



## INNER PIPELINE PHILOSOPHY FOR CHILDREN SPRING 2016

### **EDUC 401L/PHIL 498 Philosophy for Children**

Thursdays, 2-3:20 p.m. (Savery 359)

In this seminar, run by the Center for Philosophy for Children, students explore methods for introducing philosophy to K-12 students. The seminar focuses on ways to establish classroom "communities of philosophical inquiry," and students develop an understanding of how to inspire and facilitate philosophical discussions with K-12 students. The emphasis is on learning by doing, and we will discuss such questions as: When do we know something? What is the self? What is fair? What does it mean to be free? What is happiness?

As part of the seminar, students observe and then facilitate philosophy sessions in local public schools. U-Cars are available for transportation to and from schools.

**Facilitator:** Sara Goering  
[sgoering@uw.edu](mailto:sgoering@uw.edu)

**SEMINAR TIMES AND LOCATION:** 4/28,

**Dates:** 3/31, 4/7, 4/14, 4/21,

5/5, 5/12, 5/19, 5/26, 6/2

**Seminar Time:** 2:00 - 3:20 pm

**Location:** SAVERY 359

**Major Objectives:** This seminar seeks to help students:

- Develop a general understanding of ways to facilitate philosophy sessions in K-12 classrooms
- Gain experience in the K-12 world by tutoring in a Seattle public school classroom
- Develop tutoring skills and experience leading philosophy discussions

<p>March 31</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction activity</li> <li>• Course outline, readings, expectations</li> <li>• K-12 classroom placements</li> </ul> <hr/> <p><b>Assignment for April 7 seminar on epistemology:</b>  “Puzzlement” in <i>Philosophy and the Young Child</i> by Gary Matthews  Plato’s <i>Allegory of the Cave</i></p>
<p>April 7</p>	<p><b>Epistemology: What can we know about the world?</b></p> <hr/> <p><b>Assignment for April 14 seminar on identity:</b>  “Anxiety,” in <i>Philosophy and the Young Child</i> by Gary Matthews  “Double Trouble,” from <i>Thinking Stories</i> by Phil Cam</p> <p>Seattle Public Schools are on spring break 4/11-4/15; no K-12 classes that week.</p>
<p>April 14</p>	<p><b>Identity</b></p> <hr/> <p><b>Assignment for April 21 seminar on social &amp; political philosophy:</b>  “Frederick,” from <i>Big Ideas for Little Kids</i> by Thomas Wartenberg  <i>Frederick</i> by Leo Lionni (read in class)</p>
<p>April 21</p>	<p><b>Social and Political Philosophy</b></p> <hr/> <p><b>Assignment for April 28 seminar on justice and civil rights:</b>  Selection from <i>A Theory of Justice</i> by John Rawls in <i>Fifty Readings in Philosophy</i>  <i>Sit-In: How Four Friends Stood Up By Sitting Down</i> by Andrea Davis Pinkney (read in class)  <i>The Three Ralphs</i></p>
<p>April 28</p>	<p><b>Justice: Justice and civil rights</b></p> <hr/> <p><b>Assignment for May 14 seminar on death:</b>  <i>Duck, Death and the Tulip</i> by Wolf Erlbruch  “Death” from <i>What Does It All Mean?</i> by Thomas Nagel  Selection from <i>Tuck Everlasting</i> by Natalie Babbitt</p>

<p><b>May 5</b></p>	<p><b>Death</b></p> <hr/> <p><b>Assignment for May 12 seminar on free will:</b>  “Free Will,” from <i>What Does It All Mean?</i> by Thomas Nagel  “The Big Box,” by Toni Morrison</p>
<p><b>May 12</b></p>	<p><b>Free Will</b></p> <hr/> <p><b>Assignment for May 19 seminar on happiness:</b>  “Happiness” in <i>Dialogues with Children</i> by Gary Matthews  “Will having fun make you happier than studying?” in <i>Philosophy for Kids</i> by David White  <i>Last Stop on Market Street</i> by Matt de la Peña (read in class)</p>
<p><b>May 19</b></p>	<p><b>Ethics: what is happiness?</b></p> <hr/> <p><b>Next Two Weeks: Sharing of Lesson Plans</b></p>
<p><b>May 26, June 2</b></p>	<p><b>Sharing of Lesson Plans</b>  <b>Evaluation and reflection activities</b></p>

**EXPECTATIONS**

**THIS IS A CREDIT/NO CREDIT SEMINAR. FOR CREDIT, ALL OF THE FOLLOWING EXPECTATIONS MUST BE MET:**

- √ Attend all seminars and contribute to the group discussion. **As we only meet for 10 sessions, it is really important that you attend all of them!** Please refrain from checking your phones during our seminar. For an excused absence, let me know that you will need to miss the seminar.
- √ Do all of the readings, which can be found on the following canvas site:  
<https://canvas.uw.edu/courses/1024278/files>
- √ Attend a Pipeline orientation session.
- √ Complete contracted in-classroom hours:  
2 credits: 20 hrs in the classroom per quarter, including travel (one hour per session)  
3 credits: 40 hrs in the classroom per quarter, including travel (one hour per session)  
4 credits: 60 hrs in the classroom per quarter, including travel (one hour per session)  
5 credits: 80 hrs in the classroom per quarter, including travel (one hour per session)

- ✓ Create a lesson plan for a philosophy session, teach it in your classroom (with or without a partner), present your lesson plan to the seminar during last class sessions (either May 26 or June 4), and **submit it in electronic form by Monday, June 6.**
- ✓ Complete post-seminar online survey (link will be emailed to you).
- ✓ Students will be responsible for facilitating at least part of one of our seminar sessions. Assignments for this will be made during the first couple of sessions.

## **FINAL PROJECTS**

**Lesson Plan:** You will create at least one lesson plan for a philosophy session in your classroom, and teach it to your class at some point during the quarter. You will also develop a seminar presentation which describes the lesson and discusses why you chose it, your planning process, how the actual lesson went over, and what feedback you received from your teacher. You can use the attached Lesson Plan handout and matrix as a format, or create your own. **Please be prepared to present to the seminar on May 26 or June 2 and then please send it in electronic form, by Monday June 6,** to [sgoering@uw.edu](mailto:sgoering@uw.edu)

You can find ideas for lesson plans on our website, [www.philosophyforchildren.org](http://www.philosophyforchildren.org), as well as on other websites listed in “Lesson Plan Assignment” below.

## **Inner Pipeline: Lesson Plan Assignment**

**As part of the Philosophy for Children seminar, each of you will be responsible for carrying out at least one philosophy lesson in your classroom.**

**Be sure to let the classroom teacher know that you need to do this at least once.**

**You will be sharing the results of your experience with our seminar at our last class.**

### **Tips on How to Develop a Lesson Plan**



**To begin, ask yourself three basic questions:**

- Where are your students going? (What do you hope your students will get from this lesson?)
- How are they going to get there? (What are the activities and materials needed for your lesson?)
- How will you know when they've arrived? (How will you evaluate the success of your lesson?)

Then begin to think about each of the following categories which form the organization of the plan. While planning, use the questions below to guide you during each stage.

#### **Goals and Objectives**

Goals determine purpose and goals for what you and your students will engage in during class time. What do you expect the session to accomplish?

#### **Lesson and Materials:**

What will students do during this lesson?

#### **Each lesson should include:**

##### **\*• Introduction**

How will you get students' attention and motivate them in order to hold their attention? How can you tie lesson objectives with student interests? What will be expected of students?

##### **\*• Main Activity**

What is the focus of the lesson? How can this material be presented to ensure each student will benefit from the learning experience?

##### **\*• Closure/Conclusion**

What will you use to draw the ideas together for students at the end? How will you provide feedback to students to correct their misunderstandings and reinforce their learning?

## **Materials**

What materials will be needed? What textbooks or story books are needed?

## **Assessment/Evaluation**

Did the session turn out the way you hoped it would?

This section focuses on ensuring that your students have arrived at their intended destination. You will need to gather some evidence that they did. This usually is done by having a discussion with the students.

## **Resources for Philosophy Lesson Plans**

Northwest Center for Philosophy for Children resources for doing philosophy with young people. <http://www.philosophyforchildren.org>

PLATO (Philosophy Learning and Teaching Organization). <http://plato-apa.org>

Project of Tom Wartenberg at Mount Holyoke College providing book modules to use in teaching philosophy to children using children's literature.

<http://www.teachingchildrenphilosophy.org>

## **General Resources for Lesson Plans**

The GatewaySM Collections List <http://www.thegateway.org/collections.html>

PBS TeacherSource A large collection of lesson plans, teacher guides, and online student activities correlated to 90 sets of state and national curriculum standards.

<http://www.pbs.org/teachersource/>

Discovery Channel School <http://school.discovery.com/>

Best of Education World® 2002 [http://www.education-world.com/best\\_of/2002/](http://www.education-world.com/best_of/2002/)

Education World® - Lesson Planning Center [http://www.education-world.com/a\\_lesson/](http://www.education-world.com/a_lesson/)

Education World® - National Standards <http://www.education-world.com/standards/national/index.shtml>

Teaching Tolerance: [www.tolerance.org](http://www.tolerance.org)



What would you do differently next time?

**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 3<sup>rd</sup> 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](mailto: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](mailto: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)*