



AAPT News

The Newsletter of the American Association of Philosophy Teachers

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From the President

I want to begin my term in office by extending a warm welcome to all of our readers. If you are reading *AAPT News* for the first time, you should know that the American Association of Philosophy Teachers (AAPT), founded in 1976, is the only national organization in the United States devoted exclusively to the teaching of philosophy. Our newsletter, *AAPT News*, is now in its 26th year of publication and features news of the Association as well as articles and information on teaching philosophy. The purpose of our Association is:

[T]o 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.

(Constitution of the American Association of Philosophy Teachers)

AAPT's premier event is the International Workshop/Conference on Teaching Philosophy held biennially during the first week of August. Over the past thirty years we have presented hundreds of workshops on the pedagogy of philosophy. Our fourteenth workshop/conference was held last summer at Thomas More College in Crestview Hills, Kentucky. You can read more about the conference in this issue of *AAPT News*.

The vast majority of philosophers are also teachers of philosophy, and the AAPT provides you with critical support in your profession. If you were unable to attend our conference last August, I can guarantee that you missed an impressive array of workshops on teaching philosophy in just about every subfield and topic area you can imagine.

In addition, we enjoyed the insights of the following plenary speakers: Myles Brand, president of Indiana University;

Daryl Close

Heidelberg College

Richard Schacht of the University of Illinois, Urbana-Champaign, who is a former chair of the APA Committee on the Status and Future of the Profession; Tziporah Kasachkoff of the City University of New York, a long-time editor of the *APA Newsletter on Teaching*; and Arnold Wilson of the University of Cincinnati, founder and Executive Editor of *Teaching Philosophy*, and out-going President of the AAPT.

Our conference was characterized by the relaxed camaraderie of a family-friendly affair in the hospitable venue of the greater Cincinnati area—thanks to the organizing *par excellence* of Betsy Newell Decyk, our executive director (and former president); Nancy Slonneger Hancock, AAPT's past executive director; Mimi Marinucci, program co-chair; and Gerald Twaddell of Thomas More College, our local arrangements wizard. Our next workshop/conference will be held in the summer of 2004 and we are currently reviewing site proposals. Information concerning site proposals for 2006 begins on page 11 of this newsletter.

Because of the special interest practicing philosophers have in the teaching of philosophy, several years ago the AAPT and the APA developed a relationship to promote excellence in philosophy teaching, focusing on new teachers of philosophy. Under the joint sponsorship of these organizations, AAPT member Martin Benjamin of Michigan State University—as he has for many years—conducted a teaching seminar for advanced graduate students to assist graduate

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SUBMISSIONS TO AAPT NEWS

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FROM THE PRESIDENT

(continued from page 1)

students and newly appointed faculty in teaching philosophy. Professor Benjamin has guided scores of new teachers through the difficulties and challenges of those initial philosophy classrooms.

If you teach in a graduate program, please make sure that you introduce your advanced students and your colleagues to the AAPT and to Professor Benjamin's workshops. And, of course, don't forget to block out the first week of August 2004 for the AAPT 15th International Workshop/Conference on Teaching Philosophy.

I have long experience in the philosophy classroom, and many years as a department and a division chair, yet I have never failed to learn something new at our AAPT workshop/conferences that I could use in my own teaching. I have gained valuable insights both from new teachers and from teachers with extensive experience. I am confident that sharing teaching experiences in the setting provided by AAPT's summer conferences will benefit you and your students too. Please join us!

AWARDS

THE LENSSEN PRIZE *(adapted from remarks by James Campbell at the 2002 IWTCP)*

The AAPT is pleased to announce that Deborah R. Barnbaum of Kent State University is the first winner of the Mark Lensen Prize for Writing on the Teaching of Philosophy. She is honored for her essay: "Teaching Empathy in Medical Ethics."

In this piece, Dr. Barnbaum lays out a method of assigning medical conditions to students as a means of facilitating their learning of the course material and introducing them to the experiential realities of illness.

Among the many positive aspects of her essay, the committee particularly appreciated her recognition of the importance of fostering student creativity and facilitating an imaginative shift in self-understanding, her detailed indication of how-to-do-it, and her highly-modifiable proposal that should work in other classroom contexts. Dr. Barnbaum's paper, originally published in *Teaching Philosophy*, 24:1, March 2001, may be viewed at the AAPT website, <http://aapt-online.dhs.org>.

With the Lensen Prize, the AAPT remembers Mark Lensen (13 January 1949–17 March 1999). Mark received his undergraduate education at Pomona College in California, 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

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TAKING STOCK:**Meeting Past Challenges and Discovering New Directions****Anne Bezdek***St. Louis Community College, Florissant Valley*

In the Fall/2000 issue of *AAPT NEWS*, Donna Englemann wrote that educators faced four significant trends in higher education: technology, global awareness, interdisciplinary studies, and challenges to traditional ways of teaching philosophy. The 14th International Workshop/Conference on Teaching Philosophy, hosted by Thomas More College, Covington, Kentucky, proved that we have not only come to terms with these issues, we have embraced them, tailored them to our needs, put them into practice, and assessed their use.

Examples with respect to technology include John Wager's, "Subversion in Hyperspace: Using the Internet to Improve Philosophical Reading Comprehension" and Alfonso Capone's "How High-Tech Class Delivery Affects Philosophical Discourse." Combining the issues of interdisciplinary studies and global awareness, Bob Timko and Joan Whitman Hoff explained their ideas about "Developing, Publishing and Using an Interdisciplinary, Intercultural Text for Introductory Philosophy."

Novel approaches to teaching our subject included Chris McCord's "Teaching Ethics with Scrooge," and Betsy Newell Decyk's "SCUBA," an interactive workshop on creativity.

The 14th International Workshop/Conference on Teaching Philosophy

In 2002, we see philosophy moving in a new direction: away from the "ivory tower." For example, the APA and AAPT jointly sponsored a pre-conference, "Community Service Learning Workshop." Service learning connects students at colleges and universities with their local communities via a partnership through which students learn and, at the same time, serve local needs. Topics included "Service Learning as a Vehicle for Teaching Philosophy" and "Service Learning Citizenship and Philosophy of Law." We were also fortunate to be joined by Anja Steinbauer, one of the editors of *Philosophy Now*, a magazine which brings philosophy to a popular audience. This magazine, begun in the U.K., has been well received in the U.S. and has spawned such enterprises as Socrates' Cafes where people gather in a philosophy friendly atmosphere. Ana also acquainted us with a new organization, Philosophy for All, now meeting at Kant's Cave in London. She invited us to visit the PFA website, <http://www.pfalondon.freereserve.co.uk>, for more information.

*(continued on page 4)***AWARDS***(continued from page 2)*

was promoted to professor in 1992, and in 1993 he became chair of the Department of Philosophy and Religion.

At his death, he was also Head of the Humanities Division and (in his spare time) men's tennis coach. Mark's philosophic focus was the broad field of ethics—important figures in the history of ethics, professional and environmental ethics, and existentialism—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*.

The purpose of this prize is to recognize special success in writing about the teaching of philosophy during the two calendar years prior to our biennial meeting. (This award, in other words, was for writing that appeared between January 2000 and December 2001.)



The 2002 Prize Committee, consisting of Daryl Close, Sara Goering and James Campbell, carefully examined the two-year run of *Teaching Philosophy*, *APA Newsletter on Teaching*, *AAPT News* and *Aitia*, and also considered articles that appeared in *Metaphilosophy* and elsewhere. Essays were judged on the basis of their clarity, argumentation, the importance of the chosen topic, the novelty of the approach, and the presence of useful pedagogical suggestions.

AWARDS OF MERIT

At the 2002 conference, the AAPT was pleased to recognize the following people for outstanding leadership and achievements in the teaching of philosophy: Myles Brand, James Friel, Nancy Hancock, Eugene Kelly and Richard Schacht.

Previous awardees include Martin Benjamin, Terry Bynum, James Campbell, Daryl Close, Betsy Decyk, Michael Hooker, Tziporah Kasachkoff, John Ladd, Rosalind Ladd, Matthew Lipman, Robert Solomon, Robert Timko, William Whisner, and Arnold Wilson.

TAKING STOCK

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In addition to presentations of on-going work and exploration of new directions, we were treated to four plenary speakers. Tziporah Kasachkoff, editor of the *APA Newsletter on Teaching*, spoke “On Teaching Students to Follow the Argument.” She asked whether it is enough to teach students to follow the argument where ever it leads and suggested that personal experience and other non-cognitive criteria might be needed to assess conclusions and premises.

Is it enough to teach students to follow the argument where ever it leads?
 – Tziporah Kasachkoff

Arnold Wilson, president of the AAPT and founder of *Teaching Philosophy*, shared the evolution of his approach to teaching. He began his career imitating philosophy teachers he admired, then

moved to a “revelatory” phase where he told students THE TRUTH, and, finally, to a “creative” approach which he defined as one which advances the standard modes of teaching.

Myles Brand, president of Indiana University, proposed restructuring faculty roles in the humanities similarly to those in sciences. In his presentation, “The Teaching of Values and the Value of Teaching,” he suggested departments establish full time, contractual, teaching faculty as found in science departments in addition to traditional, tenured teaching/research positions.

Finally, Richard Schacht, editor of the *APA Guide to Graduate Studies*, challenged us to create strategies to expand both student and administrative interest in our discipline, in a provocative presentation entitled, “Academic Street Smarts and Philosophical Integrity: Strategies for Saving our Skins without Losing our Souls.”

As I headed home after the conference, inspired and encouraged, I considered how grateful I was for the existence of the AAPT and the scores of people who worked to make the biennial conference a success once again. So, thank you Mimi Marinucci and Nancy Slonneger Hancock for serving as program co-chairs and Father Gerald Twaddel for graciously enduring the harried task of site liaison.

Thanks, also, to the program committee, the presenters, and to all those who attended and generously shared their knowledge, wit, and wisdom.

SAMPLE SYLLABUS

Outline for a Teaching Seminar for Advanced Graduate Students

Martin Benjamin

Michigan State University

This outline was used by Professor Benjamin in the Teaching Seminar for Graduate Students co-sponsored by the American Philosophical Association and the American Association of Philosophy Teachers at the 14th International Workshop/Conference on Teaching Philosophy, July 31–August 4, 2002, at Thomas More College in Crestview Hills, Kentucky.

First Day:

Philosophy and Philosophy Teaching—An Overview

- John Ladd, “Kant as a Teacher,” *Teaching Philosophy*, 5:1 (1982), pp. 1–9
- Dona Warren, “‘How Many Angels can Dance on the Head of a Pin?’: The Many Kinds of Questions in Philosophy,” *Teaching Philosophy*, 21:3 (1998), pp. 57–73
- Linda Bomstad, “Advocating Procedural Neutrality,” *Teaching Philosophy*, 18:3 (1995), pp. 197–210
- Mike W. Martin, “Advocating Values: Professionalism in Teaching Ethics,” *Teaching Philosophy*, 20:1 (March 1997), pp.19–34



Second Day:

The First Day of Class, Texts, Tests, Grades, and Other Important Stuff

- Jeffrey Wolcowitz, “The First Day of Class,” in Margaret Morganroth Gullette, *The Art and Craft of Teaching* (Harvard, 1982), pp. 10–24
- Robert Paul Wolff: “A Discourse on Grading,” in Wolff, *The Ideal of the University* (Beacon, 1969), pp. 58–68
- Kenneth R. Howe, “An Evaluation Primer for Philosophy Teachers,” *Teaching Philosophy*, 11:4 (1988), pp. 315–28
- Richard W. Momeyer, “Teaching Ethics to Student Relativists,” *Teaching Philosophy*, 18:4 (1995), pp. 301–311

Third Day:

The Introductory Course: Methods, Perspectives, and Problems

- Stephen M. Cahn, “Teaching Introductory Philosophy,” *APA Newsletter on Teaching Philosophy*, Fall 1986, pp. 10–11
- Douglas P. Lackey, “The ‘Historical’ vs. The ‘Problems’ Approach to Introduction to Philosophy,” *Metaphilosophy*, 5:2 (1974), pp. 69–72
- V. Alan White, “Single-Topic Introductory Philosophy: An Update,” *Teaching Philosophy*, 19:2 (1996), pp. 137–44

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The Animal Rights Debate

By Carl Cohen and Tom Regan

(Lanham, Md: Rowman & Littlefield, 2001,
vii + 310 pp., \$60.00 h.c. 0-476-9662-6
\$19.95 pbk. 0-8476-9663-4)

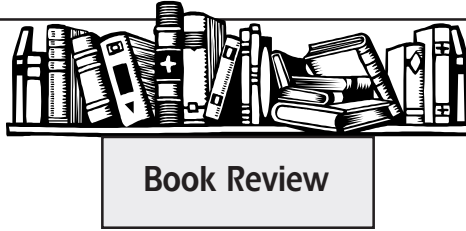
Reviewed by Heather M. Fieldhouse
Michigan State University

[This review was written in Martin Benjamin's graduate course on teaching philosophy. — ED.]

The *Animal Rights Debate* presents two perspectives on this controversy. As the title suggests, the book is in the form of debate. In Part I, Cohen argues that animals do not have rights, followed in part II by Regan's argument that they do. Parts III and IV are rebuttals: first Cohen's response to Regan, then Regan's response to Cohen.

Cohen begins by identifying what is at stake. He paints a vivid picture of what it was like to live in fear of polio, the shadow of which was banished only by the development of a vaccine—one made possible by animal research. Vaccines, both present and future, are Cohen's prime example of important medical advances that cannot be safely developed and tested without the use of animals. Cohen focuses on medical research throughout his sections.

Cohen then discusses the concept of rights and shows what would be entailed if animals had rights (at least, a certain set of rights which Regan and others have attributed to them). He attempts to desensitize the issues by focusing on animals with a poor public image—rats. If rats had rights, we would have to protect even the disease-carrying vermin of the city. But animals, he argues, do not have rights. The basis of his argument is that animals cannot act morally, and therefore are not members of the moral community. Only members of the moral community can have rights. Cohen then surveys the opposing views of Bernard Rollin, Steve



Book Review

Sapontzis, and Regan, and shows where he thinks they have erred.

The last three chapters of Part I are devoted to a lengthy refutation of the claim that animal experimentation is not necessary for (or is even a hindrance to) scientific progress.

Cohen provides many illustrations of the kind of progress that is being made against such diseases as emphysema and cancer with the aid of animal experimentation.

The structure of Regan's section roughly parallels Cohen's. First he discusses the stakes of the argument from the other side. He describes in detail the lives of veal calves, of ranches and trapped fur-bearers, and of animals used in toxicity tests. He explains what rights are and what it means to have them. Then he looks at other ethical theories about animals (sorted into indirect duty and direct duty views) and argues that they are inadequate.

Regan's final two chapters are on human rights and animal rights, respectively. His argument is that when we analyze the features of humans that make us worthy of having rights, we find that they are present equally in animals. His position on human rights is a modified Kantianism, replacing rational autonomy and moral legislation as the basis of inherent value with what he calls the "subject-of-a-life" criterion. Since animals, too, are subjects-of-lives, they too must have inherent value.

The book concludes with a short rebuttal from each author of the case made by the other. In his rebuttal Cohen claims that the subject-of-a-life criterion is ad hoc, designed specifically for inclusion of animals as well as humans. Furthermore, he argues, the leap from subject-of-a-life to inherent value is unwarranted. Regan's rebuttal expresses a dissatisfaction with Cohen's narrow focus on medical research, and he challenges Cohen to defend factory farming and other uses of animals (since several of Cohen's remarks imply that he thinks eating

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SAMPLE SYLLABUS

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- William B. Irvine, "Teaching Without Books," *Teaching Philosophy*, 16:1(1993), pp. 35–46
- Jonathan Bennett, "On Translating Locke, Berkeley, and Hume into English," *Teaching Philosophy*, 17:3 (1994), pp. 262–69
- Anne-Marie Bowery and Michael Beaty, "The Use of Reading Questions As a Pedagogical Tool: Fostering an Interrogative, Narrative Approach to Philosophy," *Teaching Philosophy* 22:1 (March 1999), pp. 17–40
- John Hardwig, An "Unsyllabus"
- Martin Benjamin, Syllabus, Paper Assignments, and Final Exam for Introduction to Philosophy (Honors)

Fourth Day: Diversifying the Classroom

- Rosalind Ekman Ladd, "Teaching Philosophy to Jane and Dick," *AAPT News*, 13:3 (1990), pp. 5–7
- Valerie E. Broin, "Integrating Critical Analysis: Philosophy with a Multicultural and Gender Focus," *Teaching Philosophy*, 16:4 (1993), pp. 301–314
- Charles W. Mills, "Non-Cartesian Sums: Philosophy and the African American Experience," *Teaching Philosophy*, 17:3 (1994), pp. 223–43
- John Immerwahr and Michael Burke, "Race and the Modern Philosophy Course," *Teaching Philosophy*, 16:1 (1993), pp. 21–34

BOOK REVIEW

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meat is morally permissible). Finally, Regan briefly disputes most of Cohen’s arguments one by one, with particular emphasis on Cohen’s moral community argument.

The Animal Rights Debate has many virtues which make it suitable for use in an introductory philosophy course, or a course on moral and political issues. Both writers have a clear and accessible style. Important concepts are carefully defined, and familiarity with the philosophical literature is not assumed. Cohen and Regan provide many illustrations to clarify their respective points, and to show why the issues are so important. It would be a good text to use if the instructor wishes to provide more depth in one specific issue than is available in the standard “pro and con” articles which are a staple of introductory texts.

Since the book is fairly long, more than one week of class time would probably have to be spent on it; however, many of the chapters are relatively self-contained, and so the instructor might pick and choose. For example, my inclination is to eschew the long discussion of the benefits of animal research provided by Cohen, since this point is made more briefly but nearly as well by his opening remarks about vaccines, and the rebuttals could also be eliminated if time is short.

One problem with using a point/counterpoint-style text is that if it is the only work on a subject that students are exposed to, it tends to leave the impression that there are two clear “sides” with only one possible position on each. The focus of *The Animal Rights Debate* is, obviously, animal rights

and so theories of obligation to animals that do not involve rights are largely unexplored. The problem is somewhat alleviated by the fact that both authors do discuss some other theories in order to reject them (such as Singer’s utilitarianism and Kant’s indirect duty view).

Although on the whole this is a worthwhile text and one that I plan to use in the future, I was disappointed in one respect. The tone of the book in some places is not as civil as it could be. I think that it is important to show students how divisive ethical issues can be approached in an atmosphere of respect and mutual exploration. The first two parts of the book are relatively successful in this regard, but the rebuttals begin to take on a personal tone. Cohen calls Regan a “zealot” and “morally perverse”; Regan responds defensively, choosing to open his rebuttal with a list of all the places where he thinks Cohen has used ad hominem arguments. He also decries Cohen’s “meretricious tendencies” and accuses him of engaging in anti-philosophical rhetoric. This lowering of tone is especially disappointing given that the preface promises “to create, with reasoned argument, an environment of mutual respect, in which the controversy over the moral status of animals may be pursued rationally and in good spirit.” If only that ideal had been more closely followed, *The Animal Rights Debate* could have served as an example of how being passionate about an issue (which both authors clearly are) does not preclude civil debate.

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RECENT AAPT & APA ACTIVITIES

The AAPT at the APA Eastern Division Meeting

Philadelphia Marriott, Philadelphia PA

Saturday, December 28, 2002

Chair: Yvonne Raley, Felician College

Speakers: Donna Engelmann, Alverno College, “Teaching Philosophy with Passion: The Place of the Erotic in the Teaching of Philosophy”; and Sophi Isako Wong, Columbia University, “Ethical Dimensions of Teaching and Research”

The AAPT at the APA Pacific Division Meeting

St. Francis Hotel in Union Square, San Francisco, CA

Thursday, March 27, 2003

Topic: Side Doors—New Ways for Students to Enter Philosophy and Critical Thinking

Chair: Betsy Newell Decyk, California State University, Long Beach

Speakers: Paul Green, Mount St. Mary’s College, Los Angeles, “Popular Songs and Points of View”; Debbie Whitaker and Melvin Sanchez, California State University, Long Beach, “Using Children’s Literature to Explain Philosophical Concepts”; and Mimi Marinucci, Eastern Washington University, “Adding a Little Mystery to Critical Thinking”

The AAPT at the APA Central Division Meeting

The Renaissance Cleveland, Cleveland, Ohio

Thursday, April 24, 2003

Topic: Philosophypapers.com: Internet Plagiarism And What To Do About It

Chair: Martin Benjamin, Michigan State University

Panelists: Jadran Lee, Illinois Institute of Technology; Lawrence M. Hinman, University of San Diego; and Donna Engelmann, Alverno College

SHARE YOUR BEST TEACHING IDEAS AT THE AAPT 2004 WORKSHOP / CONFERENCE

INFORMATION ON WORKSHOP PROPOSALS COMING SOON !

GAMES TO PLAY**GAMES FOR INTRODUCTORY PHILOSOPHY COURSES****Steven Finn***Villanova University*

Over the past few years, I have developed a number of games for use in my introductory courses. In this article, I provide a brief description of three games, each of which I have used with great success. Since each instructor will be working with a different student body, under different time constraints, and with unique aims in mind, I will offer only a general sketch of the games. The details must be filled in to fit the particular classroom situation.

I. Lexicon: The Game of Definitions

1. *Pedagogical Goal.* The primary goal of this game is twofold: (1) to teach students the rules for constructing lexical definitions, and (2) to emphasize the importance of defining one's terms.

2. *Game Overview.* The game consists of two rounds. In both rounds, students work in groups to construct their own definitions and to critique the definitions of others according to the "rules of definition."

3. *How to Play.* Prior to playing this game, the instructor should provide an explanation and summary sheet of the "rules of definition," which may be found in many logic textbooks. Such rules include, for example, that definitions should have a genus and differentia, that they should not be too broad or too narrow, or that they should avoid circularity. After the rules are explained, the students are divided into three or four groups. There are two rounds of play. In both rounds, each group is given a word to define—a different word for each group. In the first round, the groups define words of common objects, such as "shoe" or "table." In the second round, the groups define philosophical terms, such as "freedom" or "mind." After the first words are assigned to the groups, they are given a designated amount of time to define their word. When time expires, each group writes its word and its definition on the board. The next stage is to have each group critique the definition of another group. After a designated amount of time, the instructor discusses each of the definitions in turn. Using the student critiques as a base, the class as a whole discusses ways to improve each of the definitions. After the first round of constructing and critiquing is completed, the groups are then assigned the philosophical words and round two begins. The exercise is then repeated.

4. *Additional Comments.* A good time to use this game is at the beginning of the course, in the second or third session. I believe it is an effective means of immediately encouraging students to discuss philosophical topics on their own. In addition,

*(continued on page 8)***FILMS TO DISCUSS****EXTREME MEASURES IN INTRODUCTORY ETHICS****Mimi Marinucci***Eastern Washington University*

Michael Apted's feature film, *Extreme Measures*, enjoyed little success following its 1996 release, despite a cast of such crowd pleasers as Hugh Grant, Gene Hackman, and Sarah Jessica Parker. I suggest that this movie deserves attention, but not as a great work of art. Instead, it deserves attention, particularly the attention of philosophy teachers, as an effective means of illustrating some basic concepts in introductory ethics. *Extreme Measures* demonstrates the tension between utilitarian and Kantian ethics, while simultaneously addressing topics ranging from ethical egoism to our personal and social obligations to others. The first section below reveals various details about the plot in order to highlight these and other issues. Readers who have not yet seen the film may skip ahead to the second section for a discussion, without spoilers, of the pedagogical value of implementing *Extreme Measures* as a teaching tool.

PLOT

Hugh Grant's character, a young doctor named Guy Luthan, experiences something of an ethical transformation. At the beginning of the film, he acts upon the utilitarian principle that the ends justify the means. Faced with two patients and only one operating room, he treats the police officer instead of the drug dealer. Apparently, this decision is motivated by his assessment of each patient's relative value to society. As pointed out by Jodie, a nurse played by Sarah Jessica Parker, his professional obligation is to treat the patient in worse condition. By treating the cop, whose condition is less severe, Guy places the interests of society above his professional commitment to treat all patients fairly and equally, regardless of their perceived worth. By the end of the film, however, he abandons this utilitarian approach in favor of the Kantian view that people are, and should be treated as, ends in themselves.

Guy is moved by a combination of curiosity and concern when a presumably homeless and uninsured patient, Claude Minkins, exhibits unexpected symptoms, including rapidly increasing and decreasing blood pressure. Before Claude's sudden death on the operating table, Guy orders a series of expensive and, ultimately, unnecessary lab tests, for which he is reprimanded by his supervisor. The unusual lab results, coupled with Claude's recent surgical scars and unidentifiable hospital wristband, capture Guy's attention. Interest gives way to suspicion, however, when Guy learns that the coroner's office has no record of the body. The fact that his supervisor is more interested in the bottom line at Gramercy hospital than the mysterious death and disappearance of Claude Minkins

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GAMES TO PLAY*(continued from page 7)*

it is a good way to introduce students to specific topics that you will address later in the course.

II. The Fallacy Game: Teaching Informal Fallacies

1. *Pedagogical Goal.* The primary goal of this game is to teach students to recognize and identify informal fallacies.

2. *Game Overview.* The Fallacy Game is basically a quiz game that asks students to identify informal fallacies that are found in written passages.

3. *How to Play.* Prior to playing this game, the instructor should explain all of the informal fallacies that will be referred to in playing the game. The students are then divided into teams of four or five students. There are four rounds of play. In the first round, students are given a number of passages, each of which contains an informal fallacy. The passages are printed on paper and each team receives a copy of the same passages. Each group works for a specified amount of time to determine what fallacies are committed in the passages. After the time elapses, the instructor reveals and explains the proper answers. In round two, the instructor reads aloud a passage that contains a fallacy. Each team then discusses the passage for a short time. After time elapses, each team writes its answer on a sheet of paper. The instructor then reveals and explains the proper answer. In the third round, the instructor reads a passage out loud and then allows the first person to volunteer to identify the fallacy committed in the passage. In the fourth round, each group writes a paragraph of four or five sentences, within which a fallacy or two is committed. Each group gives its paragraph to another group to inspect and to identify the fallacies.

4. *Additional Comments.* Although the game is simply a quiz game, the different rounds emphasize different skills. In the first round, teams work without any time pressure, and so are allowed to discuss the matter thoroughly. In the second and third rounds, the shortened time limit emphasizes quick thinking. While the first and second rounds emphasize team play, the third round allows individuals to work on their own. The fourth round is designed to add an element of creative thinking.

III. Phictionary: The Game of Quotations

1. *Pedagogical Goal.* The primary goal of this game is to introduce students to philosophical thought by focusing on interesting quotations.

2. *Game Overview.* The game consists of two rounds. In the first round, students are given a quotation that is incomplete and are asked to complete it. In the second round, students try to determine from among the answers given by other groups which is the real one.

3. *How to Play.* The class is divided into teams of four or five students each. Each team receives a number of quotations that are incomplete (e.g., “The unexamined life is _____” or “One is not born, but rather becomes _____”). All teams

receive the same quotations and are then asked to complete the quotation with what seems naturally or interestingly to fit. The teams are given a few minutes to complete each quotation and to write these on a piece of paper. The instructor then writes them on the board. In addition to the fabricated answers, the instructor randomly includes the real completion of each quotation. So, for example, on the board the instructor will first write “One is not born, but rather becomes _____”. Under this quotation, the instructor writes on the board, in no particular order, the student endings and the real ending (which, in this case, is “a woman”—Simone de Beauvoir). Once the suggestions are put on the board, the instructor polls the students to find out which answer they think is the original content. The instructor then reveals the correct answer and discusses the quotation with the class.

4. *Additional Comments.* This game is most effective on the first day of class as a means to introduce them to some of the philosophical issues that will be discussed in the course. The game works best if the quotations are either perplexing, surprising or controversial, e.g., “Man is condemned to be free,” “Hell is other people” (both from Sartre), or “It’s quite true what philosophy says, that life must be lived backwards” (Kierkegaard). In addition, many of the endings created by the students turn out to be quite interesting and worthy of discussion. A good resource for quotations is *A Dictionary of Philosophical Quotations*, edited by A.J. Ayer and Jane O’Grady (Blackwell, 1992).

If you would like more details regarding these games or you would like to make suggestions, please contact me by e-mail at finnssock@aol.com.

FILMS TO DISCUSS*(continued from page 7)*

troubles him deeply. Unlike his co-workers, Guy is unable to ignore the strange circumstances surrounding this patient.

As it turns out, Claude Minkins is just one of many homeless men upon whom Dr. Lawrence Myrick has performed fatal spinal chord surgery. Myrick is the head of Triphase, an underground research facility dedicated to restoring mobility in patients with spinal chord injuries. Long before Guy Luthan discovers the secret of Triphase, viewers learn that many of the people involved with Triphase have family members who have survived spinal chord injuries. For this reason, the viewer’s response to the treatment of homeless, but healthy men as human lab rats is tempered by the recognition that these individuals are motivated by concern for people they love. This presents an opportunity to address the boundaries of the ethics of care. Consider Jodie, whose drunk driving left her brother paralyzed from the waist down. While there is little question that it is right for her to care for her brother, the moral status of her work with Triphase is less

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FILMS TO DISCUSS*(continued from page 8)*

certain. Under normal circumstances, it seems appropriate, perhaps even noble, to promote the well being of one's own child, spouse, or sibling. It does not seem noble to do so by harming or killing others.

Myrick, the quintessential utilitarian, is convinced that the good of the many outweighs the good of the few. In a poignant conversation with Guy Luthan, he asks, "If you could cure cancer by killing one person, wouldn't you have to do that? Wouldn't that be the brave thing to do?" Myrick's research has already killed more than just one person, of course, and he admits that he anticipates many more deaths. He believes that he is justified in sacrificing hundreds of lives, however, given the countless number of other lives that will improve if he is able to reach his goal. This invites a discussion of whether there is a maximum number of lives that may be taken in order to bring about the greatest good for the greatest number. It also invites a discussion of the subjective nature of our judgments about the relative value and quality of the lives of others.

In response to Myrick's utilitarian justification of his use of homeless men as research subjects, Guy notes, "Maybe there isn't much point to their lives. Maybe they are doing a great thing for the world. Maybe they are heroes. But they didn't choose to be. You chose for them. You didn't choose your wife, your granddaughter. You didn't ask for volunteers. You chose for them. And you can't do that. Because you're a doctor and you took an oath. And you're not God." Myrick judges the lives of homeless men to be less valuable than the lives of the people who stand to benefit from his research. In contrast, Guy comes to believe in the intrinsic value of human life. His investigation into the mystery of Claude Minkins leads him to the underground home of a surprisingly large group of homeless men and women.

Although Myrick assumes that his homeless research subjects will not be missed, Guy discovers that they are highly valued within their own social network. When one of them goes missing, like Claude Minkins, or returns with serious medical problems, like Teddy Dolson, the others respond with grief and anger. As tempted as we may be to assume that the lives of homeless people are of little social value, this scene reminds us that social value is a relative concept. Similarly, when Myrick is screening a potential research subject, we are reminded that, given an unfortunate turn of events, nearly anyone could be rendered homeless. Myrick asks the man series of questions to determine, first, that he has no family and, second, that he is mentally and physically healthy. We learn that, while the man is indeed homeless, he was once a productive member of society. If this former school teacher could end up on the streets, what insurance do the rest of us have?

The fact that utilitarianism would gladly sacrifice any one of us for the perceived greater good does not, in itself, constitute a rejection. Nevertheless, it does invoke

fear about the potential consequences of adopting a strictly utilitarian code of ethics. This realization is an avenue for discussing ethical egoism.

Should a selfish desire to ensure our individual safety outweigh the collective interests of others? Questions about ethical egoism also arise in connection with an examination of Guy's motivations throughout the film. Initially, he is driven by his own curiosity to uncover the truth about Claude Minkins. His curiosity is consistent with, but not necessarily an indication of, a deeper concern for Claude as an individual. This is reminiscent of Kant's distinction between inclination and duty in his *Groundwork for the Metaphysics of Morals*. Just as Kant is able to determine neither the underlying motivation, nor the corresponding moral value, of a shopkeeper's decision to treat all customers fairly, we are unable to determine the ultimate motivation behind Guy's actions. Eventually, Guy is framed for cocaine possession and suspended from his position at Gramercy. At this point, his entire future rests upon his ability to expose Myrick's project. Thus, while his actions are once again consistent with a Kantian respect for the individual victims of Myrick's research, they are also consistent with his own desire to serve his own interests.

Guy's opposition to Myrick's utilitarian position is useful for highlighting the tension between utilitarian and Kantian ethics, and this is the purpose for which I initially used this film in class. I did not expect students to recognize the subtle differences between Guy's reasoning and Kant's. I was quite pleased when several students pointed out that the seemingly Kantian speech in which Guy criticizes Myrick for choosing the fate of his research subjects actually undermines an important component of Kant's ethics. Recall that when Myrick refers to his subjects as heroes, Guy replies, "Maybe they are heroes. But they didn't choose to be. You chose for them." This response suggests that, had the men volunteered, he would regard them as bona fide heroes. In contrast, Kant is vehemently opposed to suicide, even for altruistic purposes. His demand that we treat humanity as an end in itself applies in all cases, including our own. Kant certainly would not praise the decision to participate in fatal research, regardless of its potential benefit to others.

Pedagogical Commentary

Extreme Measures creates a vivid context in which the consequences of theoretical positions, particularly utilitarian ethics, become more salient to the student. I have already described several issues that my own students have identified in connection with this film. I should also add that the level of discussion and quality of writing with which they have responded to this film is well above what I have encountered through more traditional treatment of this material. This observation confirms the wide and growing suspicion that salient examples are more conducive to student learning than textbook cases.

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FILMS TO DISCUSS

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The challenge we face as teachers, however, is to avoid sacrificing relevance in favor of salience. Nearly any major motion picture will capture the attention of our students, but few will focus their attention directly on the material we aim to cover in class. While it is easy enough to identify films with individual scenes that address philosophical themes, a film in which the primary plot centers around a philosophical problem is a rare gem.

Unlike most feature films, *Extreme Measures* deals almost exclusively with the philosophical issues it raises. This might explain its lack of commercial success. It certainly contributes to its pedagogical success. Even if students were

Even if students were left to discuss the movie without any input from the instructor, it would be next to impossible to get lost in the example or to avoid the ethical questions this movie raises.

left to discuss the movie without any input from the instructor, it would be next to impossible to get lost in the example or to avoid the ethical questions this movie raises. While side plots and integrated story lines can add a level of artistic depth to a film, they can also draw attention

away from the elements of the plot that are more directly related to the course content. This film is so narrowly focused on a single moral issue that relevant class discussions are virtually inevitable.

Despite a few mildly flirtatious interactions between Hugh Grant's character and Sarah Jessica Parker's character, the film lacks even the obligatory romantic story line and gratuitous sex scene found in most mainstream movies marketed for adult audiences. The "R" rating is attributable, presumably, to profanity, violence, and a very brief nude scene. Unlike many nude scenes, this one features men rather than women in a situation that is not even remotely sexual. This film is refreshing for those of us who are sensitive to feminist concerns about the objectification and sexualization of women by the media.

With a running time of just under two hours, *Extreme Measures* fits neatly into my two-hour class period. With very little editing, however, it could be adapted for use over the course of two shorter class periods. It would even be worthwhile to show just a few key scenes, such as the discussion between Guy and Myrick to which I referred in the previous section. I prefer to show the entire film, however, because its success as a teaching tool is largely attributable to its depiction of Guy's struggle to define his moral position. If students watch only the scenes in which different characters defend opposing ethical positions, they may not appreciate the extent to which those positions are informed by the contexts in which they emerge. Nevertheless, I do not pretend that all instructors share my course goals and pedagogical preferences.

The fact that this film can be used in different ways, by different teachers, for different courses, is part of its appeal. For example, while I have used it in introductory ethics, the film would also be useful for a general introduction to philosophy, or for specialized courses on utilitarian or Kantian ethics. It would certainly have applications for medical ethics as well. Similarly, while I show the film after the class has covered utilitarian and Kantian ethics, others may prefer to show the film as a way introducing those positions. Finally, while I guide students with a list of questions and key scenes, students would also benefit from watching and discussing the film with no set agenda.

What follows, by way of conclusion, is a copy of the material I provide in a handout when screening "Extreme Measures" in class. The handout begins with a disclaimer and a brief synopsis, followed by set of questions to be discussed after the film, and ends with a description of some noteworthy scenes.

Disclaimer

Parts of this film are violent and creepy. There is also some adult language. If you are uncomfortable with this, you may leave the room. If you choose to leave, you must complete an alternate assignment on your own time. The alternate assignment will be more challenging than watching and discussing this film in class.

Synopsis

Throughout this film, Hugh Grant's character, Guy Luthan, undergoes an ethical transformation. Initially, he accepts the utilitarian principle that the ends justify the means. Later, he advocates the Kantian principle that humanity should be treated as an end in itself.

Questions

- Which of Guy's comments and actions express his utilitarian perspective in the early part of this film?
- Which of Guy's comments and actions express his Kantian perspective as the film continues?
- What ethical perspectives do the comments and actions of other characters express throughout the film?

Scenes

- Guy's decision when faced with two patients and the resources to treat only one.
- Guy's explanation of the reason for his father's "retirement."
- Guy's use of expensive testing on an uninsured patient, and his boss' reaction.
- Guy's decision when asked to trade illegal prescriptions for information.
- Dr. Myrick's speech about the value of his research, and Guy's reply.

AAPT INTERNATIONAL 2006 WORKSHOP / CONFERENCE**An Official Letter of Invitation**

If your campus is interested in hosting the AAPT International 2006 Workshop/Conference, 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. If you have questions, you may call 562-985-4346 or email 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 handicapped accessible.

1. Meeting Facilities

- Seven to 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.

- Two to 4 computer labs (preferably with Internet and E-mail access). There should be a minimum of 12 computers per room.

- One 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.)

- One seminar room, with a capacity of 25 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.

- Registration/Information and Book Display room(s). This room should be large enough to accommodate 75 people, and should be centrally located among the conference rooms which 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 room. This room 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’s available.

Would your college or university like to host the AAPT International 2006 Workshop / Conference in the summer of 2006?

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

2. 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.

3. 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.

- Some apartments for family housing. Apartments should have a minimum of two bedrooms with two beds in each room, and one full bath. A kitchen should be available.

- 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.

4. Food Service

- **Meals.** Proposals should include a description of the cafeteria facilities and their capacity, and their location relative to the housing and conference 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 your campus must be able to provide such meal service. 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.

- **Catering services.** 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 barbecue (steak or burger, hot-dog) and ice-cream. The AAPT received some credit

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AAPT INTERNATIONAL WORKSHOP / CONFERENCE 2006

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toward the catering charges from the meal cards which participants had purchased. Proposals will need to provide approximate costs for catering similar events.

- **Coffee breaks.** In addition to meals and the special events, 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 this as well.

5. Registration

Proposals should describe check-in and check-out 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.

6. Parking and Transportation

- **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.

- **Air Travel.** What is the nearest or best airport to the campus and how convenient is the air service to there? What arrangements are 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).

7. 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.

8. Refunds

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

9. Conference Services

Does the campus have a conference administration service that collects the registration fees and works as a local conference organizer and liaison? What is the fee per conference participant for this service? (Some examples of administrative support services which have been provided by host institutions in the past include: housing officer, registration director, food services and housing coordinator, name tag distribution, conference packets with local information, etc.).

10. 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 (1-3 families).

11. 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.

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**FROM THE EXECUTIVE DIRECTOR:
 THE AAPT BOARD**

As of January 1, 2003 we have a new AAPT Board. Our new president is **Daryl Close** and **Arnold Wilson** is our past-president. In addition, the following people have been elected to offices on the Board: **Donna Engelmann**, vice-president; **Robert Figueroa**, **Tziporah Kasachkoff**, and **Mimi Marinucci** as Board members at large. **Robert Timko** has become the AAPT Treasurer. At the Board Meeting in April, two new Board positions were created: Chair of the Policies and Procedures Committee—to be filled by **Steve Bickham**, and Chair of the Graduate Seminar Committee—to be filled by **Martin Benjamin**.

I thank the nominating committee—**Robert Timko**, **Erin Livingston**, **Angie Cooksey** and **Richard Hart**—for conducting the organization's 2002 election.

I am looking forward to working with this Board as we plan our upcoming events, including the 2004 conference, and as we continue to strengthen the AAPT's role in improving the teaching of philosophy.

The AAPT recognizes the dedication of those Board members who served the organization on the former Board. The 2000-2002 Board was more involved in organizational decisions than any previous Board, due to e-mail and increased AAPT participation in the APA divisional meetings. Everyone contributed, which is both an astounding and an outstanding fact. Our deepest appreciation goes to **James Campbell**, **Gary Talsky**, **Steve Bickham**, and **Sara Goering**.

MORE THANKS

Each AAPT conference becomes a special event because people give so generously of their energy, their ideas, their time, and their resources. I thank all the conference participants for sharing their pedagogical endeavors and insights; I thank all the conference coordinators for their problem-solving abilities; and I thank all the members of the Thomas More community for their good will.

Many people helped the AAPT create the 14th AAPT conference, and several of them have already been named. I would like to add specific thanks to:

Elizabeth Radcliffe, who, as the Executive Director of the APA, did an outstanding job publicizing and supporting the graduate seminar;

Jackie Kegley and the **APA Teaching Committee** for partnering with the AAPT to present the service learning pre-conference day;

and the **Philosophy Documentation Center** and the **University of Northern Kentucky** for their generous help with conference publicity.

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