

Jason Baehr

**Professor of Philosophy at Loyola Marymount
University**

Los Angeles , CA, US

Bellarmino College of Liberal Arts

Biography

Jason Baehr is Professor of Philosophy at Loyola Marymount University in Los Angeles. Baehr works at the intersection of virtue theory and epistemology, especially “virtue epistemology,” which is an approach to the philosophical study of knowledge that focuses on intellectual virtues like curiosity, open-mindedness, intellectual humility, intellectual courage, and intellectual tenacity. Baehr’s monograph on virtue epistemology, *The Inquiring Mind: On Intellectual Virtues and Virtue Epistemology*, was published by Oxford University Press in 2011.

Recently Baehr has been published several journal articles and book chapters on the relationship between intellectual virtues and topics like knowledge, agency, wisdom, situationism, and civil discourse. He has also been involved with the application of virtue epistemology to educational theory and practice. In this capacity he has overseen two major grant projects (totaling over \$1 million) sponsored by the John Templeton Foundation, helped found the Intellectual Virtues Academy of Long Beach (a new charter school in Long Beach, CA), and edited a collection of papers from leading virtue epistemologists and philosophers of education titled *Intellectual Virtues and Education: Essays in Applied Virtue Epistemology* (Routledge, 2016). Baehr currently administrates Educating for Intellectual Virtues (<http://intellectualvirtues.org>), a website devoted to the practice of "intellectual character education," which is aimed at helping students grow in intellectual virtues in the context of academic teaching and learning.

Areas of Expertise

Epistemology, Virtue Theory, Virtue Epistemology, Philosophy of Education

Education

University of Washington

Ph.D. Philosophy

Accomplishments

John Templeton Foundation Grantee

Awarded two grants in 2012 totaling more than \$1 million from the John Templeton Foundation for projects involving the application of virtue epistemology to educational theory and practice.

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