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 Tollefsen, University of Memphis

11:30-12:45 **Logic/practical reasoning in the Classroom**
Chair: Steven Goldberg, Oak Park and River Forest High School
Speakers:
Arik Ben-Avi, Yale University
Maughn Gregory, Montclair State University
David Shaenfield, Columbia University/Columbia Secondary School

12:45-1:45 LUNCH

1:45-3:00 **Aesthetics in the Classroom**
Chair: Sara Goering, University of Washington
Speakers:
Thomas Wartenberg, Mount Holyoke College
Ariana Stokas, Bard College
Matthew Hayden, Columbia University-Teachers College

3:15-4:30 **Collaborative Models for Teaching Pre-College Philosophy**
Chair: Wendy Turgeon, St. Joseph's College
Speakers:
Craig Merow, Germantown Academy/Michigan State University
Michael Seifried, Columbia University
Vicki Weafer, Columbia University/Columbia Secondary School

4:45-6:00 **Methods of Assessment/Evaluation of Pre-College Philosophy Programs**
Chair: Deborah Tollefsen, University of Memphis
Speakers:
Deanna Kuhn, Columbia University-Teachers College
Trevor Norris, Ontario Institute for Studies in Education
Joe Oyler and Alina Reznitskaya, Montclair State University
Institute Speaker Bios

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

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

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

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

**Steven Goldberg** has taught history and philosophy at Oak Park River Forest High School for the past 24 years. He currently teaches Modern Middle Eastern History Advanced, World History Advanced, and Philosophy Advanced. Goldberg also taught A-Level Philosophy in England during a Fulbright teaching exchange. He serves on the CIP 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](http://www.high-phi.org)), which aims to support philosophical inquiry in America’s high schools. His publications include *Self-Expression* (Oxford U.P., 2007), *Moore’s Paradox* (Oxford U.P., 2007, co-edited with J. Williams), *Engaging Philosophy: A Brief Introduction* (Hackett 2006), and ‘Perceiving Emotions,’ *Proceedings of the Aristotelian Society* (2010). In July 2011 he will direct an NEH-supported Summer Institute entitled ‘Epic Questions: Mind, Meaning and Morality,’ in which thirty secondary-level teachers will be immersed in philosophy for three weeks. Green also holds a grant from the National Science Foundation for research on the evolution of language and communication. In 2011-2 he will be working with the Institute for Advanced Technology in the Humanities to develop a website, BSocratic, to support philosophical exploration.

**Maughn Gregory** is an Associate Professor of Educational Foundations at Montclair State University, where he is faculty adviser to the Institute for the Advancement of Philosophy for Children. He publishes and teaches in the areas of philosophy of education, pragmatism, philosophy for children, gender and education, and critical thinking.
Matthew Hayden is a Ph.D. candidate in Philosophy and Education at Teachers College, Columbia University, currently working on his dissertation on cosmopolitan education as moral education using an analysis of discourse ethics and agonistic pluralism. His other research interests include ethics, moral philosophy, assessment and evaluation in education, and the willful ignorance seen in conscious choices to not learn in both schooling and in daily life. He has a B.A. Philosophy, B.A. Sociology, and M.A.T. Education from the University of St. Thomas, and an M.A in International Educational Development from Teachers College, Columbia University.

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

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

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

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

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

Benjamin Lukey completed his Masters and Doctorate in Comparative Philosophy at the University of Hawai’i at Mānoa. He has been involved with philosophy for children in Hawai’i since 2001, facilitating p4c inquiries and working with many excellent teachers at various elementary schools. Lukey also spent two years facilitating p4c at Loveland Academy, working with children with autism and other developmental disorders. Since 2007, Lukey has been part of the p4c Hawaii Executive Council, which was created to direct the development of the p4c Hawaii Center. Since that time he has also served as the Philosopher in Residence at Kailua High School, working with high school teachers to integrate p4c Hawaii into their curricula while cultivating the development of a p4c community throughout the school.
Craig Merow turned his attention to the Big Questions after teaching high school mathematics and science for over thirty years. When his youngest daughter Katharine went off to college he began work on a BA in philosophy. They both graduated in 2006 and went on to graduate school. Craig completed a Masters degree in bioethics at the University of Pennsylvania and is currently a University Distinguished Fellow at Michigan State University. He has taught numerous courses in philosophy at Germantown Academy and has worked with the Penn Center for Bioethics, the Squire Family Foundation, and the APA to encourage the teaching of philosophy in secondary schools.

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

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

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

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

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

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

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

David Shapiro is Education Director of the Northwest Center for Philosophy for Children. In that capacity, he has been involved in bringing philosophy and philosophers into pre-college classrooms since 1995. He is also a fulltime faculty member in philosophy at Cascadia Community College, near Seattle, where he regularly incorporates philosophy for children-type activities, exercises, and readings into his college-level philosophy classes.
Ariana Stokas earned her B.A. (philosophy of art) from Bard College and her Ph.D. in Philosophy and Education from Columbia University. Her areas of specialization include philosophy of education, pragmatism, aesthetics and ethics and her research interests include the nature of sensitive perception and its role in teaching and learning, embodiment and epistemology and how art informs educational practice. Stokas has served as an advisory board member on Learning Through the Arts at the Guggenheim Museum, and she has been affiliated with the Global Action Project and the Harlem School of the Arts. She has held both the Maxine Greene Fellowship and a Spencer Research Fellowship. She has taught aesthetics to aspiring teachers at Teachers College-Columbia University.

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

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

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

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


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