Contact Information
Contact Name: Jana Mohr Lone
Email Address: mohrlone@uw.edu
APA Member? ☐ Yes ☐ No

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Institutional Affiliation</th>
<th>APA Member?</th>
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</thead>
<tbody>
<tr>
<td>Prof. Wendy Turgeon</td>
<td>St. Joseph’s College</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>Steven Goldberg</td>
<td>Oak Park River Forest High School</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>Jana Mohr Lone</td>
<td>University of Washington Center for Phi</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>Roberta Israeloff</td>
<td>Squire Family Foundation</td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

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.*

<table>
<thead>
<tr>
<th>Project expense item</th>
<th>Anticipated date(s) of expense</th>
<th>Budget Amount</th>
<th>Amount confirmed or requested from other sources</th>
<th>Amount requested from APA</th>
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<td>See Addendum B</td>
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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

<table>
<thead>
<tr>
<th>Project expense item</th>
<th>Anticipated date(s) of expense</th>
<th>Budget Amount</th>
<th>Amount confirmed or requested from other sources</th>
<th>Amount requested from APA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration and lodging for 17 (15 participants and two seminar leaders)</td>
<td>03/15/16</td>
<td>$6,000</td>
<td>$6,000 (PLATO)</td>
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<tr>
<td>Travel and food for two seminar leaders</td>
<td>03/15/16</td>
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<td>$1,000 (PLATO)</td>
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<tr>
<td>Honoraria for two seminar leaders</td>
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<td>$1,000 (PLATO)</td>
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<tr>
<td>Travel for 15 participants</td>
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<tr>
<td>Food for 15 participants</td>
<td>07/27/16</td>
<td>$3,000</td>
<td>$3,000 (paid by participants)</td>
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<td><strong>Totals:</strong></td>
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<td><strong>$15,500</strong></td>
<td><strong>$11,000</strong></td>
<td><strong>$4,500</strong></td>
</tr>
</tbody>
</table>
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
   o how philosophy was introduced to school—a brief history
   o place of philosophy in the curriculum: fitting it in?
   o 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
   o distinctive nature and value of philosophy as a discipline
   o characteristic philosophical questions and problems
   o philosophical reasoning and conversation
   o intellectual and moral virtues cultivated by philosophy
   o 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
   o Materials for motivating ethical questions : surveys, cases, and thought experiments (e.g., trolley cases);
   o Ethical theories: avoiding relativism and dogmatism—being reflective about one’s actions
o Close reading and discussion: Mill excerpt

o ethics at work: applying ethical theories to real life situations, both
social and personal(e.g., Singer on famine relief or charitable
giving;

o 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
  o Discussion: Political philosophy and Social Studies, government:
    getting students to reflect on society and citizenship

  o Community of Inquiry Discussion

  o 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
  o Motivating the Questions: real cases, literature, movies—how is
    free will a problem?

  o 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 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
   - ICPIC 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

**
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@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
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

Recent Papers Presented
“Philosophy in Philosophy for Children”- paper presented at the NAACI conference in Queretaro, Mexico, June 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.
“Portrait of the Child as a Young Artist”, ID-Net conference on Childhood, Oxford, July 2013

Conferences and Seminars
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
Member of the editorial board for Questions, a journal for pre-college philosophy, 2005 to present
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 (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)  
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)  
“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 (CPIP). (2010)

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)
Participant in NEH Seminar on Greek Values in Crisis: 5th C. Athens. San Diego State University (1996)
JANA MOHR LONE
Curriculum Vitae

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

Email  mohrlone@uw.edu
Phone  206-221-6297
Blog  http://philosophyforchildren.blogspot.com

ACADEMIC EXPERIENCE

University of Washington Center for Philosophy for Children, Director.
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)

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

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).


“Review Article: Recent Texts in Pre-College Philosophy,” vol. 34:1 Teaching Philosophy, 2011.


Other Publications

RECENT PRESENTATIONS


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


EDUCATION AND AWARDS

Timeless Award, University of Washington, Seattle, Washington. 2012.
Recipient of Distinguished Alumni award given in celebration of university’s 150th anniversary.

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.


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

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

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).


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).


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).

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
The Author’s Guild
Poets & Writers
The National Writers Union

Association for Practical and Professional Ethics