

## Curriculum Vitae

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### Work History at the University of Oregon in Public Philosophy

- 2014-2018 Instructor for PHIL 372 “Teaching Children Philosophy”, a U.O. Philosophy Department 4-unit course open to undergraduates in philosophy, education studies and other disciplines. This course is designed as a collaboration between the university and Eugene District 4J public schools. It places university students in 2nd through 5th grade classrooms in five target elementary schools during the winter term. University students lead philosophical discussions with the children in topics related to ethics, environmental philosophy, aesthetics, social and political philosophy, epistemology and metaphysics.
- 2017-2018 Instructor for PHIL 399, “Practicing Philosophy With Young Adults”, a Philosophy Department 4-unit undergraduate course that outreaches to middle schools in District 4J Eugene, and to the Academy of Arts and Academics (A3) High School in Springfield, Oregon. University seminar students lead discussions in ethics, aesthetics, epistemology and metaphysics with 7th, 8th and high school students in area public school classrooms.

### Co-Organizing a Public Library-Philosophy Collaboration: Community Philosophy Circles.

During the summer and fall of 2016, I worked with Scott Herron, Director of Activities at the Eugene Public Library, and Caroline Lundquist in Philosophy to create a series of public philosophy events at the Eugene downtown public library. Called “Community Philosophy Circles”, these discussions have taken place at 6:00pm and outreached to people of all ages and backgrounds in the Eugene-Springfield community.

There have been four Community Philosophy Circles held during 2017. Below are the opening questions that organized each of these public discussions:

1. What is happiness?
2. What is freedom?
3. How does the digital world affect identity and community?
4. What does it mean to experience art?

The fifth Community Philosophy Circle will take place in November, 2017 and be led by students at A3 High School (The Academic of Arts and Academics). The topic will be, “What is intelligence?”

## **Course Development for PHIL 372 and PHIL 373**

During 2016-17, I collaborated with Caroline Lundquist, Kimberley Parzuchowski and members of the faculty in the Philosophy Department in designing a proposal for a permanent course for elementary philosophy outreach (PHIL 372) and for middle/high outreach (PHIL 373). Currently, PHIL 372 has been accepted as a permanent philosophy course offering in the College of Arts and Sciences.

## **School District Collaboration and Curriculum Development**

During the past five years, I have worked with a number of colleagues in pre-college philosophy outreach in designing PHIL 399, "Teaching Children Philosophy" at the University of Oregon.

These colleagues have included:

- Dr. Tom Wartenberg, Mt. Holyoke College
- Dr. Jana Mohr Lone and Dr. Sara Goering, University of Washington
- Peter Worley, The Philosophy Foundation, London, England.
- Dr. Ted Toadvine, U.O. Professor in Philosophy and Environmental Studies

As part of my work in creating curriculum for PHIL 372, I have:

- Written six original short plays used as philosophical discussion prompts in elementary classrooms.
- Created three role play simulations for use in elementary and middle school classrooms, based upon historical and contemporary events highlighting environmental conflicts of interest and constitutional freedom of speech issues.
- Developed original pedagogical curriculum for leading effective philosophical inquiry discussions with children and young adults.

In order to create a working relationship with District 4J classroom teachers, who are critical to the success of a university-public school partnership, I have:

- Met with 2nd through 5th grade teaching teams at seven elementary schools during fall terms 2014-2016 (Holt, Edgewood, Camas Ridge, Family School, Edison, McCornack, and Adams elementary schools) to go over teacher responsibilities, support and scheduling concerns.
- Organized a yearly university seminar session, held during the third week of PHIL 372, where elementary teachers plan together with undergraduate teams assigned to their classrooms.
- Attended yearly meetings with 4J Superintendents Shelley Berman and Gus Balderas, as well as Brooke Wagner, Director of 4J Elementary Education and BJ Blake, Director of 4J Secondary Education, to coordinate district-wide support to public school classrooms, as well as order composition notebooks (philosophical journals) for every child participating in the outreach program.

## **Attendance at Conferences in Pre-College Philosophy**

During June, 2017, I presented at the national PLATO Conference (Philosophy Learning and Teaching Organization), held at the University of Chicago campus. I led a seminar on ways to develop simulations of historical events related to conflicts over a scarcity of resources. The workshop focused in particular on the “water wars” in the Klamath river basin affecting indigenous tribes, ranchers, fishermen and other stakeholders in the basin.

During June 2015, I attended two conferences focusing on pre-college philosophy:

- June 25-27: ICPIC (The International Council of Philosophical Inquiry With Children) “Identity and Philosophical Inquiry in an Age of Diversity” University of British Columbia
- June 29-30: PLATO (Philosophy Learning and Teaching Organization) “Equity and Inquiry” I was a co-presenter at this conference with Anna Cook, GTF in Philosophy, demonstrating two-minute plays as discussion prompts for philosophical inquiry.

## **Co-Organizing a May 20-21st, 2016 Public Philosophy Event**

I collaborated with Caroline Lundquist and Kimberley Parzuchowski to plan and facilitate a public philosophy conference in Eugene: “I Never Thought About It That Way!” The public event, held at the District 4J Education Center on May 20-21, 2016, brought in public school teachers, children and youth, parents, administrators, university students and staff, and the community at large.

My colleagues and I wrote grant applications and received support from the U.O. Philosophy Department, the U.O. College of Arts & Sciences, the Humanities Center and the Wayne Morse Center for Law and Politics. Peter Worley, London-based philosopher and educator was the Keynote speaker and workshop leader. Sara Goering came down from the University of Washington’s Center for Philosophy for Children to lead workshops. Approximately 50 children and youth were involved in demonstration discussions, with family members also in attendance.

In order to promote the public event with children and their extended families, I led three evening family-philosophy workshops at Edison Elementary, Adams Elementary and Camas Ridge Elementary during May, 2015, focusing on topics in epistemology and metaphysics.

## **Involvement in two College of Education Video Documentaries**

During the 2014 and 2015, I worked with Cody Pinkston, Marketing Director in the U.O. College of Education, in the production of two documentaries featuring undergraduates in PHIL 399 leading inquiry discussions with children. Below are links to each short documentary:

- Adams Elementary: <https://www.youtube.com/watch?v=elehy0COOT8>
- Edison Elementary: <https://vimeo.com/164142011>

## Work History in Education

2012-2014 Instructor for UOTeach Program, College of Education: “Humanities Pedagogy”: EDST 642, a core class for UOTeach graduate students pursuing their elementary level certification. Curriculum covers social studies, history, writing, children’s literature, performing arts, multicultural education. 4 credits. Fall term.

Supervisor in the UOTeach graduate program in the College of Education, working with student teachers as they pursue practicum and student teaching in District 4J classrooms during the winter/spring terms.

2010-11 Instructor for UOTeach Program, College of Education: “Meaning through Literacy”: EDST 640, reading and writing curriculum. K through 5th grades. Graduate level, 4 credits.

EDST 199, Introduction to Educational Foundations for undergraduate students majoring in education studies.

2006-2009 Instructor at University of Oregon. GET 624, “Reading and Writing Curriculum for Upper Elementary Grades”. 4 credits.  
Supervisor of students teachers in Bethel, Eugene, Springfield and Junction City

Instructor at Oregon State University:

1. TCE 348, “Differentiating Instruction For Students With Exceptionalities”  
Textbook: *The Differentiated Classroom* by Carol Ann Tomlinson.
2. TCE 456, “Teaching Methods in Language Arts and Social Studies”.  
Textbooks: *The Art of Teaching Writing*, Lucy McCornick Calkins, 1994;  
*Teaching the Best Practice Way*, Daniels & Bizar, 2004

Supervisor for student teachers, elementary and middle school teacher education program, Oregon State University.

2005-2009 Guest teacher in dance pedagogy, U.O. music education, Kathy Pengelly, instructor.

2004-2005 Instructor in swing and international folk dancing at eight middle schools in District 4-J, Eugene as part of a federal grant for physical education in-service training for middle school P.E. specialists. November 2004 through June 2005.

2003-2004 Supervisor for student teachers, Pacific University teacher education program, Eugene campus.

Fall 2003 Adjunct teacher at Pacific University: *Integrated Methods in Reading and*

*Language Arts II* (4 credits) and *Psychology of Reading* (2 credits).

- 1995-2003 6th grade integrated block teacher (language arts, literature and social studies) for Family School, an alternative public middle school program located at Spencer Butte Middle School, District 4-J, Eugene.  
Along with academic subjects, I was director of the middle school choir, and instructor of international folk dancing, swing and ballroom for all Spencer Butte 6th graders.
- 1993-95 Teacher of blended 3/4 and 4/5 classrooms at Edgewood Elementary School, District 4-J, Eugene, OR.
- 1991-93 6th grade teacher at the International School of Amsterdam. Amsterdam, Holland. (6th grade was incorporated into the elementary program at I.S.A.)
- 1989-90 Sabbatical focusing on research into effective writing programs for middle school students. Lewis and Clark College, Portland, OR.
- 1983-89 Instructor for the Talented and Gifted Program, Sheldon Region, District 4-J, Eugene, OR. Incorporating writing, literature, social studies, science and the performing arts for gifted students in a regional pullout program for identified students, grades 1 through 5.
- 1982 Sabbatical focusing on research into traditional storytelling, folk dances and folk music, collected during travel through England, Germany, Holland, Denmark, Sweden and Norway. Culminating in a written syllabus and series of in-service workshops for teachers in District 4-J, Eugene.
- 1981 Led two classes in music and instrument making, storytelling and folk dance for the University of Oregon music education summer program.
- 1978-81 Music specialist at Washington Elementary School, focusing on Orff-Schulwerk instrumental music and singing, creative drama and play production, international folk dancing, poetry and storytelling, and video production. District 4-J, Eugene.
- 1975-78 Artist-in-Residence at Howard, Edgewood and Santa Clara Elementary Schools, District 4J, Eugene, OR. Funded by the National Endowment for the Arts and the Oregon Arts Commission. Focusing on designing and implementing an integrated program of music, dance, science and poetry.
- 1974 Orff-Schulwerk instructor for Cameron University music education program in a Lawton, Oklahoma summer week-long workshop.

- 1972-75 Orff-Schulwerk specialist in music education for the Goleta, California School District, Goleta, California, working with eight public schools in the implementation of an interdisciplinary music program, grades K-6. Led weekly teacher in-service instruction in Orff-Schulwerk pedagogy.
- 1971-72 Participant in summer teacher training workshops in Orff-Schulwerk music education, conducted through University of Southern California and U.C.L.A. extension.
- 1970-71 Student teacher at the Montessori Center, Santa Barbara, California, culminating in a teaching certificate from the American Montessori Society.

### **Degrees, Certificates**

- 1982 Masters of Music Education, University of Oregon
- 1978 Standard Teaching Certificate, K-8, with an endorsement in Music K-8. (Renewed December 2005)
- 1970 Bachelor of Arts, University of California at Santa Barbara in music composition.

### **Post-degree Educational Studies**

- 2003-2009 Studies in composition and performance in the jazz studies program, School of Music, University of Oregon.