



Small Grant Application

Visit <http://www.apaonline.org/?grantfund> to submit.

Contact Information

Contact Name: Jana Mohr Lone

Email Address: mohrlone@uw.edu

APA Member? Yes No *Only APA members may submit grant applications. Membership will be verified.*

Funding Information

Fiscal Agent: PLATO (Philosophy Learning and Teaching Organization)

Fiscal Agent Contact Name: Jana Mohr Lone

Mailing Address: 2102 E. Galer St., Seattle, WA 98112

Email Address: mohrlone@uw.edu Phone Number: 206-221-6297

Total Funding Amount Requested: \$4,500 *Proposals over \$5,000 normally are not funded.*

Project Information

Project Title: Seminar on Teaching and Learning in Philosophy for High School Teachers at the 2016 AAPT Conference

Abstract: *Maximum 150 words.*

PLATO (Philosophy Learning and Teaching Organization) requests \$4,500 to cover the travel costs for 15 high school teachers to attend the 2016 AAPT Summer Seminar on Teaching and Learning in Philosophy. In 2014, PLATO and AAPT hosted the inaugural joint High School Summer Seminar with generous support from the APA. Due to its enormous success and enthusiastic reports from the participating teachers and facilitators, the program will be offered again. At the Seminar, selected high school educators will discuss and share new approaches to engaging students with philosophy, and exchange ideas with each other and with university faculty attending the larger conference. Expanding the AAPT Summer Seminar to include high school teachers accomplishes two goals: it furthers PLATO's mission of building a national support and resource-sharing network of all those committed to advancing pre-college philosophy, and helps ensure the high quality of pre-college philosophy instruction.

Steering Committee

| Name | Institutional Affiliation | APA Member? |
|---------------------|---|---|
| Prof. Wendy Turgeon | St. Joseph's College | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Steven Goldberg | Oak Park River Forest High School | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Jana Mohr Lone | University of Washington Center for Phi | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Roberta Israeloff | Squire Family Foundation | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

Attach a brief resume for each member of the steering committee (maximum two pages per person) highlighting that member's activities and achievements relevant to the project.

Project Purpose

Provide a brief account of the project's purpose, explaining its benefits for the profession and/or how it involves community outreach. Attach additional pages as necessary.

See Attached Addendum A

Project Status

Describe the groundwork already laid for the project or, in the case of projects involving community outreach, the relationships already developed in the community. Attach additional pages as necessary.

In June 2015, AAPT agreed to partner with PLATO again for this important initiative. Both Wendy Turgeon and Steven Goldberg have agreed to return as facilitators in 2016. Wendy is Professor of Philosophy and Chair of the Philosophy Department at St. Joseph's College; she has worked with pre-service and in-service teachers to provide training in philosophy, and has developed an undergraduate concentration in philosophy in the K-12 curriculum at St. Joseph's. Steven teaches history and philosophy at Oak Park River Forest High School, and is a frequent speaker about teaching philosophy in high school. Both Wendy and Steven are on the board of directors of PLATO and are past members of the Committee on Pre-College Instruction in Philosophy (CVs attached).

Project Plan and Timeline

Attach additional pages as necessary.

In January 2016, applications for the 2016 Summer Seminar for high school teachers will be published on all websites and social media sites mentioned below (see Outreach section). Applicants will be asked to submit a statement of interest and a letter of support from a school supervisor, such as a principal, vice principal or department chair. A committee, including the two high school facilitators, will be formed to review the applications; the committee will meet to determine its procedures and rubrics for evaluating the applications.

March 15, 2016 – Applications due.

April 2016 – Participants will be notified of their acceptance to the Seminar.

The program will run four consecutive mornings during the AAPT conference, which will take place at Saginaw Valley State University in Saginaw, MI on July 27-30, 2016. The participants may then attend regular conference sessions each afternoon and evening, giving them the opportunity to forge relationships and share ideas with those who teach philosophy at the college level.

The teaching and learning seminar for high school teachers will involve a maximum of 20 teachers. Topics will include preparing to teach (for example, syllabus design), developing learning-centered philosophy classes, various methods for introducing philosophy to high school students, using traditional and non-traditional methods of assessment, and engaging in the scholarship of teaching and learning. In addition, should there be a number of participants who have taught already-established philosophy courses, a focus would be placed on the sharing and evaluation of what is currently being done, allowing attendees to hone their own approach and learn different teaching modalities from each other.

Outreach Plan

Describe how the project will be advertised to the larger philosophical and/or lay public. Attach additional pages as necessary.

Outreach is central to PLATO's mission: to increase access to philosophy around the country, and to bring together all those who share an interest in philosophy for young students so that they may share information, resources, networks and support. PLATO maintains a database of about 200 teachers and others interested in pre-college philosophy; it has 14 institutional sponsors; and hosts a blog and listserv. *Questions* is its official journal. It works closely with the Squire Family Foundation, the National High School Ethics Bowl, the American Association of Philosophy Teachers, and the American Philosophical Association.

Updated information about the program will appear across many platforms including the websites and, where available, Facebook pages and blogs of: PLATO, APA, Squire Family Foundation, AAPT, National High School Ethics Bowl, Association for Practical and Professional Ethics, Ethics Across the Curriculum Society, as well as K-12 educational associations and organizations.

Accessibility Plan

If the proposal involves public lectures, performances, presentations, or films, describe how the project will be accessible for disabled persons, including deaf/hard of hearing and blind/visually impaired individuals. Attach additional pages as necessary.

The AAPT Summer Seminar will make every effort to accommodate those with special needs. A sign interpreter will be available if needed. All presentations will be oral. The buildings and rooms at Saginaw Valley State University in Saginaw, MI, are fully accessible.

Evaluation Plan

Describe how the project will be assessed at its completion with an eye to what worked and what could be improved. Attach additional pages as necessary.

At the conclusion of the seminar, participants will be asked to provide feedback, including the completion of a survey, to assist in evaluating the schedule and program of the seminar.

As they did at the close of the conference in 2014, the facilitators will convene to assess and record what was most effective, in addition to making recommendations for those things that could be improved.

Website Plan

If the proposal includes the creation of a website, complete the following items:

Where will the website be hosted? _____

Website URL (if known): _____

Do you want the APA to link to the project website? Yes No

If yes, in what page(s) or section(s) on the APA website would you like the link to appear?

Budget

Attach additional pages as necessary.

| Project expense item | Anticipated date(s) of expense | Budget Amount | Amount confirmed or requested from other sources | Amount requested from APA |
|----------------------|--------------------------------|---------------|--|---------------------------|
| See Addendum B | | | | |
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| Totals: | | | | |

Proposals requesting more than \$5,000 normally are not funded.

**Seminar on Teaching and Learning in Philosophy
for High School Teachers at the 2016 AAPT Conference
PLATO (Philosophy Learning and Teaching Organization)
Addendum A**

PROJECT PURPOSE

Inviting high school teachers to attend the AAPT Summer Seminar serves a dual purpose: it will provide a forum for those already teaching philosophy pre-collegiately and those interested in doing so to meet and exchange ideas and resources, thereby encouraging more pre-college philosophy instruction, and it will enhance the quality of that instruction. As such, the High School Seminar fulfills the goals of both PLATO and AAPT, respectively.

Since 2009, PLATO has been a national network for all those working in pre-college education that advocates for the introduction of philosophy into schools and connects education and philosophy communities through programs, resource-sharing, and research. It was formed in response to the growth of pre-college philosophy in the U.S. over the past decade, and with the support of the APA and its Committee on Pre-college Instruction in Philosophy.

According to its website, AAPT was founded in 1976 “to promote and improve the quality of instruction in philosophy at all educational levels,” and is dedicated to the advancement of the art of teaching philosophy. Its seminar for university faculty and philosophy graduate students has long been recognized as a valuable resource for all those interested in pedagogy.

In 2014, nine high school teachers from across the country participated in the inaugural joint PLATO/AAPT Summer Seminar. The high school program, which took place each morning, interwove focused readings from philosophical literature with presentations by the participants. In the afternoons, teachers attended the regular AAPT sessions.

Benefits

Both teachers and professors benefitted from conversations with each other. High school teachers reported that participating in the Seminar helped their own teaching, diminished their sense of professional isolation, and provided them with many new ideas and approaches to teaching philosophy. High school teachers also reported that conversations they had with college professors had a direct impact on their teaching in that they knew what would be expected of their students once in college. Professors, for their part, were surprised to learn about the extent and level of pre-college philosophy being taught.

Having philosophy teachers and professors intermingle at the Seminar also helps create and cement ties between school districts and neighboring universities. This can encourage the creation of more philosophy programs -- such as philosophy clubs and regional high school Ethics Bowls -- as well as the creation of more Centers of Pre-college Philosophy, some of which may be university-based. Expanding the national network of these Centers is another core mission of PLATO.

Plans for 2016

The high school component of the 2016 AAPT Seminar, which will take place at Saginaw Valley State University in Saginaw, MI on July 27-30, will build on the momentum and enthusiasm generated at the 2014 Seminar. The high school program will run four consecutive mornings. Topics will include

syllabus design, developing learning-centered philosophy classes, and traditional and non-traditional methods of assessment.

In the afternoons and evenings, high school teachers will be free to attend AAPT conference sessions, giving them the opportunity to forge relationships and share ideas with those who teach philosophy at other educational levels.

Innovations

The inclusion of secondary school educators was so successful and appreciated that the 2016 AAPT Seminar will be expanded to include new sessions and workshops for:

- College professors interested in learning about high school education
- Elementary and middle school teachers
- High school teachers who:
 - are new to teaching philosophy
 - are experienced philosophy teachers

Funding

To continue to meet its outreach goals, funding from the APA to help defray travel and lodging costs incurred by teachers attending the conference is particularly important: travel stipends for teachers to attend professional conferences have been slashed as school districts across the country reduce their discretionary budgets.

Specifically, housing and registration costs for participants will be paid by PLATO (we estimate the total cost per participant for registration, travel and housing to be \$650-700). Participants will be responsible for the cost of meals. Historically the APA has offered stipends to defray travel and housing costs of up to \$300 for each participant in the AAPT graduate student seminar, and in 2014, the APA provided similar stipends for high school teachers participating in the first AAPT high school seminar. We request that the APA provide similar stipends for participants in the 2016 AAPT high school seminar, provided the teachers are Teacher Associate Members of the APA.

**Seminar on Teaching and Learning in Philosophy
for High School Teachers at the 2016 AAPT Conference
PLATO (Philosophy Learning and Teaching Organization)
Addendum B**

Budget

| Project expense item | Anticipated date(s) of expense | Budget Amount | Amount confirmed or requested from other sources | Amount requested from APA |
|---|---------------------------------------|----------------------|---|----------------------------------|
| Registration and lodging for 17 (15 participants and two seminar leaders) | 03/15/16 | \$6,000 | \$6,000 (PLATO) | \$0 |
| Travel and food for two seminar leaders | 03/15/16 | \$1,000 | \$1,000 (PLATO) | \$0 |
| Honoraria for two seminar leaders | 07/30/16 | \$1,000 | \$1,000 (PLATO) | \$0 |
| Travel for 15 participants | 03/15/16 | \$4,500 | \$0 | \$4,500 |
| Food for 15 participants | 07/27/16 | \$3,000 | \$3,000 (paid by participants) | \$0 |
| Totals: | | \$15,500 | \$11,000 | \$4,500 |

**Seminar on Teaching and Learning in Philosophy
for High School Teachers at the 2016 AAPT Conference
PLATO (Philosophy Learning and Teaching Organization)
Addendum C**

Schedule for PLATO-AAPT Summer Seminar/2014

Pre-Conference

Read CTY model curriculum on PLATO website; read Lipman essay
Recommended: *Provocations* by David Birch, Crown House Published, 2014.
[Available on Amazon]

Wednesday, July 30

Meet and Greet get together in the evening

Thursday, July 31

9:00-9:15 Welcome and introductions

9:15-9:45 **Paths to philosophy: Direction—administration**

history, approaches, rationale

- how philosophy was introduced to school—a brief history
- place of philosophy in the curriculum: fitting it in?
- the range of approaches available: models of philosophy as forensic debate, community of inquiry, historical sweep/Great Conversation, problems application, philosophy as stand-alone/as interwoven within disciplines, others?

9:45-10:30 **Introducing Students to Philosophy: Direction-- the students**

- distinctive nature and value of philosophy as a discipline
- characteristic philosophical questions and problems
- philosophical reasoning and conversation
- intellectual and moral virtues cultivated by philosophy
- tackling challenging readings with students; 2. Getting productive classroom discussion

10:30-10:45 **Coffee Break**

10:45-11:10 **David Fremo on "Philosophical Shorts" writing exercises**

11:10-noon **Ethics in the Classroom**

- Materials for motivating ethical questions : surveys, cases, and thought experiments (e.g., trolley cases);
- Ethical theories: avoiding relativism and dogmatism—being reflective about one's actions

- Close reading and discussion: Mill excerpt
- ethics at work: applying ethical theories to real life situations, both social and personal(e.g., Singer on famine relief or charitable giving;
- *Your Turn: What do you use to promote ethical thinking in your classroom? Can philosophical dialogue and reflection impact action?*

Afternoon: **AAPT sessions**

Friday, August 1

- 9-9:30 **Review of AAPT Session**
Ideas for college teaching from yesterday's afternoon sessions that can be adapted to high school philosophy
- 9:30-10:30 **Presentations: Mary Moran on Ethics Bowls; Chris Powers on integrating/blending MOOCs in the classroom and course design in blended learning**
- 10:30-10:45 Coffee Break
- 10:45-11:40 **Political Philosophy in the Classroom**
- Discussion: Political philosophy and Social Studies, government: getting students to reflect on society and citizenship
 - Community of Inquiry Discussion
 - *Your turn: how do you help your students think more clearly about their place in society as citizens: Sharing Readings, Online Resources, Film and Fiction, Classroom Activities, and Written Assessments*
- 11:40-noon **Presentation: Dan Fouts on teaching philosophy to mixed ability levels; using thought experiments from Sixty Minute Philosopher to ignite discussion**
- Afternoon **AAPT sessions**

Saturday, August 2

- 9:00-9:30 **Review of Friday AAPT Sessions**
- 9:30-10:15 **Free Will and Determinism in the Classroom**
- *Motivating the Questions : real cases, literature, movies—how is free will a problem?*
 - Recognizing the positions and Analyzing the Arguments

- Close reading and discussion: Arnold Loebel story [
- *Your turn: Movie clip or story and discussion*

10:15-10:45 **Presentations: Jim Hahn and Jason Cruz on on Arete Preparatory Academy as a philosophical school; cultivating intellectual virtues in the curriculum and school culture;**

10:45 or thereabout Coffee break

11:00-Noon **Personal Identity and Mind/Body in the Classroom**

- *Motivating the Question*: shared discussion of materials helpful in getting students to reflect on the nature of the self and mind/body
- *Central Questions and concepts: persistence, self, change, bodies, souls/spirits/minds*
- *Analyzing Arguments: close text reading and discussion of excerpt from Descartes and from Hume*

Afternoon **AAPT sessions**

Sunday, August 3

9:00-9:45: **Presentation: Dario Prepelitchi on teaching philosophy in middle school and Brian Haffey on teaching critical thinking**

9:45-10:30 **Philosophy of Religion in the Classroom**

- *Motivating the Question*: thinking about religion vs. preaching a faith tradition—how philosophers think about religion
- *Central Question and concepts*: rational understanding, role of faith, meaning of life
- *Close reading and discussion: Stephen J. Gould and Richard Dawkins excerpts*
- *Your turn: sharing Resources Readings, Online Resources, Fiction and Film, Classroom Activities, Written Assessments; avoiding problems*

10:30-11:00 *Coffee break and Nick Droebe on*

11:00-11:45 **Aesthetics: the forgotten philosophical area: demonstration of a community of inquiry and/or other areas of interest to the group**

- *Motivating the Question*: thinking about art and aesthetic experience: maybe it is not all opinion?

- *Central Question and concepts: what is art? The roles of artist, audience, critic*
- *Close reading and discussion: Leo Lionni's **Frederick** and Clive Bell on significant form*
- *Your turn: sharing Resources Readings, Online Resources, Fiction and Film, Classroom Activities, Written Assessments; avoiding problems*

11:45-12:15 Opportunities for Teachers and Students

- PLATO conferences
- PLATO teacher awards
- PLATO student essay competition
- NEH seminars and Institutes
- ICPIIC and its upcoming conference in June 2015
- *Questions*, a pre-college philosophy journal for students and teachers
- APA Committee for Pre-College Instruction in Philosophy (CPIP)
- Useful Online Materials for teaching philosophy

Closing Remarks, Future Plans for Our Philosophical Community, and Evaluation of Seminar

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**Seminar on Teaching and Learning in Philosophy
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PLATO (Philosophy Learning and Teaching Organization)
Addendum D**

ASSESSMENT

PLATO/AAPT Teaching Philosophy Pre-College Workshop, 2014

1. Please indicate by **highlighting your preference the degree to which you agree or disagree with the following statements: (4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)**

a. The seminar illustrated how to identify how I want students to grow (learning objectives).

4 3 2 1

b. The seminar illustrated how to construct integrated learning experiences (pedagogy).

4 3 2 1

c. The seminar illustrated how to discover how my students are doing (assessment).

4 3 2 1

d. The seminar increased my understanding of developing approaches to philosophy with high school students.

4 3 2 1

2. Do you plan on implementing one or more pedagogical innovations as a result of your participation in this seminar? If so, please describe at least one change and motivation behind it.

3. Has participation in the seminar changed the way you think about teaching and learning? If so, in what ways?

4. Considering content, format, presenters' style, or other variables, what would you say were the strengths of the seminar?

5. Considering content, format, presenters' style, or other variables, what would you say were the weaknesses of the seminar?

6. Would you recommend the experience to others? If you were to describe your experience in the seminar to a friend, how would you describe it?

7. Please report here anything else you want to say that wasn't captured by the questions above.

Curriculum Vitae Wendy C. Turgeon

Address: 133 Fourth Street
St. James, New York 11780
Telephone: 631-862-9384
E-mail: turgeon@optonline.net
wturgeon@sjcnyc.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

Professor and Chair of Philosophy

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

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

Department of Philosophy

Fall 1985 - present, graduate courses in Philosophy for Children and ethics

Teaching Strengths and Interests specifically in P4C

Educational theory and practice
The nature of childhood
Formal curriculum and implementation of philosophy in the pre-college classroom

Professional Organizations

American Philosophical Association

Past member of the Committee for Pre-college Instruction in Philosophy

Current member of the Committee on Teaching Philosophy [July 2013-2016]

North American Association for the Community of Inquiry

International Council for Philosophical Inquiry with Children- Secretary, fall 2011-present

PLATO [Philosophical Learning and Teaching Organization]- member of the Board of Directors

Recent Publications

“Moral Education for Young People”, **Philosophy Now**, March 2011.

“The Place of ‘Philosophy’ in Preparing Teachers to teach Pre-College Philosophy”,
Analytic Teaching and Philosophical Practice, vol. 32, Issue 2, November 2011.

Chapter in **Philosophy and Education**, Jana Mohr Lone and Roberta Israeloff (editors). Cambridge Scholars Publishing, 2012.

Chapter in **Philosophy in Schools: An Introduction for Philosophers and Teachers** edited by Sara Goering, Nicholas Shudak, and Thomas Wartenberg. Routledge, 2014.

“Subtexts and Important Lessons from Rudisell,” **Philosophy Through Teaching**, edited by Emily Esch, Kevin Hemberg, and Rory E. Kraft, Jr. Philosophy Documentation Center, 2014.

Recent Papers Presented

“Children and Nature” at the Hofstra Conference on Children and Play, March 2010.

“Philosophy in Philosophy for Children”- paper presented at the NAACI conference in Queretaro, Mexico, June 2010

“Max and his Wolf Suit: the borders of animality/humanity and childhood” “Nature and the Child.” *Childhood Conference*, Oxford, England, July 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.

“Epistemology in the Classroom”, presented at the First PLATO conference, New York, June 2011.

“Working with teachers and teachers-in-training with philosophy for children”, American Philosophical Association, Eastern Division, December 2011.

“Bachelard and Korczak on Childhood: Constituting Respect for the Child,” NAACI Conference, June 2012.

“A macro-micro interrogation of the idea of Childhood through the ideas of Bachelard and Korczak,” ID-Net conference on Childhood, Oxford, July 2012.

“Portrait of the Child as a Young Artist”, ID-Net conference on Childhood, Oxford, July 2013

“Little Red Riding Hood meets Superman: Kieran Egan’s Imaginative Education and the Playful Child”, ID-Net conference on Play, Oxford, July 2013

“Taking Stock: the place of narratives in philosophical education”, IAPC session at the Eastern American Philosophical Association, December 2013.

“Animals and Humans: Mining a Poetic Truth,” ID-Net conference on Animal/Human Bond, July 2014.

“The Secret Places of Childhood,” ID-Net conference on Childhood, July 2014.

Conferences and Seminars

APA Eastern Division Meeting, December 2005, December 2007, December 2008, December 2009, December 2011, December 2013

AAPT (American Association of Philosophy Teachers), August 2008, August 2010

NAACI, June 2010, June 2012

Inter-Disciplinary Conferences on Childhood and on Play, 2011-2014

Inter-disciplinary Conference on the Human/Animal Bond, 2014

Co-facilitated a PLATO workshop in Philosophy for High School Teachers, held concurrent with the AAPT conference, August 2014.

Further Professional experience

Reader for submitted articles to the *Philosophy of Education*, 2011-2012, and for the journal *Childhood*, 2013-2015.

Member of the editorial board for *Questions*, a journal for pre-college philosophy, 2005 to present

Steven Goldberg

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Email: sgoldberg@oprfs.org Fax: 708.434.3910

EDUCATION

Ph.D. Philosophy, DePaul University, June 1983 (with Distinction)

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

Northern Illinois University, dual major in philosophy and history, 1969-1972

B.A. Major in philosophy and minor in history, Northern Illinois University, 1973 (High Honors)

TEACHING EXPERIENCE

St. Johns University, Minnesota (summer 2014): Facilitated institute on philosophy for high school teachers sponsored by AAPT and PLATO

Graham School, University of Chicago (2012-present): 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

Claes Nobel Educator of Distinction (2012)

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

Outstanding Teacher Award, University of Chicago (multiple years)

Golden Apple Award Finalist (1991)

DePaul University Competitive Research Grant (1986)

DePaul University Max Schmidt Fellowship (1980-1982)

PHILOSOPHY PUBLICATIONS

"Frog and Toad Go to High School," review of *A Sneetch Is a Sneetch and Other Philosophical Discoveries in Questions: Philosophy for Young People* (forthcoming)

"Ethics in the Classroom," *Philosophy and Education: Introducing Philosophy to Young People*, Cambridge Scholars Press (2012)

"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 IN PHILOSOPHY

"Critic Meets Author: A Review of Thomas Wartenberg's *A Sneetch Is a Sneetch*; on *Introducing Philosophy through Children's Literature*. Central meeting of APA (winter 2014)

"An Uncommon Course for the Common Core" on philosophy as a model for teaching skills promoted by the common core. Committee for Pre-College Instruction in Philosophy at Central meeting of APA (winter 2014)

"The Landscape of Philosophy in High School." Winning Words Conference on Pre-college Philosophy at University of Chicago (2013).

"Assessment in High School Philosophy: How Do We Know It's Working." American Philosophical Association (2013)

"Teacher Collaboration with Professional Philosophers and Philosophy Departments."
Philosophy Learning and Teaching Organization (PLATO) Conference (2013)
"Using Cases and Thought Experiments in the Philosophy Classroom," (PLATO Conference,
Columbia University Teachers College (2011)
"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)
"Approaches to Global Understanding," National Conference on Social Studies Conference,
Kansas City (2005)

RECENT PROFESSIONAL ACTIVITIES IN PHILOSOPHY

Ethics Bowl Coach at Oak Park River Forest High School (2015-present)
Editorial Board for Questions, a journal featuring pre-college philosophy (2013)
Member of Board of Directors for PLATO, Philosophy Learning and Teaching Organization (2012
to present)
Participant in "Epic Questions," a National Endowment of Humanities summer philosophy
institute (2011)
Member of Advisory Committee for PLATO, (2011-2012)
Member of Squire Foundation Advisory Board (2009 to present)
Organized high school student panels on bio-ethics and personal identity for CPIP at Central
APA meeting (2012)
Participant in Epic 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 (CTD) curriculum conference (2008)
Member of Committee for Pre-Collegiate Instruction in Philosophy (CPIP), American
Philosophical Association (2006 to present)
Fulbright Teacher Exchange, Saffron Walden, England (1992-1993)
Participant in NEH Seminar on Greek Values in Crisis: 5th C. Athens. San Diego State
University (1996)

JANA MOHR LONE

Curriculum Vitae

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University of Washington Box 353350
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Email mohrlone@uw.edu
Phone 206-221-6297
Blog <http://philosophyforchildren.blogspot.com>

ACADEMIC EXPERIENCE

University of Washington Center for Philosophy for Children, Director.
Seattle, Washington, 1996-present.

Founder and director of leading 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 graduate and undergraduate courses about introducing philosophy in K-12 classrooms, which include students conducting philosophy sessions in Seattle public schools. Experience teaching philosophy to students from kindergarten through high school. Overall responsibility for organization's administration, including grant writing and development, fundraising, legal issues, website and social media management, finance, and public relations.

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

Department of Philosophy, University of Washington, Chair of Advisory Board, 2008-present, and Member since 1997.

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

Committee projects have included founding of national organization PLATO (Philosophy Learning and Teaching Organization) (2009) and founding of journal *Questions: Philosophy for Young People* (2000).

PLATO (Philosophy Learning and Teaching Organization), President of Board of Directors, 2011-present. One of the founders of national organization dedicated to advocating for the introduction of philosophy in pre-college classrooms, educating K-12 teachers about how to teach philosophy, and connecting the education and philosophy communities through programs, resource-sharing and a national network of those working in pre-college philosophy.

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.

PUBLICATIONS

Books

Philosophy in Education: Questioning and Dialogue in K-12 Classrooms (with Michael D. Burroughs) (forthcoming publication, Rowman & Littlefield, 2015).

The Philosophical Child. Rowman & Littlefield, 2012.

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

Recent Articles

"Philosophical Children" in *Routledge Handbook on Childhood*, editors Gideon Calder (University of South Wales), Jurgen De Wispelaere (McGill University) and Anca Gheaus (Sheffield University) (forthcoming 2016).

"Special Issue on High School Philosophy," co-editor (with Mitchell Green), *Teaching Philosophy*, vol. 36:3, June 2013.

"Philosophical Sensitivity," *Metaphilosophy*, vol. 44:1-2, January 2013.

"The Moral Impulse: Talking About Moral Philosophy and Genocide with Middle School Students." In *Philosophy in School*. Eds. Sara Goering, Nicholas Shudak and Thomas Wartenberg. Routledge Press, 2013.

"Teaching Pre-College Philosophy: The Cultivation of Philosophical Sensitivity." In *Philosophy and Education*: Eds. Roberta Israeloff and Jana Mohr Lone. Cambridge Scholars Publishing, 2012.

"Questions and the Community of Philosophical Inquiry," *Childhood and Philosophy*, vol. 7:13, 2011.

"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.

Other Publications

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

RECENT PRESENTATIONS

"Children's Philosophical Encounters: Taking Seriously the Role of Privilege in Classrooms." 2015 *Conferences of the International Council of Philosophical Inquiry With Children (ICPIC) and Philosophy and Teaching Learning Organization (PLATO)*, Vancouver, British Columbia, and Seattle, Washington, June 2015.

"Facilitating Philosophical Conversations." *Pacific Meeting of the American Philosophical Association*, April 2015.

"How Philosophy Made Me A Better Parent," *Pacific Meeting of the American Philosophical Association*, April 2014.

"Response to Critics: Book Session on *The Philosophical Child*," *Pacific Meeting of the American Philosophical Association*, San Diego, California, April 2014.

"Raising a Philosophical Child," Talk at Seattle Public Library, April 2014.

"Was the Ugly Duckling Ugly? Philosophical Tendencies in Children's Literature." Invited presentation at *Symposium on Children's Literature and Philosophical Wondering*, University of Colorado, Boulder, Colorado, January 2014.

"Philosophy and Education: Why Philosophy for Children?" Keynote address at *University of Chicago Midwest Regional Resource Network for Pre-Collegiate Philosophy Conference*, Chicago, Illinois, November 2013.

"Critical Thinking: It's Never Too Early." *Pacific Meeting of the American Philosophical Association*, March 2013.

"Raising A Philosophical Child." Talk at Seattle Town Hall. Seattle, Washington, January 2013.

"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?" *Pacific Meeting of the American Philosophical Association*, Seattle April 2012.

"Philosophical Sensitivity and the Philosophical Self." *Pacific Meeting of the American Philosophical Association*, San Diego April 2011.

"Philosophical Sensitivity," *Philosophy Outreach Conference*, Columbia University, New York, October 2010.

EDUCATION AND AWARDS

Timeless Award, University of Washington, Seattle, Washington. 2012.

Recipient of Distinguished Alumni award given in celebration of university's 150th anniversary.

Ph.D. Philosophy, University of Washington, Seattle, Washington, 1996.

Title of Dissertation: *The Ideals of Law: Judging and the Constitution.*

Areas of Academic Specialization: Philosophy for children, philosophy of childhood, philosophy of

education, ethics and applied ethics, 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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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 Co-Founding Member of the National High School Ethics Bowl and PLATO; sponsors the Long Island High School Ethics Bowl; awards an annual prize for the best essay on pre-college ethics instruction; and works closely with the American Philosophical Association's Committee on Pre-college Instruction in Philosophy, the Association for Practical and Professional Ethics, the National High School Ethics Bowl, and PLATO (Philosophy Learning and Teaching Organization).

Secretary, Board of Directors, PLATO

National Facilitator, Executive Committee, National High School Ethics Bowl

Co-Editor

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

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

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).

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

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| Phi Beta Kappa | Association for Practical and Professional Ethics |
| American Philosophical Association | |
| The Author’s Guild | |
| Poets & Writers | |
| The National Writers Union | |