



# AAPT News

*The Newsletter of the American Association of Philosophy Teachers*

VOLUME 23, NUMBER 1

SPRING 2000

## 13<sup>th</sup> International Workshop-Conference on Teaching Philosophy

Alverno College, Milwaukee, Wisconsin

August 2 - 6, 2000

Founded in 1978, the AAPT is devoted exclusively to the advancement and improvement of philosophy teaching at all educational levels. The organization and the conference are open to anyone interested in the teaching of philosophy.

Beginning with the first Workshop-Conference at Union College of Schenectady, New York, in 1976, over 2,100 philosophy teachers have attended sessions at the University of Toledo (1980 and 1984), Appalachian State University (1982), Culver-Stockton College (1986), Hampshire College (1988), Indiana University (1990), the University of Vermont (1992), Marianopolis College-Montreal (1994), Old Dominion University (1996), and Mansfield University (1998). Attendees have come from all over the United States and Canada, as well as Europe, Africa, Asia, and Latin America.

### *Workshop-Conference Format*

The program is in a workshop-conference format in order to emphasize the interactive learning environment of the sessions. Everything presented is intended to exemplify innovative, effective techniques and materials that can be put directly into the practice of teaching philosophy. In addition to the scheduled sessions there will be ample opportunities for discussions with colleagues about successful teaching methods. There will be a book display to browse for new ideas. As always, the AAPT's goal is an educational, informative, enjoyable, noncompetitive conference.

### *Teaching Seminar for Advanced Graduate Students*

The AAPT and the APA are again co-sponsoring a Teaching Seminar for Advanced Graduate Students. Seminar sessions conducted by Martin Benjamin (Michigan State University) will be held each morning, August 2-6. Participants may then attend the regular AAPT Workshop and Conference sessions in the afternoon and evening. The deadline for applications is May 26, 2000. For more information see the APA announcement elsewhere in this edition of the *AAPT News*.

### *About the Conference Site*

Alverno College is a liberal arts college for women located on the south side of Milwaukee, Wisconsin, less than 20 minutes from the Milwaukee airport. The college is known for its hospitality, hosting hundreds of

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**EDITOR**

**Betsy Newell Decyk**  
Philosophy Department  
California State University, Long Beach  
Long Beach, CA 90840-2408

**E-MAIL & FAX**

**bdecyk@csulb.edu**  
Fax: (562) 985-7135

**TECHNICAL EDITOR**

**William M. Johnson**  
Philosophy Department  
California State University, Long Beach  
Long Beach, CA 90840-2408

**TYPESETTING AND LAYOUT**  
The Philosophy Documentation Center

*Accommodations and Anticipated Costs*

The fees for the 13th IWCTP are:

Members: Presenter \$120, Non-Presenter \$130  
Non-Members: Presenter \$150, Non-Presenter \$160  
Graduate Students: \$50  
Adjunct/Part-time Employment:  
Member \$90, Non-member \$115

Housing will be available in the college dormitories at the following prices:

Single \$20/night  
Double \$10/night/person  
Family adjoining rooms \$20/room/night

Refrigerator, sink and stove are available in a lounge on each floor of the dormitory. A \$10.00 refundable deposit for the access card, room key, and meal card will be collected at registration.

Meals for conference participants will be provided in the campus dining hall and a meal ticket will cost \$67 for the entire conference. Children under the age of two can eat free and children between the ages of two and six will eat at half-price (\$34). The cost of the ice-cream social and our traditional picnic will be an additional \$5.

*Entertainment Options*

The following events will be available at a nominal transportation charge (around \$5.00), plus entrance fees or charges, where applicable.

Milwaukee Art Museum  
Milwaukee Public Museum and IMAX Theater  
Whitnall Park Nature Center and Botanic Garden  
Ethnic Restaurant Tour  
Pub Crawl  
Microbrewery Tour

**FOR MORE INFORMATION**

*About the AAPT:*

Nancy Slonneger Hancock ([aapt@philosophers.net](mailto:aapt@philosophers.net))

*About facilities and services:*

Donna Engelmann of the Alverno College Philosophy Department, by email: [donna.engelmann@alverno.edu](mailto:donna.engelmann@alverno.edu) or by phone at 414-382-6413.

*About the Graduate Seminar:*

Richard Bett, Acting Executive Director of the APA ([bett\\_r@jhunix.hcf.jhu.edu](mailto:bett_r@jhunix.hcf.jhu.edu))

Martin Benjamin ([benjamin@pilot.msu.edu](mailto:benjamin@pilot.msu.edu))

visitors each year in its workshops on teaching, learning, and assessment. The compact campus in a park-like setting offers the latest communications technology and convenient and comfortable meeting spaces. The college is family friendly, providing adjoining rooms for parents and children and on-site day care. Other lodging options are also available locally.

Milwaukee is not just the home of beer and brats! Coffee shops, restaurants, and retail shops are within walking distance, and downtown nightlife and cultural attractions are a short car, cab, or city bus ride away. The city offers lakefront parks on Lake Michigan, great art and natural history museums, a performing arts center, and big league baseball, as well as a wide range of choices for wining, dining, and entertainment. During free times, conference goers will be able to choose a trip to a nature center and botanical garden, an ethnic restaurant tour, a microbrewery tour, or a pub crawl, with transportation offered at low cost.

*A Family Affair & Child Care*

The AAPT has always welcomed families to attend the conference, and the 13th IWCTP will be no different. Day care for children between the ages of six months and six years will be available at the cost of \$5/hour/child. There will be daytime activities for families attending the conference, and of course, we will have our traditional picnic and ice cream social.



# List of Workshops and Panels

## The 13th International Workshop-Conference on Teaching Philosophy (by category)

### PRESIDENTIAL ADDRESS

*"Images from the Cave: Technology and the Future of Teaching Philosophy"*

Robert Timko

### PLENARY ADDRESSES

*"The Development of an Association in the UK for Teaching Philosophy"*

George Macdonald Ross

*"What Is Thinking?"*

Robert Solomon

### WORKSHOPS

#### Teaching Ethics

*"Exploring Cloning and Other Reproductive Technologies in the Philosophy Classroom"*

Alan Penczek

*"ETHOS and ETHOS: A Synthesis of Moral Philosophy and Cultural Anthropology"*

Adrienne Reda Regnier and Randall Davis

*"Teaching Ethics Through Multiple Readings of Othello"*

Chris Latiolais

*"Strategies for Teaching Health Care Ethics"*

Jean Keller

*"Response-ability in the Classroom: The I and Thou Experience and Where It Leads"*

Jesus Maria F. Nacanaynay

*"Teaching Ethics across the Curriculum"*

Glenn C. Graber, H. Philips Hamlin,  
and Marianne Woodside

#### Teaching Introductory Philosophy

*"Meno or No Meno? The Value of Plato's Meno in the Introductory Course"*

John R. Jacobson and Robert Lloyd Mitchell

*"Teaching Philosophy through Thought Experiments"*

Ted Schick

#### Interactive Teaching and Learning

*"Mutual Questioning"*

Oscar Brenifier

*"The Drama of Ideas: Using a Theater Metaphor to Teach the History of Philosophy"*

Betsy Decyk

*"Teaching Apprenticeship as a Means of Overcoming Violence"*

James Friel

*"Resurrecting the Tutorial"*

Jennifer Hockenberry

*"Theatre Improvisation: Exploring Plato's Cave"*

Bruce Omundson

*"Using Student Surveys to Introduce Philosophy"*

V. Alan White

*"Teaching Philosophy with Games"*

Stephen Finn

#### Interdisciplinary Courses

*"Converting Philosophy Courses into Interdisciplinary Courses"*

Rodger L. Jackson

*"World of Ideas: An Interdisciplinary Approach"*

Ann Luther

#### Logic and Critical Thinking

*"Philosophy for Children and the Role of Analogical Reasoning in the Improvement of Critical Thinking"*

Louise Ferreira

*"Symbolic Logic: A Walk in the PRAC"*

Daryl Close

*"A Contextual Approach to Critical Thinking"*

Mimi Marinucci



*"Interactive Homework for Critical Reasoning"*

Joseph F. Hanna and Peter Asquith

*"Sentential Proof Construction: Empirical Studies and Textbook Strategies"*

Marvin Croy

*"Performative Methods of Teaching Logic"*

Erin Livingston and Wallace Murphee

*"Teaching Philosophy in Light of Peirce's Logic of Abduction"*

Noel Bolting

*"Qualified Reasoning"*

Robert Ennis

*"Empowering Your Students with Three-Valued Logic Puzzles"*

Stephen Levy

*"Some Options for Integrating Probabilistic and Statistical Reasoning into the Philosophy Curriculum"*

Margaret A. Cuonzo

## Using Literature and Film

*"The Logic of Monty Python: A Serious-minded but Lighted-hearted Approach to Distinguishing Validity and Soundness"*

Dean A. Kowalski

*"Using Literature to Enrich the Teaching of Philosophy"*

Sara Goering

*"Using James Dickey's film 'Deliverance' to Teach Ethics"*

Maureen Doyle

*"Literature as a Didactic Tool for Philosophy"*

Kevin Timpe

*"Ethics 101 Goes to the Movies"*

Victor L. Worsfold

## Multiple Intelligences

*"Emotional Intelligence: The Conceptual Issue"*

Aaron Ben-Ze'ev

*"Ways of Teaching 'Ways of Knowing'"*

Thomas M. Norton-Smith and Leslie Heaphy

*"Gardner's Theory of Multiple Intelligences Applied to the Philosophy 101 Classroom"*

E. A. Laidlaw

## Special Topics

*"Reading Legal Opinions"*

Mary Gilbertson

*"Multicultural Perspectives Project"*

Cheedy Jaja

*"Is the Moral Person Emotional or Intellectual?"*

Aaron Ben-Ze'ev

*"Teaching American Philosophy"*

James Campbell and James Palewski

*"Too Much Politics? On the Limits of Teaching Social Justice and Diversity"*

Robert M. Figueroa

## The Scholarship of Teaching

*"How's My Teaching?"*

Karen Grayson

*"Creating Faculty Communities for Teaching"*

Betsy Decyk

*"Developing a Scholarship of Teaching"*

Rosalind Ladd

## Teaching Philosophy in Special Venues

*"Modulus Principle on Teaching Philosophy at Russian Technical University"*

I. Sesjunina

*"The Interactive Teaching of Philosophy in Slovakia"*

Eugen Andreansky

*"Ex Corde Ecclesiae: Challenges and Concerns for Philosophers at Catholic Institutions"*

Kent Anderson and Norm Freund

*"Optimum combination of different methods in lecture delivering (for students of a technical university)"*

Natalia Sizova

## Teaching with Technology

*"Online Discussions that Really Make a Difference"*

Andrew Carpenter

*"Medical Ethics Online"*

Rita Hinton and Lynn Holt

*"Teaching Human Rights On-line (THRO): A Case-based Internet Instructional Site"*

Charles Seibert



*"The Logic of Teaching Logic Online"*

Jerry Kapus

*"Telecourse in Contemporary Moral Issues"*

Maureen Doyle

*"Using Real Audio Multimedia Content in the Philosophy Classroom"*

Andrew Carpenter

*"The Use of Threaded Discussion Boards in Undergraduate Philosophy Courses"*

Gregory Gilson

*"The Hypermediated Text: An Integrated Tool For Teaching Philosophy"*

Craig Bach and Mark Manion

## Philosophy and Writing

*"Two Pedagogical Devices: The One-Page Practice Paper and Paper Checklist"*

Scott Brill

*"The 'Role Essay' in Teaching the Philosophy of Religion"*

Yana V. Botsman

*"Using One-Paragraph Reflection Papers in Writing-Intensive Classes"*

Andrew Carpenter

*"The Persona Approach to Writing Philosophy"*

John Michael Atherton

*"Dialogic Writing"*

Karen Grayson

## PANELS

*"Using Sophie's World"*

Stephen Bickham, Mini Maranucci,  
Carol J. Moeller, and Joe Givvin

*"Getting Students Involved: Discussion Formats in Philosophy"*

Dan Putman, Al White,  
Roger Rigterink, and Bill Schneider

*"Teaching the Philosophy of Religion"*

Louis Pojman and others to be announced

*"Changing Student Learning Behavior Outside of Class"*

Kevin Guilfooy, Audre Brokes, Nils Rauhut,  
Greg Oakes, and Deb Smith

# A TEACHING SEMINAR FOR ADVANCED GRADUATE STUDENTS IN PHILOSOPHY

Co-Sponsored by

The American Philosophical Association

and

The American Association of Philosophy Teachers

During the 13<sup>th</sup> Biennial Workshop-Conference  
on Teaching Philosophy

August 2–6, 2000

Alverno College, Milwaukee, Wisconsin

The Teaching Seminar for Advanced Graduate Students will be presented by Professor Martin Benjamin (Michigan State University), who has conducted successful teaching seminars for graduate students at Michigan State University and at AAPT conferences in 1990, 1994, 1996, and 1998. The Seminar sessions will include the following themes: organization of an introductory course, teaching ethics and the ethics of teaching, diversity in the classroom, textbook selection, exam preparations, paper assignments, and grading methods. It is assumed that participants will attend all of the Seminar sessions, which will be held each morning, August 2–6. Participants are also encouraged to attend the regular AAPT Workshop and Conference sessions in the afternoon and evening.

Advanced graduate students and students who will be receiving the Ph.D. in June are eligible to apply for the Teaching Seminar. Preference will be given, first, to applicants who will be teaching their own courses during the 2000–01 academic year; second, to those who will be teaching discussion sections during 2000–01; and third, to those who will be grading for courses they are not teaching during 2000–01. Participants will also be chosen with some concern for achieving a balance among fields of interest. Maximum number of participants: 20. Accepted applicants will be notified in late June and will receive a reading list at that time.

The American Philosophical Association will be offering travel grants of up to \$250 each for 10 participants. Recipients of APA travel grants must be members of the APA.

A flyer for this seminar, which includes an application form, has been mailed to all Ph.D.–granting philosophy departments in the USA and Canada.



## BOOK REVIEW

### John Perry, *Dialogue on Good, Evil, and the Existence of God*

Indianapolis: Hackett Publishing Company, Inc., 1999

ix + 71 pages, \$4.95 paper 0-87220-460-X ; \$19.95 hardcover 0-87220-461-8

Reviewed by Jason Matzke

Graduate Student, Michigan State University

John Perry's dialogue is an engaging, thought-provoking text that would serve well as the introduction to the traditional problem of evil and the existence of God for undergraduates. While historical texts and journal articles might prove too difficult a read, and textbook descriptions too easily forgettable and "dry" for novice students, Perry's book is both accessible and engrossing. Its uncomplicated style makes it fitting for students new to the problem of evil, especially if they are also new to philosophy. The text would be appropriate for an Introduction to Philosophy course or as a nice review for more advanced undergraduates, perhaps early in a class in the Philosophy of Religion.

The dialogue makes use of only three characters: Gretchen Weirob, Sam Miller, and Dave Cohen. In short, the book consists of Sam trying to convince doubting Gretchen that one can reasonably (consistently) hold that God exists even though there is evil in the world. Dave enters the story at the beginning of the second chapter and, though he occasionally offers arguments of his own, his usefulness rests in his constant clarifying remarks and questions. None of these characters is terribly well developed (in contrast to those in Plato's or Berkeley's dialogues, for example) but they do a decent job of representing thoughtful contemporary disputants to which students might relate. In fact, the lack of extensive character development may serve the useful purpose of keeping the dialogue at a level of simplicity and straightforwardness ideal for an introductory text on a topic with potentially much complexity.

The book consists of a one-page introduction, four chapters of text, one page of concluding "notes," and one page of suggested further readings. The chapters divide the book into sections roughly equal in length (about 17 pages each). Although the divisions do not seem to follow shifts in themes or topics, they nonetheless provide pauses in the dialogue, giving Perry an opportunity to recap what has been said to that point.

Instructors can use the divisions to make convenient reading assignments.

Following a very brief introduction in which Perry simultaneously admits that the characters are fictional and describes how he compiled the dialogue from notes taken from their discussions (a rather odd combination), Chapter One begins with Gretchen, feeling ill with the flu, doubting that God could exist in light of the suffering found in the world. Gretchen accepts a bet to the effect that if Sam can show that there need be no inconsistency between believing that God exists and acknowledging suffering in the world, Sam would be allowed to say a prayer to alleviate her discomfort. This first chapter is largely spent laying out the issue, some ground rules for an acceptable answer for the resolution of their friendly bet, and Sam's first attempt at a solution: evil exists in the world as a means to greater good, just as getting up early in the morning can lead to a more wonderful day fishing than if one had not gotten up so early. Gretchen remains unconvinced.

Chapters Two, Three, and the first part of Four involve further discussion of this and other analogies revolving around three elements of an "apology for God" (p. 24), which Sam fashions after Leibniz's *Theodicy*. Unlike Leibniz, Sam does not argue that this world is the best of all possible worlds, but simply that the existence of evil is not inconsistent with the existence of a perfect God. The first element of Sam's theodicy is the claim that evil exists in the world due to our having and misusing free will. Sam first claims that having freedom is better than not having it, even if it sometimes brings suffering, and second that it makes sense to say both that God knows what we will do *and* that we have free will. The second element of the theodicy is that what appears to be an unequal distribution of pleasure and pain in this world will be balanced out in the afterlife. God's perfect justice and fairness is thereby maintained. The final element consists of the



claim that some of the angelic beings God created chose to rebel from their maker and have since caused much suffering in the world. This, of course, is meant to account for suffering in the world that is not connected to human wrongdoing but to things such as natural disasters. Chapter Four concludes with Gretchen offering an evolutionary account of the existence of pleasure, pain, and the related concepts of good and evil. Though she clearly prefers this account to Sam's, in the end Gretchen is convinced, not that God exists, but that it is possible to describe a world in which the existence of evil and of a supreme being are not necessarily inconsistent. Having lost the bet, she also reconsiders their initial agreement as to what should count as a successful defense of a philosophical position. Consistency, she now wonders, may not be enough.

What makes this dialogue especially interesting and pedagogically useful with respect to students new to the problem of evil is that, in addition to the general argument as briefly described above, it does not shy away from dealing with some of the complications involved, and so provides many points for further exploration and discussion. For example, the interlocutors spend considerable time thinking about whether it makes sense to say that we can have free will if the omniscient creator has foreknowledge of what choices we will make. Other philosophically interesting issues raised include the difference between attacking the person and addressing an argument, uses and problems of arguing from analogy, and the notion of burden of proof. Importantly, the discussion of these questions is left open enough to provide opportunities for class discussion. In addition, several key historical figures are mentioned, such as Aquinas and Leibniz, which can also serve as useful launching pads to further investigation. Finally, the points raised by the disputants are laid out in such a way that students new to philosophy can be asked to reconstruct arguments within paragraphs rather than across pages. Gretchen's initial laying out of the problem in the first chapter is an excellent example of this.

The text challenges students to consider what are the proper criteria for a successful argument. Throughout the text consistency is the goal, with plausibility, for example, being explicitly set aside. Sam continually emphasizes this point by saying things such as, "It doesn't have to strike you as plausible, much less true. I don't have to claim it is true. I need only to claim that my story is consistent" (p. 55). But, as students will

rightly point out, the claim that "poor choices on the part of free humans often cause suffering" has a certain philosophical currency that "the Devil causes earthquakes and hurricanes" lacks. The former enjoys a degree of *prima facie* plausibility that the latter lacks. This might be worth taking up in discussion. Students might be asked, for example, whether Sam really won, or should have won, the bet with Gretchen. Or, following Gretchen's inclinations toward the end, students might ponder whether the bet would have been better set up such that consistency did not become the only criterion by which to judge competing claims.

One additional issue, which Perry's text does not broach, is that of the acceptability of the traditional Western use of gender-exclusive language in reference to God, at least in the context of a philosophy class. I suspect that had Perry simply used gender-inclusive language without explanation, many students would see it as one more bit of political correctness to be endured. To raise the issue in a meaningful way Perry might, early in the dialogue, have Gretchen express her dismay that although she herself is not convinced that God exists, constant reference to God in the masculine marginalizes women—after all, if the most perfect being (whether real or not) is imaged as male, being male must be better than being female. She might add that Sam's perfect God ought to transcend gender distinctions, which have at least some grounding in our physical existence (from hormonal ratios to societal expectations based on body type). Sam might then agree that nothing in his argument depends on God being masculine. In my experience, this question is a real conversation starter and can point to the difference between a particular religious conception and the minimal description of God needed for Sam's philosophical argument.

In the end, Perry's book would probably serve wonderfully as a way of introducing beginning philosophy students to the problem of evil. Perry not only sets up the problem clearly, but does so in an accessible and engaging style – there is little chance students would find this overly ivory-towerish. In addition, it is full of insights and questions with respect both to substantive claims and methodology, which could serve as useful starting places for class discussion. The lack of dogmatic conclusions and the give-and-take style of the disputants should give students a sense of what philosophical argument involves. Thus, its dialogical style, length, level of difficulty, and richness for class discussion make Perry's text an excellent choice.



## MEMBERS OF THE EXECUTIVE BOARD MEET IN BOSTON

The AAPT Executive Board met in Boston on December 27, 1999, at 7:30 p.m. in the Boston Marriott Copley Place Hotel. Present were Robert Timko, Phil Hamlin, Martin Benjamin, Amy Baehr, and Betsy Decyk.

### 1. Treasurer's Report

A written Treasurer's Report was received from Gary Talsky. The report indicated that the Association has a balance of \$24,421.22 in its accounts and that all current bills have been paid. It was moved by Phil Hamlin and seconded by Martin Benjamin that the Treasurer's Report be accepted. Motion passed.

It was recommended that a copy of the Treasurer's Report be mailed to all members of the Executive Board.

Betsy Decyk recommended that the Newsletter Editor be sent a copy of the invoice for the Newsletter.

### 2. Executive Director

After a general discussion of the role and duties of the Executive Director, it was moved by Robert Timko and seconded by Betsy Decyk that Nancy Hancock's term as Executive Director, which expired in October 1999, be extended through the last day of October 2000. Motion passed. Pursuant to this extension, it was recommended that Nancy Hancock provide the board with a five-year plan for the organization and a statement of her goals as Executive Director. The President will convey this request to Nancy.

Phil Hamlin recommended that the Board support sending the Executive Director to a workshop on how to run a small voluntary organization.

### 3. Newsletter Editor

The position of Newsletter Editor was discussed with Betsy Decyk, who indicated her interest in moving from Acting Editor to Editor. After a brief discussion, the Board voted unanimously to appoint Betsy the Editor.

### 4. Alverno Workshop-Conference

Reports were received via email from Jim Cadello and Joe Givvin on the workshops that have been proposed for the Alverno workshop-conference. It was agreed that the number and variety of proposals was sufficient for a successful conference. However, after some further discussion of possible additional workshops, the deadline for proposals was extended until January 10, 2000.

It was reported that Arnold Wilson is working toward creating panel discussions on topics in teaching philosophy to take place at the Alverno conference.

There was extensive discussion of the graduate seminar in teaching philosophy, focusing on the need to continue liaison with the APA on this important project. Martin Benjamin will continue as the leader of the seminar and will work with the new leadership in the APA to continue joint sponsorship of the seminar. Applications for participation in the seminar will be sent to graduate departments as soon as possible.

### 5. Sessions at the Pacific and Central APA Meetings

There will be no AAPT session at this year's Pacific APA meeting. Efforts are being made to re-establish a session at the 2001 Pacific Meeting.

The AAPT is sponsoring a session on "Doing Philosophy" at the APA Central Division meetings. Some of the topics to be presented at this session are service learning, drama, and play as doing philosophy, and teaching as doing.

There being no further business the meeting adjourned at 9:25 p.m.

Respectfully submitted,

Robert M. Timko, President



# TREASURER'S REPORT

January 1, 2000

## 1. Account Balance for 1999

Our assets/credits for the year amount to \$31,034.08; these were primarily interest, dues, reimbursements, and transfers from the previous treasury accounts.

Our liabilities/debits for the year amount to \$6,515.59; these were primarily APA fees, bank charges, mailing and postage, printing and operational expenses.

Thus our year-end balance is \$24,518.49. There are presently no outstanding bills.

## 2. Computerization of Records

Our accounts are now on Quicken software, which will greatly increase accuracy of our statements, especially as the program can break out income and expenses by category. This is especially helpful for us since many of our checks cover several expense categories.

## 3. Reservation of Tables at APA Eastern and Central Meetings

As with the APA Central last year, arrangements were made to reserve a table at both evening receptions at both the APA Eastern and Central Meetings for \$25 each conference. This allows AAPT members to gather and others to meet with us.

## 4. Budgeting

As no historical financial records of the organization are presently available, it is nearly impossible to proceed accurately on the project of a budget. At best, we can estimate and we can preserve records so that a budget can be done in the future.

If people would be willing to share estimates of their expenses for the up-coming conference at Alverno, I would be willing to coordinate a budget. For now we have spent the following related to the conference:

Site Visits	\$ 272.00
Printing/Flyers/Mailing	\$ 3,967.98
TOTAL	\$ 4,239.98

To put this in perspective, if 100 people attend, our cost in these categories comes to \$42.40/person.

*Newsletter:* I will try to use what records I can to establish the cost basis for our newsletter, which could lead to a review of our dues rates.

## 5. Coordination with Executive Director

Copies of our monthly bank statements and photocopies of deposited membership checks have been shared with the Executive Director, who in turn provided a membership list and data base.

## 6. Questions/Comments

Please feel free to ask any questions or make suggestions of how I can better serve the organization.

Respectfully submitted,

Gary Talsky, Treasurer

### Submissions to AAPT News

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

Submissions on disk or as e-mail binary attachments are much appreciated. Most PC formats are fine, but WordPerfect (5.1 and later), Microsoft Word for Windows, or Microsoft Word for Macintosh 6.0 is preferred. I prefer MS-DOS diskettes, but Macintosh diskette formats can be read.

Submissions may be sent as e-mail attachments, in the various formats mentioned, as ASCII text, or Rich Text Format files to [bdecyk@csulb.edu](mailto:bdecyk@csulb.edu). Hard copies may be FAXed to me at (562) 985-7135 (attn: Decyk) or mailed to me at:

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

If you need help, call me at (562) 985-4346.— Betsy Decyk



## *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

AAPT News has received for possible review:

- Robert T. Pennock, *Tower of Babel: the evidence against the New Creationism* (Cambridge, Mass.: MIT Press, 2000)
- *Philosophy Now: a magazine of ideas* (Summer 1999)

As with other submissions to *AAPT News*, review submissions on disk or as e-mail are much appreciated. Electronic files should be sent to [bdcyk@csulb.edu](mailto:bdcyk@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

## *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](mailto:LISTSERV@LSV.UKY.EDU)

the following one-line message:

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

## ANNOUNCEMENTS

### **AAPT on the WEB**

The AAPT web site address is:

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

### **Web Site on Teaching Resources**

The American Philosophy Association's Committee on Teaching now has a web site on Teaching Resources:

<http://www.apa.udel.edu/apa/governance/committees/teaching/orc>.

See the *Teaching Resources* announcement elsewhere in this newsletter.

### **New Publication About Young People and Philosophy**

The APA's Committee on Pre-College Instruction is creating a newsletter illustrating young people engaged in philosophy. See the *Questions* Announcement elsewhere in this edition of the *AAPT News*.

### **Conferences**

A Calendar of Conferences can be found at the APA web site:

<http://www.apa.udel.edu/apa/opportunities/conferences>



## *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](mailto:aapt@philosophers.net)



## 2000 Highlights

*Ladelle McWhorter*

Can a Postmodern Philosopher  
Teach Modern Philosophy?

*James D. Shumaker*

Moral Reasoning and  
Story Telling

*Thecla Rondhuis and Karel  
van der Leeuw*

Performance and Progress in  
Philosophy

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# Teaching Philosophy

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*Teaching Philosophy* provides an open forum for the exchange and evaluation of ideas, information, and materials concerning the teaching of philosophy. Published quarterly, *Teaching Philosophy* explores the relationship between philosophy and its teaching, the nature of philosophy curricula, courses, and methods, and the unique problems that exist for philosophy teachers. Readers will learn about innovative teaching methods, successful classroom stratagems, and the use of new materials.

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## ONLINE TEACHING CENTER

<http://www.apa.udel.edu/apa/governance/committees/teaching/orc>

The *American Philosophical Association's Committee on Teaching* now has a web site on Teaching Resources. The site intends to be representative of all types of educational institutions, philosophical schools and interests. Contributions are requested!

Submit:


1. Syllabi
2. What works: short descriptions of successful classroom practices—e.g., facilitating discussion, using case studies, introducing difficult concepts, good videos.

\*Seed money for this project was provided by the Carnegie Foundation.

## QUESTIONS: A NEW NEWSLETTER

The *American Philosophical Association's Committee on Pre-College Instruction in Philosophy* is pleased to announce the creation of a national newsletter illustrating young people engaged in philosophy. The pilot issue of the newsletter, *Questions*, will appear in early 2001 and will be organized around the theme of children's rights. It will include transcripts of philosophical discussions about children's rights from K-12 classrooms around the country, photographs from some of these classes, and essays, drawings, stories, and poems created by young people on the subject of children's rights. We welcome the involvement of additional philosophers and teachers who are working with K-12 students.

At this time, the editorial board for *Questions* is composed of Jana Mohr Lone, David Shapiro, Betsy Newell Decyk, Rosalind Ladd, Michael Pritchard, Hugh Taft-Morales, and Wendy Turgeon. Funding for the pilot issue has been provided by the American Philosophical Association. For more information please contact Jana Mohr Lone at [jmohrlone@compuserve.com](mailto:jmohrlone@compuserve.com) or call her at (206) 463-1217.

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Sub-total from page 1 \_\_\_\_\_

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Adult	\$ 67.00	_____	_____
Child 2 to 6 years (children under 2 eat free)	\$ 34.00	_____	_____
Picnic on Saturday evening	\$ 5.00	_____	_____

**Housing**

Single, per person, per night	\$ 20.00	_____	_____
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Your roommate: _____			
Children's room (Adjoining parents')	\$ 20.00	_____	_____

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Departure day and time \_\_\_\_\_

*Refrigerator, sink and stove available at no charge for cooking in lounge on each floor of the dormitory.*

*\$10.00 refundable deposit for access card, room key, and meal card will be collected at time of registration.*

**Day care (ages 6 mo. to 6 years) at \$5.00 per hour**

Number of days X number of hours X number of children X \$5 \_\_\_\_\_

Names, ages of children \_\_\_\_\_

(Care of children ages 6-12 may be available, depending on demand)

Names, ages of children 6-12 \_\_\_\_\_

**Late registration fee** (after June 15, 2000) \$ 10.00 \_\_\_\_\_

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**Entertainment Options**

The following events will be available at a nominal transportation charge (around \$5.00), plus entrance fees or charges, where applicable.

Please indicate interest. Fees will be collected at time of event.

- \_\_\_\_\_ Milwaukee Art Museum
- \_\_\_\_\_ Milwaukee Public Museum and IMAX Theater
- \_\_\_\_\_ Whitnall Park Nature Center and Botanic Gardens
- \_\_\_\_\_ Ethnic Restaurant Tour
- \_\_\_\_\_ Pub Crawl
- \_\_\_\_\_ Microbrewery Tour