

# THANK YOUs

## 16th IWCTP Program Committee

### Program Co-Chairs

Andrew Carpenter  
David W. Concepción

### Committee Members

Heather Battaly  
Brandon Claycomb  
Joe Givvin  
Michael Goldman  
Paul Green  
Larry Hultgren  
Kevin Hermberg  
Mimi Marinucci  
Scott McElreath  
Nils Rauhut  
Linda Sartorelli  
Andy Wible

If you are interested in serving on the Program Committee for the 17th IWCTP, 2008, please contact the Executive Director, Betsy Decyk, or indicate your interest on the Information Sheet and turn it in before noon on Saturday at the Registration desk.

For further information about the responsibilities of Program Co-Chairs and Program Committee members, see “Participating in the AAPT” elsewhere in this Program or talk to Andy Carpenter or Dave Concepción.

## Washington & Jefferson College

Dr. Tori Haring-Smith, President  
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## Graduate Student Seminar

Martin Benjamin, Co-Leader

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Betsy Decyk, Co-Leader

Donna Engelmann

William Mann

Katina Saunders

*The AAPT thanks*

*The Board of the **American Philosophical Association** for continued support of the seminar including Publicity, Coordination, and Financial Support*

## Film Festival Committee

Laura Newhart, Chair

Robert Timko

# Navigation Notes:

The central venue for the AAPT's 16<sup>th</sup> Biennial IWCTP at Washington and Jefferson College is the Burnett Center. Additional events are scheduled in the Campus Center and the President's House. See the Campus Map below.

**Workshops** will be held in rooms on the first or second floor of the Burnett Center.

**Plenary Sessions** will be held in Yost Lecture Hall in the Burnett Center.

The **AAPT President's Address** will be in the Student Center Ballroom immediately following the AAPT banquet.

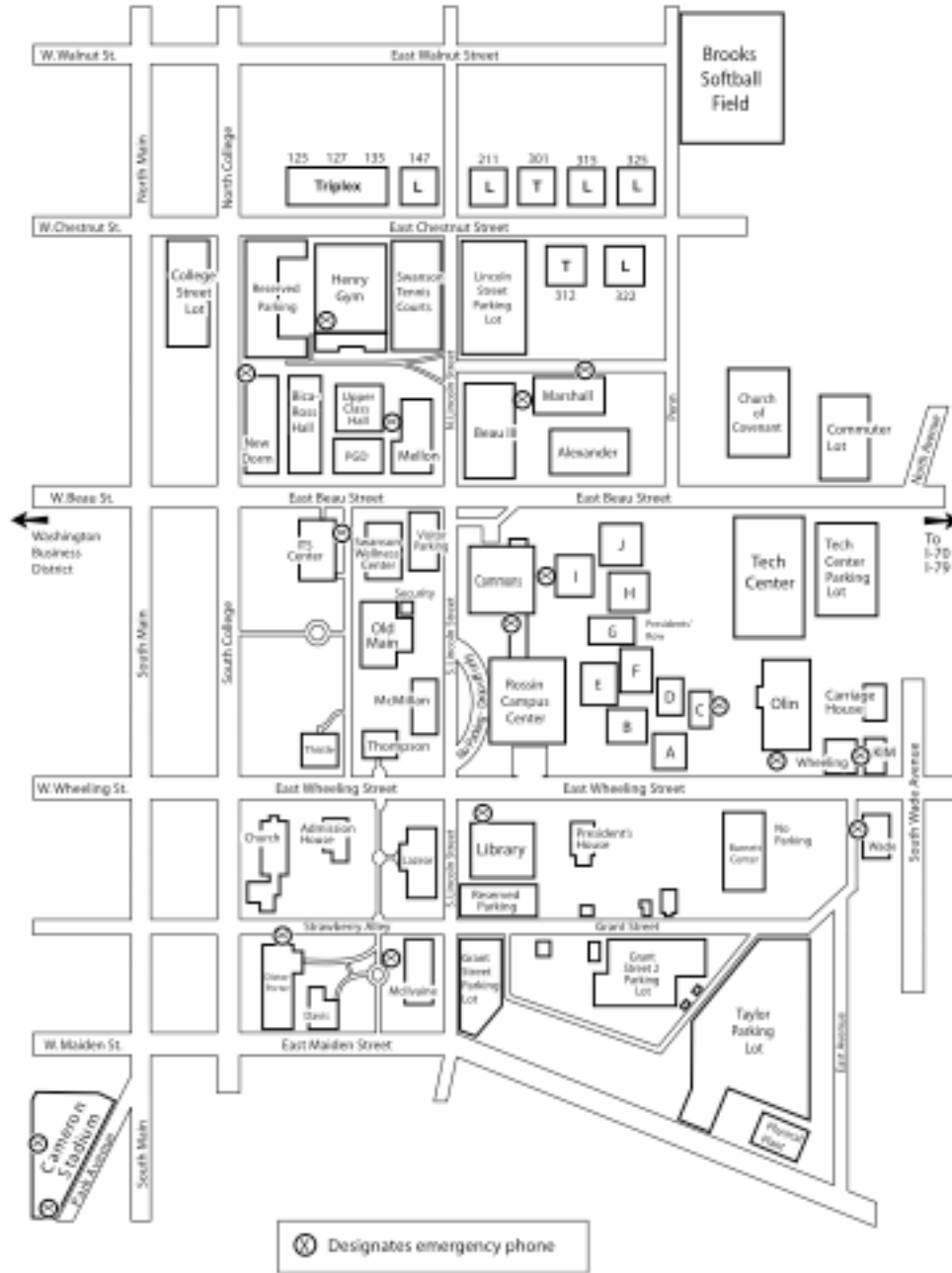
**Meals** will be taken in the Commons of the Rossin Campus Center. The cafeteria is open during the hours listed in the "Program at a Glance" on the back cover of this program.

**Computer access** is available in the Computer Lab (Burnett Center, 107) to all AAPT attendees at times when the lab is not in use for a presentation/workshop. Instructions for accessing Washington & Jefferson's wireless network are available at the registration table.

The **Tower Room** (Burnett Center, 102) is **available for informal meetings** whenever it is not in use for a presentation/workshop.

For **Recreational facilities**, the Henry Memorial Gym (7am – 4pm) and the Swanson Wellness Center (7am – 6pm) are open Monday through Friday and available to AAPT attendees.

# Washington & Jefferson Campus



# APA/AAPT GRADUATE SEMINAR 2006

## **Seminar Leaders**

Martin Benjamin, Michigan State University (Emeritus)

Betsy Newell Decyk, California State University – Long Beach

## **Participants**

Ana Maria Andrei, University of Florida

Emil Badici, University of Florida

Vincent Baltazar, Cornell University

Josh Bright, University of California - Riverside

Karen Burke, State University of New York – Stony Brook

Sarah Lublink Daley, University of Western Ontario

Blair Goodlin, University of Illinois

Colette Houston, Michigan State University

Daniel Koltanski, Cornell University

Tracie Mahaffey, Florida State University

Joshua Miller, Penn State University

Sarah Robins, Washington University

Ross Michael Romero, S. J., Boston College

Laura Seger, University of Kansas

Katie Walsh, Northwestern University

Duncan Watson, University of Leeds

# AAPT VISITORS GUIDE – WASHINGTON AREA AND BEYOND

Idiosyncratically Compiled by R. Lloyd Mitchell

## I. Local Attractions

Two historical houses very close to the campus are **Lemoyne House**, on East Maiden Street, home of Francis Julius Lemoyne, a prominent 19<sup>th</sup> century physician and abolitionist, and **Bradford House**, on South Main Street, just off Maiden, 18<sup>th</sup> century home of David Bradford, lawyer and leader of the Whiskey Rebellion. Both are open for tours. Dr. Lemoyne also set up the first crematory in this country, still standing about a mile away, on South Main Street.

The **Washington County Courthouse**, on Main Street, is an architectural gem, well worth a look.

There are three excellent small **art galleries** uptown – one on East Beau Street and two on Main, between Beau and Chestnut.

The **Pennsylvania Trolley Museum**, about 3 miles out on North Main Street, has a major collection of trolleys from around the country, with rides.

**Washington Park**, about 2 miles east, off East Maiden Street (watch for the sign on the left at a traffic light), is a pleasant wooded park, with picnic and swimming facilities. It is the site of the annual Pony League World Series.

## II. Further Afield

**Canonsburg** has at least five good antique shops – two on Route 19 and the others on Pike Street (the main road through town) or just off Route 79. (One block up from Pike is College, site of a log cabin academy, the oldest building of what became W&J.)

**Meadowcroft Village**, about 3/4 hour away, beyond Avella. The site of a reenactment of 19<sup>th</sup> century rural village life. Also, the Meadowcroft Rock Shelter archeological site, which rewrote the history of human habitation in North America.

**Scenery Hill**, about 15 miles east on Route 40 (Maiden Street), has interesting shops, especially including **Century Inn**, a restaurant and B&B in one of the original inns on the National Road (the nation's first interstate highway, now Rte 40); and the home of **Westerwald Pottery**, found in shops all over the country.

**Fayette County**, around 60 miles east (1 1/2 hours): **Fort Necessity National Historical Site**, Farmington, scene of George Washington's first battle, during the French and Indian War; **Falling Water**, Bear Run, one of Frank Lloyd Wright's most famous houses.

III. **Pittsburgh** (generally, depending on traffic, 1/2 hour to 45 minutes away)

**The Point**, where the Monongahela and Allegheny Rivers join to form the Ohio. Site of a historical museum and of a reconstructed blockhouse that protected the earliest (French, then British) settlements in the area.

**North Side**, containing the **Andy Warhol Museum**, the **Science Museum**, the **Children's Museum** and the **Aviary** – all very close to a couple of major sports arenas.

The **Strip District**, near the banks of the Allegheny River, the area's major outlet for fresh produce and interesting, exotic food. The **Heinz History Museum** houses a major collection of displays and special exhibits relating to the history of the Pittsburgh area.

**South Side**, especially **Mount Washington**, with outlooks providing spectacular views of the rivers and the city. Best way to get there is to take either of the two Incline (cog railway) cars; one can be picked up across the street from **Station Square**, a mall with many interesting (but expensive) specialty shops.

**Oakland** (about 5 parkway miles from downtown) – site of **Carnegie Museum**, with major dinosaur and gem, and other exhibits; housed in the same building as the **Carnegie Art Museum**, with excellent collections especially of American painting and sculpture – and also the Carnegie Library, the main city library for Pittsburgh. Across the street is the University of Pittsburgh's Cathedral of Learning, with its many **Nationality Rooms** – classrooms furnished in the style of schools around the world. Highly recommended; guided tours are available. Beyond the Carnegie is Schenley Park, with the delightful **Phipps Conservatory**. A little further out beyond Oakland is the world-class **Highland Park Zoo**.

IV. **Nearby Eating**

**Café Bean** – Tasty, gourmet lunch, on East Wheeling Street, a block from campus.

**The Union Bar and Grill** (known locally as the "D&U", for Down and Under), down the steps on East Wheeling at Main Street: excellent food and atmosphere.

**Primo's** and **Southside**, on adjacent corners on South Street at South Main: good eats and comfortable surroundings.

**Angelo's** – the city's finest restaurant: further out, on West Chestnut Street, but worth the ride (and the price).

# PROGRAM

## WEDNESDAY, AUGUST 2

<b>3:00 – 10:00</b>	<b>Registration</b>	<b>Burnett Center</b>
<b>5:45 – 7:00</b>	<b>Dinner</b>	<b>Commons, Rossin Campus Center</b>
<b>6:00 – 7:00</b>	<b>AAPT Board Meeting</b>	<b>Commons, Rossin Campus Center</b>
<b>7:15 – 7:30</b>	<b>Welcome/Introductions</b>	<b>Burnett Center, Yost Lecture Hall, 114</b>
<b>7:30 – 9:00</b>	<b>Plenary</b> <b>Martin Benjamin, Michigan State University</b> <b>"Moral Pluralism, Vulgar Relativism: What's The Difference And How Can We Teach It?"</b>	<b>Burnett Center, Yost Lecture Hall, 114</b>
<b>9:00 – 11:00</b>	<b>Film: "Being There"</b>	<b>Burnett Center, Yost Lecture Hall, 114</b>

## THURSDAY, AUGUST 3

<b>All Day</b>	<b>Registration</b>	<b>Burnett Center</b>
<b>7:30 – 9:00</b>	<b>Breakfast</b>	<b>Commons, Rossin Campus Center</b>
<b>9:00 – 12:00</b>	<b>Graduate Student Seminar</b>	<b>Burnett Center, Classroom 309</b>
<b>9:00 – 10:00</b>	<b>Concurrent Session I</b>	<b>Burnett Center</b>
Classroom 003	Gene Rice	"Teaching Buddhism To Bull-Riders: Some Advantages And Challenges Of Teaching Eastern Philosophy In The Introductory Course"
Classroom 015	Alison Reiheld Rory Kraft	"Philosophy As A Life Skill: Teaching Philosophy To Seventh And Eighth Graders In A Discussion-Based Setting Without Formal Texts"
Classroom 016	Andy Wible	"The Importance Of The Facts In Ethics"
Classroom 109	Karen Hoffman	"Using Debates To Teach Philosophy"
Computer Lab	David Anderson Robert Stuffelbeam	"Teaching Courses On The Nature Of Persons Using AI Software, Television & Films, Immersive Virtual Science Labs, Robots (On-Video, Virtual, And Real), And More"
Tower Rm. 102	Available for informal meetings	



## THURSDAY, AUGUST 3

### 10:15 – 11:45 Concurrent Session II

### Burnett Center

Classroom 003	Adrienne McEvoy	"Teaching Philosophy Through Film And Fiction"
Classroom 015	Martin Fowler Ann Cahill	"Arguing With (Not About) Ethics"
Classroom 016	Jim Campbell	"Teaching American Philosophy"
Classroom 103	Harold Brown	"Strategies And Techniques For Teaching Logic"
Classroom 109	Beth Walter	"The Aesthetics Of Contemplation: Teaching Philosophy As A Performance Art"
Computer Lab	Available for individual attendee use	
Tower Rm. 102	Available for informal meetings	

### 12:00 - 1:15 Lunch

### Commons, Rossin Campus Center

#### Informal, Facilitated, Themed Discussions

##### THEME

Assessment  
Introduction To Philosophy  
On-Line Teaching  
Critical Thinking  
Ethics  
Philosophy and Film  
Scholarship of Teaching and Learning  
Learning Communities and Immersion

##### FACILITATOR

Donna Engelmann  
Steve Bickham  
Andrew Carpenter  
Linda Sartorelli & Betsy Decyk  
Stephen Schulman  
Adrienne McEvoy  
Nancy Hancock  
John Wager

### 1:30 – 3:00 Plenary

### Burnett Center, Yost Lecture Hall, 114

### Robert Ennis, University of Illinois, Champaign-Urbana

### "Appraising Critical Thinking Tests"

### 3:15 – 4:45 Concurrent Session III

### Burnett Center

Classroom 003	Paul Green	"Assessment: What Is It? When Should We Welcome It? When Should We Fear It?"
Classroom 015	Jed Donelan	"Bringing Philosophy Outside The Classroom: Strategies For Deepening And Widening Philosophical Engagement On A Small College Campus "
Classroom 016	Steve Bickham	"The First Day Of Philosophy Class"
Classroom 103	David Concepción	"Powerful Questions With Which To Innovate"
Classroom 109	Rick Repetti	"Interactive Workshop On The Use Of Students' Own Philosophical Beliefs"
Computer Lab	Available for individual attendee use	
Tower Rm. 102	Available for informal meetings	

### 4:45 – 5:45 General Business Meeting

### Burnett Center, Yost Lecture Hall, 114

### 5:00 – 6:30 Dinner

### Commons, Rossin Campus Center

## THURSDAY, AUGUST 3

### 6:45 – 8:15 Concurrent Session IV

### Burnett Center

Classroom 003	Paul Green	"Let's Not Re-Invent The Wheel: Accessing Pedagogical Resources Outside Philosophy"
Classroom 015	Mary Cooksey	"Teaching Philosophy And Service Learning: The Political Activism Project"
Classroom 016	Rick Repetti	"Interactive Workshop On Contemplative Practices In Philosophy Class"
Classroom 103	Mohammad Chaichian Joe Givvin	"Teaching the Ethical, Legal and Social Implications of the Human Genome Project"
Comp. Lab 107	Peter Bradley	"An Open-Source Modular Interactive Critical Thinking Textbook"
Tower Rm. 102	Available for informal meetings	

### 8:30 – 10:00 Wine & Cheese Reception

### President's House

## FRIDAY, AUGUST 4

### All Day

### Registration

### Burnett Center

### 7:30 – 9:00

### Breakfast

### Commons, Rossin Campus Center

### 9:00 – 12:00

### Graduate Student Seminar

### Burnett Center, Classroom 309

### 9:00 – 10:00

### Concurrent Session V

### Burnett Center

Classroom 003	David Anderson Robert Stufflebeam	"The Mind Project Learning Community"
Classroom 015	Kirk McDermid	"Dealing Effectively With Plagiarism: A "Role Reversal" Writing Exercise"
Classroom 016	Marvin Croy Michael Eldridge Scott Chatten	"Facilitating The Teaching Of Philosophy In Community Colleges: One Case And Its Implications"
Classroom 103	Christine James	"Evolution And Philosophy Of Science: Effective Pedagogy In Light Of Evolving Intelligent Design Controversies"
Comp. Lab 107	Leigh Shoemaker Jake Sumner	"Introductory Philosophy and New Media: The Possibilities of Peripatetic Pedagogy in Cyberspace"
Tower Rm. 102	Available for informal meetings	

## FRIDAY, AUGUST 4

### 10:15 – 11:45 Concurrent Session VI

### Burnett Center

Classroom 003	Henry Kreuzman John Rudisill Elizabeth Schiltz	"Assessment In The Philosophy Classroom And Across The Philosophy Curriculum"
Classroom 015	Nils Rauhut	"How Not To Teach Philosophy"
Classroom 016	Hilde Lindemann Anna Gotlib	"Using The Wit Of Wit: Encountering Morality Through Readers' Theater"
Classroom 103	John Wager	"Making Philosophy 'Interdisciplinary' Without Losing The 'Discipline' Of Philosophy"
Classroom 109	Robert Ennis	"Writing Critical Thinking Test Items for Classroom Use"
Comp. Lab 107	Renee Smith	"Introducing Philosophy From Afar: Evaluating Student Learning And Attitudes In A Distance Course"

Tower Rm. 102 Available for informal meetings

### 12:00 – 1:15 Lunch

### Commons, Rossin Campus Center

### 12:00 – 1:15 AAPT Board Meeting

### Commons, Rossin Campus Center

### 1:30 – 3:00 Concurrent Session VII

### Burnett Center

Classroom 003	Stephen Schulman	"On Student Note-Taking In Introduction To Philosophy: How Can We Teach Students To Get The Most Out Of This Underutilized Skill?"
Classroom 015	Harold Weiss	"Teaching And Learning About Suicide In Undergraduate Philosophy Courses"
Classroom 016	Bridget Newell	"Developing Philosophy-Oriented Learning Communities"
Classroom 103	Bernard Toussaint	"The Wisdom Of Our Elders"
Classroom 109	Betsy Newell Decyk Adrienne Leigh McEvoy Scott McElreath	"Reality Education: Teaching Critical Thinking"
Comp. Lab 107	Available for individual attendee use	
Tower Rm. 102	Available for informal meetings	

## FRIDAY, AUGUST 4

- 3:15 – 4:45 Concurrent Session VIII Burnett Center**
- Classroom 003 Isidoro Talavera "Why The Educator Cannot Teach Critical Thinking"  
Classroom 015 John Wager "First Steps: Connecting Philosophy To Theatre, History  
Psychology, Sociology, Writing, Speech, And Literature"  
Classroom 016 George MacDonald Ross "Philosophy And The Scholarship Of Teaching"  
Classroom 103 Laura Newhart "The Case Is The Point: Using Case Studies In Biomedical Ethics  
Courses"  
Classroom 109 Victoria Rogers "The Evocative Intro Course"  
Comp. Lab 107 Available for individual attendee use  
Tower Rm. 102 Rob Loftis "Teaching Question Asking Skills In Philosophy Classes"
- 5:15 – 6:45 Banquet Ballroom, Rossin Campus Center**
- 6:45 – 8:15 Presidential Address Ballroom, Rossin Campus Center**  
**Donna Engelmann, Alverno College**  
**"Can (And Should) Learning In Philosophy Be Assessed?"**
- 9:00 – 11:00 Film: "Crash" Burnett Center, Yost Lecture Hall, 114**

## SATURDAY, AUGUST 5

- All Day Registration Burnett Center**
- 7:30 – 9:00 Breakfast Commons, Rossin Campus Center**
- 9:00 – 12:00 Graduate Student Seminar Burnett Center, Classroom 309**
- 8:45 – 10:15 Concurrent Session IX Burnett Center**
- Classroom 003 Scott McElreath "Should Philosophy Teachers Be Objective In The Classroom?"  
Classroom 015 Joan Grassbaugh Forry "Teaching Philosophy Through Sport"  
Classroom 016 Walter Riker "Religious Perspectives And Arguments In Value Theory Classes"  
Keith Bustos  
Bill Kabasenche  
Classroom 103 Richard Edwards "Using Contemporary Commercial Films To Teach Philosophy"  
Classroom 109 Alexandra Bradner "Teaching Modernity In Appalachia: Unique Challenges, Unique  
Rewards"  
Comp. Lab 107 Dan O'Reilly "Using The Causality Lab To Teach Causal Reasoning"  
Tower Rm. 102 Available for informal meetings

## SATURDAY, AUGUST 5

### 10:30 – 12:00 Concurrent Session X

### Burnett Center

Classroom 003	Juli Eflin David Concepcion	"Feminist Learner-Centered Pedagogy"
Classroom 015	Alan Penczek	"Implementing A Service Learning Course In Philosophy"
Classroom 016	Rob Loftis	"National Critical Thinking Standards?"
Classroom 103	Joe Givvin	"Using The Insider In Teaching Introduction To Ethics Or Professional Ethics"
Classroom 109	Adrienne McEvoy	"'Assessment' Isn't A Four Letter Word"
Comp. Lab 107	Available for individual attendee use	
Tower Rm. 102	Available for informal meetings	

### 12:00 – 1:15 Lunch

### Commons, Rossin Campus Center

### 12:00 – 1:15 AAPT Board Meeting

### Commons, Rossin Campus Center

### 1:30 – 3:00 Concurrent Session XI

### Burnett Center

Classroom 003	Jim Highland	"Community Learning In Academic Games And Introduction To Philosophy"
Classroom 015	George MacDonald Ross	"Marking Assignments Efficiently"
Classroom 016	Karen Hornsby	"Assessing Moral Reasoning Development Through Engaged Teaching And Learning Practices"
Classroom 103	Rick Repetti	"Workshop On The Use Of Multiple Choice Quizzes In Philosophy"
Classroom 109	Walter Riker Keith Bustos Bill Kabasenche	"Approaches To Teaching Applied Ethics"
Comp. Lab 107	Available for individual attendee use	
Tower Rm. 102	Available for informal meetings	

### 3:15 – 4:45 General Business Meeting

### Burnett Center, Classroom 103

### 5:00 – 6:30 Dinner

### Commons, Rossin Campus Center

### 7:15 – 9:15 Film: "Blow Up"

### Burnett Center, Yost Lecture Hall, 114

## SUNDAY, AUGUST 6

- 8:00 – 1:00 Registration/Check Out Burnett Center**
- 7:30 – 9:00 Breakfast Commons, Rossin Campus Center**
- 9:00 – 12:00 Graduate Student Seminar Burnett Center, Classroom 309**
- 9:15 – 10:45 Concurrent Session XII Burnett Center**
- Classroom 003 Richard Hart "Doing (Teaching?) Philosophy Through Campus-Wide Discussion Groups"
- Classroom 015 Maya Levanon "Philosophy For Children With Educators"
- Classroom 016 Jerry Kapus "Formal Logic And Reasoning"
- Classroom 103 Donald Monnin "Using 'Law And Order' To Introduce The Divine Command Theory And Natural Law Theory"
- Comp. Lab 107 Available for individual attendee use
- Tower Rm. 102 Marelee Harrell "Using Argument Diagramming Software In The Classroom"
- 11:30 – 1:00 Lunch Commons, Rossin Campus Center**
- 11:30 – 1:00 AAPT Board Meeting Commons, Rossin Campus Center**

## ABSTRACTS

### David Anderson and Rob Stufflebeam

#### "The Mind Project Learning Community"

The Mind Project is a learning community including scientists, professional philosophers, education specialists, publishers, students and teachers (grades 6-16) from around the world. The focus is on the scientific study of minds, brains and persons and the philosophical issues that arise from it: metaphysical, moral and social, epistemological, pedagogical, semantic, etc. Come for an introduction to The Mind Project and an open discussion of how its mission can be expanded (to include you!!)

### David Anderson and Rob Stufflebeam

#### "Teaching Courses On The Nature Of Persons Using AI Software, Television & Films, Immersive Virtual Science Labs, Robots (On-Video, Virtual, And Real), And More"

In this workshop we will share a wide range of resources that we have developed (funded by the NSF and NIH) and that we've found to help teach courses in philosophy of mind, practical ethics (abortion, euthanasia, genetic engineering), the nature of personhood, metaphysics (e.g. realism versus relativism), cognitive science, and personal identity. Materials include: interactive online activities, virtual laboratories, AI programs, video clips, and Internet-based student research projects. Come and share your own favorite materials.

### Martin Benjamin, Plenary

#### "Moral Pluralism, Vulgar Relativism: What's The Difference And How Can We Teach It"

Many people, including many if not most philosophers, believe all good things and all right actions must ultimately fit together in a single harmonious scheme of morality. Moral pluralists deny this. So long as individuals and groups enjoy a certain amount of freedom to think and act for themselves, there will be conflicts among good and important moral values and principles that cannot be resolved by reason. Moral pluralism, I argue, is true. But what's the difference between moral pluralism and vulgar (or subjective or "anything goes") relativism? And how can we teach the one without seeming to endorse the other?

### Steve Bickham

#### "The First Day Of Philosophy Class"

Is there any special importance to the first meeting of a philosophy class? Isn't it reasonable, especially in an introductory course, to take care of routine, housekeeping matters initially and have the real work of the class begin on the second day?

The presenter hopes to illustrate in this workshop a strategy whereby introductory students can be helped to experience the discovery power of philosophy during their very first class period.

### Peter Bradley

#### "An Open-Source Modular Interactive Critical Thinking Textbook"

The Inquiry system – an online, open-source, modular textbook – offers a solution to the problem facing instructors of Critical Thinking: how to keep examples current while providing the structure of a traditional textbook. Developed under a FIPSE grant, the system is now being opened to the Philosophic community, with the aim of developing a robust collection of web-based modules combining both traditional prose and contemporary multimedia examples of informal reasoning for today's students.

### Alexandra Bradner

#### "Teaching Modernity In Appalachia: Unique Challenges, Unique Rewards"

Despite our interests in conceptual schemes, paradigms, styles of reasoning, levels of explanation, and populationist modes of theorizing, many philosophers ignore the fact that instruction occurs in situ. This paper highlights the importance of cultural location by reflecting upon the author's experience as an instructor of modernity at Marshall University, a regional state institution in Huntington, WV. For many Appalachian students, issues barely tolerated by others (as part of their required history sequence) are uniquely resonant.

## **Harold Brown**

### **"Strategies And Techniques For Teaching Logic"**

Symbolic logic, even at the level of propositional logic, can be difficult for students. Students may come from a wide spectrum of majors, may represent a variety of learning styles and may be native speakers of a wide range of foreign languages. Workshop participants will have an opportunity to bring forward difficulties in teaching logic that they have experienced.

## **Jim Campbell**

### **"Teaching American Philosophy"**

America is one of the few cultures that does not deliberately attempt to pass on its intellectual and philosophical past. Although there are many reasons for this failing, a primary one is that most American philosophers simply do not know their past well enough to offer a sympathetic yet critical presentation to their students. This workshop is designed for teachers interested in acquiring or developing such a critical sympathy. We will examine ways to structure courses in American Philosophy, materials available for classroom use, other materials to assist teachers, and some figures and topics from American Philosophy.

## **Mohammad Chaichian and Joe Givvin**

### **"Teaching the Ethical, Legal and Social Implications of the Human Genome Project"**

This workshop will explore of the ethical and social implications of the Human Genome Project. In October 1990 the U.S. Department of Energy and the National Institutes of Health formally launched the Human Genome Project. The results of this project are already changing our lives: opening up dramatic new medical therapies but also creating troubling new ethical questions for individuals, families, and society as a whole. We will discuss our experiences team teaching a class HO 310: Ethical and Social Implications of the Human Genome Project.

## **David W. Concepción**

### **"Powerful Questions With Which To Innovate"**

Participants in this session consider, create, refine, and begin answering provisional "Best Questions" that we all can use to innovate. Each attendee writes a short description of a learning problem some of their students have. I guide a volunteer with a problem of broad appeal through "powerful questions" I have developed through years of leading faculty development seminars in teaching and learning. We conclude by collectively developing a list of "best questions with which to innovate."

## **Mary Cooksey**

### **"Teaching Philosophy And Service Learning: The Political Activism Project"**

Logic is one of the most difficult philosophical disciplines in which to cultivate student interest and excitement. In this presentation, a provocative approach to the teaching of Logic will be explored. Using a combination of curriculum infusion and service learning, political involvement and voter activism were employed to teach the principles of critical thinking. This proved not only effective in enhancing student learning; it also encouraged them to become more informed and participatory citizens.

## **Marvin Croy, Michael Eldridge, and Scott Chatten**

### **"Facilitating The Teaching Of Philosophy In Community Colleges: One Case And Its Implications"**

Our objective is to stimulate thinking about teaching Philosophy in community colleges. The presenters include faculty from both a community college and a state university within North Carolina. We will describe our goals of training community college teachers to teach Philosophy and of establishing an Associates degree in Philosophy (the only one of its kind in our State). We will supply some data concerning the teaching of Philosophy within community colleges in our region.



## **Betsy Newell Decyk, Adrienne Liegh McEvoy, and Scott McElreath**

### **"Reality Education: Teaching Critical Thinking"**

The reality is that helping our students be better critical reasoners will be part of our professional lives as teachers of philosophy. Like reality television shows, this reality is fraught with both challenges and opportunities. The workshop leaders will pose several challenging scenarios for analysis and discussion. We will also brainstorm what individuals, graduate programs and the AAPT can do to prepare and support the teaching of critical reasoning.

## **Jed Donelan**

### **"Bringing Philosophy Outside The Classroom: Strategies For Deepening And Widening Philosophical Engagement On A Small College Campus "**

This workshop will introduce three methods of engaging the philosophy and non-philosophy student alike in philosophical discourse outside the formal classroom, while simultaneously raising the profile of philosophy on campus – deliberative dialogue forums, Socrates Café, and Ethics Bowl. Both the pedagogical and public relations value of these practices will be explored. Workshop participants will have opportunities to directly experience the methods presented, as well as share their own experience with these or similar practices.

## **Richard Edwards**

### **"Using Contemporary Commercial Films To Teach Philosophy"**

A demonstration/workshop on using contemporary commercial films to introduce the classical ideas and questions of philosophy by integrating of film segments into a model fourteen-week traditional classroom course in Introduction to Philosophy. The presentation is divided into three sections: Integrating Film Segments into Traditional Classroom Pedagogy; Using Film to Facilitate Discussion in the Classical Philosophical Disciplines; and a Review of Sample Materials and Questions. Classroom materials will be distributed.

## **Juli Eflin and David W. Concepción**

### **"Feminist Learner-Centered Pedagogy"**

While our methodology is applicable to a wide range of courses, in this workshop we reflect upon the pedagogy we have enacted in a team taught intra-disciplinary course in Feminist Ethics and Epistemology. We will discuss how to identify learning objectives in light of specific course content and how to develop non-lecturing activities that embody course content. We aim for learning activities that are memorable, concrete, participatory, narrative, and evocative.

## **Donna Engelmann, Presidential Address**

### **"Can (and Should) Learning in Philosophy Be Assessed?"**

Teachers of philosophy in higher education across the United States and in countries around the world are grappling with the questions of whether and how learning in philosophy should be assessed. Is learning in philosophy measurable, and if so, what sorts of measurement are appropriate, feasible and effective? In this session, I will describe one approach to assessing student learning in philosophy that is based on the creation of student learning outcomes, and relate this assessment of student learning to program and institutional assessment.

## **Robert Ennis, Plenary**

### **"Appraising Critical Thinking Tests"**

Ennis will (1) provide a list of existing critical thinking tests; (2) examine such topics as starting with a defensible and clear conception of critical thinking, taking the test yourself, the tricky term "reliability", the elusive concept *test validity*, and (assuming an inference to best explanation approach) types of evidence for validity; (3) examine traps in certain types of items; and (4) consider the advantages and disadvantages of essay tests, multiple-choice tests, and tests that use a combination of the two by asking for a written justification of a proposed answer to a multiple-choice item.

## **Robert Ennis, Workshop**

### **"Writing Critical Thinking Test Items for Classroom Use"**

This hands-on item-writing workshop will assume familiarity with the presentation at the plenary session, "Appraising Critical Thinking Tests". Participants, if they want to write items about content that they use in their teaching, are invited to bring 20 copies of a one-paragraph (or at most one-page) passage containing an argument or something they want their students to be able to think critically about, preferably something containing an assumption that they might want their students to be able to ascribe to the argument or arguer, and if possible, also something that calls for judging the credibility of a source. The passage should be fairly simple so that we can focus on the item-writing problems. Bringing a passage is not required, but I hope some will do so. Please provide me a copy beforehand so I can think about it in advance (rhennis@uiuc.edu).

## **Joan Grassbaugh Forry**

### **"Teaching Philosophy Through Sport"**

In this presentation, I provide justification for why the use of sport as a site for critical reflection is advantageous in the philosophy classroom. I will present some strategies and suggestions for successfully incorporating sport into philosophy courses. Participants who attend this workshop will learn about philosophical problems in sport and teaching strategies to approach these problems. Participants will also be provided with a sample syllabus and resource list.

## **Martin Fowler and Ann Cahill**

### **"Arguing With (Not About) Ethics"**

In Part One of this presentation, we will argue for teaching undergraduate students not only the logical mechanics of argumentation, but also the ethical skills necessary for good faith arguments which the presenters term "sustainable" by extending charity, dealing with substantial issues, applying diligent scholarship, and weathering expected conflicts. In Part Two of the presentation, we will describe a unique assignment that is designed to utilize, practice, and evaluate the skills of ethical argumentation.

## **Joe Givvin**

### **"Using The Insider In Teaching Introduction To Ethics Or Professional Ethics"**

Two of the great challenges that face the teacher of introductory ethics are the choice of materials and topics. The choice of topics and materials should be based primarily on an understanding of the questions that students are facing. The moral problem of Whistle-blowing presents the conflict of self-interest versus duty to others. This workshop will consist of viewing selections the film *The Insider* and discussing their use in teaching ethics.

## **Paul Green**

### **"Assessment: What Is It? When Should We Welcome It? When Should We Fear It?"**

I think it is fair to say that the assessment model of educational planning has dominated K-12 education for at least a decade, and is now working its way through higher education. (For example, many organizations that regulate the accreditation of institutions of higher education are now using this model.) In this presentation we will learn the basic concepts of assessment, so we can think about how this model can help or hinder our teaching of philosophy.

## **Paul Green**

### **"Let's Not Re-Invent The Wheel: Accessing Pedagogical Resources Outside Philosophy"**

One of the great advantages of the AAPT conference is the chance to learn about successful pedagogical techniques from our peers in other philosophy departments. In this workshop I want to extend this conversation by sharing some of the resources from outside of philosophy departments that have been valuable in improving my teaching. I will focus on some helpful tools for planning courses, teaching reading or writing, grading, assessing, managing small groups, and designing rubrics. Bring your own recommendations to share as well.

## **Marelee Harrell**

### **"Using Argument Diagramming Software In The Classroom"**

An argument diagram is a visual representation of inferential connections between premises and conclusions. Students who can construct argument diagrams significantly increase their critical thinking skills over the course of a semester-long college-level course. Interest in computer-supported argument visualization has led to us to design and build a program for constructing and demonstrating argument diagrams. I will discuss theory and practice of argument diagramming, my research findings, the current version of this software and future directions.

## **Richard Hart**

### **"Doing (Teaching?) Philosophy Through Campus-Wide Discussion Groups"**

This workshop/discussion will examine how an interdisciplinary, ethics-based, campus-wide discussion series can be organized and implemented. The specific case/example was prompted by the creation of an endowed professorship in applied ethics at Bloomfield College, but other models can be explored. We will seek to clarify the value of such a project, understand how it has the capacity to enhance intellectual community, and explore just how the doing and teaching of philosophy can be alternatively pursued through activities that complement what happens in the classroom and in research endeavors.

## **Jim Highland**

### **"Community Learning In Academic Games And Introduction To Philosophy"**

This presentation will address the value and feasibility of academic games for introductory philosophy courses. I will describe the pedagogy, and some specific examples of published games. I will describe my efforts to use an academic game dealing with Religion and Science in my Intro course. The purpose is to put students into a fictional role, so that there is something other than a grade motivating them to study and debate ideas and texts.

## **Karen Hoffman**

### **"Using Debates To Teach Philosophy"**

In this workshop, I will discuss the pedagogical and philosophical benefits of using debates to teach philosophy and will offer suggestions for incorporating debates into philosophy courses. More specifically, I will discuss how to prepare students to participate in debates, how to structure class debates, and how to actively include other students in the class who are not direct participants in the debate. Handouts covering debate preparation, structure and evaluation will be provided.

## **Karen Hornsby**

### **"Assessing Moral Reasoning Development Through Engaged Teaching And Learning Practices"**

This workshop will involve participants in collaborative learning activities designed to promote and assess moral reasoning development. Participants will receive sample surveys, case studies, directed reading assignments and electronic poster instructions developed for my Contemporary Moral Problems course. We will also consider some benefits, problems and techniques for imbedding formative and summative assessment activities within courses. Participants will play cooperative moral reasoning games, receive reference materials and be provided with links for creating various games.

## **Christine James**

### **"Evolution and Philosophy of Science: Effective Pedagogy in Light of Evolving Intelligent Design Controversies"**

I teach Philosophy of Science and Ethics and Technology in the context of training future teachers for the secondary schools where the evolution debate affects practice. I have had to develop a variety of strategies to maintain effective classroom discussions. Testimony from the recent Dover, Pennsylvania school board trial will be used. This presentation illustrates concrete points of discussion regarding the future of science education. Participants will receive a variety of materials.

## **Jerry Kapus**

### **"Formal Logic And Reasoning"**

Empirical evidence suggests that the standard formal logic course is of little benefit for improving students' reasoning skills. This presentation will engage participants in a discussion of the value of teaching formal logic in relation to improving students' reasoning skills and how to best teach formal logic when this is our goal.

## **Henry Kreuzman, John Rudisill, and Elizabeth Schiltz**

### **"Assessment In The Philosophy Classroom And Across The Philosophy Curriculum"**

This workshop explains our approach to assessing student learning in philosophy. We will engage the participants in conceptual analysis of our goals and learning outcomes and work to develop reliable assessment tools. Our approach to assessment is a version of "Primary Trait Analysis" which is a technique for breaking learning outcomes down into measurable traits. Our use of this technique is summarized in our *Philosophy Majors Handbook* that provides the overall educational goals of the department and relates these to our specific learning outcomes.

## **Maya Levanon**

### **"Philosophy For Children With Educators"**

Philosophy for Children (P4C) is a worldwide program that uses texts and pedagogy of Community of Inquiry (CI) while addressing contemporary educational challenges and exploring philosophical concepts. As such P4C facilitates genuine thinking and an empowered membership in the social matrix. In a circle of sharing and exploring experiences and views this workshop approaches philosophy as a method of inquiry and a way of life. I invite participants to enter the room with a beginner's mind.

## **Hilde Lindemann and Anna Gotlib**

### **"Using The Wit Of Wit: Encountering Morality Through Readers' Theater"**

How do we get students to connect the often abstract ethical concepts encountered in a philosophy classroom with the moral dilemmas in their lives? One way of addressing this enduring question is by approaching ethics *as a practice*. Specifically, in bridging the familiar yet worrying gap between theory and practice, we introduce Margaret Edson's play *Wit* as readers' theater. We offer the workshop participants a chance to discuss and participate in the readers' theater experience.

## **Rob Loftis**

### **"National Critical Thinking Standards?"**

The Bush administration is considering creating a national system of standardized tests at the college level, prompting much criticism from educators. I argue that in at least one area, critical thinking, a well-executed national system of standardized tests would be a good thing. While there is plenty of reason to be skeptical of any proposal coming from the administration that gave us the No Child Left Behind Act, a national standardized test is perfectly consistent with current norms for teaching critical thinking and may even be demanded by those norms.

## **Rob Loftis**

### **"Teaching Question Asking Skills In Philosophy Classes"**

The ability to ask a good question is prior, both chronologically and logically, to all other critical thinking skills. In this session, I first outline some assignments and exercises I use to get students to both ask questions and to learn to ask good questions, including a daily question card exercise, a "quescussion session", and handouts and small group exercises from educational psychologist Alison King for generating, classifying, and evaluating questions.

## **Kirk McDermid**

### **"Dealing Effectively With Plagiarism: A "Role Reversal" Writing Exercise"**

Arguments discouraging plagiarism typically focus on the ethical basis for crediting authorship, or the risk. But students are often unimpressed, especially when the stakes are high. The problem with most such arguments is their implicit or explicit affirmation of plagiarism itself: they acknowledge that it is an effective tactic. This workshop will present a class exercise intended to reframe students' conceptions of writing evaluation, revealing plagiarism as an *ineffective* tool, rather than a risky-but-effective one.

## **Scott McElreath**

### **"Should Philosophy Teachers Be Objective In The Classroom?"**

Philosophy teachers cannot help but stray from complete objectivity, and in many instances there are good pedagogical reasons for doing so. In this interactive workshop, I will define "fully objective presentation" and describe my presentations that both fail to fit the definition and nonetheless seem to be pedagogically acceptable. The goal of the workshop is to offer teachers the chance to openly examine whether objectivity is always required in the classroom.

## **Adrienne McEvoy**

### **" 'Assessment' Isn't A Four Letter Word"**

In this workshop participants will (1) discuss how important it is for us to clearly set out our objectives for our courses, and (2) produce and evaluate examples of clear (and muddy) objectives as well as ways to "objectively" assess our assignment. We will explore, share, and create different "rubrics" for assessing participation, papers, group work, and general knowledge in a course as well as general knowledge in a program (i.e. our majors).

## **Adrienne McEvoy**

### **"Teaching Philosophy Through Film And Fiction"**

It may be that students gain a better understanding of philosophical issues by experiencing the issues through film. Here we will illustrate and discuss different ways that contemporary mediums can be used in philosophy classes (either in the classrooms or as outside assignments) to increase students' understanding and appreciation of philosophy. We will take the typical philosophical problems and identify and discuss films, television shows, or fictional readings that could help increase student interest, participation, and learning.

## **Donald Monnin**

### **"Using 'Law And Order' To Introduce The Divine Command Theory And Natural Law Theory"**

Before examining the question, "Is morality grounded in religion?" I show a dramatic and controversial episode of the NBC series "Law and Order." I have found that this is an excellent way to introduce the Divine Command Theory and then contrast it with the Natural Law Theory. The workshop will include the showing of the episode, distribution of the handouts that accompany the topic and a discussion of its application.

## **Laura Newhart**

### **"The Case Is The Point: Using Case Studies In Biomedical Ethics Courses"**

Drawing on three specific case-based assignments in my Health and Biomedical Ethics course, I will compare student learning in biomedical ethics courses using case studies to student learning using more traditional pedagogical methods. I will solicit audience participation concerning experiences with case-based teaching methods. We will conclude by considering the role, value, and limitations of case studies in applied ethics, generally, and in biomedical ethics in particular.

## **Bridget Newell**

### **"Developing Philosophy-Oriented Learning Communities"**

Learning communities are creative and engaging options for introducing students to philosophy and helping students make interdisciplinary connections. This workshop will help participants understand the nature and value of learning communities, examine some philosophy-oriented learning communities, and provide opportunities for planning to develop learning communities with colleagues from other disciplines. At the end of the workshop, participants will share plans and ideas so everyone will (ideally) leave with several options to explore.

## **Dan O’Rielly**

### **"Using The Causality Lab To Teach Causal Reasoning"**

The Causality Lab facilitates causal discovery. Within the Causality Lab students use causal graphs, Causal Bayes Nets, to discover the causal structure underlying a set of data. In this computer workshop, I demonstrate how the Causality Lab facilitates causal discovery and how to create your own data set for exploration within the Causality Lab. Everyone is then divided into groups to create a causal mystery, a causal data set, for other teams to discover.

## **Alan Penczek**

### **"Implementing A Service Learning Course In Philosophy"**

Empty is the argument of the philosopher which does not relieve any human suffering. – Epicurus (341-270 BCE)  
In this session we will explore the various sorts of service learning opportunities that may be incorporated in a philosophy course. Topics to be examined include course structure, formalities of the service component, types of service activity and location, and readings. Time permitting, we may also examine some of the theoretical underpinnings of experiential and service learning.

## **Nils Rauhut**

### **"How Not To Teach Philosophy"**

Most of us have a pretty clear idea what good teachers of philosophy do. Among others things, good philosophy teachers explain complex ideas clearly, they use active learning, provide prompt feedback, and they are fair graders. However, what is often overlooked is that good teachers of philosophy also avoid certain “classic” mistakes. This workshop is an attempt to highlight and categorize some classic mistakes in the teaching of philosophy. The workshop will focus on the teaching of introductory philosophy classes.

## **Alison Reiheld and Rory Kraft**

### **"Philosophy As A Life Skill: Teaching Philosophy To Seventh And Eighth Graders In A Discussion-Based Setting Without Formal Texts"**

We run a text-free, discussion-only philosophy elective for public middle-schoolers. Students in units on ethics, philosophy of religion, meaning of life, metaphysics and ontology, and social-political philosophy use basic logic and argumentation. We present our experience and a workshop during which participants collaborate to create a discussion-only, age-appropriate unit on a subject of their choice. Discussion-only units may be useful for other age groups, including adult laypersons and undergraduates, with appropriate adaptation.

## **Rick Repetti**

### **"Interactive Workshop On Contemplative Practices In Philosophy Class"**

Participants in this workshop will experience two guided meditations that may be integrated into philosophy courses, a sample philosophical writing assignment, and a group discussion. We will also discuss a variety of contemplative practices, assignments, and philosophical topics that interface with meditative experience. Participants will receive handouts of meditation instructions, articles on contemplative learning, a bibliography, and a list of organizations offering instruction on meditation.

## **Rick Repetti**

### **"Interactive Workshop On The Use Of Students' Own Philosophical Beliefs"**

This workshop examines the rationale and mechanics of a first assignment for philosophy students that targets their philosophical beliefs. Students write a sentence describing some philosophical belief of theirs, reasons for and against it, and why they still believe it. Most of what goes on in the world of “doing philosophy” may evolve from this assignment. We will discuss ways to implement this assignment and integrate it into the curriculum.

## **Rick Repetti**

### **"Workshop On The Use Of Multiple Choice Quizzes In Philosophy"**

This workshop explores the double use of multiple choice reading quizzes; these may be graded electronically, so they are fairly low-labor. The first quiz grades for having read the assignment once, and motivates reading before class discussion. The second is given at the end of the unit, and motivates rereading. The question types on each quiz are importantly different. Sample quizzes will be examined.

## **Gene Rice**

### **"Teaching Buddhism To Bull-Riders: Some Advantages And Challenges Of Teaching Eastern Philosophy In The Introductory Course"**

This presentation considers the many benefits of teaching non-Western philosophy in the introductory course. There will be special focus on the value of using Eastern views to illustrate the presuppositions of Western views on happiness, the nature of our cognitive capacities and the worth of philosophy itself. Later sections will discuss some peculiar challenges of integrating non-Western theories and the presentation ends with a look at some useful textbooks, translations and secondary source articles.

## **Walter Riker, Keith Bustos, and Bill Kabasenche**

### **"Approaches To Teaching Applied Ethics"**

There are many ways to teach applied ethics courses. They can reflect the broad methodological or scholarly interests of instructors, be pitched to different audiences, and have different intended outcomes or aims. We illustrate these planes of variation and ask participants to identify other potential planes, distinctions within the planes, and analogs to particular courses in other areas of applied ethics. Participants develop a taxonomy of approaches.

## **Walter Riker, Keith Bustos, and Bill Kabasenche**

### **"Religious Perspectives And Arguments In Value Theory Classes"**

How should philosophers teaching philosophical value theory deal with students who offer explicitly religious premises to support their individual moral perspectives? We explore this issue in a workshop centered on the evaluation of sample arguments, with an eye toward finding reasons for thinking that religious premises are either acceptable or unacceptable in a philosophy class.

## **Victoria Rogers**

### **"The Evocative Intro Course"**

This workshop explores options for an Introduction to Philosophy course built around readings selected not simply to present philosophical ideas, but to evoke the natural philosophical tendencies and intuitions of students. Such a course is motivated by a desire to find solutions to difficulties experienced by students with reading, understanding and writing philosophy. Several sample readings will be provided, and participants are encouraged to bring their own “evocative” readings for group discussion.

## **George MacDonald Ross**

### **"Marking Assignments Efficiently"**

Comments on assignments need to be provided quickly if they are to improve student learning. I shall offer some suggestions for making the process as quick and efficient as possible, and for maximizing the usefulness of the comments. There will be an opportunity to discuss national and institutional differences affecting assessment procedures, and for participants to contribute suggestions of their own.

## **George MacDonald Ross**

### **"Philosophy And The Scholarship Of Teaching"**

The scholarship of teaching done by philosophers is very different from mainstream educational research, because it uses philosophical rather than social science research methods. It is difficult to obtain funding for such research, because proposals are judged by educationalists, not by philosophers. The purpose of this session is to articulate ways in which philosophical research methods can produce valid results, and also improve the quality of generic pedagogical research (e.g. through conceptual analysis).

## **Leigh Shoemaker and Jake Sumner**

### **"Introductory Philosophy and New Media: The Possibilities of Peripatetic Pedagogy in Cyberspace"**

How do the components of a successful introductory philosophy course translate into "new media"? This presentation will present instructors with a model for this process. Primarily, we will discuss designing and delivering an introductory philosophy course within the structure of a campus course management system (such as BlackBoard or WebCT). However, we will also demonstrate methods for delivering a course using free tools that are currently available to all instructors with an Internet connection.

## **Stephen Schulman**

### **"On Student Note-Taking In Introduction To Philosophy: How Can We Teach Students To Get The Most Out Of This Underutilized Skill?"**

The goal of my demonstration, discussion and workshop is to facilitate a discussion of how students take notes and how to teach them to take notes more effectively. We will begin by examining how students actually take notes and then I will show the method I have invented, based on the research of Stockdale and Williams, as a way to begin a discussion of how we can most effectively to teach students to take notes.

## **Renée Smith**

### **"Introducing Philosophy From Afar: Evaluating Student Learning And Attitudes In A Distance Course"**

In an ongoing study, I compare (1) anticipated learning outcomes, (2) anticipated course satisfaction, (3) perceived learning outcomes, (4) perceived student satisfaction, (5) actual learning outcomes, and (6) knowledge retention between two sections of Introduction to Philosophy-one section that is wholly "traditional" and one section that wholly distance. In this demonstration/presentation, I share (1) the overall structure of the distance course, (2) the elements of the study, and (3) the study's preliminary results.

## **Isidoro Talavera**

### **"Why The Educator Cannot Teach Critical Thinking"**

A standardized program of instruction usually demands common syllabi, texts, and tests. Since teaching under this type of program is seen as stimulus (or cause) and learning as response (or effect), much stress is placed on the effectiveness of the classroom teacher. This effectiveness is usually gauged by the technical skills of the instructor to meet the demands of common syllabi, texts, and tests. And yet, the educator seeking to teach critical thinking will be at odds with the standardized educational goals and practices of the administration.

## **Bernard Toussaint**

### **"The Wisdom Of Our Elders"**

I will discuss two writing assignments used to get students involved in philosophy. The first requires them to interview an elderly person to share their wisdom about life. The second requires them to visit a cemetery and reflect on what they observe. I will go over the directions given to the students. I will cover some practical considerations, some of the pitfalls to be avoided and cautions to be observed. Next, I will quote some passages from students' papers.



## **John Wager**

### **"First Steps: Connecting Philosophy To Theatre, History Psychology, Sociology, Writing, Speech, And Literature"**

Drawing on over 30 years experience in "learning communities," this session will help participants work through the "first steps" in connecting philosophy courses to other disciplines. We will work together on how to connect content of philosophy to other courses, and how to deal with the practical issues--how to schedule the classes, how to promote them, how to make best use of faculty members' time, and how to deal with common "start-up" problems.

## **John Wager**

### **"Making Philosophy 'Interdisciplinary' Without Losing The 'Discipline' Of Philosophy"**

Interdisciplinary courses sometimes turn out to be undisciplined—that is, without grounding in particular approaches to knowledge gained by hard work in individual disciplines. Often students leave interdisciplinary courses or learning communities without a sense of the individual disciplines involved. This session will help participants create connections of philosophy to other disciplines in a way that respects the "discipline" of each, yet is still "interdisciplinary" in a richer, more academically grounded sense.

## **Beth Walter**

### **"The Aesthetics Of Contemplation: Teaching Philosophy As A Performance Art"**

The fundamental philosophical truth that reality is not so much a given but rather that we are intimately involved in its creation reveals the natural kinship between philosophy and aesthetics, and opens the door to philosophical knowledge through the development of artistic, creative, and performance-related skills. This presentation will emphasize the benefits of a pedagogical approach that treats Philosophy itself as a unique medium of artistic expression, including discussion of the most useful connections between performance arts and philosophy, and the creation of assignments that foster these skills in both the teacher and the student.

## **Harold Weiss**

### **"Teaching And Learning About Suicide In Undergraduate Philosophy Courses"**

My purpose is to provide a review of themes, questions, essays, and exercises, which can be used in college philosophy courses for reflection and education on the topic of suicide, especially in the form of a 1-2 week module in Intro., "Philosophy or Death and Dying." My review will consist of three parts: "Socrates and Analytical Issues"; "Camus and Existential Issues"; "Applying Existentialism: Cobain versus Beethoven". I will demonstrate which, and how, Internet materials can be used, along with philosophical and pedagogical goals.

## **Andy Wible**

### **"The Importance Of The Facts In Ethics"**

Theoretical and applied ethics classes tend to be about values. Should they also be about non-moral facts? This workshop will be a conversation about the importance of facts in ethics. We will begin by looking at how facts are often discussed in ethics classes. Second, we will have an open discussion of if and when facts are important in teaching ethics. Finally, I will share assignments that I have used to evaluate and improve skills concerning the facts.

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**Constitution**  
of the  
**American Association of Philosophy Teachers**  
(as amended January 1, 1999) \*\*

**ARTICLE I - NAME**

1. The name of this association shall be the American Association of Philosophy Teachers, hereinafter sometimes referred to as "the Association."

**ARTICLE II - PURPOSE**

1. The purpose of the American Association of Philosophy Teachers is to promote and improve the quality of instruction in philosophy at all educational levels; to encourage research, experimentation, and investigation in the teaching of philosophy; to facilitate professional cooperation of the members; to hold public discussions and programs about the teaching of philosophy; to make available to teachers information concerning the selection, organization, and presentation of philosophical material; to sponsor the publication of desirable articles and reports; and to support and cooperate with individuals or organizations concerned with the improvement of instruction in philosophy.

**ARTICLE III - NOT FOR PROFIT ASSOCIATION**

1. The American Association of Philosophy Teachers is not organized for profit, and no part of its net earnings shall inure to the benefit of any officer or employee of the Association except that reasonable compensation may be paid for services rendered to and for the Association in connection with one or more of its purposes. The purposes of the Association are exclusively educational, literary, and scientific within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1954. The Association shall not conduct any activities not permitted to be conducted by an organization exempt under Section 501 (c) (3) if the Internal Revenue Code and its regulations as they now exist or as they hereafter be amended.

**ARTICLE IV - MEMBERSHIP**

1. Membership in the Association is open to any person or organization engaged in or interested in the teaching of philosophy or in the improvement of such teaching, and sympathetic to the objectives of the Association.

2. Persons and organizations become members of the Association when they file an appropriate membership application which is accompanied by the initial payment of membership dues.

3. There shall be six types of membership in the Association:

(a) Regular Member. Any person, without regard to race, color, creed, or sex, sympathetic to the objectives of the Association, having paid appropriate dues shall be a Regular Member of the Association. Within this category is recognized a person with Part-time or Adjunct employment, and dues for such persons shall be equivalent to those for Emeritus and Student members.

(b) Emeritus Member. Any person, without regard to race, color, creed, or sex, sympathetic to the objectives of the Association, who has retired from remunerative professional work, having paid his or her Emeritus Member's dues shall be an Emeritus Member of the Association.

(c) Honorary Member. Any philosopher or teacher of philosophy, entitled to the highest recognition within the power of the Association to confer, shall be eligible for election as an Honorary Member, provided that such a person shall have demonstrated a distinguished career in teaching, research or service in philosophy. Nominations for Honorary Membership shall be proposed in writing to the Board of Officers of the Association by at least five Regular Members of the Association. Such nominations shall be supported by appropriate biographical and bibliographical information. Nominees for Honorary Membership, upon receiving endorsement of a three-fourths majority vote of the Board of Officers voting, shall be declared elected. Honorary Members shall not be assessed dues.

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\*\* The January 1, 1999 Amendment recognized as Regular Members both people with full-time faculty employment and people with part-time employment or adjunct status, and specified that dues for Part-time or Adjunct members be equivalent to the dues for Emeritus and Student members.

(d) Student Member. Any regularly matriculated undergraduate or graduate student sympathetic to the objectives of the Association, having paid his or her Student Member's dues, shall be a Student Member of the Association.

(e) Sustaining Member. Any person, organization or corporation interested in advancing the purposes of the Association shall be eligible to be a Sustaining Member. Any candidate for Sustaining Membership who shall have applied or been nominated, and paid the Association dues for Sustaining Members shall be a Sustaining Member of the Association.

(f) Life Member. Any person eligible for Regular Membership and who has contributed not less than twenty-five times the annual dues for Regular Members in one calendar year to the Association shall be a Life Member.

4. All members shall be entitled to the privileges of the Association as specified in this Constitution, the By-Laws, and by the Board of Officers, except that Sustaining Members shall not be eligible to vote, and only Regular, Emeritus, Honorary and Life Members may become officers of the Association.

## ARTICLE V - DUES AND FINANCES

1. The Board of Officers of the Association shall determine the annual dues for each type of membership. Honorary Members and paid-in-full Life Members shall not be assessed dues.

2. The Board of Officers of the Association shall determine salaries and honoraria, if any, to be paid to the officials and employees of the Association, but no member of the Board of Officers may vote on any question involving a salary to be paid to him or her.

3. The Board of Officers of the Association shall adopt an annual budget. It shall order an annual independent audit of the financial accounts of the Association, and shall give a financial report at each regular meeting of the Association.

4. Unless or until the Board of Officers of the Association shall set a different fiscal year, it shall begin on January 1 of each year and end on December 31.

## ARTICLE VI - OFFICERS

1. The officers of the Association shall be: The President, The Vice President, the Executive Director, and other members of the Board of Officers as described below.

2. The President shall serve for two years and shall take office at the conclusion of his or her term as Vice President. The President shall preside at regular and special full meetings of the membership of the Association.

3. The Vice President shall serve for two years, and upon expiration of his or her term shall become President for two years. In the event of the death, resignation, absence or disability of the President, the Vice President shall exercise the powers and perform the duties of the President.

4. The Executive Director of the Association shall serve for five years, and shall be elected by the Board of Officers of the Association. The Executive Director shall be the chief executive and operating officer of the Association, and shall exercise general supervision over the day-to-day affairs of the Association. In the absence of the President and Vice President, at full meetings of the membership of the Association, the Executive Director shall preside. The Executive Director shall maintain the national office of the Association, keep membership records, serve as secretary and as a signatory on all financial accounts of the Association. The Executive Director shall also carry out such other duties as the Board of Officers may require of him or her. In the event that the position of Treasurer is vacated, the Executive Director shall remain as signatory until the Board of Officers appoints a new Treasurer.

5. The Treasurer of the Association shall serve for five years, and shall be elected by the Board of Officers of the Association. The Treasurer shall be the chief financial officer and a signatory on all financial accounts of the Association. The Treasurer shall be the primary person responsible for disbursement of funds in payment of the Association's bills. The Treasurer shall be records of all financial transactions of the Association, and provide quarterly financial reports to the Executive Director, and as requested by the Executive Director. In the event that the position of Executive Director is vacated, the Treasurer shall remain as signatory until a new Executive Director is appointed by the Board of Officers.

6. The Board of Officers of the Association, herein after sometimes called “the Board”, shall be composed of the above officers, the immediate past President, the chairpersons of any standing committees of the Association, the immediate past Executive Director, and three other members of the Association (designated "At Large" members of the Board of Officers). The Chairpersons of any standing committees shall be appointed by the Chairperson of the Board and confirmed by a majority vote of the Board; the At Large members of the Board shall be elected by the members of the Association by a majority of those voting. The three At Large members shall serve concurrent terms. The Chair-person of the Board of Officers shall be elected by a majority vote of the Board, and shall serve a two year term.

7. The Board of Officers is the governing body of the Association. It shall meet at least once a year. The meetings of the Board of Officers shall be open for observation, and by invitation with the right to speak but not to vote, to any member of the Association.

8. The Board of Officers is authorized to establish a National Office. The staff of the National Office shall implement policies of the Board of Officers. The Executive Director of the Association shall be the head of the National Office.

9. The elected officers of the Association will take their offices on January 1 in the year following their election, which ordinarily takes place in even-numbered years.

## ARTICLE VII - COMMITTEES OF THE ASSOCIATION

1. The Board of Officers is authorized to establish standing committees of the Association. The chairperson of the Board of Officers and confirmed by a majority vote of the Board, and the terms of office of members of any standing committees shall be determined by the Board of Officers.

2. There shall be a Nominating Committee consisting of four members of the Association, elected by majority vote of members at regular full meetings of the Association and serving two year terms. The Nominating Committee shall nominate at least one person each for the positions of Vice President and each At Large member of the Board of Officers. Election of Officers shall be by mail ballot sent by the Nominating Committee to members of the Association not less than three months in advance of the beginning of the terms of the Officers being elected.

## ARTICLE VIII - MEETINGS OF THE ASSOCIATION

1. There shall be a regular full meeting of the membership of the Association at least once each two years. The time and place of such meetings shall be determined by the Board of Officers. The Board of Officers may call special meetings of the Association.

## ARTICLE IX - DISSOLUTION

1. In the event of dissolution of the Association, the Board of Officers shall dispose of all the Association's assets in such a way as to promote only such purposes as are exclusively educational, literary, or scientific within the meaning of Section 501 (c) (3) of the Internal Revenue code of 1954 and its regulations as they now exist or as they hereafter be amended.

## ARTICLE X - AMENDMENTS

1. Any proposed amendment to this constitution must be submitted to the Executive Director in writing, signed by at least ten members of the Association. Proposed amendments shall be submitted to the membership at the time of the next regular election of officers or at the next regular full meeting of the membership of the Association, whichever comes earlier. An amendment must have the approval of two-thirds of the members voting.

## ARTICLE XI - BYLAWS

1. Bylaws of the Association may be adopted and amended. Proposed bylaws and amendments must be submitted to the Executive Director in writing, signed by at least ten members of the Association. Proposed bylaws and amendments shall be submitted to the membership at the time of the next regular election of officers or at the next regular full meeting of the membership of the Association, whichever comes earlier. A bylaw or amendment to the bylaws must have the approval of two thirds of the members voting.

# THE LENSSEN PRIZE

## MARK LENSSEN (13 JANUARY 1949 - 17 MARCH 1999)

Mark Lenssen received his undergraduate education at Pomona College, followed by graduate study at Northwestern University. He taught philosophy at Ohio Northern University from 1978 – when he arrived as an instructor – until his death. He was promoted to professor in 1992, and in 1993 he took over as chair of the Department of Philosophy and Religion. At his death, he was also Head of the Humanities Division and (in his spare time) the men’s tennis coach. Mark’s philosophic focus was the broad field of ethics – important figures in the history of ethics, as well as professional and environmental ethics – and he was so highly regarded as a teacher on the ONU campus that he was posthumously elected teacher of the year in 1999. Among his other professional activities, Mark was a tireless worker for AAPT. He served for many years as the co-editor of *AAPT News*, working to make writing about the teaching of philosophy better and more available.

## THE GUIDELINES FOR THE MARK LENSSEN PRIZE

1. Purpose: In memory of Mark Lenssen, the American Association of Philosophy Teachers will award a biennial prize for the best essay published on the general theme of philosophy teaching.
2. The Lenssen Prize: The Lenssen Prize will include a cash award of \$200 and be awarded during the awards ceremony at the biennial conference of the AAPT.
3. Entry Rules: The Lenssen Prize is offered for the best essay on the general theme of philosophy teaching that has appeared in the two calendar years before the AAPT biennial conference. The essay might appear in any appropriate place; but the *AAPT News*, *Teaching Philosophy*, and the *APA Newsletter on Teaching* will be monitored most closely. Members are encouraged to nominate pieces that they found important from other sources.
4. Prize Committee: The Lenssen Prize Committee shall consist of no fewer than three and no more than five AAPT members in good standing who are not editors of any of the named publications. Members of the Committee shall be ineligible to win the Lenssen Prize. The Committee shall include a Past President of AAPT, and two past or present members of the AAPT Board. The President shall propose nominees for membership on the Lenssen Prize Committee to the AAPT Board at the biennial summer conference. The nominees, or such replacements and/or additions as the Board shall determine, will be appointed by the AAPT Board at the biennial conference. The term of service shall be for two years or until the next biennial conference. The AAPT Board shall be responsible for the establishment and review of the Lenssen Prize selection criteria. The Committee shall be responsible for reviewing the work of the Prize candidates according to those criteria. The Committee’s decision as to which Prize candidate should receive the award shall be final. The AAPT Board shall retain the authority to award, or not award, the Lenssen Prize at the end of any competition period.



5. Announcement: The President shall be responsible for drafting and publishing suitable notification of the Lenssen Prize competition in such venues as the AAPT and APA web sites, *AAPT News*, the *APA Newsletter on Teaching Philosophy*, and other national and international publications deemed appropriate by the AAPT Board.

### **WINNERS OF THE LENSSEN PRIZE:**

**2002: Deborah R. Barnbaum**, "Teaching Empathy In Medical Ethics: The Use Of 'Lottery Assignments'," *Teaching Philosophy* 24:1 (March 2001).

**2004: James Campbell**, "The Ambivalence Toward Teaching In The Early Years Of The American Philosophical Association," *Teaching Philosophy* 25:1 (March 2002).

**2006: David W. Concepción**, "Reading Philosophy with Background Knowledge and Metacognition," *Teaching Philosophy* 27:4 (December, 2004).

# HOW CAN YOU PARTICIPATE IN THE AAPT?

The vitality and strength of the American Association of Philosophy Teachers is deeply rooted in the dedication of the people who step forward to participate in it.

**The AAPT welcomes participation by all its members, including people who have just joined the Association. If you are interested in being active in the AAPT please mark the relevant items on the Information Sheet you have been given and return it to the registration area before Saturday noon.**

## OFFICERS, AND THE BOARD OF OFFICERS

The Officers of the AAPT comprise the Board of Officers, which is the governing body of the Association. The Board of Officers meets at least once each year, and also conducts business via e-mail.

**The President.** The President is the presiding officer of the Association. When a person becomes President, he or she has already served two years as Vice-President; and when the term of office as President is finished, he or she will remain on the Board of Officers as the Immediate Past President. The AAPT President is also an *ex officio* member of the American Philosophy Association's Teaching Committee.

**The Vice-President.** The Vice-President, as is typical in most organizations, is a back-up and sometime stand-in for the President. In the AAPT, the Vice-President is elected by a majority of votes cast in an election by the full membership, and upon completion of the two-year term as Vice-President becomes President.

**At-Large Member of the Board.** There are three At-Large Members who serve on the Board. Each of these is elected to the office by a majority of votes cast in an election by the full membership and serves a two-year term. All three At-Large Member positions become vacant at the end of 2006.

### **The Executive Director and the Treasurer.**

These two officers are appointed by the Board of Officers.

**The Executive Director** is the chief executive and operating officer of the Association. He or she exercises general supervision over the day-to-day affairs of the AAPT, such as maintaining membership records, serving as secretary and serving as signatory on all financial accounts of the Association. The Executive Director also carries out specific duties assigned by the Board. The Executive Director's term is five years.

**The Treasurer** is the chief financial officer of the AAPT, and the person primarily responsible for disbursement of funds in payment of the Association's bills. He or she is also responsible for maintaining all the Association's financial accounts and records.

## STANDING COMMITTEES

The AAPT has a number of Standing Committees comprised of volunteers from the full membership. The Chairperson of each Standing Committee is *ex officio* also a member of the Board of Officers. Here are our Standing Committees. In many cases, but perhaps not in all, the function of the committee is evident from its title.

**The Nominating Committee.** This four member committee is responsible for (1) nominating people for the positions of Vice-President and At-Large Board Member, and (2) overseeing the (mail ballot) election which fills those positions. The membership will elect the next incarnation of this committee at a Business Meeting at the Biannual Workshop/Conference and begin its work immediately.

### **The AAPT News Committee.**

**Editor (or Co-Editors):** The editor oversees the *AAPT News*, including soliciting and receiving submissions, editing, sending the edited material to typesetting, proofing copy, and the newsletter mailing. The *AAPT News* welcomes

submissions from all members. The *AAPT News* would benefit from having people who would volunteer to help on a regular basis as reporters (covering, for example, AAPT workshops at the APA and other teaching events), reviewers of books, movies, games or software relevant to teaching philosophy, and/or people who are willing to solicit articles. It has been very helpful over the past few years to have a technical editor.

#### **The Program Committee.**

**Chair or Co-chairs.** Recently there have been two Program Co-Chairs. One chair has taken responsibility for the call for workshop proposals, receiving the proposals, organizing and overseeing the review process, and notifying submitters. The other chair has taken responsibility for organizing the actual program, including the assignment of times and rooms for events, accommodating presenters' requests as far as possible, and for the evaluation of the workshops and of the conference.

**Members of the Program Committee** serve as reviewers for workshop proposals. Currently most of the work of the Program Committee falls from November to the March preceding the biennial Workshop/Conference.

**The Policies and Procedures Committee:** develops policies and procedures for the Association.

**The Awards and Speakers Committee:** develops policies and procedures regarding awards, stipends and honoraria. It recommends the plenary speakers for the biennial conference and people to receive Association awards. It coordinates with the Lentsen Prize Committee.

**The Lentsen Prize Committee:** The Lentsen Prize Committee consists of no fewer than three and no more than five AAPT members in good standing. The Committee must include a past President of the Association and two past or present members of the AAPT Board. The members of the Committee must not be editors of the *AAPT News*, *Teaching Philosophy*, or the *APA Newsletter on Teaching*, and the members of the Committee are not eligible for the prize. The term of service is for two years or until the next summer workshop conference. The Lentsen Prize Committee is responsible for reviewing the work of the candidates according to the criteria developed by the Board.

**The Public Relations Committee:** oversees the public relations for the Association, especially the publicity for the biennial conference.

**The Graduate Student Seminar Committee:** has responsibility for developing the graduate student seminar program. The Chair of the Committee works closely with the Executive Director of the American Philosophy Association to arrange publicity, support and funding for the seminar. A committee could help identify and contact graduate students.

#### **OTHER APPOINTMENTS MADE BY THE BOARD:**

**Conference Host/Conference Site Coordinator.** The conference site for the biennial conference is chosen by the Board from proposals which have been put forward. The Conference Site Coordinator is a person at the chosen conference site who has taken responsibility on behalf of the site's Institution for hosting the AAPT Workshop/Conference and for making local arrangements.

**Web Master:** oversees the web site <<http://aapt-online.dhs.org>> for the Association.

**Book Display Coordinator:** contacts publishers to arrange for book contributions and oversees the conference book display.

## ADDITIONAL OPPORTUNITIES FOR BEING ACTIVE IN THE AAPT

**Coordinator of the AAPT Workshop(s) at the APA Eastern Division Meeting (December):** completed details of the AAPT participation in the APA Eastern Division Meeting are due at the APA by May 1<sup>st</sup> of the year.

**Coordinator of the AAPT Workshop(s) at the APA Pacific Division Meeting (March):** completed details of the AAPT participation in the APA Pacific Division Meeting are due at the APA by November 1<sup>st</sup> of the preceding year.

**Coordinator of the AAPT Workshop(s) at the APA Central Division Meeting (April):** preliminary program details of the AAPT participation in the APA Central Division Meeting are due at the APA by September 1<sup>st</sup>; completed program details are due by December 1<sup>st</sup>.

**Present** a paper or workshop at an AAPT Group Session of an APA Divisional Meeting.

**Submit** an article, a review, or a report to the *AAPT News*.

### JOIN IN...

...AT THE BIENNIAL CONFERENCE



Seek election to Nominating Committee

Seek service with Lenssen Prize Committee

BOARD OF OFFICERS	
... WIN ELECTIVE OFFICE in mail-ballot election (August/Sept)	...VOLUNTEER, WIN APPROVAL BY BOARD
Seek nomination & election to:	(a) Executive Director (5 year term)
	(b) Treasurer (5 year term)
(a) Vice-Presidency	(c) Become Chair of a Standing Committee:
(b) At-Large Board post (2 year term)	↔
	↔
	↔
	↔
	↔
	↔
	↔
	↓

Site Coordinator  
WebMaster  
Book Display Coordinator

...CONTRIBUTE ANY TIME by volunteering service in connection with:



A Standing Committee



AAPT News (newsletter)  
Program  
Policies & Procedures  
Awards & Speakers  
Lenssen Prize  
Public Relations  
Grad Seminar

#### Other Activities

Conference Site  
Website  
Participation in ...  
Coordination of ...  
AAPT Workshops within APA Divisional meetings

Write articles, reviews, etc for *AAPT News*

# AMERICAN ASSOCIATION OF PHILOSOPHY TEACHERS

## International Workshop Conference Summer 2008 or 2010

Would your college or university like to host the AAPT International Workshop Conference in the summer of 2008 or the summer of 2010? We are beginning to prepare for the next conferences and welcome site proposals.

### AN OFFICIAL LETTER OF INVITATION

If your campus is interested in hosting the AAPT International Workshop Conference in the summer of 2008 or the summer of 2010, the first step is an official letter of invitation from your college or university. Usually this is a letter from the President of your institution. Such a letter does not commit your institution to hosting the conference, but demonstrates its willingness to support the conference. Letters of invitation should be sent to Dr. Betsy Decyk, Executive Director, American Association of Philosophy Teachers, Department of Philosophy, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-2408 U.S.A. If you have any questions, you may call 562-985-4346 or email [bdecyk@csulb.edu](mailto:bdecyk@csulb.edu).

### A CONFERENCE PROPOSAL

The inviting members will need to submit a conference proposal itemizing the facilities and services your institution will be able to provide for the conference, and the costs associated with them. We understand that the proposal is not an official contract. We recognize that costs quoted may change slightly in the year leading up to the conference. It also may be that at this point a good estimate of costs associated with certain items may not be available. For example, if your institution is in the process of changing food service companies, it may not be possible to give more than a very rough estimate of what the cost for meal plans will be.

- Below is information about AAPT conference needs based on past experience.
- N.B. All meeting, eating and housing facilities should be handicap accessible.

### 1. CONFERENCE SERVICES

Does the campus have a conference administration service that collects the registration fees and handles the financial end of the conference? What services are provided? What is the fee per conference participant for this service? (Some examples of administrative support services which have been provided by conference services in the past include: serving as the liaison with the housing office and with food services, providing credit card services, creating name tags for conferees, and providing conference packets with local information.).

### 2. ON-SITE CONFERENCE COORDINATOR AND STUDENT HELP

The AAPT will need to work closely with a person on the campus to coordinate all the aspects of the conference, especially in the six months leading up to the conference. Conferences have worked best when this person is a member of the AAPT and is a person who is dedicated to having a successful conference. Does the institution have a person who is willing to be the on-site coordinator? Who is this person? Is the person a member of the AAPT?

In addition, in the past students have helped during our conferences by setting up and checking room equipment, running errands, providing information, etc. The proposal should indicate whether there would be any students available to help with the conference.

### **3. MEETING FACILITIES:**

- 6-10 seminar-style rooms, each with a capacity of 25-35 people. Rooms should be well insulated from each other and have space to allow for rearrangement of chairs and tables (most workshops are conducted "in the round"). Each room should be equipped with at least an overhead projector. Some rooms should have video equipment and/or a data projector.
- 1 additional seminar room, with a capacity of 25-30 people. This room will be used for the Teaching Seminar for Graduate Students and Beginning Philosophy Teachers. The room should be available from 8:00 a.m. to 12:30 p.m. each day of the conference, and should be located in the same building as the rooms for the workshops.
- 2-4 computer labs (at least one with Internet and E-mail access). There should be a minimum of 12 computers per room.
- 1 auditorium with a capacity of 150-175 people. This room will be used for plenary sessions, the Presidential Address, and the general business meeting. There should be a microphone available, and it should be possible to arrange for other A/V equipment as needed (e.g. overhead projector, slide projector, video projector, computer projector, etc.)
- Information/Registration area: This area should be convenient to either the housing or the area where the workshops will be located. There should be a message board available.
- Book Display room. This room should be centrally located among the conference rooms that will be used for the workshops. This room should also have a lock so that it can be secured at the end of each day.
- Coffee and Cold Drink Break Space(s). If a single area will be used it should have a capacity of at least 75 and preferably 100 people. Ideally, there would be chairs available for people to use if they wish to relax during the breaks. A private lounge or gathering room would be ideal, but we can usually work with what is available.

If there are any additional charges related to the use of any of these campus facilities, please include this information in the proposal.

### **4. EQUIPMENT**

AAPT presenters may wish to use overheads, video, PowerPoint, or slides in their workshops. The availability of A/V equipment should be noted. Some host universities will include technical support for multimedia equipment in the general administrative fee. However, it may turn out that our needs exceed what the university is willing to supply gratis. Any additional expenses that might be incurred from the use of computer facilities and/or audio-visual equipment will need to be specified in the proposal. Proposals should indicate availability of Internet access for conference participants to access their e-mail.

### **5. HOUSING**

All housing should be in the same area of campus (i.e. not divided or spread out across campus) and should be a short distance from the building housing the workshops. Proposals should indicate whether it is possible for conference participants to stay additional nights and at what cost.

- Single rooms: 50-60. Individuals requesting a single room should have private sleeping quarters, although a shared bath is acceptable.
- Double rooms: 20-40. Individuals requesting a double are willing to share sleeping quarters with one other person. (No bunk beds, please.)
- Are there suites available? A suite should have a minimum of two bedrooms with two separate beds in each room, and one full bath. Indicate whether a kitchen is available.
- The linen arrangements and costs.
- Gathering Area. Conference participants have consistently expressed the need for a centrally located space for informal gatherings. People would like to be able to "hang out" together, discuss teaching,

play games, etc. and need a place to do so. In addition, such an area would offer participants a place to go to just see who's around and find out if something's up.

## 6. FOOD SERVICE

- **Meals.** Proposals should include a description of the dining or cafeteria facilities, their capacity, and their location relative to the housing and workshop sites. We will also need to know how many and which meals will be available. More and more of our conference attendees are vegetarians or vegans, so the dining service **must** be able to provide vegetarian and vegan **entrees**. The proposal should estimate the cost per meal, the cost of a conference meal pass (for the entire conference) and should indicate whether there is a discount on meal tickets for children under a certain age. It might also be helpful to include a sample one-week menu.
- **Social events.** At each IWCTP, we try to have at least two organized social functions for conference participants. In the past, these have included a wine-and-cheese party and a cookout/ice-cream social. For the wine and cheese party, we contracted for fresh fruit, cheese, and cold drinks for 100-150 people. AAPT can provide the wine if the university's alcohol policy requires it. For the cookout and ice cream social, we contracted for food to barbeque such as steaks/burgers and hot-dogs, vegetarian and vegan entrees, drinks and ice cream. The AAPT received some credit toward the catering charges from the meal cards that participants had purchased. Proposals will need to provide approximate costs for the food/drinks for such events and also catering (labor) costs, if separate.
- **Coffee breaks.** In addition to meals and special events, the AAPT typically contracts for coffee and hot tea breaks in the mornings, and cold drink breaks in the afternoons. Proposals will need to include approximate costs for food/drink for "breaks" as well as any catering (labor) costs, if separate.

## 7. REGISTRATION

Proposals should describe check-in and checkout procedures, and should indicate what accommodation can be made for late arrivals, late departures, and early departures. In the past, we have had participants arrive as late as midnight. It should be possible for these people to pick up their room keys and conference program even if they cannot officially register until the next morning. The proposal should also indicate the amount of deposit for a room key, whether the deposit is refundable, and the charge for replacing a lost key.

## 8. TRANSPORTATION AND PARKING

- **Air Travel.** What is the nearest airport to the campus and how convenient is the air service to that location? The arrangements available for transportation to/from the airport should be indicated in the proposal (including costs associated with airport limousine or taxi service, and distance between airport and campus).
- **Driving.** Many participants drive to the conference or rent a car and will therefore need parking on campus. Any charges for, and restrictions on, the use of parking on campus should be specified in the proposal.

## 9. RECREATION

Participants are usually interested in purchasing recreation passes that allow them to use the recreational facilities on the host campus. Proposals should include a list of facilities that will be available for use and the hours those facilities are expected to be open, as well as the cost per pass for conference participants.

## 10. REFUNDS

A policy concerning refunds will need to be included in the final contract.

## 11. INSURANCE

Does the university or college require the AAPT to carry liability insurance for the conference? If so, what type of insurance and for what amount? Is there a local company that often provides special event coverage for your university?

## **12. DAYCARE**

Some institutions have on-site daycare facilities. If yours does, we would need information concerning whether the services will be available to our members, during which hours, and at what cost per child. Any age restrictions should be included, as well as information pertaining to any special liability concerns. In the recent past, demand for daycare facilities has been low (0-3 families).

## **13. LOCAL INFORMATION**

People who attend the AAPT conferences enjoy socializing with one another, and often bring families with them. Thus, a significant consideration in the selection of a conference site is local attractions. The conference proposal should include information on nearby:

- museums
- state and local parks, and nature attractions
- stadiums and sports
- theme parks
- restaurants, pubs
- other interesting sites.