

Proposal for APA Funding
Second PLATO Institute
February 19-20, 2013
Loyola University, New Orleans

Conference Steering Committee:

- Jana Mohr Lone – Chair, CPIP; Director, Northwest Center for Philosophy for Children, University of Washington, Seattle WA
- Steve Goldberg – History Teacher, Oak Park River Forest High School, Oak Park IL
- Mitch Green – Professor, University of Virginia, Charlottesville VA
- Wendy Turgeon – Professor, St. Joseph's College, Patchogue NY
- Roberta Israeloff – Director, The Squire Family Foundation, E. Northport NY

(CVs are attached.)

Program Administrator, 2012

Jana Mohr Lone
Roberta Israeloff

Abstract

PLATO (Philosophy Teaching and Learning Organization) requests \$5000 to support its second international conference in February 2013 (Loyola University in New Orleans), which will be held in conjunction with the APA's 2013 Central Division meeting. Funds will be used primarily to help defray travel costs for invited speakers, particularly those traveling from overseas, for meals and lodging for speakers, and for materials. We see the timing of this conference as crucial in that it will accelerate the considerable momentum generated by the first PLATO Institute. In the interim, we have fielded requests from many teachers inquiring about training opportunities, as well as philosophy professors and students who wish to become more involved in the pre-college philosophy initiative. This conference will give us the opportunity to take the project to the next level, building upon the foundation several years in the making.

Proposal

PLATO was started by the APA Committee on Pre-College Instruction in Philosophy in 2009. The organization is dedicated to being a national voice advocating for the introduction of philosophy into pre-college classrooms and to connecting the education and philosophy communities through programs, resource-sharing and the development of a national network. PLATO was formed in response to the growth of pre-college philosophy in the U.S. over the past decade, with new programs starting at many colleges and universities. The organization's website is <http://plato-apa.org/>. It also hosts an email listserv that currently has 150 members.

PLATO held its first conference at Columbia University in NYC in June 2011; 60 professors and teachers attended. Attached is the program for that conference. We plan to hold a national conference every other year, lasting one-and-a half days, and to fund and help organize regional teacher-training workshops as well.

The theme of the New Orleans conference will be “PLATO and Pedagogy: The Evolving Field of Pre-College Philosophy.” Sessions will include invited speakers as well as submitted papers. A call for papers went out this winter, and possible topics for submitted papers include, but are not limited to:

- How can philosophy reach a wider pre-college audience?
- How might pre-college philosophy contribute to improving K-12 education generally?
- Can philosophy fit into the framework of established K-12 educational institutions?
- How can we ensure that pre-college philosophy curricula have integrity?
- What do teachers need in order to teach philosophy well at the high school, middle school, and/or elementary school levels?
- What is needed to ensure that teachers have access to the training, resources and collaboration necessary for pre-college philosophy to grow and thrive?

The aim of the conference is to present successful models for introducing philosophy to pre-college students. We will be examining models from other disciplines (psychology, English, history), collaborative models (Ethics Bowls, essay contests, NEH seminars, university philosophy outreach programs), and successful international models.

Information about the conference and how to register, as well as presented papers, will be posted on the PLATO and Squire Family Foundation websites, as well as to various philosophy listservs, blogs and other electronic sites. We will also send out an email to the 200 people who have expressed interest in joining PLATO.

We are requesting a \$5,000 grant to help underwrite the cost of sponsoring this conference. The costs are detailed in our budget below.

Timeline

- The conference steering committee was formed in December 2011.
- The call for papers was issued in February 2012. Papers will be blind-refereed, and the deadline for submission is August 31, 2012. Authors will be notified by acceptance in October 2012.
- The steering committee is currently finalizing the invited panel portion of the conference, and plans to issue invitations this summer and early fall.
- The conference will take place February 19-20, 2013

Other Funding

Funds for the conference will be available from the following other sources:

- CPIP - \$1,000
- The Squire Family Foundation – \$6,250
- Registration fees - \$50 per participant, or \$3,000 for 60 attendees
- Loyola University – in-kind contribution of space, including a large room for the main session and several smaller rooms for breakout sessions.

Assessment

We will create an evaluation form for the conference to be distributed on the last day of the conference, and we will compile the replies we receive hoping for information that will help us structure the next PLATO conference so that it better meets the needs of its members. The evaluation form from the first PLATO conference appears at the end of this proposal. One hundred percent of participants completed the evaluation form.

Budget

Revenue:

Squire Family Foundation	\$6,250
CPIP	\$1,000
APA grant	\$5,000
Registration fees	<u>\$3,000</u>
 Total Revenue:	 \$15,250

Expenses

Travel (flights for 5 speakers)	\$5,000
Lodging for 30 speakers	\$6,000
Food*	\$4,000
Materials and copies	<u>\$ 250</u>
 <u>Total Expenses</u>	 <u>\$15,250</u>

*One conference luncheon, morning coffee/pastries for two mornings, and one reception



PLATO

PHILOSOPHY LEARNING AND TEACHING ORGANIZATION

An organization of the
American Philosophical Association's
Committee on Pre-College Instruction in Philosophy

FIRST PLATO INSTITUTE

Philosophy and Education: Introducing Philosophy to Young People

Columbia University-Teachers College
229 Thompson Hall
June 28-29, 2011

PLATO (Philosophy Learning and Teaching Organization) is dedicated to being a national voice for advocating the introduction of philosophy into pre-college classrooms and to connecting the education and philosophy communities through programs, resource-sharing and the development of a national network of those working in pre-college philosophy.

PLATO offers support and resource-sharing for teachers, parents, philosophers and others involved in teaching philosophy to pre-college students. Launched in 2010 by the Committee on Pre-College Instruction in Philosophy (CPIP) of the American Philosophical Association (APA), PLATO's goal is to attain a visible national presence and to advocate in both the philosophical and educational communities for more pre-college philosophy instruction.



Thanks to the Squire Family Foundation,
Columbia University-Teachers College Philosophy and Education Program, and the
American Philosophical Association Committee on Pre-College Instruction in Philosophy
for their support of the PLATO Institute

Institute Program

Tuesday, June 28

9:30 am Coffee and pastries/Welcome

**10:00-11:15 Philosophical Sensitivity and Preparation of K-12
Philosophy Teachers**

Chair: David Shapiro, Cascadia Community College

Speakers:

Jana Mohr Lone, University of Washington

Benjamin Lukey, University of Hawaii-Mānoa

Jeff Sebo, New York University

11:30-12:45 Ethics in the Classroom

Chair: Thomas Wartenberg, Mount Holyoke College

Speakers:

Sara Goering, University of Washington

Steven Goldberg, Oak Park and River Forest High School

Claudia Mills, University of Colorado

12:45-1:45 LUNCH

1:45-3:00 Epistemology in the Classroom

Chair: Mitchell Green, University of Virginia

Speakers:

David Hilbert, University of Illinois-Chicago

David Shapiro, Cascadia Community College

Wendy Turgeon, St. Joseph's College

3:15-4:30 Social and Political Philosophy in the Classroom

Chair:

Speakers: Maughn Gregory, Montclair State University

Harry Brighthouse, University of Wisconsin-Madison

Jen Glaser, Mandel Leadership Institute

Tim Ignaffo, Columbia University-Teachers College

4:30-6:00 Reception in Grace Dodge Hall 179



Wednesday, June 29

9:30 am Coffee and pastries

10:00-11:15 Metaphysics in the Classroom

Chair: Jana Mohr Lone, University of Washington

Speakers:

Mitchell Green, University of Virginia

Kirsten Jacobson, University of Maine

Deborah Tollefsen, University of Memphis

11:30-12:45 Logic/practical reasoning in the Classroom

Chair: Steven Goldberg, Oak Park and River Forest High School

Speakers:

Arik Ben-Avi, Yale University

Maughn Gregory, Montclair State University

David Shaenfield, Columbia University/Columbia Secondary School

12:45-1:45 LUNCH

1:45-3:00 Aesthetics in the Classroom

Chair: Sara Goering, University of Washington

Speakers:

Thomas Wartenberg, Mount Holyoke College

Ariana Stokas, Bard College

Matthew Hayden, Columbia University-Teachers College

3:15-4:30 Collaborative Models for Teaching Pre-College Philosophy

Chair: Wendy Turgeon, St. Joseph's College

Speakers:

Craig Merow, Germantown Academy/Michigan State University

Michael Seifried, Columbia University

Vicki Weafer, Columbia University/Columbia Secondary School

4:45-6:00 Methods of Assessment/Evaluation of Pre-College Philosophy Programs

Chair: Deborah Tollefsen, University of Memphis

Speakers:

Deanna Kuhn, Columbia University-Teachers College

Trevor Norris, Ontario Institute for Studies in Education

Joe Oyler and Alina Reznitskaya, Montclair State University

Institute Speaker Bios

Arik Ben-Avi is a graduate student in philosophy at Yale University and a co-founder of Yale's Philosophy Outreach Program.

Harry Brighouse is a Professor of Philosophy at University of Wisconsin, Madison, who works on issues in political philosophy, applied ethics, and philosophical issues relating to education. He has been teaching political philosophy and applied ethics for over 25 years, and is author of several books including *Justice* (Polity 2004) and *On Education* (Routledge 2005) and, with Adam Swift, the forthcoming *Family Values* (Princeton). He is co-director of the Spencer Foundation's Initiative on Philosophy in Educational Policy and Practice.

Jen Glaser is senior faculty at the Mandel Leadership Institute in Jerusalem, co-director of the Israel Centre for Philosophy in Education – "Philosophy for Life," and immediate past president of ICPIC (the International Council of Philosophical Inquiry with children). While on sabbatical this academic year, Glaser is visiting scholar in the Graduate Program for Philosophy and Education at Columbia University, Teachers College and in the Davidson school of Education at the Jewish Theological Seminary of America. Glaser's main areas of research include philosophy of education, conceptions of personal identity and group membership, authenticity and integrity, hermeneutics, pluralism, children's philosophical thinking, children's theological and the connection between philosophical inquiry and the teaching of Bible. She has published extensively in the area of personal identity and group membership, civic education, pluralism, critical thinking, philosophical inquiry with children, deliberative democracy and social justice. Glaser has wide experience in formal and informal Jewish education.

Sara Goering is an Assistant Professor of Philosophy at the University of Washington, Seattle. She is affiliated with the Northwest Center for Philosophy for Children, and has helped to develop philosophy for children programs at the University of Colorado Boulder and California State University, Long Beach. Her own children – ages 2.5 and 6 – are very interested in discussing why lying is okay on April Fool's Day.

Steven Goldberg has taught history and philosophy at Oak Park River Forest High School for the past 24 years. He currently teaches Modern Middle Eastern History Advanced, World History Advanced, and Philosophy Advanced. Goldberg also taught A-Level Philosophy in England during a Fulbright teaching exchange. He serves on the CPIP Committee for the APA and has been a reader and table leader for AP World History. Over the past decade, he also has led student trips to India. Goldberg holds a doctorate in philosophy and has published two books in the field, one that he authored and another that he co-edited. He also has written for education and history journals and magazines. In 2005 Goldberg received the National Council on Social Studies award for Global Understanding.

Mitch Green is the NEH/Horace Goldsmith Distinguished Teaching Professor of Philosophy at the University of Virginia, where he has taught since 1993. His main areas of research are the philosophy of language, aesthetics, and the philosophy of mind. He directs Project High-Phi (www.high-phi.org), which aims to support philosophical inquiry in America's high schools. His publications include *Self-Expression* (Oxford U.P., 2007), *Moore's Paradox* (Oxford U.P., 2007, co-edited with J. Williams), *Engaging Philosophy: A Brief Introduction* (Hackett 2006), and 'Perceiving Emotions,' *Proceedings of the Aristotelian Society* (2010). In July 2011 he will direct an NEH-supported Summer Institute entitled 'Epic Questions: Mind, Meaning and Morality,' in which thirty secondary-level teachers will be immersed in philosophy for three weeks. Green also holds a grant from the National Science Foundation for research on the evolution of language and communication. In 2011-2 he will be working with the Institute for Advanced Technology in the Humanities to develop a website, BSocratic, to support philosophical exploration.

Maughn Gregory is an Associate Professor of Educational Foundations at Montclair State University, where he is faculty adviser to the Institute for the Advancement of Philosophy for Children. He publishes and teaches in the areas of philosophy of education, pragmatism, philosophy for children, gender and education, and critical thinking.

Matthew Hayden is a Ph.D. candidate in Philosophy and Education at Teachers College, Columbia University, currently working on his dissertation on cosmopolitan education as moral education using an analysis of discourse ethics and agonistic pluralism. His other research interests include ethics, moral philosophy, assessment and evaluation in education, and the willful ignorance seen in conscious choices to *not* learn in both schooling and in daily life. He has a B.A. Philosophy, B.A. Sociology, and M.A.T. Education from the University of St. Thomas, and an M.A in International Educational Development from Teachers College, Columbia University.

David Hilbert teaches philosophy at the University of Illinois at Chicago and works primarily on issues in philosophy of perception. Although he also has an interest in historical issues (Berkeley and history of visual theory,) Hilbert has published extensively on color and color vision. He has made occasional visits to the high school classroom, which has provoked him to think hard about how he teaches college students.

Tim Ignaffo is the Program Manager/Field Coordinator for the Early Childhood Education program at Columbia University-Teachers College, as well as a PhD student in the program. He is also involved in the Columbia University Philosophy Outreach. Before coming to TC, he taught English Language Arts at a small high school in East Harlem, NY. He earned his B.A. from the University of Scranton.

Kirsten Jacobson is an Assistant Professor of Philosophy at the University of Maine. Jacobson specializes in 19th and 20th century Continental philosophy and the philosophy of art. Her research interests include the study of spatiality and the interpersonal significance of space, the nature of home and dwelling, and more generally, the philosophical significance and status of the phenomenological method. Her published work has focused significantly on using Maurice Merleau-Ponty's phenomenology to conduct novel analyses of psychological and physiological illnesses, ranging from spatial neglect to agoraphobia, and more generally to consider issues of "existential health." In 2009, she created a philosophy outreach program called Philosophy Across the Ages which brings together undergraduate philosophy students with local high school students and retirement community members for seminar-style discussions of accessible and exciting philosophical texts.

Deanna Kuhn is professor of psychology and education at Teachers College Columbia University. She previously held a faculty position at Harvard University Graduate School of Education. She is editor of the journal *Cognitive Development* and previous editor of the journal *Human Development*, and co-editor of the cognition volumes of the two most recent editions of the *Handbook of Child Psychology*. She has published widely in psychology and education in outlets ranging from *Psychological Review* to *Harvard Educational Review*. Her current work focuses on design and evaluation of curricula to develop reasoning skills in middle-schoolers. Her books include *The Development of Scientific Thinking Skills* (Academic Press, 1988), *The Skills of Argument* (Cambridge University Press, 1991), and *Education for Thinking* (Harvard University Press, 2005).

Jana Mohr Lone is Director of the Northwest Center for Philosophy for Children and affiliate faculty at the University of Washington's Department of Philosophy. The Center brings philosophers and college students into K-12 public school classrooms to facilitate philosophy classes. Since 1995 Mohr Lone has taught philosophy to kindergarten to high school students, and introduced college and graduate students, K-12 teachers, parents and others to ways to bring philosophy into young people's lives. The author of the blog *Wondering Aloud: Philosophy With Young People*, she is working on a book for parents about ways to inspire philosophical conversations with children. Mohr Lone is the current chair of the American Philosophical Association Committee on Pre-college Instruction in Philosophy. She spends a lot of time talking with her three teenaged sons about questions such as whether life has any meaning.

Benjamin Lukey completed his Masters and Doctorate in Comparative Philosophy at the University of Hawai'i at Mānoa. He has been involved with philosophy for children in Hawai'i since 2001, facilitating p4c inquiries and working with many excellent teachers at various elementary schools. Lukey also spent two years facilitating p4c at Loveland Academy, working with children with autism and other developmental disorders. Since 2007, Lukey has been part of the p4c Hawaii Executive Council, which was created to direct the development of the p4c Hawaii Center. Since that time he has also served as the Philosopher in Residence at Kailua High School, working with high school teachers to integrate p4c Hawaii into their curricula while cultivating the development of a p4c community throughout the school.

Craig Merow turned his attention to the Big Questions after teaching high school mathematics and science for over thirty years. When his youngest daughter Katharine went off to college he began work on a BA in philosophy. They both graduated in 2006 and went on to graduate school. Craig completed a Masters degree in bioethics at the University of Pennsylvania and is currently a University Distinguished Fellow at Michigan State University. He has taught numerous courses in philosophy at Germantown Academy and has worked with the Penn Center for Bioethics, the Squire Family Foundation, and the APA to encourage the teaching of philosophy in secondary schools.

Claudia Mills is an Associate Professor of Philosophy at the University of Colorado, Boulder, specializing in ethics, political philosophy, and the philosophical analysis of children's literature. She is the author of 45 books for young readers, most recently *Fractions = Trouble!* (Farrar/Macmillan) and *Mason Dixon: Pet Disasters* (Knopf/Random House).

Trevor Norris is an Assistant Professor in Philosophy of Education at the Ontario Institute for Studies in Education at the University of Toronto. His research focuses on the intersection of education, politics and philosophy, and in particular on globalization, (neo)liberalism and democracy. He is the author of a 2011 book with University of Toronto Press, *Consuming Schools: Commercialism and the End of Politics*. A second key research area focuses on the teaching and learning of philosophy in Ontario public schools, studied by over 30,000 students per year and taught by over 400 teachers. These two areas give rise to a third, philosophical "methods" in education: an investigation of philosophical methodologies beyond the qualitative/quantitative divide in relation to the teaching and learning of philosophy. Norris is the recipient of a large multi-year federal grant to research the teaching and learning of philosophy in Ontario schools.

Joe Oyler is a doctoral candidate in Pedagogy and Philosophy at Montclair State University and the Programs Coordinator for the Institute for the Advancement of Philosophy for Children (IAPC). He teaches undergraduate courses in philosophy and education. Joe has been conducting philosophy for children sessions with primary and secondary school students through the IAPC's Philosophy in the Schools program for the past 9 years.

Alina Reznitskaya received her doctoral degree in Educational Psychology from the University of Illinois at Urbana-Champaign and did her post-doctoral research at Yale University. Currently, Reznitskaya is an Associate Professor at Montclair State University in New Jersey. She teaches courses in educational psychology, quantitative research, and educational measurement. Her research interests include investigating the role social interaction plays in cognitive development and designing assessment instruments that can effectively measure classroom communication.

Jeff Sebo is a Philosophy Ph.D. student at New York University. In fall 2011, he will become Assistant Professor of Animal and Environmental Studies at NYU. In 2008, Sebo co-founded the New York Institute of Philosophy Outreach Program, which is dedicated to providing the benefits of a philosophical education to students outside the university setting. He also directed the program from 2008-2010, and taught several classes at local high schools in ethics and metaphysics..

Michael Seifried is a doctoral candidate in Philosophy at Columbia University, where he is also active as a founding member of the Philosophy Outreach Program. His research focuses on the contribution of the arts and humanities to a democracy; his outreach efforts put his research into practice through the use of specific materials and exercises that reflect his theoretical views. A past recipient of a Fulbright fellowship and the Joanna Jackson Goldman Memorial Prize, Seifried has given outreach related presentations in Ohio, New York, Michigan, New Jersey, Toronto, and most recently, Mississippi and Tennessee, where he spent a week presenting his two arguments for the abiding relevance of the arts and humanities at various high schools and universities. For more information, visit his personal website at www.Michael-Seifried.com.

David Shaenfield is an Adjunct Assistant Professor of Psychology and Education at Columbia University-Teachers College and part of the faculty at Columbia Secondary School.

David Shapiro is Education Director of the Northwest Center for Philosophy for Children. In that capacity, he has been involved in bringing philosophy and philosophers into pre-college classrooms since 1995. He is also a fulltime faculty member in philosophy at Cascadia Community College, near Seattle, where he regularly incorporates philosophy for children-type activities, exercises, and readings into his college-level philosophy classes.

Ariana Stokas earned her B.A. (philosophy of art) from Bard College and her Ph.D. in Philosophy and Education from Columbia University. Her areas of specialization include philosophy of education, pragmatism, aesthetics and ethics and her research interests include the nature of sensitive perception and its role in teaching and learning, embodiment and epistemology and how art informs educational practice. Stokas has served as an advisory board member on Learning Through the Arts at the Guggenheim Museum, and she has been affiliated with the Global Action Project and the Harlem School of the Arts. She has held both the Maxine Greene Fellowship and a Spencer Research Fellowship. She has taught aesthetics to aspiring teachers at Teachers College-Columbia University.

Deborah Tollefsen is an Associate Professor and Chair of the Department of Philosophy at the University of Memphis. She is also co-director (with Michael Burroughs) of *Philosophical Horizons*, an outreach program that aims to introduce the history and methodology of philosophy to children in Memphis. Her research and teaching interests include social epistemology, philosophy of mind and collective intentionality. Her work has appeared in such journals as *Episteme*, *Midwest Studies in Philosophy*, *Philosophical Explorations*, *Philosophy of the Social Sciences* and *Philosophical Psychology*. In addition to her graduate and undergraduate teaching, Professor Tollefsen has practiced philosophy with third graders at the University of Memphis Campus School, young adults at Booker T Washington High School, and 4-year-olds at the Barbara K. Lipman Preschool. She was introduced to the idea of philosophy with children by her own four children who are a constant source of wisdom and joy.

Wendy Turgeon is an Associate Professor and Chair of the Department of Philosophy at St. Joseph's College in New York. She also teaches graduate courses in Philosophy for Children as an adjunct at Stony Brook University. She has been involved in teacher training through her courses and has published on philosophy of childhood.

Thomas E. Wartenberg is Professor of Philosophy at Mount Holyoke College. He has been discussing philosophy with young children for over a decade and has taught a course in which undergraduates teach philosophy in elementary schools. Among his publications are *Big Ideas for Little Kids: Teaching Philosophy Through Children's Literature* (Rowman and Littlefield) and *Existentialism: A Beginner's Guide* (Oneworld). He has created a website for using children's literature to teach philosophy: <http://www.teachingchildrenphilosophy.org>. This summer he is teaching an NEH Summer Seminar for school teachers on existentialism. He has also published extensively in the philosophy of film, including *Thinking On Screen: Film as Philosophy* (Routledge).

Vicki Weafer is a PhD candidate in the Columbia University Department of Philosophy, where she is working on a dissertation in the philosophy of ecology. Since the fall of 2010, she has also been a full-time Philosopher-in-Residence at Columbia Secondary School, teaching middle school and high school core philosophy classes and philosophy electives. At CSS she has been working in close collaboration with the Columbia Philosophy Outreach Program, arranging for placements and providing support for CSS Philosophy Fellows over the school year.



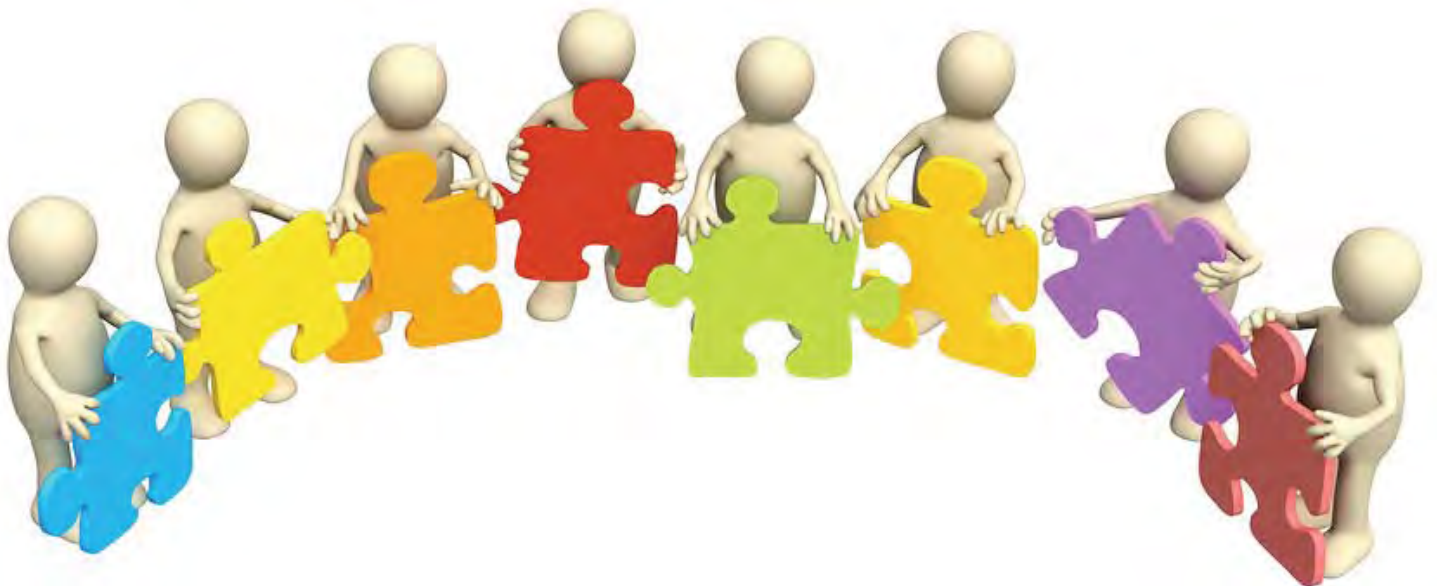


Upcoming American Philosophical Association Meetings

**Eastern Division Meeting - Winter 2011 | December 27-30, 2011,
Marriott Wardman Park, Washington, DC**

**Central Division Meeting - Spring 2012 | February 15-18, 2012,
Palmer House Hilton Hotel, Chicago, IL**

**Pacific Division Meeting- Spring 2012: April 4 - 7, 2012
Westin Seattle Hotel, Seattle, WA**



EVALUATION OF FIRST PLATO INSTITUTE

Your feedback will help us improve future PLATO Institutes. Please indicate your thoughts about each session, as well as about the conference overall in terms of what worked and what didn't and what was more or less helpful. The more specific you are, the more responsive we can be. Feel free to use the back, or to email your answers separately to Jana at jmohrlone@centurytel.net. All responses will be kept confidential. Thanks so much for your time.

1. Individual sessions:

- Philosophical Sensitivity and Preparation of K-12 Philosophy Teachers
- Ethics in the Classroom
- Epistemology in the Classroom
- Social and Political Philosophy in the Classroom
- Metaphysics in the Classroom
- Logic/practical reasoning in the Classroom
- Aesthetics in the Classroom
- Collaborative Models for Teaching Pre-College Philosophy
- Methods of Assessment/Evaluation of Pre-College Philosophy Programs

2. Overall, what did you think was the most helpful aspect or aspects of the Institute?

3. What did you think was the least helpful aspect or aspects of the Institute?

4. Do you have any specific suggestions for improving the Institute?

JANA MOHR LONE

Curriculum Vitae

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Blog <http://philosophyforchildren.blogspot.com>

ACADEMIC EXPERIENCE

Northwest Center for Philosophy for Children, Director.

Department of Philosophy, University of Washington, Seattle, Washington, 1996-present.

Founder and director of non-profit organization dedicated to bringing philosophy into K-12 classrooms. Oversee organization's "Philosophy in the Schools" project and have run teacher-education workshops all over the US. Teach University of Washington courses that educate graduate and undergraduate students about introducing philosophy to pre-college classrooms and then send these students into Seattle public schools to conduct philosophy sessions. Fifteen years experience teaching philosophy to students from kindergarten through high school. Overall responsibility for the organization's administration, including grant writing and development, fundraising, legal issues, website management, finance, and public relations.

Department of Philosophy, University of Washington, Affiliate Faculty, Seattle, Washington, 1998-present.

American Philosophical Association, Committee on Pre-College Instruction in Philosophy, Chair (2009-present) and Member, 1997-2000.

Projects include founding national pre-college philosophy organization PLATO (Philosophy Learning and Teaching Organization), dedicated to advocating the introduction of philosophy into pre-college classrooms and to connecting the education and philosophy communities through programs, resource-sharing and the development of a national network (2009), and founding of journal *Questions: Philosophy for Young People* (2000).

Questions: Philosophy for Young People, Founding Editor-in-Chief (2000-2005) and Member, Editorial Board (2005-present) of journal illustrating K-12 students engaged in philosophical inquiry.

Center for the Advancement of Philosophy in Schools, Department of Philosophy, California State University at Long Beach, Advisory Board Member, 2000-2010.

Liberal Studies Program, University of Washington/Bothell, Visiting Assistant Professor, Winter/Spring 1997.

Institute for the Advancement of Philosophy for Children, Montclair State University, New Jersey.

Participant in international conferences for scholars on doing philosophy with children, August 1995 and May 1996. Certified in 1995 as a teacher-educator by the International Council for Philosophical Inquiry With Children.

PUBLICATIONS

Books

Philosophical Sensitivity (in progress).

The Philosophical Child. Rowman & Littlefield, 2012 (at press).

Philosophy and Education: Introducing Philosophy to Young People. Co-editor (with Roberta Israeloff). Cambridge Scholars Publishing, 2012 (at press).

Articles

"The Moral Impulse: Talking About Moral Philosophy and Genocide with Middle School Students." In *Philosophy in Schools: An Introduction for Philosophers and Teachers*. Eds. Sara Goering, Nicholas Shudak and Thomas Wartenberg. Routledge Press, 2012 (at press).

"Teaching Pre-College Philosophy: The Cultivation of Philosophical Sensitivity." In *Philosophy and Education: Introducing Philosophy to Young People*. Eds. Roberta Israeloff and Jana Mohr Lone. Cambridge Scholars Publishing, 2012 (at press).

- "Review Article: Recent Texts in Pre-College Philosophy," vol. 34:1 *Teaching Philosophy*, 2011.
- "Silence and Music: Questions about Aesthetics," *Childhood and Philosophy*, vol. 6:11, 2010.
- "Why Study Philosophy?" *Imagine* magazine, March issue 2010.
- "Moral Philosophy in Middle School," *Leadership for Student Activities* magazine, February issue 2010.
- "Notes from the Field," Transcript of Fifth Grade Classroom Discussion, *Thinking*, vol. 15:3, 2001.
- "Does Philosophy for Children Belong in School At All?" *Analytic Teaching*, vol. 21:2, 2001.
- "Moral Philosophy with Children," *International Journal of Applied Philosophy*, vol. 14:1, 2000.
- "Making Mistakes and Thinking for Yourself," *Home Education Magazine*, vol. 17:5, 2000.
- "Philosophy and Learning at Home," *Home Education Magazine*, vol. 16:6, 1999.
- "Are We All Mystery Creatures? Philosophy With Children Who Are At Risk," *Thinking*, vol. 13:3, 1997.
- "Voices in the Classroom: Girls and Philosophy for Children," *Thinking*, vol. 13:1, 1997.
- "Poetry and the Philosophical Understanding of Children," *Bookbird: World of Children's Books*, vol. 3, 1996.

Other Publications

- "Wondering Aloud: Philosophy with Young People," blog (<http://philosophyforchildren.blogspot.com>), 2008-present.

PRESENTATIONS

- "Respect, Inquiry and Philosophy for Children." Paper accepted for presentation at the *North American Association for Community of Inquiry Conference*, Vancouver, British Columbia, June 2012 (with Sara Goering and David Shapiro).
- "Philosophy and Education: A Gateway to Inquiry." Keynote at *San Diego State University Stephen L. Weber Graduate Conference in Ethics*, San Diego, California, May 2012.
- "Thinking and Learning: Does the Concept of a Philosophy High School Entail Particular Principles of Education?" Presented at *Pacific Meeting of the American Philosophical Association*, Seattle, Washington, April 2012.
- "Philosophical Sensitivity and Preparation of K-12 Teachers." Presented at *First PLATO Institute*, Columbia University-Teachers College, New York, New York, June 2011.
- "Philosophical Sensitivity and the Philosophical Self." Presented at *Pacific Meeting of the American Philosophical Association*, San Diego, California, April 2011.
- "Philosophical Sensitivity," Presented at *Philosophy Outreach Conference*, Columbia University-Teachers College, New York, New York, October 2010.
- "Moral Philosophy in Middle School: Indifference, Resistance and Bystanders." Presented at *Keeping the Child in Mind: University of Memphis Conference on Philosophy for Children*, Memphis, Tennessee, September 2009.

EDUCATION

- Ph.D. Philosophy**, University of Washington, Seattle, Washington, 1996.
Title of Dissertation: *The Ideals of Law: Judging and the Constitution*.
Dissertation Committee: Ronald Moore (Chair), Laurence BonJour, William Talbott, Marc Cohen and Arval Morris.
Areas of Academic Specialization: Ethics, Philosophy of Childhood, Philosophy of Education, Philosophy of Law.
- American Fellow**, American Association of University Women Educational Foundation. 1993-1994.
- M.A. Philosophy**, University of Washington, Seattle, Washington, 1990.
- J.D.**, George Washington University Law School, Washington, D.C., 1985.
 Graduated *cum laude* • Notes Editor, *Journal of International Law and Economics*.
- B.A. Philosophy Honors Program**, University of Massachusetts, Amherst, Massachusetts, 1982.
 Graduated *magna cum laude* • Certificate in Women's Studies.

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EDUCATION

Ph.D. Philosophy, DePaul University, June 1983

M.A., Philosophy, DePaul University, June 1976

B.A. Major in philosophy and minor in history, Northern Illinois University, 1974

TEACHING EXPERIENCE

Graham School, University of Chicago (winter, 2012): Workshop: Philosophy for Young People
Oak Park and River Forest High School (1987 to present): Lead teacher in pilot school within a
school (1995-1996); Philosophy Advanced; World History Advanced;
Asian Studies; Modern Middle Eastern History Advanced

Saffron Walden County High School, England (1992-1993): A-Level Philosophy (lower and upper
sixth); GCSE History; Lower School Religious Education (comparative religion)

Northwestern University, Center for Talent Development (summers, 1992, 1994):

Developed and taught Philosophy curriculum in Academy Program for gifted and
talented high school juniors and seniors

DePaul University, Department of Philosophy (1976-1986): Ethics; Existentialism;
Philosophy and Its Issues; Social and Political Philosophy

AWARDS AND HONORS

Recipient of National Council for Social Studies (NCSS) James Becker Award for Global
Understanding (2005)

Outstanding Teacher Award, University of Chicago (1990, 1994-1996, 2008, 2010, 2011)

Golden Apple Award Finalist (1991)

DePaul University Competitive Research Grant (1986)

DePaul University Max Schmidt Fellowship (1980-1982)

PUBLICATIONS

"Ethics in the Classroom," *Hi Phi Forum* (2011)

Review essay on Nilekani, *Imagining India in Education about Asia* (2010)

Review essay on Mazower, *Salonica: Christians, Muslims, and Jews (1430-1950)*, *World History
Connected* (2009)

"Imagining Palestine: National Identity in Palestinian Fiction," *New Scriptor* (2009)

Curriculum Review of "India and the Question of Independence," *Center for
South Asian Studies Newsletter*, University of Chicago (2006)

Film review of "Saaraba," *World History Connected* (September 2003)

"Socrates Revisited: The Jurors Speak," *Philosophy Now* (December 1997)

Two Patterns of Rationality in Freud's Writings, University of Alabama Press (1988)

Technological Change and the Transformation of America, editor and contributor, Southern Illinois
University (1987)

RECENT PRESENTATIONS

- "Approaches for Teaching Pre-College Philosophy," moderator, American Philosophical Association.(APA) session of Committee for Pre-College Instruction (CPI.P). (2010)
- "Philosophy Curriculum in Secondary School," American Philosophical Association (2007)
- "Hindu Nationalism and the Politics of Identity," International High Schools Global Studies Forum, Glenbrook South High School (2006)
- "Approaches to Global Understanding," National Conference on Social Studies Conference, Kansas City (2005)
- "Democracy with Chinese Characteristics," Freeman Fellows at University of Illinois at Urbana-Champaign (2005)
- "Teaching Contemporary China," University of Illinois at Urbana-Champaign Seminar on Teaching Contemporary China (2004)
- "Unity and Diversity in South Asia," Chicago World History Conference, Frances Parker School (2004)
- "Teaching Philosophy in High School," American Philosophical Association (2004)
- "Teaching African Decolonization through Film," Chicago World History Conference, Frances Parker School (2003)
- "Asian History in the World History Text," Association for Asian Studies Conference, University of Chicago (2003)
- "Words without Ruins and Ruins without Words: Early Indian History." Fulbright-Hays teachers at Center for South Asian Studies, University of Chicago (2003)
- "Placing Asia in World History," American Association for Asian Studies at Center for South Asian Studies, University of Chicago (2001)

RECENT PROFESSIONAL ACTIVITIES

- Organized high school student panels on genetic ethics and personal identity for CPIP at Central APA meeting (2012)
- Participant in Epics Questions National Endowment of Humanities (NEH) Institute, University of Virginia (2011)
- Member of Advisory Committee for P.L.A.T.O. (2011 to present)
- Member of Squire Foundation Advisory Board (2009 to present)
- Participant in Johns Hopkins Center for Talent Development curriculum conference for high school philosophy (2008)
- Participant in Arab Novel in Translation NEH Seminar, Swarthmore College (2008)
- Fulbright-Hays Scholarship to Egypt and Israel (2007)
- Member of Committee for Pre-Collegiate Instruction in Philosophy (CPIP), American Philosophical Association (2006 to present)
- Table Leader for Advanced Placement World History, University of Nebraska Lincoln and Colorado State University at Fort Collins (2006-2010)
- Sponsor of student trip to India, Oak Park and River Forest High School (2000- 2011)
- Participant in University of Illinois Seminar Alumni Program to China (2004)
- Participant in Fulbright Memorial Fund Scholarship to Japan (2003)
- Fulbright Teacher Exchange, Saffron Walden, England (1992-1993)
- Participant in NEH Seminar on Greek Values in Crisis: 6th C. Athens. San Diego State University (1996)

Curriculum vitae

Mitchell S. Green

Department of Philosophy, University of Virginia

<http://people.virginia.edu/~msg6m/>

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

Positions Held: Professor of Philosophy, U.Va. (2009-); Associate (1999); Assistant (1993).

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.

Selected Fellowships, Grants, and Awards

Institute for Advanced Technology in the Humanities, U.Va., Associate Fellowship for AY 2011-12.

National Endowment for the Humanities, Grant to direct a Summer Institute on Epic Questions:
Mind, Meaning and Morality, July 11-29, 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 Professorship, University of Virginia, 2009-12.

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 Fellowship for Recently Tenured Scholars.

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

University of Virginia USEM Research Grants, 2000, 2002, 2008, 2012.

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.

Selected Publications

Self-Expression, Oxford, 2007. Paper ed., 2011.

Moore's Paradox: New Essays on Belief, Rationality and the First Person, ed. with J. Williams, Oxford, 2007.

Engaging Philosophy: A Brief Introduction, Hackett Publishing Company, 2006.

'Assertions,' in M. Sbisà and K. Turner (eds.) *Handbook of Pragmatics, Vol. II: Pragmatics of Speech
Actions* (de Gruyter-Mouton), forthcoming.

'How to Express Yourself: Challenges, Refinements and Elaborations on the Central Ideas of *Self-
Expression* (OUP, 2007),' *Protosociology: Articles and Lectures on Contemporary Philosophy*
(<http://www.protosociology.de/on-philosophy.html>), September, 2011.

'Perceiving Emotions,' *Proceedings of the Aristotelian Society Supp.*, **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.

'Lionspeak: Expression, Meaning and Communication,' with Dorit Bar-On, in E. Rubenstein (ed.)
Self, Language and World: Problems from Kant, Sellars and Rosenberg (Ridgeview, 2010) pp. 89-106.

'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.

'You Don't See With Your Eyes, You Perceive With Your Mind,' in D. Darby and T. Shelby (eds.) *Hip Hop and Philosophy*, with a preface by Cornel West (Open Court, 2005): 27-37.

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

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

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

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

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

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

Advising:

Dissertations directed: 4; *Dissertation committees:* inside Dept. of Philosophy:13; outside: 14.

Master's theses directed: 7; *Undergraduate Honors Theses directed:* 4.

Distinguished Major/ Interdisciplinary Major Theses directed: 9.

University Service

Inaugural Member, University of Virginia Academy of Teaching (2011-).

Member, Faculty Advisory Committee, U.Va. Institute for Humanities and Global Culture (2011-).

Member, Faculty Senate, 2011-.

Member, Provost's Committee on Decision Making, Governance and Policy Making Task Force (2011-)

Member of Hiring Committee, U.Va. Institute for Humanities and Global Cultures (2011-); Chair of Hiring Committee, 2012-3.

Member, College of Arts and Sciences Committee on Faculty Rules (2010-11).

Member, *ad hoc* committee for selection of Psychology Department Chair (2010-11).

Organizer and leader, Workshop on Conferencing and Publishing for Graduate Students in the Humanities and Social Sciences; sponsored by the Teaching Resource Center, April, 2008.

College Advising Fellow (2006-11).

Workshop Leader, "Leading Classroom Discussion", for new faculty, August Teaching Workshop, Teaching Resource Center, 2006, 2007, 2008, 2010, 2011.

Tenure Referee, General Faculty member, University of Virginia, fall 2008.

Faculty Advisor for first- and second-year College of Arts and Sciences students (1998-2002; 2004-).

Selection Committee for Jefferson Scholars Graduate Fellowships (2003-2008; 2012).

Faculty advisor, Jefferson Literary and Debating Society (2003-).

Selection Committee, University Seminars Program, Office of the Provost (2004-6, 2007-9, 2010-).

Selection Committee, Graduate Enhancement Fellowship, Office of the Provost, 2006-2008; 2010.

Selection Committee, Award for Excellence in Scholarship in the Humanities and Social Sciences, 2008, 2009, 2010, 2011.

National Professional Service

Selection Committee for the ACLS's Dissertation Enhancement Awards, 2011-3.

Founder and Director, Project High-Phi, which supports philosophical inquiry in America's high schools (www.high-phi.org).

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

Selection of faculty fellows, Michigan Center for the Humanities (2002).

International Professional Service

Application reviewer, Social Sciences and Humanities Research Council of Canada, December, 2010.

External Program Reviewer, Laboratories of Excellence (LABEX) Program, French Government, 2010-11; 2012.

Curriculum Vitae Wendy C. Turgeon

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St. James, New York 11780 wturgeon@sjcny.edu
Telephone: 631-862-9384 Office phone: 631-687-5189

Educational History

Montclair State University

Philosophy for Children Teacher Trainer Workshops
January 1993, June 1997

Saint Louis University, St. Louis, Missouri, 1972-1977

Graduate Studies in Philosophy
M.A. (Research), May 1975; James Reagan, Director
Ph.D., April 1981; James Marsh, Director
Dissertation: *A Piagetian Aesthetics*

Southern Illinois University, Edwardsville, Illinois, 1969-1972

Major in Philosophy; minor in Music
B.A. Summa cum Laude, June 1972

Teaching Experience

Associate Professor and Chair

St. Joseph's College, Patchogue, New York
1991` – present (fulltime from Spring 2003; part-time prior)

Department of Philosophy

- Chair of the Philosophy Department
- Teaching responsibilities include Introductory courses in Logic, Introductory Philosophy, Greek Thought, Ethics and upper division courses
- Developed new courses in Philosophy of Childhood, Mediaeval Philosophy, Philosophy and Women, and a Multicultural Approach to Ethics, Philosophy and Myth
- Led the development of a minor in Women's Studies
- Participated on the development and implementation of the Freshman Honors Program. Since Fall 2006, I have been the coordinator of the Honors Program as well as teach one of the core courses
- Collaborated on an integrative curriculum model, —The Lyceum”, which uses the Community of Inquiry method to interrelate core courses

S.U.N.Y.-Stony Brook (adjunct)

Department of Philosophy

Spring 1980, Fall 1982 - undergraduate courses

Fall 1985 - present, School of Professional Development and Continuing Education
(graduate courses)

- Philosophy and Children, Developmental Theories of Value, Philosophy of Education, Educational Foundations, Business Ethics
- Developed a concentration in philosophy and children within the Masters of Arts in Liberal Studies program

Professional Organizations

American Philosophical Association

North American Association for the Community of Inquiry

Co-executive leader

International Council for Philosophical Inquiry with Children

Secretary, fall 2011-fall 2013

Recent Publications

- —Confessions of a Departmental chair on Assessment”, in *Analytic Teaching and Philosophical Praxis*, forthcoming in 2010.
- —~~M~~x in his wolf suit—the borders of animality/humanity and childhood as discovered within children’s literature”, an essay in *Negotiating Childhoods*, 2010
- Co-editor of ebook: *Negotiating Childhoods*, December 2010
- —~~M~~oral Education for Young People”, **Philosophy Now**, March 2011.
- —~~T~~he Place of ‘Philosophy’ in Preparing Teachers to teach Pre-College Philosophy”, *Analytic Teaching and Philosophical Practice*, vol. 32, Issue 2, November 2011.

Recent Papers Presented

- —~~N~~ature and the Child.” *Creative Engagements Conference*, Oxford, England, July 2009
- Eastern division of the APA: papers at a session of the AAPT and at the Committee on Pre-college philosophy, December 2009
- —~~C~~hildren and Nature” at the Hofstra Conference on Children and Play, March 2010.
- —~~P~~hilosophy in Philosophy for Children”- paper presented at the NAACI conference in Queretaro, Mexico, June 2010
- —~~M~~x and his Wolf Suit: the borders of animality/humanity and childhood” —~~N~~ature and the Child.” *Childhood Conference*, Oxford, England, July 2010
- —~~T~~ravels with Cicero” American Association of Philosophy Teachers, August 2010
- —~~T~~eaching Philosophy through interviews”, co-presented with Michael L. McClain at the American Association of Philosophy Teachers, August 2010
- —~~P~~reparing teachers to teach philosophy” at the Mini-Conference on Philosophy and Children, held as part of the Pacific Division APA in April 2011.
- —~~E~~pistemology in the Classroom”, presented at the First PLATO conference, New York, June 2011.
- —~~T~~he Camera’s Eye and I: image-ing the First Person Singular”, *Visual Conference*, Oxford, England, July 2011.
- —~~W~~orking with teachers and teachers-in-training with philosophy for children”, American Philosophical Association, Eastern Division, December 2011.

Recent Conferences and Seminars

- New York University FRN seminars, June 2003, June 2008, June 2009, June 2011
- NEH summer workshop at Miami University on —~~M~~ining Meaning in Children’s Literature”, presentation on aesthetic education, July 2004
- APA Eastern Division Meeting, December 2005, December 2007, December 2008, December 2009, December 2011
- AAPT (American Association of Philosophy Teachers), August 2008, August 2010
- NAACI, June 2010

Recommendations available upon request

Roberta Israeloff

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East Northport, New York 11731-3020
631.662.7645
631.368.9156 – fax
516.510.6101 – cell

risraeloff@squirefoundation.org ~~ www.squirefoundation.org

Executive Director The Squire Family Foundation, 2007 – present
The Foundation advocates for more instruction in philosophy at the pre-college level, and makes grants to support this initiative. It is a Founding Member of the National High School Ethics Bowl, sponsors the Long Island High School Ethics Bowl and national conferences, awards an annual prize for the best essay on pre-college ethics instruction, and works closely with both the American Philosophical Association's Committee on Pre-college Instruction in Philosophy and PLATO (Philosophy Learning and Teaching Organization) to further its mission.

Education

M.A., The Johns Hopkins University, The Writing Seminars, 1975, Teaching Fellowship
B.A. Barnard College, Columbia University, *magna cum laude*, Phi Beta Kappa, 1973

Publications

Books

Kindling the Flame: Reflections on Ritual, Faith and Family (Simon & Schuster, 1998)

What To Do About Your Child's Moods and Emotions (Readers Digest, 1998).

Lost and Found: A Woman's Intimate Exploration of her Journey from Girlhood to Adolescence (Simon & Schuster, 1996; Touchstone, 1997).

In Confidence: Four Years of Therapy (Houghton Mifflin, 1990; Penguin, 1991).

Coming to Terms (Knopf, 1984; Penguin, 1985). French, German and U.K. editions

Co-authored and Edited Books

Philosophy and Education: Introducing Philosophy to Young People, co-edited with Jana Mohr Lone (Cambridge Scholars Publishing, 2012).

Positive Adolescence: Rescuing our Teens from the Myths of the Storm and Stress Years, with Dr. Richard Lerner (Crown, 2007).

My Father Before Me: How Fathers and Sons Influence Each Other Throughout Their Lives, with Dr. Michael J. Diamond (Norton, 2006 publication date).

Thinking Parent, Thinking Child, with Dr. Myrna Shure (McGraw Hill, 2004).

Your Competent Child: Toward New Basic Values for the Family, by Dr. Jesper Juul (Farrar Straus & Giroux, 2001).

Raising a Thinking Preteen, with Dr. Myrna Shure (Holt, 2000; Owl, 2001).

Why Parents Disagree: How Men and Women Parent Differently and How We Can Work Together, with Dr. Ron Taffel (Morrow, 1994; Avon, 1995; Guilford Press, 2003. French, German, Chinese and Russian editions.

Magazines and Literary Journals

Over one hundred articles, short stories and essays have appeared in national newspapers, magazines and anthologies including O Magazine, More, The New York Times, Newsday, Publisher's Weekly, North American Review, Lilith, Parents, Cosmopolitan, Family Circle, First, Good Housekeeping, Glamour, Lear's, McCalls, Parenting, The Psychotherapy Networker, and Redbook.

Teaching Experience

Adjunct Instructor of Writing, Hunter College, CUNY, 1979- 1986

New York University, 1978-1979; 1980-1986

C. W. Post College, LIU, 1978-1979

New York Institute of Technology, 1976-1980

Media Appearances

Television: CNN; CBS, *The CBS Morning News*; News 12 Connecticut, *The Exchange*; News 12 Long Island; News 12 New Jersey; WBBM (Chicago CBS affiliate), *Corrine Edwards Interviews*; TELLICare Cable; Lifetime, *The Jane Wallace Show*.

Radio: *The Leonard Lopate Show*, WNYC-NY; WELW (Cleveland), WNRW (Philadelphia).

“Getting Personal: A Writer’s Experiences and the Uses of Psychological Expertise,” Presidential Panel, Division of Family Psychology, American Psychological Association Annual Convention, August 1990, Boston, MA.

Presentations

“Getting Personal: A Writer’s Experiences and the Uses of Psychological Expertise,” Presidential Panel, Division of Family Psychology, American Psychological Association Annual Convention, August 1990, Boston, MA.

Membership

Phi Beta Kappa

American Philosophical Association

Association for Practical and Professional Ethics

The Author’s Guild

Poets & Writers

The National Writers Union