

Grant Fund Proposal: An Essay Contest and Mini-Conference for Mid-Atlantic High School Students

Mitchell Green, Professor of Philosophy, University of Virginia

Brief Overview: I request \$2500.00 to sponsor a Philosophy Essay Contest for high school students in certain mid-Atlantic states (Maryland, Delaware, Virginia, West Virginia) and the District of Columbia during AY 2012-13. This contest will culminate in a one-day mini-conference in which the top ten essays will be read and discussed by their authors on the campus of the University of Virginia. The contest will be open to all high school students in the above-delineated region, including those in public, private, and home-school settings. Selection of the top essays will be carried out by a group of faculty, graduate and undergraduate students at the University of Virginia.

Program Director: Mitchell Green, Professor of Philosophy, University of Virginia.

Project Description: Since 2009 I have directed Project High-Phi (www.high-phi.org), which is dedicated to supporting philosophical inquiry in American high schools. In pursuit of this aim, Project High-Phi has sponsored an undergraduate internship course at the University of Virginia in which U.Va. philosophy majors have partnered with local secondary-level teachers to support philosophical discussions in their classrooms; with the support of the Virginia Foundation for the Humanities it has convened with Charlottesville area teachers to explore prospects and challenges of secondary-level philosophical inquiry; it has won NEH support to offer a Summer Seminar for high school teachers (www.high-phi.org.neh-seminar), and in AY 2010-11 sponsored, at a very modest scale, the first High-Phi Essay Contest. Because of limited resources, the essay contest was restricted to high school students in Virginia, was advertised to fewer than 200 schools, and submissions numbered approximately 85. However, even at this small scale we felt the essay contest was a clear success. The winning essays were very impressive, and a number of teachers from around the state told me that they made the writing and submission of an essay for this contest a requirement for their course. The contest culminated in an afternoon reception at U.Va. in which winning students, their families and teachers convened to discuss their common interests in philosophy and to learn a bit about how it is studied at the University level.

My aim for the coming year is to widen the scope of the High-Phi Essay Contest and to use student essays as a springboard for discussion rather than just as a ticket to an awards ceremony. To this end I will advertise the essay contest to other states or districts besides Virginia (Maryland, Delaware, West Virginia, and the District of Columbia), and to invite the top ten essayists to the U.Va. campus for a day-long workshop in which each author reads his or her essay to the other winners, who will then discuss it in a conference-like format. As was the case last year, parents and teachers will be invited to attend, but discussion of student essays will be restricted to high school students and moderated by either a graduate student or faculty member from the Department of Philosophy. All students who had submitted papers to the contest will be invited to attend this event.

Timeline: If funding is secured, September-November, 2012, will be devoted to advertising the High-Phi Contest to eligible students, their teachers and guidance counselors. All essay submissions will be due (postmark) by early January, 2013. Essays will then be read and evaluated during January-February, 2013, with a final selection meeting to be held at the end of February. Winners will be announced in early March, and the mini-conference will be held in mid-April, 2013. Assessment-oriented follow-up with Essay Contest participants will be conducted by online survey in May, 2013.

Budget:

Selection Committee (four persons at \$15/hr for 30 hrs)	\$1800.00
Equipment and support staff for Mini-Conference	\$500.00
Refreshments at Mini-Conference	\$350.00
Student support for mailing and other outreach, One person at \$15/hour/40 hrs	\$600.00
Printing, copying and mailing of Essay Contest poster	\$750.00
Total:	\$4000.00

Fiscal agent: Ms. Glenda Notman, Senior Fiscal Administrator, Department of Philosophy, University of Virginia.

Other funding sought: I received partial funding for the first High-Phi Essay Contest in the amount of \$1,000 from the Squire Family Foundation. For the proposed project I shall apply to the Squire Foundation again, requesting this time the amount of \$1500.00 with the aim of achieving a total budget of \$4,000.00.

Projected assessment/reporting: At the completion of the High-Phi Essay Contest and Mini-Conference we will send to all students who submitted essays an online survey asking for their assessment of the entire process. We will send a related survey to teachers of those students. This will be done in consultation with statistical and pedagogical consultants at U.Va.'s Teaching Resource Center so that we may develop statistically meaningful generalizations from our survey results. Further, we will submit a report indicating how the funds were used and what impact our activities had on the profession and its profile. Finally, since the project is one that could be adopted at other institutions, we will develop a description of the project model suitable for publication on the APA website.

Advertising: (1) We will print and mail between 500 and 750 posters to schools in the target area for posting in prominent places that students would notice. This will involve creating and mailing a poster that will delineate the rules of the contest and list the essay prompts. (2) We will also advertise the Essay Contest on websites visible to the home-schooling community, as well as on websites for each state's teachers' association.

Website support: Project High-Phi already has a website (www.high-phi.org), which will only need to be updated to reflect the information for the new Essay Contest. This will involve posting the essay prompts as well as, where appropriate, background readings that will be optional resources for students preparing essays for submission.

Disability access: The venue of the mini-conference that will be culmination of the Essay Contest will be U.Va.'s Coker Hall, which has full disability access.

Curriculum Vitae of
Mitchell Shepherd Green

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Areas of Research: Philosophy of Language, Aesthetics, Philosophy of Mind.

Positions Held: Horace W. Goldsmith/NEH Distinguished Teaching Professor, U.Va. (2009-12).
Professor (2009-); Associate Professor (1999-2008); Assistant Professor (1993-1999).
Cavaliers' Distinguished Teaching Professor, U.Va. (2007-2009).

Education: University of Pittsburgh (1987-1993): Ph.D., Philosophy.

New College, Oxford University (1985-1987): B.Phil., Philosophy.

University of California, Berkeley (1981-1985): B.A., Philosophy, with Honors.

Fellowships, Grants, and Awards

National Endowment for the Humanities, Grant to direct a Summer Institute for Teaching
Philosophy at the Secondary Level, to be held July, 2011.

Academic Community Engagement Grant, Office of the Provost, University of Virginia, supporting
the High-Phi (High School Philosophy) Project, 2010-11 (with Jennifer Merritt).

National Science Foundation, Science, Technology and Society Program: Collaborative Research
Fellowship for 2009-2012, award #0925975 (Co-PI with D. Bar-On).

Visiting Fellowship (non-stipendiary), Virginia Foundation for the Humanities, fall 2009.

NEH/Goldsmith Distinguished Teaching Award, University of Virginia, 2009.

Mead Honored Faculty, The Mead Endowment, University of Virginia, 2008.

Cavaliers' Distinguished Teaching Award, University of Virginia, spring 2007.

Center for Contemplative Mind in Society: Contemplative Practice Fellowship for summer, 2005.

American Council of Learned Societies: Burkhardt Residential Fellowship for Recently Tenured
Scholars. Held in AY 2001-2002 at the National Humanities Center, North Carolina.

University of Virginia Summer Research Fellowships, 1995, 1999, 2001, 2003, 2004, 2006, 2007.

Visiting Fellowship for 1997-1998, Center for Philosophy of Science, University of Pittsburgh.

Sesquicentennial Associate, U.Va. Center for Advanced Studies, spring 1997, fall 2002, fall 2009.

University of Virginia Teaching Fellow for 1995-1996.

Andrew Mellon Dissertation Fellowship, University of Pittsburgh, 1991-1992.

Alan Ross Anderson Fellowship, University of Pittsburgh, 1989-1990.

Overseas Research Student Award, Oxford University, 1985-1987.

Phi Beta Kappa, 1985.

Professional Service/Outreach

Selection Committee for the ACLS's Ryskamp Fellowship (2002, 2003, 2004).

Advisory Board, Philosophy Learning and Teaching Organization (2011-).

Director, Project High-Phi, 2009-.

Director, High-Phi Essay Contest, 2010-11.

Invited Workshop Leader, "Leading Classroom Discussion", for new faculty and graduate students,
August Teaching Workshop, University of Virginia (2005-11).

Selection Committee for University Seminars, Office of the Provost, U.Va., 2007-.

Selection Committee for the ACLS Dissertation Enhancement Award, 2011-12.

Institute for Advanced Technology in the Humanities, U.Va., Associate Fellowship for AY 2011-12
for development of *BSocratic*, an online tool for philosophical inquiry.

Publications

BOOKS:

Self-Expression, OUP, 2007 (isbn: 978-0-19-928378-1); 228+xii pages. Paper ed., 2011.

Moore's Paradox: New Essays on Belief, Rationality and the First Person, ed. with J. Williams, OUP, 2007 (isbn: 0-19-928279-X); 247+x pages.

Engaging Philosophy: A Brief Introduction, Hackett, 2006 (isbn: 087220796X); 164+xi pages.

ARTICLES AND BOOK CHAPTERS (Selected):

'Moore's Paradox, Truth and Accuracy: A Reply to Lawlor and Perry,' (with John Williams) forthcoming in *Acta Analytica*, 2011.

'Perceiving Emotions,' *Proceedings of the Aristotelian Society Supp. Volume*, vol. 84 (2010): 45-61.

'Showing and Meaning: How We Make Our Ideas Clear,' in *Meaning and Analysis: Themes from H.P. Grice*, ed. Klaus Petrus (Palgrave MacMillan, 2010): pp. 202-20.

'Précis of *Self-Expression*,' a contribution to a symposium on *Self-Expression* in *Acta Analytica* vol. 25 (2010): 65-9.

'Replies to Eriksson, Martin and Moore,' a contribution to a symposium on *Self-Expression* in *Acta Analytica* vol. 25 (2010): 105-117.

'How and What Can We Learn from Literature?' in G. Hagberg and W. Jost (eds.) *The Blackwell Companion to the Philosophy of Literature* (Wiley-Blackwell, 2010), pp. 350-66.

'Speech Acts, the Handicap Principle and the Expression of Psychological States,' *Mind & Language* **24** (2009): 139-163.

'Empathy, Expression and What Artworks Have to Teach,' in G. Hagberg (ed.) *Art and Ethical Criticism* (Blackwell, 2008): 95-122.

'Expression, Indication and Showing What's Within,' *Philosophical Studies* **137** (2008): 389-98.

'Direct Reference, Empty Names, and Implicature,' *Canadian Journal of Philosophy* **37** (2007): 419-48.

'How Do Speech Acts Express Psychological States?,' in S. L. Tsohatzidis ed., *John Searle's Philosophy of Language: Force, Meaning and Thought* (Cambridge, 2007): 267-284.

'Moorean Absurdity and Showing What's Within,' in Green and Williams (eds.) *Moore's Paradox* (2007): 189-214.

'Grice's Frown: On Meaning and Expression,' in G. Meggle and C. Plunze, eds., *Saying, Meaning, Implicating* (U. of Leipzig Press, 2003): 200-219.

'The Inferential Significance of Frege's Assertion Sign,' *Facta Philosophica*, **4** (2002): 201-29.

'Illocutionary Force and Semantic Content,' *Linguistics & Philosophy*, **23** (2000): 435-473.

'The Status of Supposition,' *Noûs*, **34** (2000): 376-99.

'Attitude Ascription's Affinity to Measurement,' *International Journal of Philosophical Studies*, **7** (1999): 323-48.

'Illocutions, Implicata, and What a Conversation Requires,' *Pragmatics & Cognition*, **7** (1999): 65-92.

'Direct Reference and Implicature,' *Philosophical Studies*, **91** (1998): 61-90.

'Symmetry Arguments for Cooperation in the Prisoners' Dilemma,' (with Cristina Bicchieri), in G. Holmstrom-Hintikka and R. Tuomela (eds.) *Contemporary Action Theory: The Philosophy and Logic of Social Action* (Kluwer, 1997), pp. 229-50. Reprinted in R. Jeffrey, B. Skyrms and C. Bicchieri (eds.) *The Logic of Strategy* (Oxford, 1999): 175-195.

'On the Autonomy of Linguistic Meaning,' *Mind*, **106** (1997): 217-244.

'Quantity, Volubility, and Some Varieties of Discourse,' *Linguistics & Philosophy*, **18** (1995): 83-112.

'Reflections on Reflection: van Fraassen on Belief,' *Synthese*, **98** (1994): 297-324. (With C. Hitchcock.)

'Indeterminism and the Thin Red Line,' in J. Tomberlin (ed.) *Philosophical Perspectives 8: Logic and Language* (Ridgeview Press, 1994), 365-388 (With Nuel Belnap). Revised and expanded version reprinted in Belnap, *et al*, *Facing the Future* (Oxford, 2001): 133-176.