



Questions

Philosophy For Young People

No. 8, Fall 2008

From the Editors



For some time now we have been receiving submissions from the students at California State University at Long Beach. As some of you may know Long Beach has a philosophy course which includes a practicum experience at local schools. Many of the submissions we receive from the students in the program are interesting reflections of their time in the schools, but until this issue we have not had the opportunity to showcase it. With this issue we are pleased to share some of the fine work that they are doing, and hope that it inspires others to institute similar programs. For more information on their practices, see the article on page 2.

As in the past, we are proud to include the winning entries of the Philosophy Slam competition, some intriguing work by young philosophers, and a few book reviews.

Finally, we want to acknowledge Christina Bellon a long time member of the editorial board who stepped down during the interim between issues. Thank you Christina for your time, energy, and assistance throughout the time with *Questions*.

Keep in touch,

Rory E. Kraft, Jr. and Alison Reiheld



Photo by Jonathan Chu

Shattered Glass

Epistemology and External World Skepticism

Roger Vasquez



I was lucky enough to have the opportunity to teach some philosophy lessons to an 11th grade honors English class in Long Beach at Millikan High School. Over the few lessons we went through, I feel that I got the best response and I had the most fun doing a lesson on epistemology. It was my goal to introduce the students to some basic concepts of knowledge and also have a little bit of fun in the process. Personally, when I introduce philosophy to people who have yet to experience its doctrines, I like to usually just talk their ear off. However, in those situations it is usually one on one and we can talk freely—so to be in a classroom of thirty or so bright young adults is a drastic change for me.

I learned quickly, from the other two lessons we had had, that I should be asking more questions than anything. So with this lesson plan, I designed it to include a lot of questions, 20 of them to be exact.

Introduction to the Lesson

This lesson takes a childhood game that I'm sure almost everyone has played during long road trips, except this time we'll but put a bit of a twist on it. The goal, like I said, is to introduce epistemological concepts of knowledge to students in such a way so that they can understand them and to do so we will play "20 Questions."

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