



AAPT News

The Newsletter of the American Association of Philosophy Teachers

VOLUME 22, NUMBER 3

FALL 1999

American Association of Philosophy Teachers (AAPT)
13th International
Biennial Workshop-Conference
on Teaching Philosophy
Alverno College, Milwaukee, Wisconsin
August 2 - 6, 2000

The AAPT is dedicated to the advancement and improvement of teaching philosophy at all levels, and is the world's chief forum for philosophy education. AAPT sponsors an educational, non-competitive conference in a relaxed setting, where philosophy teachers can learn and share and where families are welcome.

GRADUATE STUDENTS: the American Philosophical Association and AAPT will again at this conference co-sponsor a special seminar for graduate students directed by Martin Benjamin. For information contact the Executive Director (see below).

REQUEST FOR PROPOSALS

Deadline for Proposals: December 1, 1999

Early submissions are encouraged and later submissions may be accepted if space is available.

Workshop and panel proposals are welcome on any topic, problem, or aspect of teaching and learning philosophy. We especially encourage interactive workshops and panels that deal with innovative and successful teaching strategies, the application of philosophy to any area or issue, connecting philosophy with other disciplines, the use of new technologies and the challenge of teaching in new and traditional settings. You may submit more than one proposal.

For each proposal please submit:

A Cover Letter (a page separate from the proposal) that includes:

- your name, mailing address, affiliation, phone and fax numbers, and e-mail address
- the title of your presentation
- the anticipated length of time (60 or 90 minutes)
- the style of presentation (e.g., workshop, panel, discussion, demonstration)
- a list of any equipment to be used
- 100-200 words describing the presentation for the conference program.

Continued on next page

The Proposal (1 to 3 pages), which must include:

- the title of your presentation (without your name, for blind review purposes)
- a summary of your presentation – what it covers and seeks to achieve
- its methods and techniques
- what participants will do and experience
- a list of the handouts and materials you will provide
- any additional information that would be useful to the program selection committee.

Submitting Proposals

Proposals may be submitted by postal or express delivery, by e-mail, or by fax.

If you send by postal or express delivery, please send **four copies** of your proposal with one cover letter to:

James Cadello
Department of Philosophy
Central Washington University
Ellensburg, WA 98926-7555

If you submit by e-mail, send in ASCII (Text Format) to:

Joe Givvin: jgivvin@mmc.mtmercy.edu

If you submit by fax, send to:

Joe Givvin: (319) 368-6492

Questions about proposals may be addressed to the program co-chairs:

Jim Cadell
cadelloj@cwu.edu
Phone: (509) 963-1821

Joe Givvin
jgivvin@mmc.mtmercy.edu
Phone: (319) 363-1323, ext. 1579

Conference Updates

For Conference information and updates, visit our web site at
<http://www.mnsfld.edu/depts/philosop/aapt.html>

AAPT Membership and Other Questions

For AAPT membership, and to get on the Conference mailing list (if you are not a current AAPT member) or for other information please contact:

Dr. Nancy Slonneger Hancock, Executive Director
American Association of Philosophy Teachers
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AAPT News is the Bulletin of
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TYPESETTING AND LAYOUT

The Philosophy Documentation Center

AAPT News is published in the Spring, Summer, and Fall. Deadlines for submissions are January 1, May 1, and September 1.

ABOUT ALVERNO COLLEGE

Alverno College is a liberal arts college for women in Milwaukee, Wisconsin, that has earned a reputation for hospitality. Alverno hosts hundreds of national and international visitors yearly who come to learn about its innovative ability-based curriculum and culture. While at Alverno, visitors enjoy the many amenities of the Milwaukee area—a clean, safe, and well-maintained city with numerous cultural and natural attractions, including great museums and concerts, major league sports, wonderful restaurants of all kinds, a beautiful lakefront and parks system, and many summer festivals. Alverno is less than a twenty-minute drive from the Milwaukee airport and from downtown and the lakefront. Reasonably priced accommodations and food service will be available on campus, and many additional dining and lodging options are available locally. Alverno offers convenient conference facilities and the latest technology and services to support workshops and presentations.

5-YEAR GOALS

In response to a request from the Board of Directors for the American Association of Philosophy Teachers, I have begun establishing a set of goals for the Executive Director for the next five years. What follows is a working draft of those goals. The Board and I welcome any suggestions regarding these goals, including additions or modifications, and prioritization.

First, the Executive Director shall assist the Treasurer in establishing **sound financial practices** for AAPT, including an annual (or biennial) budget, and clear procedures for paying invoices. With the Board's guidance, we will be able to improve the overall financial position of the AAPT. An essential element to a **sound financial base** for the AAPT is increased attendance at the 13th and 14th International Workshop-Conferences on Teaching Philosophy. The Executive Director can work with the Board toward accomplishing this by targeting mailings (Requests for Proposals and Conference Announcements), taking advantage of free notices (e.g., Chronicle, Philosophical Calendar, electronic mail, etc.), and exploring additional avenues of publicity.

Second, the Executive Director shall implement programs designed to increase **membership** in the Association. This

From the Executive Director

will be accomplished in part through more timely dues notices, the development of strategies for attracting new members and retaining participants in the teaching seminar, and conducting a survey of the membership to determine how the Association might better meet their needs. The goal is to be more responsive to the needs of the membership, thereby retaining members and more clearly fulfilling the mission of the Association.

Finally, the Executive Director shall work toward increased **visibility** of AAPT in the profession. Some possible strategies for doing this include regularly hosting tables at APA or regional philosophical meetings, pursuing avenues of collaboration with the APA Committee on Teaching, seeking opportunities to publicize the Workshop-Conferences, and exploring the possibility of AAPT involvement in more "high-profile" endeavors (suggestions welcome!).

As always, further suggestions and recommendations from the members of the AAPT are most welcome!

Sincerely,
Nancy Slonneger Hancock, Ph.D.
Executive Director
aapt@philosophers.net

MORAL AND OTHER MOMENTS

A Method from my Mentors to Encourage Writing and Review in Introductory Philosophy Courses

by Joel Marks
University of New Haven

Everything I know about teaching I learned in graduate school.

OK, that's an exaggeration, but it was a snappy opening line. As has often been remarked, it is surprising how little we are taught about teaching during our professional education. But as I matured in my own teaching career, I became aware of resources available to me from the examples of my professors. Two in particular are my subject in this essay. By combining them I have come up with an effective way to promote writing and review in introductory philosophy courses.¹

The first is a common technique employed in graduate seminars. Each week students are expected to write a short essay on some topic from that week's reading assignment. Then each student reads his or her paper aloud in class, where it is discussed. In this way the material of the course is conveyed via students' analyses of the texts.

I do not suggest simply transferring this practice to a first philosophy course; various factors militate against its use there. For example, underclassmen in a typical American college who are also new to philosophy will rarely have the acumen to produce useful exegeses for class discussion, not to mention ones that will carry the whole weight of the course content. Also, there are usually too many students to allow adequate attention to be paid to more than a fraction of their writing.

But there are ways to adapt the practice. For example, I ask my students to write personal essays. I want the main content of their essays to be something about which they can speak with authority, such as a vivid experience in their own life, and which they can connect to (their understanding of) what they have read. Here are some topics I have assigned in my introductory ethics course:

- What is your ethical bottom line? Relate some incident from your own life where you have done what you considered to be the right thing, despite pressures to do the contrary. What really motivated you?
- Is it possible to derive pleasure from performing a completely selfless act, or will there always be some ulterior selfish motive? Consider an instance from your own experience.
- Can you provide a utilitarian justification for your own choice of career?
- Is it OK for you to cheat in this course?
- Is deception an integral part of your chosen career? Have you actually been taught how to deceive as part of your professional education at this university?

- Write a Zen story. Relate some incident from your own life that illustrates the way awareness can solve or dissolve a problem, or transform the mundane into the revelatory . . . or whatever you take to be Zen.

I myself also write short essays for my students to read.² I call these "moral moments" in my ethics courses,³ but I have also written "epistemic episodes" and so forth. They serve both as aids to reading the primary texts and as models for the students' writing. They are frequently narrative in style, focusing on some event in the news or history or my own life, and I have gone so far as to provide imagined accounts of philosophically significant incidents, such as the enlightenment of Siddhartha, and even fictional ones, like a visit by Socrates to 1990s America.⁴

A feature that I definitely retain from graduate seminars is the shortness of the essays—both those that I write for my students and those they write for me. I know my students appreciate the "bite-sized" length of my essays, which they can easily read in one sitting.⁵ This is not only an MTV-age accommodation to limited attention spans; a great deal of the tradition of philosophy has been expressed in brief forms, from Epicurus, Epictetus, and Marcus Aurelius to Pascal, Nietzsche, and Wittgenstein, as well as the stories of Zen, the sutras of Patanjali, and the analects of Confucius. Philosophy, being the ruminative science, is definitely a medium for slow readers.

The shortness of the students' essays serves additional purposes. For one, it enables them to focus more easily on a single topic. The ideal of not a wasted word, and with every paragraph furthering the argument, can be more effectively enforced for novice writers when a paper is short enough to be held in the mind and reviewed in its entirety (both by author and reader/teacher/critic⁶).

Notice of New Address and E-mail for AAPT

Please note that the AAPT home office has a new address. All membership dues and correspondence should be sent to:

Dr. Nancy S. Hancock, Executive Director
American Association of Philosophy Teachers
Department of Philosophy
University of Louisville
Louisville, KY 40292

Please also note that the e-mail address for the AAPT is now:

aapt@philosophers.net

Another benefit is that it permits a maximum number of essays to be assigned on a maximum number of topics in a single term.

I have regimented the length I assign my students to write to (approximately) 700 words, which is the average number in a column of newsprint. The reason is that the format employed by many newspaper columnists serves as an excellent model of the kind of writing I am asking my students to do: concise essays in plain language that defend a position on a specific topic.⁷

There is still to be realized the desideratum of having the students' writing shared with one another. One modification of my own professors' methods I have found helpful is to have students trade their essays and then comment on them. Not everyone gets to see everyone else's essay, but by requiring that each new trade be with a different classmate I have assured a good sampling and provided students with the opportunity to initiate dialogues among themselves.

However, this still did not allow me the opportunity to provide a critique of individual student essays for the benefit of the whole class. There were so many essays of superior quality, and yet others that made interesting errors, that I felt for many years a hankering to find a practical way to share them. Finally it dawned on me that I could adapt a unique technique of one of my graduate school professors, the late Cal Rollins of the University of Connecticut.

I had often thought back on his seminar on the later Wittgenstein as the ideal learning experience. His simple method was to take us through the *Philosophical Investigations* in the first half of the semester . . . and then start all over again! This was one of the very few times in my life when I have been able to indulge the desire one feels after finishing any great book: "Oh, if only I had the time to read that over again right now!" Having been primed by the first run-through, you are really ready to appreciate it the second time: you know what to look for, you have many questions in mind, you are alert to many clues, etc.

One day it struck me that I could combine Rollins's technique with the short-papers technique. Why not let the latter part of the course be a review based on a reading of selected student papers to the class? In this way I could reinforce the content of the course while giving the students' essays their day. And the 700-word, topical style of the essays lends itself perfectly to their being read aloud and discussed.⁸

I have put this into practice and it works like a charm. During, say, the final third of the term I make no new assignments. Students are free to re-read or read further in the previously assigned texts, and to revise their essays. I devote each class period to one of the major themes previously addressed in the course, reviewing them in the same order. It is a period of time with nothing other on the agenda than understanding better what has come before. Perhaps it is for many of my students, as it was for me, the best academic learning experience they will ever have.

Notes

⁷No doubt it would also work for courses in other disciplines.

²It occurs to me only now that this too has a precedent in my own, albeit undergraduate, student past, when I was attending the graduate seminar of J. J. Gibson, the late perception psychologist at Cornell University. Every week he would distribute a "purple peril," a mimeographed paper a few pages in length written by himself. Each elicited intense criticism from his graduate students, and I marveled at how enough of his ideas would ever survive for him to complete a book. It is with great fondness that I remember my first exposure to the academic *modus operandi*.

³I have collected a number of these in an eponymous volume, which I have self-published and assign to my students (with any profits designated for student scholarships).

⁴See my "Essays for and by Students: Personalizing the Teaching of Philosophy" (forthcoming in *Philosophy in the Contemporary World*) for an extended discussion of the specifically personal narrative form of moral moments et al.

⁵Literally. One of my students has noted that they make perfect reading for the john.

⁶And by auditor (see the sequel).

⁷In fact it is this format that was the immediate stimulus of my own moral moments and the like. A number of years ago Abram Katz, the science editor of the *New Haven Register*, invited me to contribute a column on astronomy, in which I have an amateur interest. I took him up on it, and thereupon discovered the delight of having my thoughts and enthusiasms made instantly known to a quarter of a million people! This eventually influenced me to submit occasional columns to the editorial page about issues in the news that had ethical significance. I came to appreciate the virtues and possibilities of the form and decided to apply it to the writing of philosophy tout court, including its teaching applications.

⁸I am now considering yet another logical extension, namely, compiling the best of the best into a reader of short essays that are by students and for students.

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Minutes: AAPT Executive Board Meeting

May 6 and 7, 1999

Hyatt Regency, New Orleans

Submitted by Robert Timko, President

May 6, 1999

Present: Bob Timko, Arnie Wilson, Jim Campbell, Nancy Hancock, Betsy Decyk, Gary Talsky. The meeting was called to order at 12:10 p.m. CDT.

1. Approval of Minutes. Gary Talsky moved that the Minutes of the previous meeting be approved. Seconded by Betsy Decyk. There was a brief discussion about the editorship of the Newsletter. It was affirmed that Betsy was currently acting as editor and there was a continuing exploration of having Louisa Moon and Jim Cadello become co-editors. The Minutes of the previous meeting were approved.

2. Treasurer's Report (Talsky). We currently have \$2,000.21 in the new checking account. There was a brief discussion about the income from the Mansfield conference and about outstanding bills for the printing of the conference program and the last newsletter. It was decided that the old account should be closed and monies moved to the new account so the bills might be paid.

MOTION (Wilson, Decyk) The Executive Director do whatever is appropriate to facilitate the transfer of funds. **PASSED.**

It was also suggested that Nancy obtain bank statements for the past two years so that the organization may be better able to plan for recurring expenses.

3. Announcements:

TEACHING PHILOSOPHY would be sponsoring a Wine & Cheese reception on Friday May 7 at 6 p.m. for the purpose of honoring the past year's honoree for outstanding contributions to teaching philosophy and to present a similar award to Rosalind Ladd.

The AAPT would be sponsoring a table at the evening receptions on both Thursday and Friday.

4. Reports:

EXECUTIVE DIRECTOR: Nancy Hancock reported on the use of the AAPT Listserv and on the Membership. Various suggestions were made to increase the use of AAPT-L, e.g., members should be notified of its availability and how to subscribe; we should post notice of meetings; members and others should be encouraged to use the list to raise questions about how to develop courses, syllabi, etc. It was noted that membership has dropped by ten since last year and by seventy-seven since 1996. The most significant drop has been in Canadian membership from forty-three in 1996 to six in 1999. There also was a significant drop in female membership from eighty in 1996 to fifty-six in 1999. Some of the drops were attributed to the fact that individuals who had not paid dues were still carried on the membership rolls for several years. That practice stopped in 1997. It was decided that we need to reestablish ties with our

Canadian colleagues, perhaps through developing a presence at the CPA meetings; to actively recruit graduate students as members; to increase publicity about the IWCTP; and to make the minimum length of membership two years. Gary Talsky and Jim Campbell moved to accept the Executive Director's report. **ACCEPTED.**

NEWSLETTER EDITOR: Betsy Decyk reported that the next issue is ready to go except for a photo of Mark Lenssen. It was suggested that Daryl Close be contacted to obtain a picture of Mark and that Gary will also try to get a picture of Mark for the Newsletter. Arnie Wilson suggested that we do more photos in the Newsletter. It was suggested that we wait and print a double issue of the Newsletter over the summer in order to save expenses. Arnie Wilson and Gary Talsky moved to accept the Editor's report. **ACCEPTED.**

WORKSHOPS AT THE APA DIVISIONAL MEETINGS. It was reported that 30 people attended the workshop at the Pacific Division APA co-sponsored with APA Two-Year College Committee.

5. Award to Honor Mark Lenssen. The board discussed various ways in which such an award may be designed including a student travel award to an AAPT Workshop-Conference or an award for the best article on teaching philosophy submitted by a student to the Newsletter, covering a two-year period. It was decided that Nancy, Jim, Arnie and Betsy develop a report on the award and present it to the Executive in December at the Eastern APA.

6. Workshop Conference. The merits of both site proposals were discussed. Thomas More was most convenient for air travel, had a good faculty, a good atmosphere, the on-site director and the President of the College were committed to the project. Alverno was more prepared through past experience to run a conference, was willing to work with us on administrative costs and had a good atmosphere with a committed faculty and on-site director. The down side of Thomas More was its lack of technology and the downside to Alverno was its lack of air-conditioned rooms. There was a question about the number of dormitory rooms that might be available at either school. There were also some cost questions about food services and facilities that still needed to be answered by each school.

At 1:40 p.m. CDT discussion was suspended and the meeting recessed until the next day.

May 7, 1999

Present: Bob Timko, Arnie Wilson, Nancy Hancock, Betsy Decyk, Gary Talsky, and Phil Hamlin. Guest: Louisa Moon. The meeting reconvened at 12:15 p.m. CDT.

7. Workshop Conference Site. Discussion on the site proposals continued and tentative approval was given to Alverno College as the site of the next IWCTP. The approval depended on the Executive Director receiving positive answers to a few remaining questions about administrative and food costs. It was recommended that the Executive Director contact Thomas More College to tell them that we remain interested in having them

host the IWCTP in 2002. If Thomas More could give assurance that the construction of the new technology/computer resources will occur on schedule and give us a statement to that effect, and of continued commitment to hosting the conference prior to December 31, 1999, they would be affirmed as the site of the IWCTP in 2002.

8. APA/AAPT Teaching Philosophy Workshops. It was decided that the AAPT would continue to work with the APA in co-sponsoring workshops on Teaching Philosophy at the Central and Pacific APA Divisional Meetings. It was suggested that Betsy work with Louisa Moon on the Pacific Meeting but that Betsy would meet with Eric Hoffman first to ascertain whether or not the APA was interested in having such a cooperative effort at the Pacific Division. It was suggested that we do not meet as a separate group at the Central Division but that we work in co-sponsorship with the APA for a daylong series of workshops on teaching. It was suggested that Debra Penna-Fredericks would work with either Betsy Decyk or Donna Engelmann and Eric Hoffman to continue the workshops at the Central APA. With regard to the Eastern APA, it was a consensus of opinion that we continue to meet in a Group Session format and that Jim Friel would continue as the contact for that event.

9. Financial Support for Workshop Presentations at APA Meetings. There was a discussion of financial support for AAPT members presenting workshops at the APA meetings at the invitation of the AAPT. It was affirmed that an individual's home university or college should be the primary provider of travel support and that the AAPT be approached only for supplemental support.

10. Accounts Invoicing. MOTION (Decyk, Wilson): All AAPT accounts payable and receivable be double-invoiced both to the Executive Director and the Treasurer. PASSED

11. Business Suspended. MOTION (Hancock, Decyk): New business be suspended until the next Board meeting. PASSED.

The meeting adjourned at 1:40 PM CDT.

THESE MINUTES HAVE NOT BEEN APPROVED.

Go On Line with Other Philosophy Teachers

The AAPT maintains a list serve site. People can ask questions about teaching practices and get ideas about texts, syllabi, and course designs. To subscribe to AAPT-L, e-mail to

LISTSERV@LSV.UKY.EDU

the following one-line message:

SUBSCRIBE AAPT-L <your first name> <your last name>

AAPT on the Web

The AAPT web site address is:

<http://www.mnsfld.edu/depts/philosop/aapt.html>

Book, Movie, Game, Software, and Internet Resource Reviews

What have you found useful in the classroom to deepen understanding and enhance discussion of philosophical issues? Here is your chance! Whether you have been using a text, video, game, software, or the Internet for years, or have only experimented with it for one semester, we are interested in whether you would recommend it and why.

Reviews must be of materials you have actually used in the classroom and should include:

- a description of the use you made of the materials
- a discussion of student responses to the materials
- a summary of the results
- recommendations for future use

As with other submissions to *AAPT News*, review submissions on disk or as e-mail are much appreciated. Files should be sent to bdecyk@csulb.edu. Submissions may be faxed to me at (562) 985-7135 (ATTN: Decyk) or mailed to:

Betsy Decyk
 Department of Philosophy
 California State University, Long Beach
 1250 Bellflower Boulevard
 Long Beach, CA 90840-2408

For help, call me at (562) 985-4346.

TREASURER'S REPORT

Gary F. Talsky

This brief report covers the period from January 1, 1999 through September 14, 1999.

A total of \$28,481.10 was transferred from the former treasurer's office in Smithtown, NY, to the new office in Milwaukee, WI, where a checking and a money market account were opened.

Our income for this period totaled \$1,937.39 and consisted of dues, a conference income adjustment, and interest.

Our expenses for this period totaled \$1,643.21 and consisted of election expenses, bank fees/charges, conference site visitations, postage, office supplies, APA Central Division Meeting expenses, and memorial flowers. This leaves the AAPT with a balance of \$28,576.37 as of this writing.

With the cooperation of the board and especially of the Executive Director, our aims include establishing a budget, establishing accounting categories, better estimation of dues monies to be held in reserve for two-year memberships, regular financial updates, better knowledge of the true costs incurred by the AAPT, and continued work toward a balance of expenses and income to preserve our reserves.

AAPT BOARD MEMBERS

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CALENDAR OF EVENTS

October 14–16, 1999 – Philosophical Issues in Ethics Across the Curriculum, Rochester Institute of Technology, Rochester, NY. Contact: Wade Robison, Philosophy, Rochester Institute of Technology, Rochester, NY. 14623wlrgh@rit.edu

October 15–17, 1999 – Michigan State University Graduate Student Conference in Philosophy, Michigan State University, East Lansing, MI

November 5, 1999 – The Scholarship of Teaching, Marquette University and University of Wisconsin - Milwaukee, Milwaukee, WI

December 27–30, 1999 – American Philosophical Association, Eastern Division, Boston, MA AAPT contact: Jim Friel, (516) 420-2047

January 9–23, 2000 – 8th East-West Philosopher's Conference, University of Hawaii. Theme: Technology and Cultural Values: On the Edge of the Third Millennium. Abstracts due as soon as possible. Contact: Stepanians an Ames, University of Hawaii, 2530 Dole St., Honolulu, HI 96822-2382. farrell@hawaii.edu

February 25–26, 2000 – Mid-South Philosophy Conference, University of Memphis. Papers due: January 7, 2000. Contact: Kevin Thompson, Philosophy, Southern Illinois Univ., Carbondale, IL 62901-4505. KThom36607@aol.com

March 9–11, 2000 – Society for the Advancement of American Philosophy, Indiana University/Purdue University, Indianapolis. Theme: The Crisis of Public Education. Contact: Kenneth Stickers, Philosophy, Southern Illinois Univ., Carbondale, IL 62901-4505. phildept@siu.edu

April 5–8, 2000 – American Philosophical Association, Pacific Division, Albuquerque, NM. AAPT contact: Louisa Moon, lmoon@mcc.miracosta.cc.ca.edu

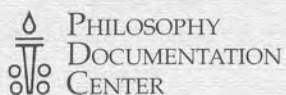
April 20–23, 2000 – American Philosophical Association, Central Division, Chicago, IL. APA/AAPT Teaching Workshops. AAPT contacts: Betsy Decyk, bdecyk@csulb.edu and Debra Penna-Fredericks, pennafd@slu.edu

May 17–20, 2000 – 7th Annual Teaching Research Ethics Workshop, Indiana University. Contact: Kenneth D. Pimple, Poynter Ctr., Indiana Univ., Bloomington, IN 47405-3602. pimple@indiana.edu

August 2–6, 2000 – AAPT 13th International Workshop-Conference on Teaching Philosophy, Alverno College, Milwaukee, WI

Deadline for Workshop Proposals: December 1, 1999

Nancy Simco (ed.), *The Philosophical Calendar*, www.people.memphis.edu/~philos/sjp/philcal.html



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American Association of Philosophy Teachers

Membership Application

All memberships expire at the end of the calendar year. The expiration date of your membership will be listed on the address label for each newsletter. If you have any questions about the status of your membership, please feel free to contact the Executive Director at aapt@philosophers.net or by writing to **Dr. Nancy S. Hancock, Executive Director, AAPT, Department of Philosophy, University of Louisville, Louisville, KY 40292.**

MEMBERSHIP CATEGORIES AND RATES

	<u>1 yr.</u>	<u>2 yrs.</u>
Regular	\$20	\$30
Student	\$12	\$20
Emeritus	\$12	\$20
Part-Time/Adjunct	\$12	\$20

Lifetime memberships are also available for \$500, which may be paid in installments over the period of one year.

Please detach and return this form with your membership dues to:

Dr. Nancy S. Hancock
Executive Director
American Association of Philosophy Teachers
Department of Philosophy
University of Louisville
Louisville, KY 40292

Name: _____

Address: _____

City: _____ State/Province: _____ Country: _____

Zip (+4): _____ Phone (W): _____ (H): _____

E-mail: _____

Is this a renewal _____ or new membership _____ ?

Please check membership type: Regular Student Emeritus Part-time/Adjunct

TOTAL AMOUNT ENCLOSED: \$ _____