

Philosophy 495/595: Philosophical Inquiry in Schools

❖ *Syllabus Fall 2016* ❖

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Office Hours: By appointment
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Meets: Tuesday 3:30-5:20 pm Savery 359
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I. COURSE DESCRIPTION

This course will provide an in-depth exploration of both the theory and practice of philosophical inquiry in K-12 schools. We will examine theoretical literature in the field (including such topics as philosophical sensitivity, developing communities of philosophical inquiry, philosophy of childhood, critical and creative thinking, philosophical inquiry and social inequalities, and epistemic injustice), develop lesson plans for facilitating philosophy sessions in schools, create a community of philosophical inquiry in the seminar through the consideration of various philosophical questions, and collaborate to broaden and improve our work in schools. Each student is expected to spend time in an elementary, middle or high school class engaging in philosophical inquiry with young people.

U-Cars will be available for transportation to and from schools.

Students enrolled in 495 must be undergraduate philosophy majors or minors or undergraduates with experience in philosophy for children (completion of PHIL 205 or other experience).
Students enrolled in 595 must be graduate students.

II. LEARNING OBJECTIVES

FOR 495: This seminar will give students:

- A solid introduction into the theoretical literature about philosophical inquiry in schools;
- A deep understanding of ways to facilitate philosophy sessions in K-12 classrooms;
- An awareness of the philosophical content of children's literature;
- Experience creating philosophy lesson plans for pre-college students;
- Experience in the K-12 world by being involved in a Seattle public school classroom; and
- Skills and experience participating in philosophy discussions in the seminar and in K-12 classrooms.

FOR 595: This seminar will give students:

- Experience teaching philosophy to K-12 students;
- A solid introduction into the theoretical literature about philosophical inquiry in schools;
- An understanding of the philosophical content of children's literature and the pedagogical and philosophical issues involved in teaching philosophy to children using children's books;
- Engagement in the philosophical and pedagogical questions raised by children's philosophical propensities and the community of philosophical inquiry;
- Experience creating philosophy lesson plans for pre-college students; and
- Skills and experience leading philosophy discussions and mentoring undergraduate students.

III. TEXT

- *Philosophy in Education: Questioning and Dialogue In Schools* (Mohr Lone & Burroughs, 2016)
- **All other assigned readings are available on Canvas:** <https://canvas.uw.edu/courses/1024278/files>

IV. TOPICS AND READINGS

WEEK 1 (October 4)

❖ *What is philosophy & philosophy for children? What is a community of philosophical inquiry?*

Chapters 4-6 in *Philosophy in Education*

“Guiding a Philosophical Discussion,” from *Philosophy in the Classroom* (Lipman, Sharp & Oscanyan)
“The Place of ‘Philosophy’ in Preparing Teachers to Teach Pre-College Philosophy” (Turgeon)

NO CLASS OCTOBER 11

Assignment for October 18:

Respond in no more than one written page to the following questions:

1. Why should we bring philosophical inquiry into schools?
2. What do you think might be the pitfalls of introducing philosophy to young people?
3. What are your hopes for your own involvement in this work? Your concerns?

WEEK 2 (October 18)

❖ *Philosophy of Childhood*

Chapters 1-2 in *Philosophy in Education*

“The Lost Dimension of Education,” in *Philosophy in the Classroom* (Lipman, Sharp & Oscanyan)

“What is a child?” *Ethics* (Schapiro)

“Can Children Do Philosophy?” (Murriss)

WEEK 3 (October 25)

❖ *Metaphysics with Children*

“Death, Reality & Identity: Thinking About Metaphysics,” in *The Philosophical Child* (Mohr-Lone)

“Metaphysics in the Classroom” part IV of *Philosophy and Education* (Mohr-Lone & Israeloff)

“A Philosopher’s View of Childhood” in *The Philosophy of Childhood* (Matthews)

“The Ship” in *Dialogues with Children* (Matthews)

FIRST PAPER FOR 495 STUDENTS DUE 11/1

WEEK 4 (November 1)

❖ *Philosophical Recognition, Identity and Children*

Chapter 9 in *Philosophy in Education*

“The Epistemic Challenge of Hearing Child’s Voice” (Murriss)

“How Should Children Be Heard?” (Brighouse)

“Are philosophy and children good for one another?” (Gregory)

WEEK 5 (November 8)

❖ *Epistemology with Children*

“*Morris the Moose: Teaching Epistemology*,” in *Big Ideas for Little Kids* (Wartenberg)

“Knowledge and Belief: Thinking About Epistemology,” in *The Philosophical Child* (Mohr-Lone)

“Epistemology in the Classroom” part III of *Philosophy and Education* (Mohr-Lone & Israeloff)

“Knowledge,” from *Dialogues with Children* (Matthews)

WEEK 6 (November 15)

❖ *Philosophical Inquiry and Social Inequalities*

Chapters 10-11 in *Philosophy in Education*

“The Elephant in the Room: Picturebooks, Philosophy for Children and Racism” (Chetty)

“How Is This Paper Philosophy?” (Dotson)

“Philosophy for Children in Native America: A Post-Colonial Critique” (Rainville)

SECOND PAPER FOR 495 STUDENTS DUE 11/22

WEEK 7 (November 22)

❖ *Ethics with Children*

“Morality and How to Live: Thinking About Ethics,” Chapter 5 of *The Philosophical Child* (Mohr-Lone)
“Ethics in the Classroom” part II of *Philosophy and Education* (Mohr-Lone & Israeloff)
“Ethics” in *Dialogues with Children* (Matthews)
“Can Moral Education Be Divorced From Philosophical Education?” (Lipman/Sharp)

WEEK 8 (November 29)

❖ *Logic/Critical Thinking with Children*

“*Logic and Practical Reasoning*” part VI of *Philosophy and Education* (Mohr-Lone & Israeloff)
“Reasoning,” in *Philosophy and the Young Child* (Matthews)
“Inquiry is no Mere Conversation” (Gardner)
“Exploring Reasons” (Moskalik)

WEEK 9 (December 6)

❖ *Philosophy of Art with Children*

“Art and Beauty: Thinking About Aesthetics,” in *The Philosophical Child* (Mohr-Lone)
“Aesthetics in the Classroom” part V of *Philosophy and Education* (Mohr-Lone & Israeloff)
“Child Art” in *The Philosophy of Childhood* (Matthews)
“The Aesthetic Dimension of the Community of Inquiry” (Sharp)

FINAL PAPERS FOR ALL STUDENTS DUE 12/15

V. COURSE REQUIREMENTS AND GRADES

- A successful philosophy class is a shared enterprise, a community of inquiry, so please come to class having done the readings and prepared to discuss the material. Attendance is important in this class!
- Grading for the course will be as follows:

For 495:

- Involvement in seminar discussions and in philosophy sessions at a local school (15%)
- Completion of the two short papers (3-4 pages each) (40%)
- Completion of the final paper (6-8 pages) (45%)

For 595:

- Facilitation of a seminar discussion of at least one reading (15%)
- Involvement in seminar discussions and in philosophy sessions at a local school (15%)
- Completion of a detailed lesson plan suitable for website publication (25%)
- Completion of a final paper (12-15 pages) (45%)

UNIVERSITY OF WASHINGTON DEPARTMENT OF PHILOSOPHY INFORMATION FOR STUDENTS

COURSES, GRADING, ACADEMIC CONDUCT

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is presenting someone else’s work as one’s own original work or thought. This constitutes plagiarism whether it is intentional or

unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved. (*Sources: UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code*)

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. (*Source: UW General Catalog Online, "Student Guide/Grading"*)

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the chair of the Department of Philosophy with a copy of the appeal also sent to the instructor. The chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the chair believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Department of Philosophy to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. (*Source: UW General Catalog Online, "Student Guide/Grading"*)

Concerns About a Course, an Instructor, or a Teaching Assistant

If you have any concerns about a Philosophy course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Department of Philosophy, 361 Savery Hall).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Department of Philosophy, 361 Savery Hall), or the Graduate School at G-1 Communications Building (543-5900).

For your reference, these procedures are posted on a Philosophy bulletin board outside the Department of Philosophy main office on the 3rd floor of Savery Hall.

POLICIES, RULES, RESOURCES

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Disability Accommodation

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disabled Students Services (Seattle campus) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/Fax, or e-mail at uwdss@u.washington.edu; Bothell Student Affairs at (425) 352-5000/V;

(425) 352-5303/TTY, (425) 352-5335/Fax, or e-mail at uwbothel@u.washington.edu; Tacoma Student Services at (253) 552-4000/V, (253) 552-4413/TTY, (253) 552-4414/Fax.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, the undergraduate advisor (363 Savery Hall), graduate program assistant (366 Savery Hall), or the chair of the Philosophy Department (364 Savery Hall). In addition, you should be aware that the University has designated special people to help you. They are: University Ombudsman and Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants) Susan Neff, 301 Student Union (HUB), 543-6028; and the University Complaint Investigation and Resolution Office, 616-2028. (*Sources: UW Graduate School, CIDR, Office of the President*)

Office of Scholarly Integrity

The Office of Scholarly Integrity is housed in the Office of the Vice-Provost. The Office of Scholarly Integrity assumes responsibility for investigating and resolving allegations of scientific and scholarly misconduct by faculty, students, and staff of the University of Washington. The Office of Scholarly Integrity coordinates, in consultation and cooperation with the Schools and Colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. The Office of Scholarly Integrity is responsible for compliance with reporting requirements established by various Federal and other funding agencies in matters of scientific or scholarly misconduct. The Office of Scholarly Integrity maintains all records resulting from inquiries and investigations of such allegations. University rules (Handbook, Vol. II, Section 25-51, Executive Order #61) define scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research. Students can report cases of scientific or scholarly misconduct either to the Office of Scholarly Integrity, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable. (*Sources: UW web page (<http://www.grad.washington.edu/OSI/osi.htm>); minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98*)