

PHI 230.1 **Philosophy in the Developing Thinker**
Tuesday-Thursday 9:35-11:00

Fall 2010
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Course Objectives: Why take this course?

1. To acquaint ourselves with a range of theories on the nature of childhood, a commonly shared human experience but not well understood. We will hopefully explore new ideas that invite you to connect to your own experiences.
2. To practice thinking and discussing related issues so as to achieve a clearer personal understanding of children and being human.
3. To read some challenging texts, writing commentaries thereon and increase confidence in our own abilities to tackle difficult but worthwhile materials.
4. To examine the core values of our institution: social responsibility, spiritual values, integrity, service in light of how we can better interact with children, in our families and society as a whole.
5. Of course you will also be completing three credits towards your Core but I would like to emphasize the first four objectives as more interesting and fun!

Course Description

PHI 230 PHILOSOPHY IN THE DEVELOPING THINKER [catalogue]

This course will examine the questions, attitudes, beliefs and language of the developing child that reflect philosophical problems and concepts that contribute to the child's knowledge of self and the world. Recommended: any philosophy course except PHI 123. 3 hours a week, 1 semester.

Expanded Description

A History of Philosophy course can help us trace the development of philosophic reflection throughout the history of mankind. But we can also benefit from a more familiar track: the development of philosophy within the individual person. To achieve this we must revisit childhood and examine the awakenings of puzzlement and wonder that accompany a young child's exploration of his/her world. How does the world appear to a child? To each of us when we were young? Why are we effortlessly philosophers as children but find the act of philosophizing alien to our adult selves?

A number of disciplines have focused on childhood as a mysterious aspect of human experience: psychology, sociology, philosophy, education. We will explore the evolution of philosophic curiosity as evinced by children of all ages. Recent thinkers, Matthew Lipman and Gareth Mathews, among others, will assist us in our project of gauging the power of reflective thought among children today. The themes that we will explore include:

- reconstructing the experience of childhood
- the art of questioning (and answering)
- rights and responsibilities of children
- the child as thinker
- role of stories in the philosophic life of the child
- moral experience of childhood

Thus we find ourselves with several goals in this course: charting the mysterious processes of coming to know the world and self, tackling the philosophically rich questions of the young child, and a project of becoming more reflective ourselves in our dealings with the world around us.

PHI 230 Syllabus

9/9	Introduction: crafting a philosophy of childhood PC, intro.
9/14-16	Philosophers, children and wonderment
9/21-23	PC, ch. 1 & 2
9/28-9/30	TCE, ch. 2 & 3
10/5-7	Rights and responsibilities
10/12,14	PC, ch. 6
10/19,21	TCE, ch. 1
10/26-28	the thinking child
11/2	PC, ch. 3 & 4 TCE, ch. 4
11/4	children and stories
11/09-11	PC, ch. 8 & 9
11/16	TCE, ch. 5
11/18	Moral Experience
11/23	PC, ch. 5
11/30-12/2	TCE, 12
11/25	Thanksgiving break
12/7,9	Presentations of your research to the class for discussion , Catch-up
12/16	final exam

Required Texts

TCE = Thinking children and education edited by Matthew Lipman

PC = Philosophy of childhood by Gareth Matthews

E-reserves: S1162 has many of the articles on file as well.

Office hours: Monday through Thursday, room E208- Common hour and by appointment; call if you have any questions or concerns

You may also contact me through e-mail: wturgeon@sjcny.edu

Grading Criteria

20%	attendance and participation; this class will require active involvement in our discussions. The readings are essential to provide a context for appropriate input.
20%	exams (three throughout the semester; these cannot be made up)
25%	Final exam
15%	quizzes on the readings –see below
20%	Paper project and presentation-- see below for explanation; due in stages as indicated
100%	

The Dean has asked that I alert you to some general rules and points of clarification:

1. In composing essays and papers, please be scrupulous in format and authenticity. Copying texts (written and web sites) without citation is plagiarism and will not be tolerated. Any such work will be rejected and the grade of “F” will be recorded. If you are uncertain about how to use other sources, please consult me. I will review the details. Consult the College Catalogue for further details about the ramifications of plagiarism.
2. If you have a documented disability that may impact your learning, please contact the Office of Counseling and Career Services to see if accommodations are necessary and appropriate. This information will be kept confidential.
3. It is prudent to make copies of papers that you submit in case they do not reach me. I haven’t lost a paper yet but in rare cases they have disappeared from mailboxes, etc. In general I recommend saving your school work on your computer or a disk or simply make photocopies. This can be a life-saver!

Further notes from me:

I care deeply about integrity, my own and yours. I ask that you observe our college policy of honesty and dedication to our core values. Cheating and plagiarism are not victimless crimes; they are serious infractions against one another as members of a community dedicated to learning and caring for one another.

From the Arts & Sciences Undergraduate Catalogue:

Grades are interpreted as follows:

Quality Grade	Percentage	Quality Points
Excellent	A 93.0 - 100.00	4.0
	A- 90.0 - 92.9	3.7
Good	B+ 87.0 - 89.9	3.3
	B 83.0 - 86.9	3.0
	B- 80.0 - 82.9	2.7
Satisfactory	C+ 77.0 - 79.9	2.3
	C 73.0 - 76.9	2.0
Passing	C- 70.0 - 72.9	1.7
	D+ 67.0 - 69.9	1.3
	D 63.0 - 66.9	1.0
	D- 60.0 - 62.9	0.7

Unsatisfactory F Below 60.0 0.0

Excellent= outstanding mastery of the materials and performance on all assessment projects accompanied by active, ongoing and sustained participation through questions, comments and support of others within the learning community. A grade in the excellent range indicates that the student not only completed every aspect of the course requirements but went above and beyond in terms of engagement through readings, discussions and exams.

Good= A superior grasp of the material, clearly above average performance on assessment projects and active involvement in class. A clear indication of hard work, talent and philosophical curiosity

Satisfactory= acceptable performance in class and on assessment projects. Completion of all word assigned with evidence of basic competency; this is a completely respectable grade, especially if you are not choosing to minor in philosophy

Passing= enough work and quality was provided to pass the course but in most cases there wer learning problems, such as with attendance and subsequently comprehension, lack of or minimal participation, checkered pattern of readings, failure to study for quizzes and exams, need for serious work on writing and thinking skills, failure to complete assignments..

I realize that philosophy is not anyone's major here at SJC but I will try to weave points of connection to any and all disciplines and invite you to challenge me to help you make those connections vibrant and interesting. However, your grade is in your own hands. I respect that this course may not win the majority of your attention based on other responsibilities and I acknowledge that each student can choose for him or her self how much effort and time they can devote to any one class.

However, I begin the semester inviting everyone to give it their all and live up to one's own high standards as a point of personal pride and ownership of your own education. Keep me informed if you encounter problems that interfere with your performing up to your own chosen level. I am always available for assistance. If you would prefer to work with fellow students, let me know and we can structure some study groups. There is absolutely no one at St. Joseph's College who cannot pass this course if they choose to do so.

Philosophy for Children Novels and Manuals

These novels and manuals, written by Matt Lipman and the Institute for the Advancement of Philosophy for Children are available in the Curriculum section of St. Joseph's library. (At least some of them.) These will be your sources for your presentation project.

Novel	Manual	age appropriate
<u>The Doll's Hospital</u>		preschool
<u>Elfie</u>	<u>Getting our thoughts together</u>	5-7
<u>Kio and Gus</u>	<u>Wondering at the World</u>	8 - 9
<u>Pixie</u>	<u>Looking for Meaning</u>	9-11

<u>Nous</u>	<u>Deciding What to Do</u>	9-11
<u>Harry Stottlemeier's Discovery</u>	<u>Philosophical Inquiry</u>	10-12
<u>Lisa</u>	<u>Ethical Inquiry</u>	12-15
<u>Suki</u>	<u>Writing How and Why</u>	16-17
<u>Mark</u>	<u>Social Inquiry</u>	16-17

These novels and manuals offer not only a way for encouraging and developing critical thinking and philosophic reflection, they also offer a vision of education as incorporating styles of thinking within disciplines and development of one's self.

We will be exploring these during the course but you might wish to browse this material on your own if you are interested in education.

As part of our in-class activities, each student will choose a passage from one of these novels and using the manual that accompanies the story, prepare a short discussion activity for the class. We will discuss this project in class. We will engage in this activity during November.

Bibliography--- PHI 230 Fall 2010

This bibliography represents a brand new enterprise. One of our goals throughout this course is to be on the lookout for other relevant works that we will want to include in it.

Cam, Philip. Thinking Together-Philosophical Inquiry for the Classroom. Hale & Iremonger, 1995.

Carson, Rachel. A Sense of Wonder.

Coles, Robert. The moral life of the child.
(See also his books on the political and religious thoughts of children.)

Costello, Patrick. Thinking Skills and Early childhood Education. David Fulton Publishers, 2000.

Duckworth, Eleanor. The Having of Wonderful Ideas and other essays. Teacher's College Press, 1987.

Fisher, Robert. Teaching Thinking- Philosophical Inquiry in the Classroom. Cassell, 1998.

Gardner, Howard. Art, Mind and Brain. Basic Books, 1982.

Gardner, Howard and Perkins, David (eds.). Art, Mind and Education. University of Illinois Press, 1989.

Healy, Jane. Is your Bed still there when you close the door? Doubleday, 1992.

Hosle, Vittorio. The Dead Philosophers' Café. University of Notre Dame Press, 2000.

Kennedy, David. The Well of Being. State University of New York Press, 2006.

Lipman, Matthew. Growing up with Philosophy. Temple University Press, 1978.

_____. Philosophy Goes to School. 1988.

_____. Thinking Children and Education. Kendall-Hunt, 1993.

_____. Thinking in Education. 1991.

Lipman, Sharp, Oscanyan. Philosophy in the classroom. 1980.

Matthews, Gareth. Philosophy and the Young Child. Harvard University Press, 1980.

----- Dialogues. Harvard University Press, 1984.

Phillips, Christopher. The Philosophers' Club. Tricycle Press, 2001.

Piaget, Jean. The Moral Judgment of the child. Free Press, 1965. (originally pub: 1932.)

_____. Play, Dreams and Imitation in Childhood. Norton Library, 1962.
(Originally pub.: 1951 trans.)

Portelli, John and Reed, Ronald. Children, Philosophy and Democracy. Detselig Enterprises, 1995.

Pritchard, Michael. Philosophical Adventures with Children. University Press of America, 1985.

Reed, Ronald. Talking with Children. Arden Press, 1983.

Reed, Ronald and Johnson, Tony. Friendship and Moral Education. Peter Lang, 1999.

Splitter, Laurance and Sharp, Ann. Teaching for Better Thinking. ACER, 1995.

Paper Project
[20%]

Fall 2010

Philosophy in the Developing Thinker

I. Topics: choose an issue to research and reflect upon; some possible issues or questions for you to explore:

Can we ever understand childhood or is it too foreign to us? How so?

Should children be held accountable for their actions?

Is the experience of the child richer than that of the adult; what do we lose (and/or gain) as we get older?

What models of childhood reign now in education and to what extent might they be misleading?

Could children benefit from doing philosophy? How and why?

What does children's literature reveal about children and our own attitudes towards them?

Choose some aspect of our culture that centers around childhood and explore what image of childhood it assumes and promotes (egs., toys, computer games or software, organized sports, others??)

Other topics can be considered if you discover a theme or individual thinker who interests you.

II. Exploring the Curriculum for Philosophy with Children

Take a careful look at the elementary or secondary level curriculum for introducing philosophical inquiry into the schools. Research the methodologies used and the novels and manuals designed for each grade level. In your paper, present the program and offer a commentary on its approach to education.

You will be required to submit this paper in stages to be spelled out later. In essence we will build a research project together.

length: **5-8 pages**

topic chosen: please give me the name of your topic and a short bibliography by **10/6**

first draft due 11/3

finished paper/project due: 11/19

Here is a useful website: <http://www.princeton.edu/~jimpryor/general/writing.html>

Reading Quizzes [15%]

For each of our readings you will have study questions to help you work on your note taking skills. We will have a number of quizzes throughout the semester based on these study questions. The quizzes will be randomly given and will always ask you to respond to one of the study questions. You will be allowed to use your study question notes to do these.

First set of Readings for “Philosophers, Children and Wonder: 9/14-9/30/2010

1. views of childhood

Carl Ewald “My Little Boy”

Leslie Paul “The Logic of Childhood”

2. The adult perspective

Janusz Korczak “Respecting the Child’s Point of View”

3. Wonderment

Stephen Paget “The Way of Wonder”

4. Education and Curiosity

Floyd Dell “The Child”

5. Philosophers consider childhood

Matthew Lipman “Developing Philosophies of Childhood”

Comments by Martin Benjamin and Jonathan E. Adler

Gareth Matthews book: chapters 1 & 2