Fall 2018: Philosophy for Children
PHIL / CAFS 2620
TR 11:30-12:45, Library ITV B
Dr. Senem Saner, ssaner@csub.edu
Office: HOB 226
Office hours: TWR 1:20-2:20 pm & by appointment

Course Description:
This course introduces students to doing philosophy with children (P4C). Students will learn about diverse methodologies and existing practices of philosophy for children and young adults. Meanwhile, students will themselves be introduced to philosophical topics and questions using the instructional methods and tools of this framework. Students will explore many fundamental questions of philosophy such as the nature of identity, value of work, or meaning of friendship through children's literature, thought experiments, interactive games, and use of artistic media. P4C methods focus on *doing* rather than *studying* philosophy: Students engage in philosophical thinking and learn to foster philosophical dialogue by developing a "community of inquiry" in which the participants are encouraged to ask questions, reflect on their intuitions, articulate reasons for their views, and most importantly, listen and learn from each other.

Course Goals: Students who successfully complete this course will
1. demonstrate understanding of the nature of a philosophical question and a philosophical discussion;
2. research and compare diverse methodologies of Philosophy for Children;
3. study and report on the philosophical content of children's literature;
4. create philosophy lesson plans for pre-college students; and
5. prepare and present a mock-P4C session that utilizes diverse methodologies.

Required Books:
Big Ideas for Little Kids (second edition) by Thomas Wartenberg
Dialogues with Children by Gareth Matthews
The Philosophical Child by Jana Lone Mohr

Assignments (and percentage of final grade):
Participation (20%): Doing philosophy requires active thinking and open dialogue. Facilitating conversation and teaching requires responsible preparation, active listening, and, again, open dialogue. The emphasis of this class is on your individual development as future adults, teachers, or parents, committed to engaging pre-college students in doing philosophy—you each will be an *exemplar of learning* for young people. Thus, part of your overall class grade will be based on your practice of being a learner: on your active and careful participation in class discussions, group exercises, and collaborative activities.

Also, as the course description indicates, this course is designed as a "discussion" format class. Your attendance and participation is, thus, essential to your successful completion of this class. Your participation grade will reflect your preparedness for and contribution to our class discussion. Come to class on time and do not leave before class is over. Do not miss more than two class meetings. Have your books and reading assignments with you in class. If you come to every class, complete reading assignments and respond thoughtfully to the subject matter, and participate in class activities, you will get 100% for your attendance and participation grade. Behaviors obverse to the ones described, such as missing classes, coming to class without your book or assignment, or showing anti-collegial behavior, will result in lower participation grades.

Writing Assignments (25%): These are weekly assignments, approximately one-page in length, to be printed and brought to class on the day they are due. These assignments will take on various formats and will serve multiple purposes. To give you an idea, a few sample assignments are: (1) designing a P4C activity for a picture book, (2) composing a handout for parents on a P4C event or topic, (3) preparing bookmarks, fliers, or posters to advertise a P4C session or event. The homework assignment topics will be announced on Thursdays and the assignments will be due on Tuesdays. One of these will be a report on your observation of a P4C session; this will be due two days after your visit. You may follow our CSUB P4C Facebook page to find out about our future sessions: https://www.facebook.com/CSUBP4C/.

P4C Sessions (30%): You will work in pairs to prepare, present, and conduct (1) a mock P4C session in class and (2) a real P4C session in the Walter Stiern Library, as part of the campus tour for a field trip-campus visit for elementary school children (date to be determined). The mock session will focus on a topic from our source book, *We Are All Born Free*. The public P4C session may use a book or prompt of your choice.

Final Exam (25%): Your final exam will be a take-home exam, due on our Final Exam Date, December 18, @ 5:00 p.m. It will test your comprehension of P4C methodology and pedagogy and ask you to put the skills you have learned into practice.

Course Policies

1. All work is expected to be original or correctly cited; plagiarism will be dealt with per the College Catalog, which can result in a student failing the course or being expelled from the university.
2. **All work must be typed**, 12 pt. Times New Roman font, with regular one-inch margins.
3. **In-class work cannot be made up** if you are absent.
4. **I will not accept any late, hand-written or e-mailed assignments**.

Calendar

Week One:
8.28 Introductions and Syllabus: What is P4C?
8.30 Philosophical Self, Discuss Jana Mohr Lone's *Philosophical Child* pp. 1-20

Week Two:
9.4 Philosophical Sensitivity, Discuss Jana Mohr Lone's *Philosophical Child* pp. 21-39
9.6 Teaching Models; Discuss *Big Ideas for Little Kids* Part I, pp. 3-23

Week Three:
9.11 Teaching Philosophy; Discuss *Big Ideas for Little Kids* Part II, pp. 27-48
9.13 Facilitating Discussion; Discuss *Big Ideas for Little Kids* Part II, pp. 49-71

Week Four
9.18 Philosophical Rules of Engagement; Discuss Jackson (Handout)
9.20 Facilitating P4C conversations: Toolbox of Moves; Discuss Kennedy (Handout)

Week Five
9.25 Teaching Metaphysics; Discuss *Big Ideas* Ch. 11., *Philosophical Child* pp. 41-57
9.27 Discuss *Dialogues with Children* "Happiness", "Desire" and "The Ship" pp. 4-19, 37-48

Week Six
10.2 Teaching Ethics; Discuss *Big Ideas* Ch. 9, *Philosophical Child* pp. 79-100

10.4 Discuss *Dialogues with Children* “Stories” and “Ethics” pp. 20-27, 91-101

Week Seven
10.9 In-class practice: What is Philosophy?
10.11 Teaching Political Philosophy; Discuss *Big Ideas* Ch. 10, *Provocations* “Power” (Handout)

Week Eight
10.16 In-class practice: First-day activities
10.18 Reflection

Week Nine
10.23 Teaching Epistemology; Discuss *Big Ideas* Ch. 14 and 15, *Philosophical Child* pp. 59-78
10.25 Discuss *Dialogues with Children* “Cheese” and “Knowledge” pp. 28-36, 49-62

Week Ten
10.30 **Mock Session Workshop**
11.1 Teaching Aesthetics; Discuss *Big Ideas* Ch. 17, *Philosophical Child* pp. 101-120

Week Eleven
11.6 *Philosophical Child* pp. 121-133, *Dialogues with Children* pp. 113-121, *Big Ideas* pp. 155-end
11.8 TBD

Week Twelve
11.13 Mock Session
11.15 Mock Session

Week Thirteen
11.20 P4C Field Trip Session Preparation
P4C session plan due
11.22 HOLIDAY: Thanksgiving

Week Fourteen
11.28 Mock Session
11.30 Mock Session

Week Fifteen
12.4 Mock Session
12.6 Mock Session

12.18 **Take home FINAL EXAM due at 9 a.m.**