education". It targets. The educational tenet of "loyalty to the emperor" and "respect for Confucianism" puts forward the educational policy of military national education, materialism education, civic moral education, aesthetic education, world outlook education, and the five educations. The purpose of the new education reflects the bourgeoisie's progressive ideas of reforming feudal and old education and establishing a new bourgeois education, which has played a positive role in promoting the development of modern education in my country.

The focus of this lesson is to: 1) understand the background of Cai Yuanpei's 'five education'; 2) understand Cai Yuanpei's educational proposition; 3) appreciate the close relationship between education and the development of the times.

第十五课 陶行知：《中国教育改造》

陶行知（1891年10月18日—1946年7月25日），著名教育家，本名陶文濬，因欣赏王阳明“知行合一”学说改名为知行，后认为“行是知之始；知是行之成”，又改名为行知。

《中国教育改造》是陶行知在他所进行对中国教育改革的试验—晓庄试验乡村师范学校创办一周年之际自编的一本文集。本书反应了他对中国教育所形成的基本观点：反传统，反洋化，却不简单的拒绝中西文化，而是主张在教育改造过程中要坚持“去”与“取”，不问“新”与“旧”、“中”与“西”，只问“适”与“不适”。同时也反应了他在此信条下对教育理论的倡导与实践。本科要点在于理解陶行知在教育实践中提出的“生活教育理论”，以及其包含的三大原理：生活即教育、社会即学校、教学做

合一。

Lesson 15 Tao Xingzhi: China's Educational Reform

Tao Xingzhi (October 18, 1891-July 25, 1946), a well-known Chinese educator, whose real name was Tao Wenjun, was renamed to Zhi Xing because he admired Wang Yangming's theory of "the unity of knowledge and action", and later believed that "action is Knowing is the beginning; knowing is the accomplishment of action" and was renamed to action knowledge.

"China's Educational Reform" is a collection of essays compiled by Tao Xingzhi on the first anniversary of the establishment of the Xiaozhuang Experimental Rural Normal School, an experiment on China's education reform conducted by him. This book reflects his basic views on Chinese education: anti-tradition, anti-foreignization, but not simply rejecting Chinese and Western cultures, but advocating to insist on "going" and "taking" in the process of education reform, without asking "New" and "old", "Chinese" and "West", just ask "suitability" and "discomfort". It also reflects his advocacy and practice of educational theory under this creed. The main point of the undergraduate course is to understand the "life education theory" proposed by Tao Xingzhi in educational practice, and the three principles it contains: life is education, society is school, and teaching is one.

第十六次课 期末报告

- ◆ 学生围绕本学期的课程学习，就某一教育家及其著作进行报告，学生报告时其他学生旁听，报告成绩作为期末考试成绩，报告时间根据选课学生的人数确定。
- ◆ 该报告以百分制计分，并按 30%的比例计入期末总成绩。

The Lesson 16 Final presentation

Students should work individually to report on course study. The report time for each student is later determined according to the number of students enrolled in the course. The report is scored on a 100-point scale, 30%.

18. 教材及其它参考资料 Textbook and Supplementary Readings

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19. 论语，刘兆伟译，北京：人民教育出版社，2015
20. 中国古代教育和教育思想，沈灌群著，武汉：湖北人民出版社，1956.

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24. 对于新教育的意见, 蔡元培著, 原载于民立报, 1912
25. 教育现代化的路径, 褚宏启, 北京: 教育科学出版社, 2000.
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课程评估 ASSESSMENT

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance		20		
课堂表现 Class Performance		20		
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments		10		一篇不超过 1500 字的教育学著作的读书报告
期中考试 Mid-Term Test				
期末考试 Final Exam				
期末报告 Final Presentation		30		Presentation, 评价由教师评价和学生评价组成, 教师评价占 80%, 学生评价占 20%。合计后占总成绩 30%
其它 (可根据需要改写以上评估方式) Others (The above may be modified as necessary) Mid-Term Presentation		20		Mid-Term Presentation, 评价由教师评价和学生评价组成, 教师评价占 80%, 学生评价占 20%。合计后占总成绩 20%。

20. 记分方式 GRADING SYSTEM

- A. 十三级等级制 Letter Grading
 B. 二级记分制 (通过/不通过) Pass/Fail Grading

课程审批 REVIEW AND APPROVAL

21. 本课程设置已经过以下责任人/委员会审议通过
 This Course has been approved by the following person or committee of authority