

1. Name one to three goals of the university, the one(s) most important from your perspective.
2. Formulate a set of principles according to which your ideal institution of higher education should be organised.
3. Characterise:
  - (a) the Napoleonic model of the university;
  - (b) the Humboldtian ideal of the university.

Identify most important differences between and similarities of the two. Characterise also their (i) ideal candidates and (ii) model alumni.

4. What undermined the Napoleonic model?
5. Why has the Humboldtian model eroded?
6. Characterise the causes of the crisis of the German university model at the turn of 20th century.
7. University organised according to which model would you prefer to enrol in?
8. Identify Napoleonic and Humboldtian elements in the current reality and debates on the role of the university (in Poland, preferably).
9. Why are you here?

#### Additional materials

- pages 44–53, 55–61 of "Patterns", by Christophe Charle (ch. 2 of *Universities in the Nineteenth and Early Twentieth Centuries (1800–1945)*).
- Roger C. Schank (2005). "The Fundamental Issue in the Learning Sciences", in: *The Cambridge Handbook of the Learning Sciences*, Cambridge UP, pp. 587–592.
- David Brooks, *The Practical University*, <http://www.nytimes.com>,
- Noam Chomsky, *The Purpose of Education*.

**Written assignment** (choose one; ca. 3.500 characters) – due October 17th, 2018.

1. Provide a comparative evaluation of the two models of the university. You may choose a specific vantage point, or specific feature, or more comprehensive perspective (what will be evaluated is argumentation, not the thesis).
2. Design your preferred assessment rules for this course (different than the actual ones, please). Take into account learning outcomes from the syllabus (if absolutely necessary, adjust them). Justify.