

**FOR IMMEDIATE RELEASE 10-01-20**

**Contact:**

**Grecia Sánchez, Communications Manager**

**[grecia.sanchezblanco@wmich.edu](mailto:grecia.sanchezblanco@wmich.edu) / 915.383.7534**

**Philosophy for Children Without Borders program launches free, virtual course for Spanish-speaking youth**

**Online discussions, videos, quizzes and matching games help children and parents navigate philosophical questions on tough topics, such as the public health, race, citizenship, and more.**



Philosophy for Children Without Borders (Filosofía Infantil Sin Fronteras), an initiative that brings accessible philosophy experiences to children and youth of all socioeconomic backgrounds, [has launched a free, online philosophy course for Spanish-speaking children and youth.](#)

The new content will be the first of its kind, offering 10 interactive, Spanish-language lessons on philosophical questions such as the nature of time, whether and why we ought to be good, the nature of a philosophical argument, what makes something “real,” and more. The activities are tailored to children and families practicing social distancing during COVID-19, and help children to ponder ethical challenges presented by the pandemic.

“We want to show that everyone is a philosopher — including young children — and that everyone has important questions and ideas to contribute to our social world,” said Dr. Amy Reed-Sandoval, director of Filosofía Infantil Sin Fronteras and assistant professor of philosophy at the University of Nevada, Las Vegas (UNLV). “Through this series of 10 lessons, we hope to inspire philosophical exchanges long after the course has concluded. This course is intended to provide sparks of

hope, encouragement, and community during these challenging times, when it is so easy to feel isolated, and to feel that one's voice and perspective do not matter.”

The course uses features of Canvas, a popular education software platform already being used for remote learning by K-12 schools and universities across the nation, to facilitate discussion board conversations, assignments, video logs, quizzes, and matching word activities. The course additionally uses the video dialogue tools Flipgrid and Panopto to stream and record lectures.



Filosofía Infantil Sin Fronteras emerges from Reed-Sandoval's [Philosophy for Children in the Borderlands program](#), which originated in the U.S.- México borderlands (El Paso, Texas and Ciudad Juárez, México) in 2014 and

helped guide children living there through a range of challenging questions in their day-to-day lives: What are borders? Why do some people get to be citizens of the country where I live, and not others? What's the difference between being Mexican and being American? Can you be both, and what am I?

Due to the COVID-19 pandemic, the project was revamped from a community-based program tasked with developing in-person, culturally appropriate practices, to offering online content for families who are practicing social distancing — reaching a much broader audience of Spanish-speaking communities in the process, including new community partners in Colombia.

“The course strives to empower communities by supporting their philosophical conversations about some of life's most important questions. In developing this course, we challenged ourselves to think deeply about what philosophical ‘dialogue’ truly means, and develop content that encourages such dialogue, even under the unique conditions we currently face,” said Dr. Reed-Sandoval.

The program is funded by the Whiting Foundation through their [Whiting Public Engagement Fellowship](#), which supports “humanities faculty who embrace public engagement as part of their scholarly vocation.”



“We were thrilled by the decision because the project embodies one very important way the humanities are relevant to public life,” said Whiting Foundation executive

director Daniel Reid. He emphasized that the project can help children who face overwhelming obstacles, uncertainty, and discrimination to find their voice providing a safe space for children to question why they face such conditions.

The initiative is part of the broader Philosophy for Children movement, which promotes the philosophical abilities of children through the development of pedagogical exercises based on questions asked by children themselves.

“Philosophy for Children classes recognize that children are, in fact, ‘natural’ philosophers,” Dr. Reed-Sandoval said. “Philosophy for Children Without Borders contributes to this movement by supporting children whose philosophical abilities may not be as readily recognized because of their membership in a community that is socially marginalized.”

###



Links to documentaries about the program’s past work:

<https://www.youtube.com/watch?v=mnt-XFg90Jk&feature=youtu.be%E2%80%8B>

[https://www.youtube.com/watch?v=Z3HEjPFf\\_20&feature=youtu.be](https://www.youtube.com/watch?v=Z3HEjPFf_20&feature=youtu.be)

