



Selected Educational Aspects of Leisure

KPD/VPAV, KVPVAV

Guarantor

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Course objectives

- The philosophical background of the leisure-time theory
- The philosophical background of the research on leisure time
- Reflections on the structure of human existence
- Reflections on the current position of man in the world and society
- The leisure time phenomenon

Prerequisites – other information about course preconditions: None.

Accredited / Credits: Yes, 3

Semester: Summer semester

Requirements on student

- Presentation or essay: 8–10 slides (with presentation in class) or essay (3–5 pages).
- Theme: one topic of the “Content” below, with a clear conclusion.
- It must be sent to the teacher’s email (svobodz@tf.jcu.cz) minimum 15 working days before you want to leave the Czech Republic (or before the end of semester).



Literature

ARISTOTLE. *Politics* – book VII, VIII:

<http://classics.mit.edu/Aristotle/politics.7.seven.html>

ASHCRAFT, Robert F. et al. *Introduction to Recreation and Leisure*. Human Kinetics, 2005. ISBN-10: 0736057811. ISBN-13: 978-0736057813.

AUGUSTINE of Hippo. *De magistro / On the Teacher*

AUGUSTINE of Hippo: <https://augustinus.de/einfuehrung/uebersetzungen-im-www>

AUGUSTINE. *On Man's Perfection in Righteousness*

AUGUSTINE. *The Teacher in: The Fathers of the Church*.

BALLAUFF, Theodor. *Philosophische Begründungen der Pädagogik: Die Frage nach Ursprung u. Mass d. Bildung*. Berlin: Duncker u. Humblot, 1966.

BERTUCIO, Brett M. *Paideia as Metanoia: Transformative Insights from the Monastic Tradition*

CALDECOTT, Stratford. *Beauty for Truth's Sake: On the Re-enchantment of Education*. Brazos Press, 2017. ISBN 978-158743402.

CALDECOTT, Stratford. *Beauty in the Word: Rethinking the Foundations of Education*. Angelico Press, 2012. ISBN 9781621380047.

CANNING, Raymond. *Teaching and Learning: An Augustinian Perspective*

CLEMENT of Alexandria. *The Instructor. [Paedagogus.]*

COLEMAN, Simon, KOHN, Tamara (eds.). *The Discipline of Leisure: Embodying Cultures of "Recreation"*. Berghahn Books, 2010. ISBN-10: 1845457781. ISBN-13: 978-1845457785.

FINK, Eugen. *Play as Symbol of the World and Other Writings*. Bloomington: Indiana University Press (USA), 2016. ISBN 978-0-253-02105-2.

FRANKENA W. K., BURBULES N.C., RAYBECK N. *Philosophy of Education – Historical Overview, Current Trends*

HAVLÍČEK, Aleš; KARFÍK, Filip. *Plato's Protagoras: proceedings of the third symposium Platonicum Pragense*. Praha: OIKOYMENH, 2003. ISBN 80-7298-092-0.

<http://classics.mit.edu/Aristotle/politics.8.eight.html>

JOHNSON, Anna. *The Museum Educator's Manual: Educators Share Successful Techniques*. AltaMira Press, 2009. ISBN-10: 0759111677. ISBN-13: 978-0759111677.

KERNAN, Alvin B. *In Plato's cave*. New Haven: Yale University Press, 1999. ISBN 0-300-08267-3.

KING, Peter. *Augustine on the impossibility of teaching*



KRAUSE, Paul. *Augustine: A Saint for Eternity*

KRAUSE, Paul. *Virtue and the City*

MARITAIN, Jacques. *Education at the Crossroads*. New Haven: Yale University Press, 1942.

MARITAIN, Jacques. *Education of Man*. The Educational Philosophy of Jacques Maritain. University of Notre Dame, 1967.

MCLEAN, Daniel D., HURD, Amy R., ROGERS, Nancy Brattain. *Kraus' Recreation and Leisure in Modern Society*. Jones & Bartlett Pub, 2007. ISBN-10: 0763749591. ISBN-13: 978-0763749590.

PIEPER, Josef. *Happiness and Contemplation*. Translated by Richard and Clara Winston. New York: Pantheon, 1958. Reprinted, with an introduction by Ralph McInerny. South Bend: St. Augustine's Press, 1998. ISBN 1-890318-31-0.

PIEPER, Josef. *Leisure: The Basis of Culture*. Ignatius Press, 2009. ISBN-10: 1586172565. ISBN-13: 978-1586172565.

PIEPER, Josef. *The End of Time: a meditation on the philosophy of history*. Translated by Michael Bullock. New York: Pantheon Books, 1954. (Originally *Über das Ende der Zeit*). Reprinted New York: Octagon Books, 1982. ISBN 0-374-96447-5. Reprinted San Francisco: Ignatius Press, 1999. ISBN 0-89870-726-9.

PIEPER, Josef; KOPFF, Christian. *Tradition: concept and claim*. South Bend, Indiana: St. Augustine's Press, 2010. ISBN 978-1-58731-879-5.

PIEPER, Josef; WALD, Berthold; WASSERMANN, Roger. *For the love of wisdom: essays on the nature of philosophy*. San Francisco: Ignatius Press, 2006. ISBN 978-1-58617-087-5.

PLATO. *The Republic* – book VII:

<http://data.perseus.org/citations/urn:cts:greekLit:tlg0059.tlg030.perseus-eng1:7.514a>

PLATO; BURNET, John. *Platonis Opera*. Tomus 1, Tetralogias I-II. Oxford: E Typographeo Clarendoniano, 1934.

PLATO; COOPER, John M.; HUTCHINSON, D.S. *Complete works*. Indianapolis; Cambridge: Hackett Publishing Company, 1997. ISBN 0-87220-349-2.

RÉMOND, René. *Religion and Society in Modern Europe*. Malden, Mass.: Blackwell Publishers, 1999. ISBN 06-312-0818-6.

ROJEK, Chris. *Decentring Leisure: Rethinking Leisure Theory*. Sage Publications Ltd, 2009. ISBN-10: 0803988133. ISBN-13: 978-0803988132.

RUSSELL, Ruth V. *Pastimes: The Context of Contemporary Leisure*. Sports Publishing



- LLC, 2009. ISBN-10: 1571675450. ISBN-13: 978-1571675453.
- RYKEN, Leland. *Work & Leisure in Christian Perspective*. Wipf & Stock Publishers, 2002. ISBN-10: 1579109594. ISBN-13: 978-1579109592.
- SERTILLANGES, A. G., 1998. *The Intellectual Life: Its Spirit, Conditions, Methods*. Washington, D.C.: The Catholic University of America Press. ISBN 9780813206462.
- SCHALLER, Klaus. *Studien zur systematischen Pädagogik*. Quelle u. Meyer; Auflage: 2. Aufl. (1969)
- Sociologia internationalis*, Volumes 40-41. University of Michigan, Duncker and Humblot., 2002.:
http://books.google.com/books?id=6ofZAAAAMAAJ&source=gbs_navlinks_s
- STEEL, Sean, HOMENIUK, Amber, eds. *Suffering and the Intelligence of Love in the Teaching Life*, New York, NY: Springer Berlin Heidelberg, 2019.
- STEEL, Sean. *An Invitation to Philosophizing: On the Challenges of Philosophy of Education Instruction in B.Ed. Programs*
- STEEL, Sean. *Oil and Water? Assessment and the Pursuit of Wisdom in Education*
- STEEL, Sean. *Schooling for "Deep-Knowing"*
- STEEL, Sean. *Teacher Education and the Pursuit of Wisdom*. New York, Bern, Berlin, Bruxelles, Frankfurt am Main, Oxford, Wien, 2018. ISBN 978-1-4331-4541-4.
- STEEL, Sean. *The Pursuit of Wisdom and Happiness in Education*. New York, 2014. ISBN 978-1-4384-5213-5.
- SVOBODOVÁ, Zuzana. At the Beginning of Everything is the Word. In František Štěch, Bert Roebben (eds.) *When East and West Meet*. Svitavy: Trinitas, 2019, s. 87–95. ISBN 978-80-86885-46-9.
- SVOBODOVÁ, Zuzana. *E-learning support to the subject*
- SVOBODOVÁ, Zuzana. Natural Law and Integral Humanism by J. Maritain: Teaching Challenges. *Caritas et veritas* 2018 (2): 21–30.
<<http://www.caritasetveritas.cz/index.php?action=openfile&pkey=277>>.
- SVOBODOVÁ, Zuzana. The Life of the Shaken. *Forum Pedagogiczne*, [S.l.], n. 1, May 2019, 213–223. ISSN 2083-6325. Available at:
<<https://czasopisma.uksw.edu.pl/index.php/fp/article/view/3516>>. doi:
<<http://dx.doi.org/10.21697/fp.2019.1.15>>.
- TIETZ, Robert. *Virtuelle Communities als ein innovatives Instrument für Unternehmen*. Hamburg, 2007. ISBN: 978-3-8300-3106-2.
- VEBLEN, Thorstein. *The Theory of the Leisure Class*. Oxford University Press, USA, 2008. ISBN-10: 019280684X. ISBN-13: 978-0192806840.



Other study materials:

<http://filosofie-vychovy.cz>

Form of course completion: exam

Written exam – presentation (with minimum 6 slides) + essay (4 pages – on the same topic as presentation), to send by e-mail. In your essay you should try to answer these questions: What is philosophy? What is education? What is philosophy of education? (These questions should be like a background in each essay. Choose the topic of the essay from the content of themes below. In each essay there should be a minimum of one source from the basic, extension or recommended bibliography – see “Literature” section above.)

Content (= topics for presentation/essay)

- Conditions of leisure time
- Activity and passivity
- Choice
- Man as a free being, the importance of freedom
- Responsibility. Man as a person
- The importance of leisure time
- Religion and leisure time
- Celebrations and feasts/holidays
- Games, rules, order, beauty
- Art and Liberal Arts. Creativity
- Studies. *Vita contemplativa*, the intellectual life
- Work and culture of “total work”
- Recuperation, recreation

Competences acquired

- To define leisure time as a phenomenon of human life
- To specify education in leisure time
- To interpret fundamental features of leisure time
- To analyse the structure of human existence
- To analyse societal determining factors of leisure time



1. Conditions of leisure time

Key questions

- I. What is the meaning of the word “leisure time pedagogy” / “leisure time education”?
- II. What is the meaning of leisure time?
- III. What are the most important questions in leisure time education?
- IV. What is “liberal education”?

Commentary

If you want to understand the meaning of “Leisure time education”, you should start by reflecting on the meaning of education. Regarding study of the liberal arts, try to find the answer to this question: Why were the “liberal arts” called liberal?

Study materials related to the theme

Study parts of the presentation to this theme (slides 5-14).

video-materials to the theme:

Christopher Perrin: The "Liberal" in Liberal Arts: <https://youtu.be/em0yUda8rHU>

Literature: PIEPER, Josef. *Leisure: The Basis of Culture*. Ignatius Press, 2009. ISBN-10: 1586172565. ISBN-13: 978-1586172565, p. 25–28.

Extended:

<https://youtu.be/r444yApaCxo>

<https://youtu.be/6dlQJdvgaWU>

Formative assessment questions

1. How can we understand the word “leisure”?
2. What are the most important educational questions?



2. Man as a free being

Key questions

- V. What is the meaning of human being?
- VI. What does it mean to be "free" for human being?

Commentary

Think about liberty and freedom, think about what helps us to be free – in the education, in everyday life.

Study materials related to the theme

Study the text: Plato. *The Republic* – book VII:

<http://data.perseus.org/citations/urn:cts:greekLit:tlg0059.tlg030.perseus-eng1:7.514a>

Study parts of the presentation to this theme (slides 7-10, 15-22).

SVOBODOVÁ, Zuzana. Natural Law and Integral Humanism by J. Maritain: Teaching Challenges. *Caritas et veritas* 2018 (2): 21–30.

<<http://www.caritasetveritas.cz/index.php?action=openfile&pkey=277>>.

Christopher Perrin: The "Liberal" in Liberal Arts: <https://youtu.be/em0yUda8rHU>

Formative assessment questions

- 3. What is the nature of man?
- 4. What is the aim of human being?





3. Responsibility. Man as “person”

Key questions

- VII. What are the most problematic misconceptions of education? Scholé and ascholia.
- VIII. What does “persona” mean? What is the definition of personality?
- IX. What does “responsibility” mean?

Commentary

Personality and education: Personality and individuality, Boëthius: “Persona est naturae rationabilis individua substantia.”

Think about the meaning of “responsibility” for you. To whom you are responsible?

Study materials related to the theme

SVOBODOVÁ, Zuzana. Natural Law and Integral Humanism by J. Maritain: Teaching Challenges. *Caritas et veritas* 2018 (2): 21–30.

<<http://www.caritasetveritas.cz/index.php?action=openfile&pkey=277>>.

Study parts of the presentation to this theme (slides 15–18)

Formative assessment questions

- 5. What does “personality” mean for you?
- 6. To whom you are responsible?





4. The importance of freedom and leisure time

Key questions

- X. **What is “freedom”?**
- XI. **How is “freedom” and “leisure” connected?**

Commentary

Think about your leisure time and about the most important characteristics of it for you. What does it mean for you to live as a free human being? What does freedom mean for you? Is your leisure connected with freedom? Why yes or no? “All human beings are born free” – what does it mean for you?

Study materials related to the theme

Study the parts of the presentation on this theme (slides 8, 15–22, 28–31).

Formative assessment questions

- 7. **What does “freedom” mean for human being?**
- 8. **How is “freedom” and “leisure” connected?**





5. Religion and leisure time

Key questions

- XII. **What is the connection between “religion” and “leisure”?**
- XIII. **What is a key element of religious life and why?**

Commentary

Think about the connections between “religion” and “leisure”. What does “religion” mean for you? We can connect “religion” with “relation”, with having a relation to the most important value in life.

Study materials related to the theme

Study the parts of the presentation on this theme (slides 23–24, 32–35).

PIEPER, Josef. *Leisure: The Basis of Culture*. Ignatius Press, 2009. ISBN-10: 1586172565. ISBN-13: 978-1586172565, pp. 69–78, 133–148.

Formative assessment questions

- 9. **What is the most important characteristic for religious life?**
- 10. **What are the most important relations in your life?**





6. Celebrations and feasts/holidays

Key questions

- XIV. **What is celebration?**
- XV. **Which role have celebrations and feasts in human life?**

Commentary

Think about your own celebration in the last half a year. What do you celebrate and why? How would be your life without celebration? Why are celebration important for you?

Study materials related to the theme

Video material to the topic: Dr. Chris Perrin: <https://www.circeinstitute.org/videos/classical-ga-dr-chris-perrin>

PIEPER, Josef. *Leisure: The Basis of Culture*. Ignatius Press, 2009. ISBN-10: 1586172565. ISBN-13: 978-1586172565, pp. 59–67.

Study the parts of the presentation on this theme (slides 23–24).

Formative assessment questions

- 11. **What is the meaning of celebrations and feasts in human life?**
- 12. **How would differentiate life with and without celebrations and feasts?**



7. Games, plays

Key questions

- XVI. What does it mean “to play”?
- XVII. Are games and plays important for human being and if so, why?

Commentary

Read part of book *Play as Symbol of the Word* by Eugen Fink, pp. 35–79. Think about the role of play in human life.

“While playing, the human being does not remain in himself, does not remain in an enclosed domain of his psychic interiority—rather, he ecstatically steps out of and beyond himself in a cosmic gesture and interprets the whole of the world in a manner that is suffused with sense.” (*Play as Symbol of the Word*, p. 46) What does it mean to interpret “the whole of the world”?

“The most primordial production has the character of play. The world prevails as play.” (*Play as Symbol of the Word*, p. 51) – Try to interpret these sentences for yourself.

Study materials related to the theme

Study the parts of the presentation on this theme (slides 25–26).

Reading: FINK, Eugen. *Play as Symbol of the Word*, pp. 35–79.

Formative assessment questions

13. What is play? What is characteristic for playing?
14. How are the world and play connected?
15. How are the human life and play connected?



8. Rules and order

Key questions

- XVIII. What is the most important on rules for life of human?
XIX. What does “order” mean?

Commentary

Think about your rules in everyday life. Which rules are for you the most important? Do you practice in your days some order? If so, when and why you develop this order for you?

Study materials related to the theme

Listen this podcast and try to note for you 3 the most important ideas from it: Jenny Rallens on Why (and How) Memory Cultivates Virtue: <https://www.circeinstitute.org/podcast/quiddity-54-jenny-rallens-why-and-how-memory-cultivates-virtue>

What does it mean theology of memory, according to Jenny Rallens? “Liturgy is to remember” – try to interpret this sentence spoken by Jenny Rallens.

Study the parts of the presentation on this theme (slides 5–6, 24–26).

Literature:

SERTILLANGES, A. G., 1998. *The Intellectual Life: Its Spirit, Conditions, Methods*. Washington, D.C.: The Catholic University of America Press. ISBN 9780813206462, pp. 41–68.

Formative assessment questions

16. What are the most important rules for you and why?
17. Why is important to live in order? What does “orderly” life mean?





9. Art, creativity, beauty

Key questions

- XX. What does it mean “creativity”?
XXI. What does “beauty” mean?

Commentary

Think about the key factors of creativity or creative life. What does Latin word “creatio” means? What could be an opposite or antonym to “creativity”?

Study materials related to the theme

Study the parts of the presentation on this theme (slides 28–31).
Watch this video with Dr. Chris Perrin and try to make notes of most important ideas which he shared in this interview: <https://www.circeinstitute.org/videos/classical-qa-dr-chris-perrin>
Why is love and humility so much important virtues for human life (according to interview)?
What does it mean “contemplative life” (according to interview)?

Formative assessment questions

18. What are the biggest mistakes in pursuing beauty in education?
19. What is the difference between contemplative and active life?



10. Studies, work, recuperation

Key questions

- XXII. What is “classical education”?
XXIII. What does it mean “tradition”

Commentary

Think about your meaning of the word tradition. Which tradition is important for you and why?
Study about the seven Liberal Arts – in presentation slides 28–31. What would be the seven Liberal Arts for the 21st century according to you and why?

Study materials related to the theme

Study the parts of the presentation on this theme (slides 27–38).
Watch this video with Dr. Chris Perrin and try to make notes of most important ideas which he shared in it: <https://www.circeinstitute.org/videos/classical-qa-dr-chris-perrin>
What does “education” mean according to Chris Perrin?
Why is to be patient so much important during studying (according to Chris Perrin)?
Perrin asked in one part of the interview: “What is the curriculum of pedagogy which cultivates wonder?” What would you say to it? When people start to live like “clever devils” (according to information in interview)?
Study: CALDECOTT, Stratford. *Beauty in the Word: Rethinking the Foundations of Education*. Angelico Press, 2012. ISBN 9781621380047, pp. 7–16.

Other useful study materials:

Christopher Perrin: Staying the Course: Helping Our Children to be Seekers and Finders: <https://youtu.be/d8QTtbiPhn8>
Christopher Perrin: What are the Seven Liberal Arts? <https://youtu.be/4Ju4aL2WR2E>
Christopher Perrin: What Is Classical Education? <https://classicalacademicpress.com/#>
Jeffrey Brenzel: The Essential Value of a Classic Education: <https://youtu.be/cVLpdzhcU0g>

Formative assessment questions

20. What is the meaning of the seven Liberal Arts?
21. How can we cultivate our patient for studying?