



Project High-Phi at the University of Connecticut
announces its first

Summer Institute in Philosophy for High School Teachers: Intellectual Humility in Secondary Education

Are you a high school teacher looking to incorporate Philosophy into your curriculum? The UConn Summer Institute in Philosophy is here to provide tools to help you develop either a semester- or year-long course in Philosophy, or build philosophical content into one you already teach. Including philosophy in literature, science, history, or social science classes will help your students confront perennial questions of truth, morality, justice, knowledge, reason, and the self, as well as helping them to appreciate the controversial and complex nature of such questions. This will in turn encourage students to cultivate intellectual humility—an appreciation of their own fallibility, of the variety of positions that may be taken toward controversial questions, and of the importance of developing and critiquing arguments supporting answers to them.

Institute Director: Mitchell Green, Professor of Philosophy at the University of Connecticut. Professor Green has three decades of experience teaching Philosophy (at the University of Pittsburgh, the University of Virginia, and the University of Connecticut). He has directed two Summer Institutes in Philosophy for High School Teachers supported by the National Endowment for the Humanities. He is also founding director of Project High-Phi, which since 2010 has supported philosophical education in America's high schools.

Visiting Speakers: On each day of our Institute, we will welcome a visiting speaker from another university to discuss topics within her or his areas of expertise.

Workshop Format: Morning sessions will be lecture and discussion, with focus on an historical text or a contemporary philosophical topic. Afternoon sessions generally will be breakout, enabling curricular development in consultation with visiting specialists. Participants will produce a new, or revise an extant syllabus by the end of the Workshop. Throughout our time together, we will aim to build a community of teacher-scholars who will continue to collaborate with one another well beyond the summer. Our time together will culminate in a field trip to a nearby location of philosophical interest.

Date: July 24-28, 2017

Expected number of participants: 20

Location: The Homer Babbidge Library on the Campus of the University of Connecticut in Storrs, CT

Eligibility: Applicants must be employed full-time at an accredited high school in the U.S. or one of its territories. The school in question may be public or private, and may be religiously affiliated.

Support: Participants will receive stipends of up to \$1,000 to defray travel, accommodation, and meals.

Accommodation: Participants will be housed for the week of the Institute at the Nathan Hale Inn on the campus of the University of Connecticut.

Application deadline: Feb 28, 2017. To apply, or for any questions, please contact Emma Bjorngard at emma.bjorngard@uconn.edu

The UConn Summer Philosophy Institute is made possible by Project High-Phi, and by generous funding from the UConn Humanities Institute, the Project on Humility and Conviction in Public Life, and the Templeton Foundation.



Application for the Intellectual Humility in Secondary Education Summer 2017 Institute in Philosophy

1. Name: _____ e-mail: _____
2. School Affiliation (please specify whether this school is private, public, religiously affiliated, charter, etc.): _____
3. Education: _____
4. Courses currently and recently taught: _____
5. Approximate number of students taught per year: _____
6. Number of years at current school: _____
7. Number of years at previous school (if applicable): _____
8. Do you currently teach a Philosophy course at your school, or incorporate a substantial amount of philosophical material into a course you teach? (If the latter, please explain.) _____
9. Please explain what you would hope to accomplish through participation in the UConn Summer Institute in Philosophy. (Examples might include creating a syllabus for a new course, or creating a new unit for a course you currently teach.) _____
10. Have you in the past participated in a workshop, institute, or professional development activity that took place over a two-day period or longer, and which was aimed at enhancing some aspect of your teaching? If so, please briefly describe your experiences with that program and the implications it has had for your subsequent teaching. . _____