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 $3,000

Total Revenue: $15,250

Expenses
Travel (flights for 5 speakers) $5,000
Lodging for 30 speakers $6,000
Food* $4,000
Materials and copies $250

Total Expenses $15,250

*One conference luncheon, morning coffee/pastries for two mornings, and one reception
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.
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 Brighouse, 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 Tollefson, 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 Weaver, Columbia University/Columbia Secondary School

4:45-6:00 **Methods of Assessment/Evaluation of Pre-College Philosophy Programs**
Chair: Deborah Tollefson, 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
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 ICPI (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 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 Weaver 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


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

Northwest Center for Philosophy for Children
Department of Philosophy
University of Washington Box 353350
Seattle, Washington 98195-3350

Email jana@philosophyforchildren.org
Phone 206-221-6297
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
goal 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).

Philosophy and Education: Introducing Philosophy to Young People. Co-editor (with Roberta Israeloff). Cambridge

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

“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
“Moral Philosophy in Middle School,” *Leadership for Student Activities* magazine, February issue 2010.

Other Publications

PRESENTATIONS
“Philosophical Sensitivity and the Philosophical Self.” Presented at *Pacific Meeting of the American Philosophical Association*, San Diego, California, April 2011.

EDUCATION
**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.


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.
Steven Goldberg
50 Lake Street, Oak Park, IL 60302
Home Phone: 708.358.8587/School Phone: 708.434.3411/Cell: 708.420.2020
Email: sgoldberg@oprfhs.org  Fax: 708.434.3910

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
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)
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 (CPIP). (2010)
“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)
“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)
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.


Education

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).
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.
Visiting Fellowship for 1997-1998, Center for Philosophy of Science, University of Pittsburgh.
University of Virginia Teaching Fellow for 1995-1996.

Selected Publications

‘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.


Advising:


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).


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-).


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

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


National Professional Service


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


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

International Professional Service


Curriculum Vitae
Wendy C. Turgeon

Address: 133 Fourth Street  
St. James, New York 11780  
Telephone: 631-862-9384

E-mail: turgeon@optonline.net  
wturgeon@sjcny.edu  
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, Medieval 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.
- Mx 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
- Mral Education for Young People”, Philosophy Now, March 2011.

Recent Papers Presented
- Eastern division of the APA: papers at a session of the AAPT and at the Committee on Pre-college philosophy, December 2009
- Philosophy in Philosophy for Children”— paper presented at the NAACI conference in Queretaro, Mexico, June 2010
- Travels with Cicero” American Association of Philosophy Teachers, August 2010
- Teaching Philosophy through interviews”, co-presented with Michael L. McClain at the American Association of Philosophy Teachers, August 2010
- Preparing teachers to teach philosophy” at the Mini-Conference on Philosophy and Children, held as part of the Pacific Division APA in April 2011.

Recent Conferences and Seminars
- NEH summer workshop at Miami University on Mining Meaning in Children’s Literature”, presentation on aesthetic education, July 2004
- AAPT (American Association of Philosophy Teachers), August 2008, August 2010
- NAACI, June 2010

Recommendations available upon request
Roberta Israeloff
P.O. Box 1030
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**

**Publications**

Books


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


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

Co-authored and Edited Books

*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).

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).


Magazines and Literary Journals

Teaching Experience
Adjunct Instructor of Writing, Hunter College, CUNY, 1979- 1986
C. W. Post College, LIU, 1978-1979
New York Institute of Technology, 1976-1980

Media Appearances

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