

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PHIL 365		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Teaching Children Philosophy Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Humanities		Department (or program if no department): Philosophy															
Calendar Description: Facilitate philosophical inquiries with children in educational settings such as school classrooms, summer camps, libraries, and art galleries. Study, apply, and broaden the "Philosophy for Children" methods of "community of inquiry" to foster and encourage critical, creative, cooperative, and caring thinking skills in children.																	
Prerequisites (or NONE):		9 credits of PHIL, including PHIL 100 and PHIL 110.															
Corequisites (if applicable, or NONE):		NONE															
Pre/corequisites (if applicable, or NONE):		NONE															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>35</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>10</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	35	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	10	Supervised online activities		Other contact hours:		Total hours	45	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Maximum enrolment (for information only): 28 Expected Frequency of Course Offerings: Every two years															
Department / Program Head or Director: Glen Baier		Date approved: May 2020															
Faculty Council approval		Date approved: June 2, 2020															
Dean/Associate VP: Jacqueline Nolte		Date approved: June 2, 2020															
Campus-Wide Consultation (CWC)		Date of posting: March 12, 2021															
Undergraduate Education Committee (UEC) approval		Date of meeting: March 26, 2021															

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Translate conceptual ideas related to ethics, aesthetics, metaphysics, political philosophy from various philosophical and cultural perspectives into facilitation strategies for effective group discussion with children.
- Use pedagogical techniques of philosophy for children (including how to adapt the methods to various circumstances and contexts).
- Evaluate in writing evolving skills as facilitator.
- Encourage children's ideas, arguments, and group discussion skills.
- Critically evaluate children's ideas, arguments, and group discussion skills.
- Model the core tenets of the community of inquiry pedagogy with a co-facilitator in an elementary classroom setting.
- Create weekly discussion-templates around a given philosophical issue considered from a variety of philosophical perspectives.
- Demonstrate, in writing, a critical understanding of the theory of philosophy for children
- Demonstrate, in writing as well as orally, the alignment between the theory of philosophy for children and the student's own practical experience in the classroom.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures, seminars, student presentations, group discussions.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Lone, Jana Mohr	The Philosophical Child	1 st	Rowman & Littlefield	2012
2. Lone, Jana Mohr and Burroughs, Michael	Philosophy in Education: Questioning and Dialogue in Schools	1 st	Rowman & Littlefield	2016
3. Lipman, Matthew	Thinking in Education	2 nd	Cambridge University Press	2003
4. Lipman, Matthew	Philosophy in the Classroom	2 nd	Temple University Press	1980
5. Wartenberg, Thomas	Big Ideas for Little Kids	2 nd		2014
6. Lin, Ching-Ching and Sequeira, Lavina	Inclusion, Diversity, and Intercultural Dialogue in Young People's Philosophical Inquiry	1 st	Sense Publishers	2017

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	Assignments: 80%	Field experience: 20%	Portfolio: %
Midterm exam:	Project:	Practicum:	Other:
Quizzes/tests:	Lab work: %	Shop work: %	Total: 100%

Details (if necessary): Assignments will be a variety of essays and discussion templates.

Typical Course Content and Topics

Unit 1: Introducing the Community of Inquiry and Philosophy for Children

Unit 2: Facilitation Strategies

Unit 3: In Practice

- Classroom discussion on topic in metaphysics (identity, change, mind/body, cause and effect, time, freedom, etc.) from various philosophical and cultural perspectives.
- Classroom discussion on topic in epistemology (knowing vs believing, dreams vs reality, etc.) from various philosophical and cultural perspectives.
- Classroom discussion on topic in ethics (moral responsibility, friendship, sharing, fairness, equity and equality, etc.) from various philosophical and cultural perspectives.
- Classroom discussion on topic in political philosophy (rights, forgiveness, reconciliation, gender, diversity, exclusion, etc.) from various philosophical and cultural perspectives.