

COURSE OUTLINE		
TERM: Fall 2022	COURSE NO: PHIL 265	
INSTRUCTOR:	COURSE TITLE: Engaged Philosophical Inquiry as a Way of Life.	
OFFICE: LOCAL: E-MAIL:	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

In this age of divisiveness, conflict and tension that increasingly pervades everyday life, it is difficult to engage in genuine dialogue across difference with an open mind and a charitable attitude. This course is designed to nurture the courage and the skills to do just that. This course will use *Philosophy for Children* (P4C)—a UNESCO recognized dialogical, inquiry-based way of teaching and learning that encourages students to think *together* critically, creatively, and cooperatively - as the background framework. Students will also have the opportunity to engage in traditional Indigenous circles and so have the opportunity to reflect on what these traditional ways have to teach.

COURSE NOTE:

PHIL 265 is an approved Self and Society course for Cap Core requirements

REQUIRED TEXTS AND/OR RESOURCES

All required and suggested optional readings will be available on eLearn under the week-number for that topic.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Have reflected deeply on the role of thoughtful dialogue across difference in the maintenance of a democratic way of life.
2. Have reflected on how the Indigenous teaching of “three eared listening” transforms

dialogue.

3. Have reflected on the degree to which the adult/child relationship in general, and the education of children in particular, play in nurturing future democratic citizens.
4. Have an understanding of the general structure and goal of the worldwide, UNESCO recognized, educative initiative called Philosophy for/with Children (P4/wC).
5. Have had experience, as participants in Communities of Philosophical Inquiry (CPI), of the difficulty and excitement of thoughtfully listening to opposing viewpoints.
6. Have had the experience of participating in an Indigenous traditional circle.
7. Be able to differentiate good from poor quality questions and appreciate the critical role that the initiating question plays in all thinking and dialogue.
8. Have a deep understanding of the role of truth as a regulative ideal in all inquiry, as well as the degree to which truth has come under attack in the postmodern world.
9. Have reflected on the role of thoughtful dialogue in individual moral growth and in the possibility of authenticity.
10. Have explored real life challenges that threaten the possibility of thoughtful dialogue including emotional overload, tribal loyalties, social media, and identity politics.
11. Have had the “engaged” opportunity to reflect critically, creatively, and cooperatively with others as to whether adopting *engaged philosophical inquiry (EPI) as a way of life* ought to be something that should be embraced.

Students who complete this Self and Society course will be able to do the following.

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
- Generate strategies for reconciling Indigenous and Canadian relations.
- Explain how contexts (e.g., cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

Note: Every week, there will be a short quiz on assigned readings; as well students will be invited to create as Communities of Philosophical Inquiry (CPI) on a question of relevance. There will be two essays and a short written/oral presentation at the end.

Week 1	Introduction	
Week 2	Democratic Citizenship and Communicating Across Difference	Reading: Dewey, Burgh, the Indigenous roots of democracy.
Week 3	Are Children Citizens?	Reading: Matthews, Shapiro, Eizadirad
Week 4	Democracy and Education	Reading: Lipman, Striano, Cam

Week 5	Quality Questions and How to Anchor Inquiry	Reading: Gardner, Worley, Turgeon
Week 6	What is a Community of Philosophical Inquiry? What is a Traditional Circle and how is it used in dialogue?	Reading: Mendonça, Cam, Sharp Indigenous guest in preparation for traditional circle.
Week 7	Truth and Logic.	Reading: Gardner, Ruitenber, Taylor.
Week 8	Engaged Philosophical Inquiry and Moral Growth.	Reading: Sharp, Gregory, Shoemaker. Traditional circle with Indigenous guest.
Week 9	Reason and Emotion	Reading: Costa-Carvalho, Lipman, Gardner
Week 10	Oppression Philosophies and Dialogue.	Reading: Anderson, Bingham, Pettit
Week 11	Authenticity.	Reading: Corfield, Arnett, Weir Traditional circle with Indigenous guest.
Week 12	Engaged Philosophical Inquiry as a Way of Life.	Reading: Dotts, Gregory, Owen
Week 13	Wrap up.	
Week 14, 15	Final Exam Period	

EVALUATION PROFILE

Quizzes*	45%
Essays*- (20, 25)	45%
Final oral presentation	5%
Effort	5%
	100%

* No individual component will be more than 35%

Quizzes.

There are 11 quizzes each worth 5 marks. The two lowest marks will be dropped. For that reason, no excuses for missed quizzes will be accepted. The total mark for the quizzes is (9x5) 45%.

Essays.

Two essays are required. Students should pick one of the questions suggested in class and try to answer it. The first essay (due in week 6) is worth 20%, the second essay (due in week 13) is worth 25%. Students should have at least 2 references. Note: there are other articles available on eLearn for the topic of any given day. You are welcome to use those articles instead of, or as well as, the

required reading. Students are advised to check the outline of their essays with the instructor before writing the essay.

Final comment.

Prepare a 100–200-word comment on what part of this journey that we have taken together will have most impact on your life. To be presented in class with a copy emailed to the instructor before the beginning of class. This comment is worth 5%.

Effort.

Normally proportional to the final grade, though can be increased as a function of the degree of participation in communities of Inquiry throughout the course (5%)

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Not accepted.

Missed Exams/Quizzes/Labs etc.

Since the student need only complete 9 of 11 quizzes, no excuses for missed quizzes will be accepted.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

No electronic devices are allowed in this class.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using their official Capilano University email; please check regularly. Official communication between Capilano University and students is delivered to students’ Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.