



## PHIL 398 PHILOSOPHY FOR CHILDREN WINTER SEMINAR

Tuesdays 3-4:20 pm

**Location: SAVERY 359**

In this course, 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 philosophical discussions with K-12 students. The emphasis is on learning by doing, and we will discuss such questions as: Why should I be moral? What is art? Do animals have rights?

As part of the seminar, students help to facilitate philosophy sessions in local public schools. UCars are available for transportation to and from schools.

Students are encouraged (but not required) to consider planning to take the spring Inner Pipeline Philosophy for Children seminar as well, which will involve new material and provide students with deeper training about ways to teach precollege philosophy.

**Facilitator:** Jana Mohr Lone  
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**SEMINAR SESSIONS**

**TOPICS & READINGS**

<p><b>January 9</b></p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction activity</li> <li>• Course outline and expectations</li> <li>• K-12 classroom assignments</li> </ul> <hr/> <p><b>Readings for January 16 seminar on ethics:</b>          “Philosophical Rules of Engagement” (Jackson) from <i>Philosophy in Schools</i> (Goering, Shudak &amp; Wartenberg)          Plato’s “Ring of Gyges” from <i>The Republic</i>          “Right and Wrong,” from <i>What Does It All Mean?</i> by Thomas Nagel</p>
<p><b>January 16</b></p>	<p><b>Ethics: Why Should I Be Moral?</b></p> <hr/> <p><b>Readings for January 23 seminar on animal rights:</b>          Chapter 1, “Can We Both Love Animals and Eat Them?” from <i>Lisa</i> by Mat Lipman          “Reasoning,” from <i>Philosophy and the Young Child</i> by Gary Matthews</p>
<p><b>January 23</b></p>	<p><b>Applied Ethics: Animal Rights</b></p> <hr/> <p><b>Readings for January 30 seminar on language:</b>          “Words,” from <i>Dialogues with Young Children</i> by Gary Matthews          “The Meaning of Words,” from <i>What Does It All Mean?</i> by Thomas Nagel          “Knuffle Bunny,” from <i>Big Ideas for Little Kids</i> by Thomas Wartenberg</p>
<p><b>January 30</b></p>	<p><b>Language</b></p> <hr/> <p><b>Readings for February 6 seminar on free will:</b>          “Magic” by Phil Cam          Chapter X of <i>The Little Prince</i>          “Free Will” from <i>What Does It All Mean?</i> by Thomas Nagel</p>
<p><b>February 6</b></p>	<p><b>Free Will</b></p> <hr/> <p><b>Readings for February 13 seminar on aesthetics:</b>          Ch. 14 from <i>Harry Stottlemeier’s Discovery</i> by Mat Lipman          “Emily’s Art,” from <i>Big Ideas for Little Kids</i> by Thomas Wartenberg          “Cases for Kids: Using Puzzles to Teach Aesthetics to Children,” from <i>Aesthetics for Young People</i>, edited by Ronald Moore</p>

February 13	<p><b>Aesthetics: What is art?</b></p> <hr/> <p><b>Readings for February 20 seminar on the nature of reality:</b>  <i>The Paperbag Princess</i> by Robert Munsch (you can listen to the story here: <a href="http://robertmunsch.com/book/the-paper-bag-princess">http://robertmunsch.com/book/the-paper-bag-princess</a>)  <i>Freedom Summer</i> by Deborah Wiles – read here: <a href="https://booktastic.wikispaces.com/file/view/freedom_summer.pdf">https://booktastic.wikispaces.com/file/view/freedom_summer.pdf</a>  “Children’s Philosophical Encounters” by Jana Mohr Lone</p>
February 20	<p><b>Social and Political Philosophy: Race and Gender</b></p> <hr/> <p><b>Readings for February 27 seminar on other minds:</b>  “Other Minds” in <i>What Does It All Mean?</i> by Thomas Nagel  Ch. 6 from <i>Harry Stottlemeier’s Discovery</i> by Mat Lipman  “On the Verandah” by Phil Cam</p>
February 27	<p><b>Other Minds</b></p> <hr/> <p><b>Next Session:</b> Sharing of Lesson Plans</p>
March 6	<p><b>Sharing of Lesson Plans</b>  <b>Evaluation and reflection activities</b></p>

**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

**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 don’t have many sessions, it is really important that you attend all of them!** For an excused absence, let me know ahead of time that you will need to miss the seminar.
- √ The seminar is intended to be a time for dialogue and the development of a community, so please refrain from checking your phones during our sessions.
- √ You will be responsible for leading or helping to lead at least one whole class or small group K-12 philosophy session.

- √ Students will be responsible for facilitating or helping to facilitate at least one seminar session. Assignments for this will be made during the first couple of sessions.
- √ Complete the required number of hours in a K-12 classroom:
  - 2 credits: 20 hrs in the classroom per quarter
  - 3 credits: 40 hrs in the classroom per quarter
  - 4 credits: 60 hrs in the classroom per quarter
  - 5 credits: 80 hrs in the classroom per quarter
- √ Create a lesson plan for a philosophy session, use it to lead or help to lead a philosophy session in your classroom (with or without a partner), present your lesson plan to the seminar during one of the last class sessions, and ***submit it in electronic form by Friday, March 9.***

## **LESSON PLAN**

You will create at least one lesson plan for a philosophy session in your classroom, and use it to lead or help to lead your K-12 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 the classroom students and teacher.

**Please be prepared to present to the seminar and then please send your lesson plan in electronic form, by Friday, March 9, to [mohrlone@uw.edu](mailto:mohrlone@uw.edu)**

You can find ideas for lesson plans on our website, [www.philosophyforchildren.org](http://www.philosophyforchildren.org) , as well as on the following other websites:

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

Project of Thomas Wartenberg at Mount Holyoke College providing book modules to use in teaching philosophy to children using children's literature.  
<http://www.teachingchildrenphilosophy.org>

**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*)