American Association
of Philosophy Teachers

AAPT

Twenty-First Biennial
AAPT Workshop-Conference
on Teaching Philosophy

July 27–31, 2016

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Registration and Conference Check-In

Conference registration and check-in will take place on the first floor of Curtis Hall.
The registration desk will be open Wednesday evening, 5pm–8pm,
and Thursday, Friday, and Saturday, 8am–noon.
The hospitality room is in Banquet Room C in Curtiss Hall.
A packet with information about the local area is available at the registration desk.
For more information please visit http://www.svsu.edu/aaptconference

Meals

Meals at SVSU will be at the MarketPlace in Curtiss Hall.
Breakfast hours are 7:45am–9am.
Lunch hours are 11:30am–1pm.
Dinner hours on Thursday 6:30pm–8pm.
Friday is the conference banquet, with presidential address to follow;
the cost of the Banquet was included in registration for the conference.
Dinner hours on Saturday are 5:30pm–7pm.

Other Questions? Problems? How Do I...?

If you have any questions during the workshop-conference, you can contact
Emily Esch, Executive Director of the AAPT, emily.esch@gmail.com
or James Hitt, On-Site Coordinator, jhitt@svsu.edu.

Highlights of the 2016 Program

In addition to the many promising presentations (see pp. 12–41) and three concurrent programs (see p. 9) planned for our 2016 program, we have some exciting special events!

Wednesday, July 27
      6pm–8pm   Open AAPT Board Meeting

Thursday, July 28
      8:30am   Convocation
      4pm   Frank Tuitt's Plenary Talk, "Making Excellence Inclusive in Challenging Times: Diversity Considerations for the Classroom"
      5:45pm   Wine and Cheese Reception, Sponsored by SVSU
      8pm   Philosophy Trivia, with Russell Marcus

Friday, July 29
      8am   AAPT Members Meeting
      4pm   Phyllis Rooney's Plenary Talk, "Adversarial Argumentation and Diversity"
      5:45pm   Banquet, with Presidential Address to follow
            Andrew N. Carpenter, "Intellectual Vice and Philosophy Teaching"

Saturday, July 30
      9am   Plenary Panel from the Society for Teaching Comparative Philosophy: "Introducing the World in the Classroom"
      12:30   Plenary Panel: "Reflections on the Nature of Teaching Academic Philosophy in Bangladesh"
      4:30pm   AAPT meets PLATO session

Sunday, July 31
      8am–10am   The So-Long Breakfast

Conference Theme: Inclusive Pedagogies

A theme of this year's conference is inclusive pedagogies. Presentations which fit the theme are marked by ***I*** in the program. Selected presentations will be considered for inclusion in *Studies in Pedagogy*, the journal of the American Association of Philosophy Teachers. If you are presenting in connection with the theme of inclusive pedagogies at this conference, you are encouraged to submit an essay based on your session. For more about the journal, see p 52.

Program At A Glance

Wednesday, July 27

6:00–8:00	Open Board Meeting, Executive Board Room, Curtiss 250
	All conference attendees are welcome to attend the open board meeting.

Thursday, July 28

8:30	Convocation
9:00–10:30	Parallel Session #1
10:45–11:45	Parallel Session #2
1:00–2:30	Parallel Session #3
2:45–3:45	Parallel Session #4
4:00–5:30	Plenary Session: Frank Tuitt, "Making Excellence Inclusive in Challenging Times: Diversity Considerations for the Classroom"
5:45	Reception Sponsored by SVSU
8:00	Philosophy Trivia

Friday, July 29

8:00	Members Meeting, Executive Board Room, Curtiss 250
	All Conference Attendees are encouraged to attend the members meeting.
9:00–10:30	Parallel Session #5
10:45–11:45	Parallel Session #6
1:00–2:30	Parallel Session #7
2:45–3:45	Parallel Session #8
4:00–5:30	Plenary Session: Phyllis Rooney, "Adversarial Argumentation and Diversity"
5:45–8:30	Banquet and Presidential Address: Andrew N. Carpenter, "Intellectual Vice and Philosophy Teaching"

Saturday, July 30

9:00–10:30	Plenary Session: Aaron Creller and Sara Mattice, "Comparative Philosophy: Introducing the World in the Classroom"
10:45–11:45	Parallel Session #9
12:30–1:30	Plenary Panel: "Reflections on the Nature of Teaching Academic Philosophy in Bangladesh"
1:45–3:15	Parallel Session #10
3:30–4:30	Parallel Session #11
4:45–5:45	Parallel Session #12

Sunday, July 31

8am–10am	The So-Long Breakfast

Sessions, Titles, Locations

See pp. 12–41 for a abstracts of each presentation.

AAPT Members Meeting Members Meeting   **Wednesday, 6:00–8:45pm**
                                                   Executive Board Room, Curtiss 250

Thursday, July 28

Convocation   **Thursday 8:30am**
                                                   Banquet Room C, Curtiss Hall

Session #1   **Thursday, 9:00–10:30am**
A. Nim Batchelor, "A Practical Approach to Teaching the "Meaning" Question"   Curtiss 130
B. Mark Albert Selzer, "Aligning Philosophical Pedagogy with Philosophical Learning
  Objectives: Developing Reasoning Ability in Non-Logic Courses"   Curtiss 222
I C. Juli Thorson, "Using Groups to Create an Inclusive Classroom"   Curtiss 102
I D. Kimberly Van Orman, "Teaching for a Growth Mindset as a Path to Retaining
  more Women and Minorities in Philosophy"   Curtiss 128
E. Lola Williamson and Kristen Golden, "Creating Curiosity Through Pedagogies of
  Empathy"   Curtiss 224

Session #2   **Thursday, 10:45–11:45am**
I A. Patrick Clipsham, "Engaging Non-Majors with Small Group Activities: Creation
  and Discovery"   Curtiss 128
I B. Emily Esch, "Inclusive Methods"   Curtiss 102
C. Mo Janzen, "Civic Engagement Experiments: Hands-On Activities Designed to Motivate
  Students and Cultivate Citizenship Skills"   Curtiss 130
D. Aaron Kostko, "The Impact of Team Teaching on Student Attitudes and Classroom
  Performance: Is it Worth the Hassle?"   Curtiss 140
E. Sarah Lublink, "The Philosophy Game"   Curtiss 222
F. Rod Owen, "What's Love Got to Do with It? A Sympathetic Analysis of Compassion
  in Teaching Ethics"   Curtiss 223
G. Albert Spalding, "Philosophical Temperature-Taking: (How) Can Philosophy and Ethics
  Instructors Assess and Foster the Philosophical and Moral Curiosity of Students?"   Curtiss 224

Session #3   **Thursday, 1–2:30pm**
A. NHM Abu Bakar, "Changing the Landscape of Teaching 'Research Methods in
  Philosophy': Traditional and Blended Classes in Bangladesh Perspective"   Curtiss 130
I B. Stephen Bloch-Schulman and Nim Batchelor, "Outside the Pipeline: A Student-Faculty
  Collaborative Examination of How to Increase Engagement of Women in an
  Undergraduate Philosophy Program   Curtiss 102
C. Paul Green, "An Introduction to Brain-Based Learning"   Curtiss 224
D. Maralee Harrell, "An Update on Using Problem-Based Learning in Philosophy Courses"   Curtiss 140
E. Marina Marren, "Experiential Learning in Philosophy"   Curtiss 101
F. David Sackris, "Incorporating Principles from Writing Programs into the Philosophy
  Classroom: Workshopping"   Curtiss 222
I G. Brendan Shea, "Inclusive Pedagogy for Introductory Logic Classes"   Curtiss 128

Session #4   **Thursday, 2:45–3:45pm**
   A. Michelle Catalano, "Using Documentary Films in Critical Thinking or Informal
         Logic Courses"   Curtiss 130
I B. Jennifer Hockenbery Dragseth, "Teaching an Inclusive Canon: Engaging Women
         in the Philosophical Classroom"   Curtiss 102
   C. Scott McElreath, "Moral Theory in the Applied Ethics Classroom"   Curtiss 224
   D. Andrew Mills, "What's Valuable about Philosophy: Content vs. Skills"   Curtiss 222
   E. Nils Rauhut, "How to Write Innovative and Engaging Multiple Choice Questions"   Curtiss 101
I F. Kristin Schaupp, "Diotima and the Inclusive Classroom"   Curtiss 128
   G. Matt Wilson, "Training Students to be Ethical Actors: New Perspectives in
         Applied Ethics"   Curtiss 140

I Plenary Session   **Thursday, 4:00–5:30pm**
   Frank Tuitt   Rhea Miller Recital Hall, Curtiss Hall
      "Making Excellence Inclusive in Challenging Times: Diversity Considerations for the Classroom"

Wine and Cheese Reception   **Thursday, 5:45pm**
   Hosted by SVSU   Banquet Room A, Curtiss Hall

Philosophy Trivia   **Thursday, 8pm**
                                                                                     Banquet Room A, Curtiss Hall

Friday, July 29

AAPT Members Meeting Members Meeting   **Friday, 8:00–8:45am**
                                                                                    Executive Board Room, Curtiss 250

Session #5   **Friday, 9:00–10:30am**
   A. Dan Boisvert, "Does Team-based Learning Enhance Students' Enjoyment of
         Deductive Logic?"   Curtiss 128
I B. Alexandra Bradner, "Conferencing to Close the Wealth Gap"   Curtiss 102
   C. Betsy Newell Decyk, "Fishing for a Better Understanding of Sustainability and Related
         Concepts"   Curtiss 222
   D. Kelly Joseph Salsbery, "Transforming and Transcending the Use of Student Evaluations
         of Teaching in Philosophy"   Curtiss 224
   E. Jessey Wright, "Learning from Experience: Using Games to Build Analogical Scaffolds"   Curtiss 140
   F. Ni Yu, "Recreating Agora: Introducing Plato's Meno to First-Year Students"   Curtiss 130

Session #6   **Friday, 10:45–11:45am**
I A. Sarah Donovan, "Engaging Full Circle: Challenging Privilege in Community-Based Learning" Curtiss 102
   B. Douglas Drabkin and David Tostenson, "Three-Tiered Writing: A One-Room Schoolhouse
         Approach to Structuring Writing Assignments for Students of Differing Experience
         Levels Taking the Same Philosophy Courses   Curtiss 128
   C. Byron Eubanks, "From the Ivory Tower to the River: A Place-based, Multi-Disciplinary
         Approach to Teaching Environmental Ethics"   Curtiss 130
   D. Russell Marcus, "Small-Group, Specific-Choice Activities"   Curtiss 222
   E. Leslie C. Miller, "Dealing with Anti-Intellectual Students Who Aren't"   Curtiss 140
   F. Erica Stonestreet, "Outcome-Based Course Grading: A Case Study"   Curtiss 224

Session #7   **Friday, 1:00–2:30pm**
    A. David Concepción, "Why My Intro Students Never Earn Below a B on Their First Paper"   Curtiss 224
I B. Fran Fairbairn, " Teaching Philosophy in a Maximum Security Prison: Fostering
        Inclusivity and Correcting Power Asymmetries in the Classroom"   Curtiss 102
I C. Yousuf Hasan, "Beyond the Office: Philosophy Peer-Review Sessions for More Inclusive
        and Dynamical Office Hours"   Curtiss 128
    D. Rob Loftis, "Beyond Information Recall: A Workshop on Sophisticated Multiple Choice
        Questions in Philosophy"   Curtiss 222
    E. Adam R. Thompson, Aaron Elliott, and Shane George, "Combating Cognitive-Biasing
        Effects: What the Research Says"   Curtiss 130
    F. Cathal Woods and Stephen Bloch-Schulman, "Self-Paced, Competency-Based, Instruction
        in Critical Reasoning and Logic"   Curtiss 140

Session #8   **Friday, 2:45–3:45pm**
    A. Sherri Lynn Conklin, "Analysing Online Resources for Writing a Philosophy Paper"   Curtiss 101
    B. Landon Hedrick, "A Foot in the Door for High School Philosophy: Designing
        Interdisciplinary Courses for the High School Curriculum"   Curtiss 128
    C. Justin Kalef, "Not Clear on the Concept: An Interactive Classroom Activity for Improving
        Conceptual Understanding"   Curtiss 130
I D. Mariam Kennedy and Curtis Sommerlatte, " Prison Pedagogy: Challenges, Advantages,
        Aims, and Methods"   Curtiss 102
    E. C.L. Richardson, "Enhancing the Quality and Efficiency of Assessments Using Abstracts"   Curtiss 140
    F. Giancarlo Tarantino, "Former Friends Reunited: Hermeneutics and Teaching
        (and Course Design)"   Curtiss 224
    G. Wendy C. Turgeon, "The Class Blog: Philosophy as Civic Engagement"   Curtiss 222

I Plenary Session   **Friday, 4:00–5:30pm**
    Phyllis Rooney   Rhea Miller Recital Hall, Curtiss Hall
    "Adversarial Argumentation and Diversity"

Conference Banquet   **Friday, 5:45pm**
       Banquet Room A, Curtiss Hall

The Presidential Address   **Following the Banquet**
    Andrew N. Carpenter, "Intellectual Vice and Philosophy Teaching"   Banquet Room A, Curtiss Hall

Saturday, July 30

I Plenary Session: Comparative Philosophy: **Saturday, 9:00–10:30am**
    Introducing the World in the Classroom   Rhea Miller Recital Hall, Curtiss Hall
    Sara Mattice, President of the Society for Teaching Comparative Philosophy
    Aaron Creller, Vice-President of the Society for Teaching Comparative Philosophy

Session #9   **Saturday, 10:45–11:45am**
    A. Michelle Catalano, "Teaching to Non-Philosophy Majors: Top 10 Strategies"   Curtiss 128
I B. Kristina Grob and Merritt Rehn-DeBraal, "Clarity, Charity, and Compassion: Training
        Students to Foster Inclusive Classrooms Through Critical Thinking"   Curtiss 102
    C. James Michael Hitt, "Business Ethics: Embrace the Dark Side"   Curtiss 222
    D. Karen Hoffman, "Teaching Logic: Exercises for Transitioning to Formal Proofs"   Curtiss 140

E. Wes Jorde, "Note-Taking as Preparation for Discussion and Essay Writing in Introductory
Level Courses"   Curtiss 130
F. Danielle Lake, Paula Collier, and Hannah Swanson, "Public Philosophy: Dialogue,
Integration, and Action"   Curtiss 224

I Plenary Panel: Reflections on the Nature of Teaching Academic   **Saturday, 12:30–1:30pm**
Philosophy in Bangladesh   Rhea Miller Recital Hall, Curtiss Halll
Dr. NHM Abu Bakar, Professor & Chairman, Department of Philosphy, University of Chittagong,
Bangladesh
Dr. Kamrul Ahsan, Professor, Department of Philosphy, Jahangirnagar University, Bangladesh
Dr. M. Shafiqul Alam, Professor, Department of Philosphy, University of Chittagong, Bangladesh
Moderator: Aaron Creller, Vice-President of the Society for Teaching Comparative Philosophy

Session #10   **Saturday, 1:45–3:15pm**
A. Stephen Bloch-Schulman, "Making Philosophical Thinking Manifest Through
Think Alouds: Exploring the Differences between How Philosophy Students and
Philosophers Use Questions"   Curtiss 224
B. Jacqueline Davies, "Better a Sweater than a Bundle: Knitting the Self Back Together
after Reading Hume"   Curtiss 130
C. Zack Garrett, "Reducing the Burden of Practice for Students in Formal Logic"   Curtiss 140
D. Rory Kraft, Kevin Hermberg, and Peter Bradley, "Philosophy and the Disappearing
General Education"   Curtiss 222
I E. Seth Robertson, "Exercises and Activities to Help Integrate Asian Philosophical Texts
into the Classroom"   Curtiss 102
I F. Andrew M. Winters, "Living Like a Stoic for a Week: An Inclusive Approach to
the Good Life"   Curtiss 128

Session #11   **Saturday, 3:30–4:30pm**
A. Kelly A. Burns, "Managing Microaggressions"   Curtiss 128
B. Jed Donelan, "Participation Contracts: A Tool to Facilitate (Self-)Assessment of Student
Course Participation"   Curtiss 222
C. Christina Hendricks, "Transforming Assessments With Integrated Course Design and
Renewable Assignments"   Curtiss 224
D. Melissa Jacquart and Jessey Wright, "Effectively Teaching Pedagogy to Philosophy
Graduate Students"   Curtiss 130
I E. Kevin Patton, "Open Source Database Indexing Software as a Means of Assisting
Non-Native English Speakers in Learning Philosophy"   Curtiss 102
F. Adam Rosenfeld and Galen Foresman, "Courage as an Enabling Virtue for Learning"   Curtiss 140
G. Matt Tedesco, "Building a Capstone for the Philosophy Major"   Curtiss 101

Session #12   **Saturday, 4:45–5:45pm**
I A. Ruthanne Pierson Crapo and Matthew Palombo, "Post-Colonial Pedagogy and the
Art of Oral Dialogues"   Curtiss 102
B. Norm Freund, "Hands-On Learning in Philosophy"   Curtiss 130
C. Steve Goldberg, Wendy Turgeon, and the PLATO Seminarians, "Philosophy for
High School Students"   Curtiss 128
D. Cherie McGill, "Cultivating Controversy: Lessons from Cognitive Psychology"   Curtiss 140
E. Jennifer Mulnix and Michael Mulnix, "Strategies for Cooperative Active Learning
And Sustainable Assessment"   Curtiss 222
F. Renée Smith, "Metaphilosophy for Undergraduates"   Curtiss 224

Concurrent Programs

Concurrent with the Twenty-First Biennial AAPT Workshop-Conference on Teaching Philosophy are three special programs: the American Association of Philosophy Teachers Seminar on Teaching and Learning in Philosophy; the AAPT Facilitator Training Workshop; and the Summer Seminar on Teaching and Learning in Philosophy for High School Teachers, sponsored by The Philosophy Learning and Teaching Organization (PLATO), the AAPT, and the APA. PLATO is a national organization that advocates and supports introducing philosophy to pre-college students.

AAPT Seminar on Teaching and Learning Philosophy

The AAPT, with some sponsorship from the American Philosophical Association, offers an intensive faculty development seminar focused on teaching and learning, and running concurrently with the biennial workshop-conference. Applications are accepted from current graduate students and new faculty whose Ph.D. was conferred within two years of the seminar. The seminar helps participants improve their skills as learning-centered teachers. Participants study how to identify and select challenging and transformative learning objectives. By understanding the principles of integrated course design, participants appreciate how to best guide students to the successful achievement of these learning goals. Further, participants develop educative assessment strategies that allow them to measure success, continue to innovate, and create even deeper learning.

> Wednesday, 9pm; Thursday–Sunday, 9:00–noon
> Pioneer Hall, Room 240
> Seminar Directors:
> > Dave Concepción, Ball State University
> > Donna Engelmann, Alverno College
> > Paul Green, Mount Saint Mary's University
> Seminarians:
> > Peter Antich, University of Kentucky
> > Nina Atanasova, University of Toledo
> > Sarah Babbitt, Loyola University Chicago
> > Mark Balawender, Michigan State
> > Mara Bollard, University of Michigan
> > Jonathan Burmeister, University of Missouri
> > William Cochran, Northwestern University
> > Sherri Lynn Conklin, University of California Santa Barbara
> > Sean Driscoll, Boston College
> > Aaron Elliott, University of Nebraska
> > Yousuf Hasan, University of Western Ontario
> > Adam Hauptfeld, University of Miami
> > Aidan Kestigian, Carnegie Mellon University
> > Tufan Kiymaz, Indiana University
> > Jeff Lambert, Duquesne University
> > Bethany Laursen, Michigan State
> > James Lincoln, University of Kentucky
> > Chelsea Richardson, University of Nebraska
> > Seth Robertson, University of Oklahoma
> > Jonathan Spelman, University of Colorado

AAPT Facilitator Training Workshop

An intensive four day workshop for advanced pedagogues preparing to be AAPT workshop facilitators. Particular focus is on engaged, learning-centered teaching in theory and in practice. Participants will review best practices in teaching and learning, practice workshop facilitation techniques, peer review workshop designs, and examine the fundamentals of workshop administration.

> Thursday–Sunday, 9:00–12 noon
> Pioneer Hall, Room 243
> Facilitator Training Director: Stephen Bloch-Schulman, Elon University
> New Facilitators:
> > Cheryl Cline, Queen's University
> > Christina Hendricks, University of British Columbia
> > Kevin Hermberg, Dominican College
> > Melissa Jacquart, University of Pennsylvania
> > Alida Liberman, University of Indianapolis
> > Giancarlo Tarantino, Loyola University Chicago
> > Adam Thompson, University of Nebraska-Lincoln
> > Andrew M. Winters, Slippery Rock University of Pennsylvania

The PLATO Summer Seminar on Teaching and Learning in Philosophy for High School Teachers

PLATO—the Philosophy Learning and Teaching Organization—advocates and supports introducing philosophy to children and youth through programs, resource-sharing, and the development of a national network in pre-college philosophy. Our members include professional philosophers and other educators, K-12 teachers, graduate and undergraduate students, and school administrators. PLATO promotes philosophy classes for all precollege students, including those in classrooms least likely to have access to academic enrichment programs. Bringing together the education and philosophy communities, PLATO celebrates diversity within the philosophy classroom and endorses a wide variety of philosophical approaches and methods. A new initiative, the PLATO Philosophy Fund, will provide funding for a wide range of innovative philosophy programs with the aim of broadening philosophy's reach.

> Wednesday evening; Thursday–Saturday, 8:30–noon
> Pioneer Hall, Room 245
> Facilitators: Steven Goldberg, Oak Park and River Forest High School, Chicago; Wendy Turgeon, St. Joseph's College
> Participants:
> > Jennifer Cattaneo, Santa Fe Christian Schools, San Diego, California, cattaneo@sfcs.net
> > John Cleary, Academy for Health and Medical Science, Somerset County Vocational and Technical School, New Jersey, John.Cleary@raritanval.edu
> > Phillip James, Lincoln-Sudbury Regional High School, Sudbury, Massachusetts, phil_james@lsrhs.net
> > Gerald Pannone, Ruth Asawa San Fransisco School of the Arts, jpann1@comcast.net
> > Danesh Singh, Palmer Trinity High School, Miami, Florida, dsingh@palmertrinity.org
> > Wendy Way, Bethpage High School, Bethpage New York , WWay@bethpage.ws
> > Joshua Wilson, Grafton High School, Yorktown, Virginia, jwilson3@ycsd.york.va.us
> > Patricia Windon, Seminole High School, Redington, Florida, windonp@pcsb.org

The Lenssen Prize

In 2000 the American Association of Philosophy Teachers established the Lenssen Prize for the best paper regarding the teaching of philosophy in honor of Mark Lenssen (13 January 1949–17 March 1999). Mark Lenssen received his undergraduate education at Pomona College, followed by graduate study at Northwestern University. He taught philosophy at Ohio Northern University from 1978—when he arrived as an instructor—until his death. He was promoted to professor in 1992, and in 1993 he took over as chair of the Department of Philosophy and Religion. At his death, he was also Head of the Humanities Division and (in his spare time) the men's tennis coach. Mark's philosophic focus was the broad field of ethics—important figures in the history of ethics, as well as professional and environmental ethics—and he was so highly regarded as a teacher on the ONU campus that he was posthumously elected teacher of the year in 1999. Among his other professional activities, Mark was a tireless worker for AAPT. He served for many years as the co-editor of AAPT News, working to make writing about the teaching of philosophy better and more available.

The Winner of the 2016 Lenssen Prize is:

Kate Padgett Walsh, Anastasia Prokos, and Sharon R. Bird. "Building a Better Term Paper: Integrating Scaffolded Writing and Peer Review." *Teaching Philosophy* 37, no. 4 (2014): 481–497. doi: 10.5840/teachphil201410225.

Honorable Mentions go to:

Tom Dougherty, Samuel Baron, Kristie Miller. "Female Under-Representation Among Philosophy Majors: A Map of the Hypotheses and a Survey of the Evidence." *Feminist Philosophy Quarterly* 1, no. 1 (2015): Article 4, http://ir.lib.uwo.ca/fpq/vol1/iss1/4.

Paul Green. "How to Motivate Students: A Primer for Learner-Centered Teachers." *AAPT Studies in Pedagogy* 1 (2015): 47-60. doi: 10.5840/aaptstudies20159184.

Each of the papers above is well worth your study. Congratulations to the winners and honorable mentions. Thank you each for your contribution to teaching and learning!

Past Recipients of the Lenssen Prize

2014: Ann J. Cahill and Stephen Bloch-Schulman, "Argumentation Step-By-Step: Learning Critical Thinking through Deliberative Practice," *Teaching Philosophy*, 35:1

2012: John Rudisill, "The Transition from Studying Philosophy to Doing Philosophy," *Teaching Philosophy*, 34:3.

2010: Daryl Close, "Fair Grades," *Teaching Philosophy*, 32:4.

2008: No award given

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

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

2002: Deborah R. Barnbaum, "Teaching Empathy in Medical Ethics: The Use of Lottery Assignments," *Teaching Philosophy* 24:1.

Detailed Program

Thursday, July 28

Session #1   **Thursday, 9:00–10:30am**

A. Nim Batchelor, "A Practical Approach to Teaching the "Meaning" Question"   Curtiss 130
In this workshop, participants will complete a series of exercises that are central components in my "Crafting a Meaningful Life" course. After a few examples, participants will be challenged to develop their own "test cases" or "revealing examples" that will contribute to a list of conditions to which any acceptable or satisfying answer to "the meaning question" must comply. Regarding the "narrative" aspect of my course, participants will be prompted to write about a "meaningful" episode from their life. In small groups, we will discuss those episodes and brainstorm prompts that will guide students in writing their mini-autobiography. This session will conclude with a discussion of: (1) the satisfaction conditions that my students developed and some stubborn issues that we typically encounter, (2) the hypothesis (a) that our lives can usefully be viewed as having a narrative structure and (b) that by writing and reflecting on one's life story might itself enhance the meaning in one's life, and (3) what the relation there might be between the philosophical and narrative projects. Syllabi, life story prompts, and student generated satisfaction conditions will be distributed.

B. Mark Albert Selzer, "Aligning Philosophical Pedagogy with Philosophical Learning Objectives: Developing Reasoning Ability in Non-Logic Courses"   Curtiss 222
Many philosophers want to help students develop their ability to reason. However, as we know, many of these same philosophers give lectures based on texts that do not actually focus on developing reasoning skills. At best, they indirectly help develop reasoning skills by presenting and evaluating arguments. The challenge is to design learning experiences that are more likely to develop students' reasoning abilities.

In this session, we will focus on how to get students to understand and use different forms of moral reasoning (and, more generally, different forms of reasoning). We will consider a few pedagogical tools in the context of a mock lesson that applies them in a way designed to teach students how to understand and use consequential and deontological reasoning. We will then discuss the effectiveness of the tools in meeting the lesson's goals and applications of the tools to non-moral forms of reasoning.

I C. Juli Thorson, "Using Groups to Create an Inclusive Classroom"   Curtiss 102
If your goal is to consciously and deliberately strive for as much intellectual growth as possible for as many students as possible, then inclusive pedagogy is a powerful way to achieve that goal. We will discuss inclusive pedagogy as a "practice," which is the set of pedagogical choices that guides instructors' behavior. It encompasses both diverse curricula and learner-centered pedagogy, yet it is distinct from both in that inclusive pedagogy requires structuring student-student interactions and student-teacher interactions. In particular, I discuss my practice for managing group work. I also describe the complicating factor of identity formation. Students in college usually undergo identity formation or identity revision and this impacts managing groups and managing interactions. Understanding how to manage groups while students are in the process of identity formation is important for developing an inclusive pedagogy.

I D. Kimberly Van Orman, "Teaching for a Growth Mindset as a Path to Retaining more Women and Minorities in Philosophy" *Curtiss 128*

    Many of us are concerned about the racial and gender disparities in philosophy. Research demonstrates that this disparity starts with the shift from introductory-level courses to declaring a major. Evidence suggests that one reason underrepresented students don't stick around philosophy is because of issues of stereotype threat—they don't feel that they are the sort of person who does philosophy or they're being sent this message by their professors as the result of an implicit bias about who is likely to succeed. We can tweak our teaching to help students develop a growth mindset that protects them against stereotype threat, and helps us avoid implicit bias we might have. In this interactive session, participants will learn how students can develop a growth mindset in philosophy and how this affects their motivation and success. These tips and tricks will help all students succeed, but are particularly helpful to underrepresented students.

E. Lola Williamson and Kristen Golden, "Creating Curiosity Through Pedagogies of Empathy" *Curtiss 224*

    After making a case for the importance of cultivating empathy in students, the presenters explain two activities they have used to engender empathy: reading memoirs and participating in community engaged learning. They will also touch on other pedagogies of empathy, such as role playing, social mindfulness techniques, teaching history as personal stories, and exposing students to empathic role models. The advantages and disadvantages of each of these will be laid out using their own students' responses and learning outcomes, as well as literature on teaching empathy. Session participants will then be asked to think about ways they might incorporate one or more strategies for creating empathy into a course they teach or would like to teach. The session will conclude with sharing ideas with one another.
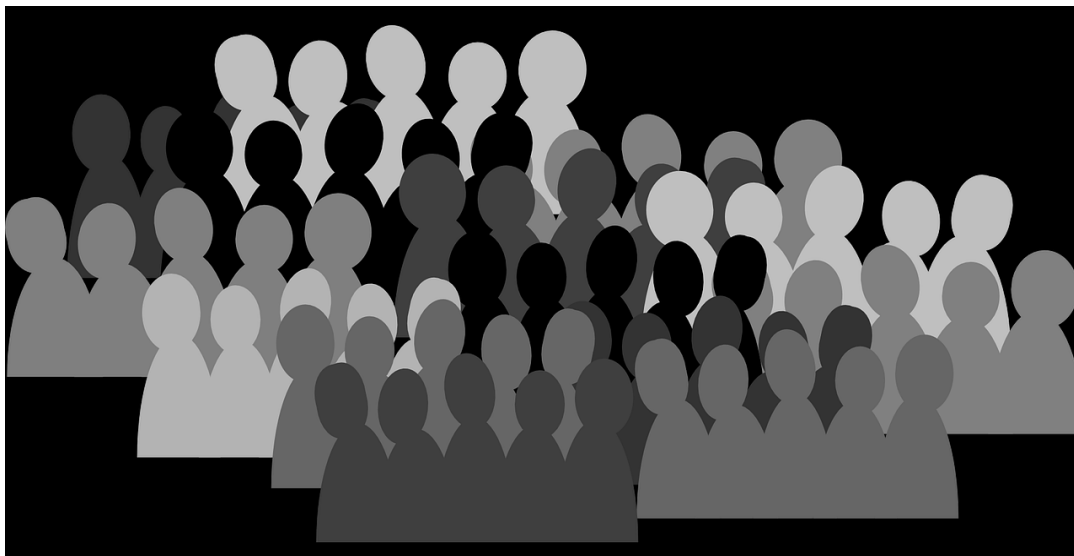
I A. Patrick Clipsham, "Engaging Non-Majors with Small Group Activities: Creation
        and Discovery"   Curtiss 128
        This session will focus on small-group activities and the role they can play in helping non-majors
        develop skills that they often find challenging in philosophy classes. I divide these activities into two
        categories: 1) "Discovery" exercises where students are required to perform certain activities in order
        to discover something about the assigned readings or reinforce their understanding of it, and 2)
        "Creation" exercises where students are encouraged to engage in novel, creative, philosophical
        thinking. In this session, we will do the following: I will distribute several examples of
        discovery/creation activities and we will discuss potential problems with those activities and ways
        that they may be improved. Then, participants will share similar kinds of activities they have used or
        experimented with as well as share any problems or pitfalls of those activities. Finally, we will
        construct a master list of pitfalls and problems and generate suggestions for avoiding them.

I B. Emily Esch, "Inclusive Methods"   Curtiss 102
        In this presentation, I discuss two disparate threads of literature that I believe can be brought
        together in a fruitful way. In the first thread, I focus on the decades-long argument about the
        constrictive nature of the adversarial method, so dominant in analytic philosophy. The second thread
        examines some of the empirical literature that investigates students' ways of knowing and their ways
        of thinking about knowledge. The hope is that having an empirically informed understanding of
        students' personal epistemology will provide specific guidance in how to be inclusive in our methods
        when teaching (and maybe even writing) philosophy.

   C. Mo Janzen, "Civic Engagement Experiments: Hands-On Activities Designed to Motivate
        Students and Cultivate Citizenship Skills"   Curtiss 130
        I used to ask my ethics students to complete a large, semester-long civic engagement project (CE
        Project). Although this was a successful assignment, some students struggled with it. Some students
        lacked motivation while others lacked practical experience organizing themselves or the activities
        they wished to create. In an effort to improve student success (and retain my own sanity), I
        redesigned my CE project assignment so it is now a series of many smaller "experiments" where
        students are encouraged to build skills and explore topics through theoretical study and hands-on
        assignments. For example, students participate in giving games, volunteer activities of their choice,
        write a letter to a person in power, cultivate a new virtue or habit, and more. I will share my ideas for
        civic engagement experiments, discuss the practical challenges of assessment, and evaluate whether
        these experiments impacted student success. I will engage with participants' thoughts, questions, and
        experiences throughout.

   D. Aaron Kostko, "The Impact of Team Teaching on Student Attitudes and Classroom
        Performance: Is it Worth the Hassle?"   Curtiss 140
        Despite a growing literature on the impact of team teaching practices in higher education, most of
        the research focuses almost exclusively on team teaching practices within interdisciplinary contexts
        and on student and faculty attitudes regarding such practices. Rarely does research address how
        team teaching might be modeled within a philosophy course or the impact of team teaching on
        classroom performance. This session aims to address this shortcoming by familiarizing participants
        with various team teaching models and assessing the advantages and disadvantages of each model for
        teaching an introductory philosophy course. Participants will be introduced to results from the
        author's recent research on the impact of team teaching on student attitudes and classroom
        performance. Participants will focus primarily on highly collaborative team teaching models that
        involve the co-design and co-delivery of the curriculum and consider the institutional and
        pedagogical barriers to implementing such a model for their own courses.

E. Sarah Lublink, "The Philosophy Game"   Curtiss 222
> In this workshop I will present a method for facilitating discussions in online courses. The method I will be presenting makes use of listening cards worth points that are intended to push students to more complex modes of thinking. In the first part of the workshop I will present the method as I have developed it as well as challenges and successes that have emerged in its application. In the second part participants will try out the method by engaging in an in-person discussion using physical cards. This will serve both as an example of the method in action and as a chance to consider the method's usefulness in facilitating discussions in a traditional classroom setting.

F. Rod Owen, "What's Love Got to Do with It? A Sympathetic Analysis of Compassion
in Teaching Ethics"   Curtiss 222
> In this workshop/presentation, an apologia is developed for including more resources, arguments and perspectives focused on the meaning, place, and role of love-as-compassion in introductory philosophy courses, and several possible pedagogical strategies are highlighted and examined. It is argued that love cannot be fully dismissed as mere sentimentality or as manipulative marketing via erotic desire—but that rather it can and should be viewed as a coherent and ethical choice. Moreover, there is a rapidly growing body of evidence arising from both neuro- and evolutionary sciences that compassion, altruism, and "radical" forms of sacrificial "love" have a secure and efficacious place in human, natural development, and this body of research serves to complement a philosophical investigation into forms of love.
>
> In summation, just as students of philosophy are often introduced to classical and contemporary debates about justice and truth or to the tradition of virtue ethics, so too, an introduction to a range of conceptions of love and compassion can provide important, meaningful and (ultimately) effective insights into human nature and the human condition.

G. Albert Spalding, "Philosophical Temperature-Taking: (How) Can Philosophy and Ethics
Instructors Assess and Foster the Philosophical and Moral Curiosity of Students?"   Curtiss 224
> Do students of philosophy and ethics actually care very much about philosophy or ethics anymore? Or do a majority of such students—graduate and undergraduate student alik—exhibit hardly more than a casual interest in the larger questions of life and existence? If the latter is true, why? Could Charles Taylor be correct in his assessment of Western culture (A Secular Age, Harvard University Press, 2007), wherein he concludes that general beliefs in God and transcendent spiritual realities have diminished over time, to a point where Western culture can be seen as largely non-religious and radically pluralistic? In other words, has secularism quenched the thirst for seeking answers to the great, ultimate philosophical questions that have been asked by mindful thinkers since the beginning of recorded history? Or could a dampened interest in the inquiries of philosophy and ethics be merely the result of the distractions of a culture saturated by entertainment media, social media, comfort-seeking and consumerism? This workshop serves as a forum for the exploration of the many (types of) factors that may have contributed to lessening of mindfulness about philosophy and ethics.

A. NHM Abu Bakar, "Changing the Landscape of Teaching 'Research Methods in Philosophy':
Traditional and Blended Classes in Bangladesh Perspective"   Curtiss 130
Teaching "Research Method in Philosophy" incorporates evidence-based pedagogies as a blended
course that takes advantage of online teaching technology without any reduction in face-to-face class
time. This course moves some learning activities to online formats, so that the students understand
better. It incorporates evidence-based learning methods throughout the course. Under this
presentation, I would like to show the distinctive challenges in both formats of classes and better
responses of students in non-traditional settings through a small menu of teaching techniques and
group work for participants' response.

I B. Stephen Bloch-Schulman and Nim Batchelor, "Outside the Pipeline: A Student-Faculty
Collaborative Examination of How to Increase Engagement of Women in an
Undergraduate Philosophy Program"   Curtiss 102
Using four different methods (enrollment data mining, surveys, focus groups and student/faculty
partnerships as co-researchers), we have examined the underrepresentation of women at our
small-to-medium, Masters level University. This session is aimed both to offer our conclusions and
to help participants explore innovative methods by which they can conduct analogous research at
their own home institutions. We thus focus on the methodologies used and the conclusions for each.

C. Paul Green, "An Introduction to Brain-Based Learning"   Curtiss 224
In the past decade neuroscience has made a number of significant discoveries about the brain
structures and processes that are connected with learning. In this workshop, I will argue that this
knowledge (call it "brain-based learning") has significant implications for our current pedagogical
practice—in particular that, with appropriate caution, we can use brain-based learning to inform and
improve our pedagogy. We will work through the dominant neuroscientific model of brain-based
learning together. Participants will also have the opportunity to reflect on ways to use this model in
their own teaching.

D. Maralee Harrell, "An Update on Using Problem-Based Learning in Philosophy Courses"   Curtiss 140
A very common way of teaching new material in a variety of disciplines is the "case-study method."
The drawbacks of this type of teaching, however, are well-known. Problem-based learning (PBL) is
the pedagogical approach that reverses this way of teaching new material. In the basic PBL cycle
students are given the problems first, and are encouraged to struggle through the initial phase of
determining a) what they know, b) what else they need to know, and c) how they are going to learn it.
        The key to PBL is, of course, the problems and accompanying assignments. The problems
must be pitched at the appropriate level, and well-designed to foster the learning of the desired
outcomes. Additionally, the associated assignments must genuinely target the learning of these
outcomes, but also be manageable for the students. This takes a lot of time on the part of the
instructor before the semester starts.
        The first objective of this workshop is to follow up on my previous workshop to share
lessons learned and some best practices. In addition, I would like to lead the workshop participants
through a PBL problem, so they can have first hand experience that may be useful for them in the
future.

E. Marina Marren, "Experiential Learning in Philosophy"   Curtiss 101
   Learning philosophy experientially, through acting, is a highly effective method of engaging the
   creativity, raising the sense of ownership of the studied material, and developing the capacity for
   philosophical thinking in students enrolled in introduction to philosophy courses. Demonstrating to
   the participants the benefits of experiential learning, the workshop brings together the visual,
   interpretive, performative, and conceptual pedagogical devices.
           Aimed at quickly detecting and understanding the role of sophistry in Plato's Apology of
   Socrates, the workshop first involves the participants in acting out the sophistical elements from a
   film. The participants watch, discuss, and act out select scenes from Barry Levinson's 1997, Wag the
   Dog: A Comedy about Truth, Justice and Other Special Effects. The experiential perception of
   sophistry is used to unlock the deeper philosophical understanding of how sophistry appears and
   works in Plato's Apology.

F. David Sackris, "Incorporating Principles from Writing Programs into the Philosophy
   Classroom: Workshopping"   Curtiss 222
   Paper work-shopping is an integral element to most writing curricula, and one that is well suited for
   the philosophy classroom at both the introductory and advanced level. For philosophy writing
   assignments typically require thoughtful engagement with complex material, and the
   peer-review/work-shopping process fosters a great deal of student reflection on their own writing
   and the writing process, which improves argument structure and clarity. I discuss several ways for
   using workshops within a given course: methods for setting up the peer review process, how to
   introduce the process to students, having students write peer response letters and reflective letters on
   their own work, as well as the logistics of paper workshops. Paper workshops are a method for
   improving the quality of student output, as it is a way for students to improve as critical thinkers and
   writers, without the instructor necessarily having to read and comment on numerous drafts.

I G. Brendan Shea, "Inclusive Pedagogy for Introductory Logic Classes"   Curtiss 128
   This session will be dedicated to the development of effective pedagogy for introductory logic
   courses, with a special emphasis on online/hybrid courses. While these courses play a crucial role in
   many non-traditional students' education, they also present significant difficulties for these learners.
   We'll talk about a number of methods designed to alleviate these difficulties. The session will cover
   a number of areas. First, we'll discuss the importance of teaching students how to learn logic, and to
   ensure that those enrolled have realistic expectations about the course. Next, we'll talk about
   methods for ensuring student success, including appropriate delivery of content, effective
   discussion-board design, and incorporation of "applied" logic assignments. I will share data I've
   collected concerning student success and student engagement in my own classes concerning the
   effectiveness of these interventions. Participants are encouraged to share their own experiences, and
   will be given the opportunity to work with others on activities related to developing successful online
   logic courses.

A. Michelle Catalano, "Using Documentary Films in Critical Thinking or Informal
      Logic Courses"   Curtiss 130
      This session seeks to offer practical advice on how to effectively include documentary films as a part
      of any critical thinking or informal logic courses. Thanks to Netflix and other streaming services,
      many documentaries are now widely accessible to the general public. Certain types of documentaries
      lend themselves well to the philosophy classroom and can be effectively used as part of the
      curriculum requirements for many philosophy courses as an in-class activity or as part of a paper
      assignment. Another advantage of using documentaries is that, in my experience, students really
      enjoy them. At the same time, students are gaining skills to analyze "real-life" arguments on
      contemporary issues. Participants of this session will be able to discuss specific films and be able to
      discuss specific ways of incorporating films into their own course context.

I B. Jennifer Hockenbery Dragseth, "Teaching an Inclusive Canon: Engaging Women in the
      Philosophical Classroom"   Curtiss 102
      In the 21st century many instructors in philosophy are rightly concerned about the perception of
      relevance of philosophical study to the contemporary student. In addition, the philosophical
      academy is becoming increasingly aware of the need to teach a more inclusive canon in the
      classroom. This presentation is built on the premise that these two areas of concern are related in
      that a more inclusive canon will be more relevant to the contemporary student. Specifically, this
      workshop will explore ways that philosophy teachers can use the current interest in gender by
      teaching the ideas of women philosophers on their identity to engage students in general
      philosophical thinking on issues such as ontology, scientific realism, taxonomy, the mind/body
      problem, ethics and social activism.

C. Scott McElreath, "Moral Theory in the Applied Ethics Classroom"   Curtiss 224
      When an applied ethics course will likely be the students' only exposure to philosophy, we have to
      decide whether or how to teach moral theories. Teachers usually adopt one of two approaches. On
      the Practice Approach, we teach an ethical decision-making model or code of ethics without
      referencing moral theories, use the extra time to focus on cases studies or contemporary moral
      issues, and aim primarily for ethical improvement in students. On the Theory Approach, we spend
      two to three weeks or even more presenting moral theories, use the rest of course time to examine
      case studies or contemporary moral issues, and aim exclusively for philosophical improvement in
      students. For each approach, the supporting evidence is based on logical reasoning or anecdotes
      only. We have a false dichotomy. I will explain and situate my blended method and describe my
      novel data-based studies which show that teaching moral theories increases the likelihood of both
      philosophical and ethical progress in students. In groups, participants will evaluate the practice and
      theory approaches. Participants will also develop their own studies of whether philosophical or
      ethical enhancement results from teaching moral theories and pose any challenges they envision for
      their studies.

D. Andrew Mills, "What's Valuable about Philosophy: Content vs. Skills"   Curtiss 222
      Many defenses of the value of studying philosophy appeal to the importance of developing "critical
      thinking" skills. Such skills, while important, can be acquired and developed in disciplines other than
      philosophy. But are there skills that are distinctive to philosophy courses? And is there any distinc-
      tively philosophical content which it would be valuable for students who are not intending to pursue
      graduate work in philosophy to know? If students will only read three philosophy texts in their
      college careers, which should they be and why? I will present preliminary results from a survey of
      nearly 140 philosophy instructors on these questions, and engage the session attendees in a

conversation about what philosophical skills and content we think is most important for students to know, why it is important for them to know those things and how, if at all, that requires changes to what we teach.

E. Nils Rauhut, "How to Write Innovative and Engaging Multiple Choice Questions"   Curtiss 101

Many philosophers seem hesitant to use multiple choice questions in the teaching of philosophy. Although it is generally acknowledged that multiple choice questions can save time in assessing student's performance, there are nevertheless widespread concerns that the use of multiple choice questions is incompatible with promoting genuine philosophical thinking. Some (e.g. Collins 1993) have argued that multiple choice questions can promote the impression among students that philosophical questions can only be answered in one correct way and that this might make it more difficult for students to understand that philosophical questions have more than one "correct" answer. Others (e.g. Palmquist 1998) have pointed out that students might be able to answer multiple choice questions correctly although they lack the ability to develop arguments in defense of their answers.

My goal in this workshop is to show that multiple choice questions—if written with skill and care—can play multiple useful roles in the teaching of philosophy. Multiple choice questions can encourage critical thinking, promote student engagement, and help with assessing student performance. The workshop will start by discussing various concerns about multiple choice questions. We will then move on and discuss many examples of how multiple choice questions have been used in different philosophy classes and we will discuss several useful rules for writing effective multiple choice questions. In the final part of the workshop, participants will have the opportunity to write their own multiple choice questions and then reflect collectively how their own written questions might be improved in light of the ideas which we have developed in the first part of the workshop.

I F. Kristin Schaupp, "Diotima and the Inclusive Classroom"   Curtiss 128

Creating inclusive classrooms can be daunting. We often feel pressure to have a solution in mind before we raise or acknowledge the issue. Yet, this sense is at odds with good philosophical practice. By approaching inclusivity as we do any other philosophical problem or pedagogical challenge, we can discover both long-term solutions worth aspiring to and immediately implementable short-term analyses. Class discussions acknowledging the impact of stereotypes on the philosophical canon can foster understanding and begin to rectify past inequities. This session will highlight how 20th century assumptions about women in the ancient world led to a subsequent dismissal of Diotima (Plato's Symposium) and showcase an easy-to-implement intervention. Participants will have the opportunity to envision additional interventions, including for courses where fully rectifying past inequities seems to require expertise, resources, or time that the instructor does not possess.

G. Matt Wilson, "Training Students to be Ethical Actors: New Perspectives in Applied Ethics"   Curtiss 140

Many applied ethics courses train students to be "ethical consultants." Students learn to make ethical judgements on specific moral issues within a given sub-field. But such courses don't train students how to be ethical actors within their disciplines. The consultant model leaves the student at the point of decision making, where he or she could advise someone else on what to do. The actor model focuses on how to be ethical oneself. This requires practice, habituation, and personal appropriation. In this session, I present techniques I have used to encourage students to become "ethical actors," focusing on my adaptation of Mary Gentile's Giving Voice to Values ("GVV") curriculum. I argue that a great applied ethics course should strive to incorporate the three "As" of applied ethics: Awareness, Assessment, and *Action*. I highlight the strengths of the GVV curriculum in training students to act on ethical judgements once they've been made. Together we'll walk through a GVV business ethics case and explore how instructors might incorporate this kind of approach to other types of applied ethics courses.

Plenary Session

Making Excellence Inclusive in Challenging Times:
Diversity Considerations for the Classroom

Thursday, 4:00–5:30pm
Rhea Miller Recital Hall, Curtiss Hall

Frank Tuitt

Senior Advisor to the Chancellor and Provost on Diversity and Inclusion
Associate Professor of Higher Education
University of Denver

In recent years, major demographic and economic changes in this country and worldwide have contributed to the diversification of higher education. As a result, the need for understanding how to advance diversity and equity in increasingly diverse college classrooms has taken on a greater importance. Accordingly, this session explores the concept of Inclusive Excellence and the implications it has for teaching and learning in a variety of higher educational settings. This presentation will expose participants to a range of pedagogical considerations to link inclusion to teaching excellence.

Dr. Frank Tuitt is the Senior Advisor to the Chancellor and Provost on Diversity and Inclusion at the University of Denver and Associate Professor of Higher Education in the Morgridge College of Education. His research explores topics related to access and equity in higher education; teaching and learning in racially diverse college classrooms; and diversity and organizational transformation. Dr. Tuitt is a co-editor and contributing author of the books: *Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms*; *Black Faculty in the Academy: Narratives for Negotiating Identity and Achieving Career Success*; *Contesting the Myth of a Post-Racial Era: The Continued Significance of Race in U.S. Education*; and *Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education*. Dr. Tuitt received his doctorate from the Harvard Graduate School of Education and his BA in Human Relations from Connecticut College.

"WE RECOGNIZE OUR STUDENTS, FACULTY, AND STAFF COME TO US WITH A VARIETY OF EXPERIENCES THAT ARE ASSETS...... WE FIND WAYS TO HELP THEM LEVERAGE THOSE RICH ASSETS TO SUPPORT THEIR OVERALL SUCCESS"
- DR. FRANK TUITT

Wine and Cheese Reception

Thursday, 5:45pm
Banquet Room A, Curtiss Hall

Sponsored by SVSU

Philosophy Trivia   **Thursday, 8pm**
Russell Marcus   Banquet Room A, Curtiss Hall
    Challenge yourself and your knowledge of philosophical minutia with rounds of a philosophy pub quiz. I'll send copies of the quizzes which you can run at your home institutions, to all attendees. Great for philosophy clubs!

Friday, July 29

Members Meeting

Friday, 8:00–8:45am
Executive Board Room, Curtiss 250

**All Conference Attendees are encouraged
to attend the AAPT Members Meeting**

A. Dan Boisvert, "Does Team-based Learning Enhance Students' Enjoyment of Deductive
        Logic?"   Curtiss 128
        Lower division deductive logic courses typically satisfy a Gen-Ed requirement—including for those
        students with logic's equivalent of "math phobia." Evidence suggests that Team-Based Learning
        (TBL) helps students in some professional, social science, and humanities courses become more
        excited about learning in those courses. However, there is little published evidence that TBL similarly
        affects students in courses that require highly structured reasoning, such as math or deductive logic
        courses. Does TBL enhance students' enjoyment of deductive logic? Our research is ongoing. After
        describing the elements of TBL, participants will engage in two team activities: one that is integral to
        almost every TBL-designed course and another that the students deemed most enjoyable. The aim is
        to appreciate why students found these activities the most enjoyable so we can tease out several
        lessons. We'll then summarize the research results and answer participants' questions about our
        experience using TBL for deductive logic.

I B. Alexandra Bradner, "Conferencing to Close the Wealth Gap"   Curtiss 102
        Wealth differences among families, school districts, and states have a pronounced effect on students'
        access to educational opportunities. By the time students reach our classrooms, there can be
        significant differences in the reading and writing skills of economically advantaged versus
        disadvantaged students. To narrow the gap, this workshop recommends teachers employ early,
        one-on-one conferences to improve and closely assess the writing skills of new philosophers. During
        the workshop, we will: 1) learn how to use national data resources to assess the skills that our
        introductory students bring to their first philosophy course; 2) conduct a jigsaw in which participants
        will gather into small groups, first, to assess a draft of an introductory ethics paper assigned to a
        population of economically disadvantaged students, and, second (after re-sorting), to discuss and
        prioritize what the instructor should convey to each student in a conference; 3) develop a set of
        general guidelines for introductory course conferencing.

C. Betsy Newell Decyk, "Fishing for a Better Understanding of Sustainability and Related
        Concepts"   Curtiss 222
        The workshop participants will play and discuss The Fishing Game, a game from systems theory.
        Will the ocean be depleted? Will the participants discover strategies that result in sustainability? The
        workshop is particularly relevant to philosophers who raise environmental issues in their classes and
        to those who teach critical thinking about causality, because the game provides a collaborative and
        fun way to explore key environmental concepts like sustainability and resilience, and tends to reveal
        some of the ways that we fail to think clearly about causality when feedback loops are involved.
        Come fish!

D. Kelly Joseph Salsbery, "Transforming and Transcending the Use of Student Evaluations of
        Teaching in Philosophy"   Curtiss 224
        The use of Student Evaluations of Teaching [SET] as the primary mode of evaluating college and
        university faculty has recently met with increasing opposition. A great deal of this opposition is based
        on a plethora of new research evidence casting doubt on the legitimacy of SET.
                I shall first introduce session participants to some of the evidence which challenges the
        current use of SET and how universities are attempting to recast SET in order to demonstrate
        student learning. Second, I shall address the issue of revising the policies of colleges and universities
        to accept and encourage a plurality of ways of evaluating teaching. Third, I shall address what I see
        are some of the unique difficulties the current use of SET raises for those teaching philosophy and
        several alternatives to using SET for evaluating teaching effectiveness. Finally, I hope to engage
        participants in a discussion of these issues.

E. Jessey Wright, "Learning from Experience: Using Games to Build Analogical Scaffolds"   Curtiss 140
   A game is a structured decision-making environment. The decision space afforded to a player in a
   game is determined by the game designer. Player motivations are captured by the goals of the game,
   and the rules of the game determine the decisions and interactions players confront during play.
   These features make games valuable pedagogical tools. I demonstrate two examples of using games
   to create experiences students can reflect on to draw out philosophical concepts and theories. The
   games teach the veil of ignorance, and basic concepts in philosophy of science. We will discuss
   games and game design principles as tools to provide students with learning scaffolds in the form of
   experiences that are similar to the content or subject of philosophical concepts and theories.
   Participants will begin the process of developing a game or activity using the principles and a game
   design model provided in this session.

F. Ni Yu, "Recreating Agora: Introducing Plato's Meno to First-Year Students"   Curtiss 130
   In the era of globalized classics, teaching ancient philosophy for first-year students in the university
   is concerning cultural diversity and practical correspondence. By globalized classics, I mean that the
   development of philosophy is in the context of the world's mutually influencing culture. The
   presentation aims at creating philosophical conversation, not only between characters in Plato's
   dialogues but also among world's established philosophers, as if what had taken place in Greek
   Agora. It is an innovative teaching for beginners to approach classical arguments with their creative
   ideas and acquire global vision to study history of philosophy. For my session, I exemplify the
   method with Plato's Meno. I focus on interpreting theory of recollection. Unique strategies of
   Japanese animation and memory test game will function as introductive parts to be combined with
   completing Platonic Agora. Participants will acquire a good knowledge of the mysterious theory of
   recollection and its philosophical significance vividly.

I A. Sarah Donovan, "Engaging Full Circle: Challenging Privilege in Community-Based Learning"   Curtiss 102
Community-based teaching has documented benefits such as: positively impacting student learning, fostering positive outcomes in communities, and challenging educators to reflect on their disciplines. However, if not done well, it can have negative outcomes such as: damaging relationships between institutions of higher learning and communities, reinforcing student perceptions of vulnerable communities as solely recipients of services, and failing to challenge privileges of many kinds, but especially white privilege. This session discusses two models of interdisciplinary, community-based teaching, and how they strive for the benefits while consciously challenging negative outcomes. The first model is community-based teaching within the context of an interdisciplinary learning-community that combines philosophy and Spanish. The second model is similar, but the teaching occurs within a three-year Leadership Academy for high school students from the community where we typically send students for community-based learning. I will also discuss how the two different models ultimately support each other.

B. Douglas Drabkin and David Tostenson, "Three-Tiered Writing: A One-Room Schoolhouse Approach to Structuring Writing Assignments for Students of Differing Experience Levels Taking the Same Philosophy Courses"   Curtiss 128
At our institution, we find ourselves teaching classes where newcomers to philosophy commonly study alongside advanced undergraduates. And we want our program, in the end, to prepare students to present and defend a reasonably polished thesis in a public setting. How then to appropriately challenge students of differing experience levels taking the same course, while at the same time adequately preparing students, over time, to take on the senior thesis? We call our solution "Three-Tiered Writing," and it roughly comes to this: In a student's first three philosophy courses, they write expository essays that focus on five elements: accuracy, completeness, clarity, mechanics, and citations. In the student's second three philosophy courses, they write evaluative essays that keep these elements and add three more: objection, reply, and judgment. In their next three courses, they write longer evaluative essays on questions they themselves have framed and researched. Finally, the senior thesis adds the dimension of public presentation. This is basically an application of what has come to be called "scaffolding" by teachers of writing (sequenced skill building), except that the scope of the sequencing is not the particular course but the entire program. This session explores and evaluates this approach.

C. Byron Eubanks, "From the Ivory Tower to the River: A Place-based, Multi-Disciplinary Approach to Teaching Environmental Ethics"   Curtiss 130
Illustrating with photos and video clips, I describe a course taught by a team representing philosophy, biology, and leisure studies. Focusing on a watershed, the course helps students understand the intersection of historical, philosophical, and ecological issues relating to the selected place. In weekly meetings through the semester and a week-long, post-semester trip, the course covers relevant scientific and philosophical content and nurtures pro-environmental attitudes through teaching practices and skills needed to responsibly enjoy a variety of recreational activities, e.g., camping, hiking, and canoeing. The presentation describes representative assignments, recreational skills, and trip experiences. Finally, I describe challenges of trip planning, group dynamics, assessment, and team teaching. Session participants will discuss place-based, experiential, team taught, or multi-disciplinary approaches in their own courses and strategies for overcoming institutional resistance to such approaches. Participants will leave with practical suggestions for implementing such courses and, ideally, increased willingness to attempt them.

D. Russell Marcus, "Small-Group, Specific-Choice Activities"   Curtiss 222
   The product of many cooperative learning exercises, especially in philosophy and other humanities classes, is an extended work: an essay or a presentation. Proponents of Team-Based Learning (TBL), which originated in business classes, instead encourage the use specific-choice activities: choosing one among multiple choices, organizing lists, or sorting. I'll talk about my experiences developing specific-choice activities in an Early Modern Philosophy course and making suggestions for how to adapt specific-choice activities for upper-level philosophy classes, whether TBL or not.

E. Leslie C. Miller, "Dealing with Anti-Intellectual Students Who Aren't"   Curtiss 140
   Dealing with anti-intellectual students often comes down to simply dealing with their SR in various ways, which doesn't always work as well as we would like. My experience shows that many, if not most, of these students are only apparent anti-intellectual student relativists. Using methods of motivational interviewing, metacognitive tasks, Graff's idea of making explicit the implicit in academic work, in an attempt to follow Cholbi and help these students move from being resistant learners to becoming intentional learners, has shown progress in my courses. I wish to discuss what I have done and solicit new ideas for how better to incorporate these ideas into fruitful assignments. After discussing these ideas, how they might be helpful, and how they can work together, participants will brainstorm and work to generate assignment ideas we can take back to our classrooms to deal with this problem of self-deceived pseudo-anti-intellectual students.

F. Erica Stonestreet, "Outcome-Based Course Grading: A Case Study"   Curtiss 224
   The traditional "weighted average" model of grading may not always reflect student achievement and may not benefit students equally well. This is particularly clear in courses (such as logic) where material or skills build on one another, so that students who don't grasp material right away can benefit from further practice on a topic before moving to the next one. In an attempt to design a course structure and grading system that better reflects student understanding and achievement, I piloted an outcome-based grading system (similar to the Cahill/Bloch-Schulman model) in my logic course last fall. In this session I offer this grading system as an alternative to the weighted average model and discuss the advantages and disadvantages of my particular implementation. This session can be useful for logic courses and any course where material builds progressively.
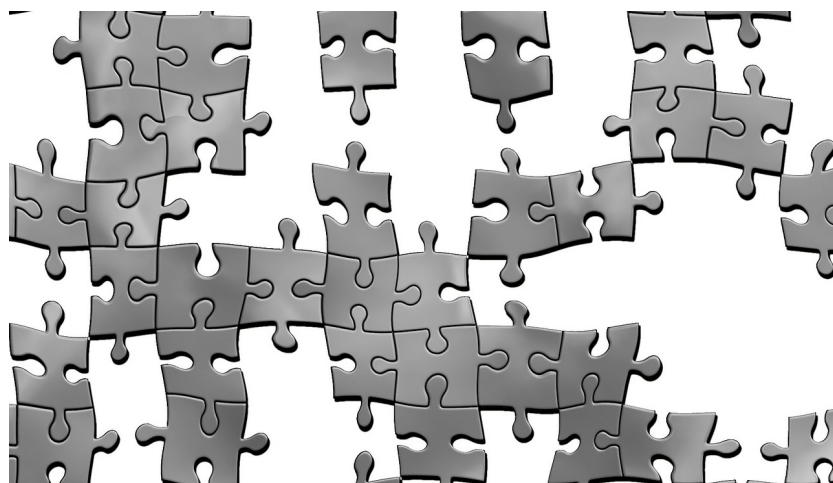
A. David Concepción, "Why My Intro Students Never Earn Below a B on Their First Paper"   Curtiss 224
I haven't changed my grading standards in twenty-eight years. On these standards, the grade distribution of introductory students' work on their first ever, five-page, argumentative paper used to be pretty normal. But I have changed my pedagogy, and students are now doing remarkably well; they are learning a lot more than they used to. In this session, I will describe the assignments I scaffold for students. I will then guide participants in the initial construction of their own variation on these assignments that should work best for their particular learning objectives and students.

I B. Fran Fairbairn, " Teaching Philosophy in a Maximum Security Prison: Fostering Inclusivity
and Correcting Power Asymmetries in the Classroom"   Curtiss 102
We all aim to create a classroom environment in which students are empowered and not alienated, but actually achieving that goal can be hard to do. Through my experience teaching philosophy in a maximum security prison, I have developed tools that foster inclusivity and power-sharing in the classroom. In addition to reflecting on my own experiences, I also interviewed 19 prison educators about their experiences with power and inclusivity in the classroom and developed 3 key methods that aim to increase inclusivity and empowerment in the classrooms. This session presents those methods for use in non-prison settings. Participants begin by considering and identifying with the experience of alienation in the classroom via exercises that mimic that experience. We will then discuss my developed methods for tackling alienation: i) the stratified paper, ii) 'define five' and other classroom assessment techniques, iii) transparency in the classroom.

I C. Yousuf Hasan, "Beyond the Office: Philosophy Peer-Review Sessions for More Inclusive and
Dynamical Office Hours"   Curtiss 128
Office hours in philosophy are usually held in an office and are conducted on a one-to-one basis. Despite the benefits of the personal meetings, such a teaching pedagogy is at risk of being exclusionary and suitable only for specific students. This workshop is designed for philosophy instructors who would like to learn strategies to implement more inclusive, interesting, and dynamical office hours. Instead of holding typical hours, the idea is to sometimes go beyond the office and reserve a classroom for a peer-review session, that is, a meeting where students help each other in groups to achieve desired tasks such as writing a philosophy essay under the guidance of their instructor. The workshop will use role-playing group activities to illustrate how different types of peer-review sessions can be directed and successfully implemented beyond the office. Participants will also learn strategies to motivate a large number of students for the sessions.

D. Rob Loftis, "Beyond Information Recall: A Workshop on Sophisticated Multiple Choice
Questions in Philosophy"   Curtiss 222
Multiple choice questions, and other forms of mechanically gradable questions, have an undeserved reputation for only being able to test student recall of basic facts, such as when Socrates was executed or the names of Aristotle's four causes. In fact, well-crafted mechanically gradable questions can measure very sophisticated cognitive skills, including those engaged at the highest level of Bloom's taxonomy of outcomes. This session will demonstrate how to create sophisticated mechanically gradable questions. Participants will have the opportunity to craft their own questions and are encouraged to come prepared with a passage or topic they would like to work on. This session will also argue for the importance of using mechanically gradable questions, as a part of a well-balanced evaluation portfolio. Although they have their own biases, mechanically gradable questions are crucial for balancing out the biases and distortions that come with other forms of evaluation.

E. Adam R. Thompson, Aaron Elliott, and Shane George, "Combating Cognitive-Biasing
Effects: What the Research Says"   Curtiss 130
The primary learning objective for this workshop is for participants to gain an empirically informed understanding of cognitive-biasing effects in a manner that helps them anticipate, spot, and avoid triggering those effects in their philosophy classrooms in a manner that aligns with best pedagogical practices. For instance, according to the research regarding Worldview Backfire Effect, students are more likely to accept countervailing evidence when it is presented in a way that affirms aspects of their worldview (e.g. their values or near-by beliefs). This makes sense in light of what we know about motivation and learning. By affirming aspects of their worldview, the instructor reminds the student that they value potentially transformative experiences and helps them feel their efficacy for handling information that runs contrary to their current perspective. Participants will learn about and discuss these sorts of cognitive-biasing effects and how to effectively address them in the philosophy classroom.

F. Cathal Woods and Stephen Bloch-Schulman, "Self-Paced, Competency-Based, Instruction
in Critical Reasoning and Logic"   Curtiss 140
Self-paced and competency-based instructional formats – in which students work at their own pace through a detailed sequence of steps, with the instructor acting as an individual tutor to the students – are attractive as a way of increasing interaction between instructor and students, as a way of responding to students of different abilities and prior learning, and as a move away from seat-time and credit-hours as an indicator of learning. They are particularly useful for classes with cumulative material.
          This session will be a description and discussion of critical reasoning and logic courses taught in a self-paced, competency-based, format but within the constraints of a fixed-length term. We will provide a brief introduction to the format before allowing the questions of participants to structure the conversation. Finally, we will invite participants to begin considering how they might implement the format in their own courses, either as a whole class or as a unit of a class.

A. Sherri Lynn Conklin, "Analysing Online Resources for Writing a Philosophy Paper"   Curtiss 101
The content of this workshop is the first part of a larger writing studies project focusing on making philosophical writing and assessment practices more transparent to philosophy undergraduates. For this talk, we will review a couple of online resources for "writing a philosophy paper" to 1) identify the type of writing suggestions present; 2) to determine whether these resources match student needs; and 3) to brainstorm more content for philosophical writing resources. We will consider these questions via a discussion about the text's "explicitness." In particular, we will consider what assumptions writing resources make about the student's philosophical skill set in order to determine whether the available resources can reach introductory students at their level. When the resources are not accessible, we will brainstorm how to make the resource's suggestions more explicit. In addition, we will take this same approach to a discussion about the work group's teaching practices.

B. Landon Hedrick, "A Foot in the Door for High School Philosophy: Designing Interdisciplinary Courses for the High School Curriculum"   Curtiss 128
We philosophers often lament the fact that our discipline has been largely relegated to the realm of higher education. We insist that it would be valuable for students to have more exposure to philosophy in high school, yet such a proposal faces a number of obstacles, including the problem that many administrators do not see much value in philosophy. In this workshop, I will elucidate one crucial component of a multi-pronged approach to deal with this problem. My proposal is that we educators get philosophy's foot in the door in high schools by designing team-taught interdisciplinary courses that contain significant philosophical components. With successful interdisciplinary courses, we can help the study of philosophy gain a sturdy foothold in the high school curriculum, thereby opening up further opportunities for philosophy electives. In this workshop, we will do three things: (1) discuss this strategy for transforming the high school curriculum, (2) look at some examples of such interdisciplinary courses that I've designed, and (3) brainstorm ideas for more interdisciplinary courses that can serve these purposes.

C. Justin Kalef, "Not Clear on the Concept: An Interactive Classroom Activity for Improving Conceptual Understanding"   Curtiss 130
Over the past few years, I have developed an in-class activity type called 'Not Clear on the Concept'. These activities force students to confront and resolve conceptual difficulties before they begin using a given concept in their discussions and writings. The activity type is highly interactive, engaging even for those who have done little or no prior work in philosophy, requires little preparation time and little to no grading time for the instructor, and easily customizable. In my session, I'll explain how Not Clear on the Concept activities work, and then have the participants experience the activity for themselves. I'll close the presentation with a discussion of how the Not Clear on the Concept idea could be extended to homework, exams, and even to an online teaching context.

I D. Mariam Kennedy and Curtis Sommerlatte, " Prison Pedagogy: Challenges, Advantages,
Aims, and Methods"   Curtiss 102
Although there exists a good sized literature on teaching philosophy in prisons, little scholarship has
been undertaken to address what pedagogical techniques are best suited for the unique challenges of
the prison environment. We shall begin making up for this lack by proposing teaching methods that
are responsive not only to the prison environment's practical challenges and unique opportunities,
but also to the value of philosophy within the prison setting. Practical challenges include the lack of
funding, students' special needs, and issues coordinating with correctional facilities. Nevertheless,
students in prisons are uniquely capable of learning and educational growth. The subject of
philosophy is particularly well suited for this educational context: it can be flexible in responding to
the challenges of prisons, and it can draw on students' strengths. Considering all of the above, we
shall make concrete suggestions for how to adapt one's teaching methods for the prison context.

E. C.L. Richardson, "Enhancing the Quality and Efficiency of Assessments Using Abstracts"   Curtiss 140
As we know, peer feedback can improve students' writing. But, things like time constraints and class
size make it difficult to incorporate peer review let alone instructor review of student writing into
many large (introductory) courses. Additionally, concerns about technical grammar and spelling, can
obscure more pressing concerns about argument structure and content. I have developed a
technique whereby my students work to distill their multi-page papers into (at most) a single page
abstract that is subsequently used for the purposes of formative assessment. This technique better
targets the argumentative content of the student's work, and has allowed me to meet with more
students in a more productive manner.

F. Giancarlo Tarantino, "Former Friends Reunited: Hermeneutics and Teaching
(and Course Design)"   Curtiss 224
Traditionally, hermeneutics (the art of interpretation) was tied to concrete pedagogical settings. In
the 20th century, however, the connection between hermeneutics and teaching was largely forgotten
or neglected. This session aims to contribute to the recent renewal of that connection.
        Participants will come away with a set of hermeneutic questions designed to aid teachers in
thinking about course design and the implementation of texts in undergraduate "intro to
philosophy"-style courses. Participants will also gain a general theoretical awareness of the role of
"hermeneutic presuppositions" at work in a teacher's course-design.
        After a brief introduction to the connection between hermeneutics and teaching,
participants will then, in groups, brainstorm some of the more common ways in which texts are
employed by teachers in course-design and class-time use.   The session will conclude with the
formulation of several hermeneutic questions that may aid teachers in future course-designs.

F. Wendy C. Turgeon, "The Class Blog: Philosophy as Civic Engagement"   Curtiss 222
This presentation will share some different ways that one can incorporate a WordPress blog into a
philosophy class. I have used this technology tool to achieve a number of important outcomes for
my students. From becoming more comfortable with (and critical about) technology to being active
philosophers contributing to a public forum, my students have an opportunity to experience
philosophy as active civic engagement. I will share the different ways in which I have attempted to
do this in my philosophy and freshman seminar classes and invite participates to engage in a
discussion/demonstration on blogging in philosophy class and its outcomes for learning.

Plenary Session

Adversarial Argumentation and Diversity

Friday, 4:00–5:30pm
Rhea Miller Recital Hall, Curtiss Hall

Phyllis Rooney
Professor of Philosophy
Oakland University

Discussions about diversity in philosophy have focused on the role of adversarial argumentation and debate as that is regularly practiced in the discipline. This practice has, for instance, been noted as a possible factor contributing to the lower numbers of women. However, many resist the way in which this issue is framed, especially when it seems to draw on gender stereotypes in suggesting women are not tough enough for philosophy.

I maintain that the issue about adversarial argumentation can avoid problematic assumptions by constructively developing discussion of the issue in two directions. First, the epistemological aspect of adversarial argumentation needs to be more fully engaged. That is, the debate needs to pay more attention to the ways in which adversarial forms of argumentation do or do not contribute to the epistemological goal of arriving at truth and knowledge (or better knowledge). Second, the debate needs to pay more attention to a broader understanding of diversity—that is, diversity with respect to race, ethnicity, or socioeconomic status, in addition to gender. I argue that these two expansions of the debate can be fruitfully addressed together by engaging recent work on implicit bias, credibility assessments, and cultural norms about who has epistemic authority. Constructive forms of debate and argumentation can be implemented that encourage new voices, new topics, and new perspectives. These considerations clearly have applications beyond the field of philosophy.

Phyllis Rooney is Professor of Philosophy at Oakland University. Her main areas of interest are feminist philosophy, epistemology, philosophy of science, and logic and argumentation theory. Her many papers include work on reason and rationality, gender and cognition, feminism and argumentation, values in science, gender metaphors in philosophy, and the connections between feminist epistemology, pragmatist epistemology, and naturalized epistemology.

Conference Banquet and Presidential Address

Banquet begins at 5:45
Banquet Room A, Curtiss Hall

Presidential Address
Intellectual Vice and Philosophy Teaching

Andrew N. Carpenter
Dissertation Chair, Northcentral University
Part-Time Faculty Member, Capella University
Dissertation Chair, Grand Canyon University
Contributing Part-Time Faculty Member, Walden University
Part-Time Faculty Member, American Public University
Adjunct Professor, Boise State University
Adjunct Professor, Saint Leo University
Adjunct Professor, McDaniel College

Can philosophy teachers help their students to recognize their intellectual shortcomings? To what extent, if at all, do traditional philosophy courses and curricula serve to help students to overcome their intellectual vices like prejudice, closed-mindedness, gullibility, and wishful thinking? Do we have an obligation to make our students confront their own intellectual vices? What role does recognizing our own intellectual vices play in any of this? Andrew Carpenter's Presidential Address seeks to apply recent work on the epistemology of intellectual vice—for example, Miranda Fricker's *Epistemic Injustice* and Quassim Cassam's "Vice Epistemology"—to philosophy teaching.

Saturday, July 30

Plenary Session

Comparative Philosophy: Including the World in the Classroom

Saturday, 9:00–10:30am
Rhea Miller Recital Hall, Curtiss Hall

Sarah Mattice, President of the Society for Teaching Comparative Philosophy
     Interdisciplinary Studies Program Director
     Department of Philosophy and Religious Studies, University of North Florida
Aaron Creller, Vice-President of the Society for Teaching Comparative Philosophy
     FloridaBlue Center for Ethics Postdoctoral Fellow
     Philosophy for Children Initiative Director
     Department of Philosophy and Religious Studies, University of North Florida

In this plenary session, Sarah Mattice and Aaron Creller will explore some of the basic theoretical background useful for non-specialists who are interested in including non-Western and comparative resources in their classrooms, followed by some example modules that we as comparativists use in our own classes at both the introductory and upper levels. The final part of the plenary will be reserved for questions and discussions.

Theory Portion:
     Part I:Dealing with the Double Bind
     Part II: Acknowledging Asymmetry
     Part III: Differences in Language and Conceptual Maps
     Part IV: Metaphors and Doing Philosophy

Modules Portion:
     Module I: Doubt and Knowledge in Ghazali and Descartes
     Module II: East Asian Buddhism: metaphysics, identity, compassion, and meditation
     Module III: Women and diversity in non-Western sources
     Module IV: Knowing Animals in Zhuangzi and Nagel

A. Michelle Catalano, "Teaching to Non-Philosophy Majors: Top 10 Strategies"   Curtiss 128
        Drawing upon my own past experiences as a non-philosophy student and many years of teaching
        philosophy courses comprised primarily of non-philosophy majors, I have developed a list of "top
        ten" strategies that are successful in teaching non-philosophy majors. These strategies are designed
        to work best in classes mostly comprised of non-philosophy majors. These may be strategies that
        you do not want to invest time in or perhaps that you've been avoiding; however, I contend that you
        should consider them anyway if you want to enhance your ability to be effective in the classroom
        with non-philosophy majors. These strategies may be particularly helpful for early career philosophy
        instructors so that they do not have to learn them the hard way through trial and error. Specific
        classroom examples will be provided for each strategy and time will be devoted for participants to
        collaboratively share their own successful examples or bring up challenges that we can address
        together.

I B. Kristina Grob and Merritt Rehn-DeBraal, "Clarity, Charity, and Compassion: Training Students
        to Foster Inclusive Classrooms Through Critical Thinking"   Curtiss 102
        While instructors set the tone for creating an inclusive classroom, students themselves also play a
        crucial role in fostering an inclusive learning environment. We see as one of the goals of critical
        thinking the cultivation of the skills that help students take an active role in the creation of inclusive
        classrooms. We therefore recommend making inclusivity an explicit course outcome by organizing
        philosophy courses around the principles of clarity, charity, and compassion. By contextualizing
        philosophy around these principles of critical thinking, we find that students leave our courses better
        prepared to engage other thinkers and texts critically and respectfully.
            We will share sample outcomes, assignments, and activities oriented toward shaping our
        students into clear, charitable, and compassionate interlocutors throughout their coursework. We will
        also brainstorm together about the benefits and challenges of this approach to find more ways to
        help train students to desire and promote inclusivity in the classroom.

C. James Michael Hitt, "Business Ethics: Embrace the Dark Side"   Curtiss 222
        In this workshop, I'll show how to get buy-in from business students without compromising
        standard moral discussions. First, embrace whole-hog the stockholder thesis. Second, adopt a few
        key assumptions underwriting laissez-faire economics.
            For the first, I'll discuss how to thinly paint the stockholder thesis without the loss of ethical
        content.   For example, I'll outline how to draw out equivalences between the stockholder and
        stakeholder positions and show how the stockholder thesis is independent of the role of
        government. For the second, I'll share an enjoyable in-class marketing activity. Students create a
        deceptive advertisement where they remove the value of transparency and the assumption that
        consumers are rational actors. In so doing, students show how business practices may fail to meet
        key assumptions of free enterprise. The workshop will encourage participants to share their own
        strategies for successful buy-in from business students.

D. Karen Hoffman, "Teaching Logic: Exercises for Transitioning to Formal Proofs"   Curtiss 140
        Focused on introducing students to working formal proofs in sentential logic, this session reviews a
        series of sequential exercises that introduce the inference and equivalence rules more slowly than
        they are introduced in most logic textbooks. My worksheets take students through a series of
        exercises focused on a single rule, including those that can be completed by the class as a whole or in
        small groups as well as by individuals. My approach aims to assist students who have difficulty with
        symbolic logic and who benefit from 1) moving more slowly through the various rules, 2)
        completing exercises that emphasize the connections between the rules of logic and ordinary,
        non-symbolic arguments, and 3) engaging in group exercises designed to build confidence in

students' ability to work formal proofs. Participants will be asked to share their own techniques for accomplishing these goals. Handouts containing examples of my exercises will be provided.

E. Wes Jorde, "Note-Taking as Preparation for Discussion and Essay Writing in Introductory
    Level Courses"   Curtiss 130
    Students at my school pursue two-year degrees in programs such as automotive technology, medical assisting, and computer networking. They're especially skilled at following discrete steps that lead to concrete ends. During the past ten years, I've developed several analytical and response-based note-taking activities that function as steps toward in-class discussion and formal essay writing. In this session, participants will complete several note-taking activities and discuss their usefulness. Discussion topics that may follow include the importance of emphasizing processes, the design of writing assignments, practical aspects of philosophy, and the integration of philosophy course requirements in career and technical programs. This session will be interesting to anyone teaching introductory level courses but may be especially interesting to those in career and technical education.

F. Danielle Lake, Paula Collier, and Hannah Swanson, "Public Philosophy: Dialogue, Integration,
    and Action"   Curtiss 224
    Public philosophy – defined as reflective, dialogic, and active engagement with, in, and through the public in order to address our shared problems – is the foundational commitment catalyzing this workshop. This session provides a series of strategies and inclusive pedagogical techniques for supporting student- and public-led dialogues on complex social problems in the community. It details sample assignments and lessons learned, ultimately asking participants to explore how these tools can be repurposed for their own use. The strategies highlighted emerge from an undergraduate, transdisciplinary, community engaged philosophy course entitled "Dialogue, Integration, and Action." The course engages students in the theories and practices of deliberative democracy and activism, encouraging the development of dialogic skills for their personal, professional, and civic lives. By highlighting lessons learned from the students', community partners', and instructor's perspective, participants can explore how the tools provided might best be repurposed for their own use.
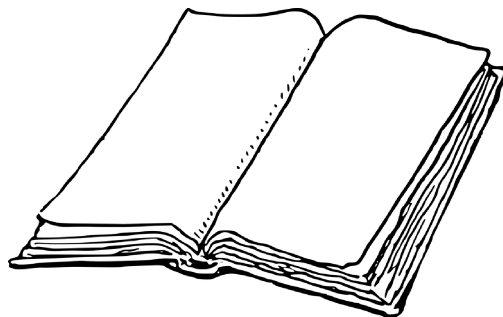
Plenary Panel

Reflections on the Nature of Teaching
Academic Philosophy in Bangladesh

Saturday, 12:30–1:30pm
Rhea Miller Recital Hall, Curtiss Hall

Panelists:
> **Dr. NHM Abu Bakar, Professor & Chairman, Department of Philosphy, University of Chittagong, Bangladesh**
> **Dr. Kamrul Ahsan, Professor, Department of Philosphy, Jahangirnagar University, Bangladesh**
> **Dr. M. Shafiqul Alam, Professor, Department of Philosphy, University of Chittagong, Bangladesh**

Moderator:
> Aaron Creller, Vice-President of the Society for Teaching Comparative Philosophy
>> FloridaBlue Center for Ethics Postdoctoral Fellow
>> Philosophy for Children Initiative Director
>> Department of Philosophy and Religious Studies, University of North Florida

Academic philosophy in Bangladesh continues to carry a substantial contribution through creating qualified graduates, researchers and leaders of different development sectors and social areas in the country. This panel discussion aims to provide a comprehensive and accurate picture of its teaching and learning at the University level. It also involves in trying to identify the challenges facing the discipline in the practical arena of life. The panel will focus on teaching philosophy at the university level in Bangladesh and what role Bangladeshi philosophy plays in the curricula.

We will also present some preliminary data from our World Bank funded research project investigating how philosophy at the university level is conceived, practiced and experienced by those involved in its teaching and learning. We will discuss survey data of philosophy teachers and focus groups of students concerning their aims of studying philosophy, what helps them learn philosophy, and what impact philosophy has had on their values and worldview.

A. Stephen Bloch-Schulman, "Making Philosophical Thinking Manifest Through Think Alouds:
    Exploring the Differences between How Philosophy Students and Philosophers
    Use Questions"   Curtiss 224
    Experts and novices don't only differ in what they know, but in how they think; but this can be
    obscured to experts because of what is sometimes referred to as the "curse of knowledge," namely,
    that those who have achieved a certain way of knowing and thinking are likely to misunderstand the
    challenges others face in coming to that same way of knowing and thinking. Think alouds–the
    verbalizing of one's thought process while doing a particular activity, such as reading a difficult text
    or responding to a challenging problem–can successfully be used to lay bare habits philosophers
    have that we may not recognize, so we can better teach our disciplinary ways of knowing and habits
    of mind. In this session, I will focus on a 3 year study focused on the use of think alouds, showing
    how philosophy majors in their last semester at college are similar and are different from philosophy
    faculty, and focusing, in particular, on how these two groups use questions.

B. Jacqueline Davies, "Better a Sweater than a Bundle: Knitting the Self Back Together after
    Reading Hume"   Curtiss 130
    According to David Hume, "[E]ach of us is nothing but a bundle or collection of different
    perceptions that follow each other enormously quickly and are in perpetual flux and
    movement."(Bennett translation.) This maybe true, but it is disturbingly counter-intuitive. Our selves
    feel more substantial; and Hume allows nothing substantial to bind the bundle. The bundle is
    metaphor. Drawing on Wittgenstein's "rope", and Risieri Frondizi's gestalt patterns of identity, I
    offer a more elaborate metaphor. Substituting wool for rope and adapting Frondizi's patterns, I
    imagine the self as knitted, like a sweater. The complexity of the metaphor fits the complexity of our
    experience. It also foregrounds the sweater's status as metaphor, one that offers comfort against the
    unraveled self threatened by Hume's critique of metaphysics. For first year undergraduates
    experiencing enormous flux, this comfort is appealing. Nonetheless, the metaphor has enough loose
    ends to motivate further critical and creative inquiry.

C. Zack Garrett, "Reducing the Burden of Practice for Students in Formal Logic"   Curtiss 140
    This project focuses on instruction in formal logic. I have designed a web application that has tools
    for helping students with categorical logic, natural deduction in propositional logic, and natural
    deduction in predicate logic. Each of these tools includes an interface for students to complete
    problems and a generator for producing problems. For proofs in propositional and predicate logics
    the application saves information about what rules of inference the user used and how long the user
    took to complete the problem. This information is then used to suggest problems to other users.
    Students can search for proofs based on what rules are used or the ratings other users have given to
    it. Now, the goal is to (a) identify the application's benefits and shortcomings in light of
    pedagogically sound principles and (b) improve it in a manner that corrects for those shortcomings
    without losing its benefits.

D. Rory Kraft, Kevin Hermberg, and Peter Bradley, "Philosophy and the Disappearing
    General Education"   Curtiss 222
    As institutions are reevaluating general education curriculums, philosophy programs find themselves
    in the position of having to both engage in a public discussion on the value of our disciplines and
    modeling the use of philosophical analysis in the discussion of proposed models. In this session,
    three philosophers from four different institutions discuss how philosophy – and critical thinking –
    can be central to the examination of curricular reform. The session will include case studies, a more
    theoretical examination of the "Gen Ed" shifts, and time for discussion between all attendees about
    how to go forward.

I E. Seth Robertson, "Exercises and Activities to Help Integrate Asian Philosophical Texts into the Classroom" Curtiss 102

> In this workshop, we will examine one strategy for facilitating the integration of traditional philosophical texts from Asian traditions into mainstream philosophy classes: classroom exercises. Classroom exercises and group activities can help ameliorate some of the concern that instructors without expertise in Asian philosophy feel when presented with the possibility of developing a 50 or 90 minute lecture on these texts. Special focus will be given to activities that provide natural connections with typical issues that are discussed in mainstream Anglo-American philosophy courses. In addition to presenting numerous examples of classroom activities, the presentation will include a brief discussion of some strategies for utilizing group activities in philosophy courses.

I F. Andrew M. Winters, "Living Like a Stoic for a Week: An Inclusive Approach to the Good Life" Curtiss 128

> In this session, participants will be introduced to recent attempts to try on a philosophy of life that extends beyond the classroom and across the disciplines. In particular, participants will have an opportunity to learn about Living Like a Stoic for a Week, which is an international experiment to assess the extent to which, if at all, Stoicism can help us overcome contemporary obstacles. We will discuss the questionnaires employed to assess personal well-being, Stoic texts to aid in personal reflections and meditations, and the general benefit of holding Stoic Week outside of the classroom setting and being more inclusive of the general higher education community. The development of Stoic Week can offer guidance to how a general framework can be developed to better understand and explore other philosophies of life.
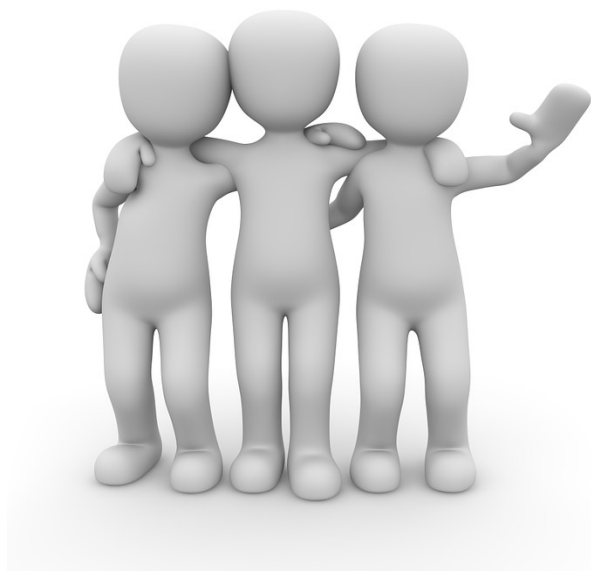
A. Kelly A. Burns, "Managing Microaggressions"   Curtiss 128

Many recent news stories have claimed that college students are overly sensitive, and that they are too willing to "play the victim," whether it be of racism, sexism, or religious intolerance. However, there is ample evidence that microaggressions, the typically unintentional, yet hurtful comments made by otherwise well-meaning professors and students, can do a great deal of damage to members of already vulnerable populations. In order to provide an effective learning environment for all students, it is important that we understand what microaggressions are and how to handle their inevitable occurrence in the classroom. After a brief overview of the concept of microaggressions, we will focus on discussing strategies for handling them when they occur in the classroom.

B. Jed Donelan, "Participation Contracts: A Tool to Facilitate (Self-)Assessment of Student Course Participation"   Curtiss 222

This workshop will introduce a Participation Contract and Assessment mechanism for assessing student course participation. Workshop participants will learn how this method engages students in determining and assessing their own course participation. Workshop participants will complete both Contract and Assessment forms based on their own participation strengths and actual participation in the workshop, and will engage with other workshop members in assessing their participation. Topics to be covered include: the nuts-and-bolts of the process (forms, collection, grading); student satisfaction with the process (based on course evaluations and anecdotal feedback); advantageous of and challenges to this process; value of this process in augmenting, or being augmented by, workshop participants' own means of assessing student participation.

C. Christina Hendricks, "Transforming Assessments With Integrated Course Design and Renewable Assignments"   Curtiss 224

In this session we will explore ways of transforming some of our assessments in courses on the basis of two models: an expansion of the kinds of course learning goals we might have beyond knowledge of content, from Dee Fink's "integrated course design," and the idea of "renewable assignments" from David Wiley, that describes assignments that have lasting value for others beyond being submitted for marks and feedback to the instructor. I will share some of my own transformed assessments on the basis of these, but the focus on the session will be practical: participants will have a chance to transform one or more of their own assessments and discuss with each other the possible benefits and challenges of doing so.

D. Melissa Jacquart and Jessey Wright, "Effectively Teaching Pedagogy to Philosophy Graduate Students"   Curtiss 130

Graduate students in philosophy often do not receive formal training in teaching and course design outside of services offered by their university, which are broad in scope, and basic training on performing the duties of a teaching assistant provided by the department. To address this problem in our graduate education, we designed and facilitated a year long workshop on teaching and pedagogy. Our aim was not only to provide background and knowledge that would help us become effective and reflective instructors, but also on fulfilling other practical needs such as the preparation of teaching philosophy statements, sample syllabi and fostering areas of competence. In this session we briefly review our workshop design, feedback from participants, and present an outline of a graduate course designed to achieve the same ends as our workshop. The remainder of the session will be devoted to identifying and discussing solutions to practical problems and challenges associated with designing and offering a graduate course that fulfills these diverse needs.

I E. Kevin Patton, "Open Source Database Indexing Software as a Means of Assisting
Non-Native English Speakers in Learning Philosophy" Curtiss 102
Understanding philosophical texts is difficult. Thus, it is imperative that we aid students in their
attempts to encounter philosophy through reading. Likewise, we must take into account the extent
to which students are likely to understand the language used in the texts. This project focuses on
this issue. I have developed a modified version of a free, and open source search engine that allows
students to search for particular phrases in a text. The results of that search display the sentence(s)
in which the word is found in. Additionally, the search results include other texts by the same author
in which the phrase occurs. Furthermore, the results are displayed alongside dictionary and
thesaurus results so that the student can analyze the atomic components of the searched for phrase
while also seeing the phrase in its philosophical context. These indices can serve as a "road map" for
the text under examination.

F. Adam Rosenfeld and Galen Foresman, "Courage as an Enabling Virtue for Learning" Curtiss 140
Much attention has been paid recently to student dispositions as potential indicators of academic
success. In this session we will focus on courage as an enabling virtue for learning. We will attempt
to distinguish it from other similar but distinct character traits and sketch out what a pedagogically
valuable understanding of academic courage entails. We will workshop a disposition assessment
survey with an eye to developing questions that target academic courage. And we will compare data
and experiences at an HBCU and an ethnically diverse state university with an eye to how
thematizing courage as a pedagogical virtue may function differently for different student
populations.

G. Matt Tedesco, "Building a Capstone for the Philosophy Major" Curtiss 101
It is common for disciplinary majors to be structured with some sort of introductory course for
students entering the discipline at the front end, and some sort of concluding course (the capstone)
for advanced/senior majors at the back end. Capstone courses take many forms, but absent a highly
centralized model, and so thinking instead about the capstone primarily (though perhaps not
exclusively) in the context of the major—in our case, the philosophy major—how should a capstone
course be structured? At my institution—a small, residential liberal arts college in the Midwest—the
philosophy program has had in place a capstone course for decades, but a number of factors in
recent years have given us reason to go back to the drawing board and rethink this course. We have
reflected together on what we see as the main goals of a capstone course for the philosophy major,
and we have overhauled our course in light of these reflections and conversations. This workshop
session will be an invitation into this process, to think together as workshop participants about what
the goals for a capstone ought to be, and how those goals might be realized.

I A. Ruthanne Pierson Crapo and Matthew Palombo, "Post-Colonial Pedagogy and the Art of
Oral Dialogues"   Curtiss 102
In this session presenters will introduce and apply oral dialogues as forms of philosophical inquiry
and assessment. They will discuss the ways they deploy Ngugi wa Thiong'o's poor theory and
introduce "orality" or "orature" as subjects for critical reflection asking participants to engage in an
activity in order to reflect on how these methods may advance philosophical learning. The presenters
will offer two brief case studies of how they use oral dialogues to assess student achievement in their
courses using narrative arcs. Participants will be given handouts detailing the questions and rubrics
that each use. Participants will be asked to practice a dialogue with other group members and assess
the quality and validity of dialogue as a philosophical activity. Participants will report how they can
shape their own courses to use oral dialogues and the limits and important differences between oral
and written assessment. The presenters pay special attention to how dialogues may further the
advancement of English as Other Language Learners (ELOL) and students who attend college with
limited socio-economic resources and are "migrant" learners and/or first generation college students.

B. Norm Freund, "Hands-On Learning in Philosophy"   Curtiss 130
This session explores and analyzes a variety of hands-on learning experiences in teaching the
discipline. The focus is on service learning, spiritual growth, and internships. Participants will actively
share their own experiences, strategize ways to mainstream such learning, and share ideas regarding
the assessment of student practicum learning. Useful resources such as rubrics, documenting
materials, and assessment modalities will be distributed.

C. Steve Goldberg, Wendy Turgeon, and the PLATO Seminarians, "Philosophy for
High School Students"   Curtiss 128
Meet high school philosophy teachers to share ides about teaching philosophy effectively and
preparing high school students for work in college philosophy classes.

D. Cherie McGill, "Cultivating Controversy: Lessons from Cognitive Psychology"   Curtiss 140
Empirical studies of human reasoning make a strong case for reasoning as an essentially social
competence. In contrast to the ideal of the lone philosopher, withdrawn from the distractions of the
outside world, contemplating in isolation the deep questions of human life, social scientists offer a
picture of reasoning as a capacity exercised most successfully in a social context of giving and
receiving reasons. Yet, the individual student's attempt to grapple with philosophical texts and
arguments is typically performed as an isolated exercise. Is it any wonder that students perform
poorly when exercising in isolation a capacity that is best used in a social, argumentative context? In
this session, I will report empirical results on reasoning—results indicating the conditions under
which we reason well, and the conditions under which we reason poorly—and apply these findings
to philosophical pedagogy.

E. Jennifer Mulnix and Michael Mulnix, "Strategies for Cooperative Active Learning And
Sustainable Assessment"   Curtiss 222
This session will discuss and brainstorm different ways that one might introduce cooperative active
learning into the classroom. The goal of this interactive workshop is three-fold: (1) to share different
strategies we have used/developed, (2) to facilitate active discussion from workshop participants
regarding other possible strategies, and (3) to discuss ways in which we can utilize such techniques to
achieve effective, yet sustainable assessment. In particular, we will be discussing some examples of
student-to-student learning activities, such as carefully guided group exercises and peer review, which
are aimed at the skills of locating, summarizing, and analyzing philosophical arguments. Each
participant will come away with tangible classroom strategies for immediate implementation.

An undergraduate course in metaphilosophy—philosophy of philosophy—for beginning philosophy majors provides the opportunity for thoughtful reflection on what philosophy is, how it is done, and what its value is--topics that easily get sidelined in other content-driven philosophy courses. This session will present a course in metaphilosophy for undergraduates and allow participants to weigh in on the essential topics, inherent challenges, and means of assessing students' learning in this sort of course.

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About the AAPT

The AAPT is a collegial community of engaged teacher-scholars dedicated to sharing ideas, experiences, and advice about teaching philosophy and to supporting and encouraging both new and experienced philosophy teachers. We host a biennial meeting, sessions at the APA meetings, and other events open to all philosophers, including graduate students, who wish to explore and improve their teaching. Our goals are to promote and improve the quality of instruction in philosophy at all educational levels; to encourage research, experimentation, and investigation in the teaching of philosophy; to facilitate professional cooperation of the members; to hold public discussions and programs about the teaching of philosophy; to make available to teachers information concerning the selection, organization, and presentation of philosophical material; to sponsor the publication of desirable articles and reports; and to support and cooperate with individuals or organizations concerned with the improvement of instruction in philosophy.

How Can I Participate in the AAPT?

The vitality and strength of the American Association of Philosophy Teachers is deeply rooted in the dedication of the people who step forward to participate in it. The AAPT welcomes participation by all its members, including people who have just joined. If you are interested in being active in the AAPT, please mark the relevant items on the Volunteer Sheet you have been given and return it to the registration area. Or, come to the Members Meeting on Friday and nominate yourself for a committee.

The AAPT Board of Directors

The President. The President is the chief executive officer of the corporation. She/he presides at all meetings of the members and of the Board, manages affairs of the corporation, and sees that all orders and resolutions of the Board are carried into effect.

The Vice-President. The Vice-President is elected by a majority of votes cast in an election by the full membership, and upon completion of the two-year term as Vice-President becomes President.

The Executive Director. The Executive Director is the chief operating officer of the corporation and exercises general supervision over the day-to-day affairs of the corporation. The Executive Director/Secretary is appointed by the Board of Directors for a five year term.

The Treasurer. The Treasurer is the chief financial officer and a signatory on all financial accounts of the corporation. The Treasurer is appointed by the Board of Directors for a five year term.

The Communications Director. Committee is charged with facilitation the AAPT's communication within itself, the AAPT's communication with the rest of the world and communications between the Board of Directors and the chairs of committees.

At-Large Members. Five At-Large Members of the Board are elected by the members of the AAPT by a majority of those voting. The five At-Large members serve two-year terms.

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AAPT Standing Committees

The Communications Committee facilitates the AAPT's communication within itself, the AAPT's communication with the rest of the world and communications between the Board of Directors and the chairs of committees. Chair: Kevin Hermberg (Dominican College), kevin.hermberg@dc.edu

The Finance Committee is charged with oversight of the financial activities of the Board. Chair: Rory E. Kraft, Jr (York College of Pennsylvania), rkraft1@ycp.edu

The Lenssen Prize Committee is responsible for reviewing the work of the candidates for the Lenssen prize according to the criteria developed by the Board. The Lenssen prize is for the best essay written on the teaching of philosophy. Chair: Andrew Mills (Otterbein University), amills@otterbein.edu

The Nominating Committee consists of four members of the AAPT elected by a majority vote of members present at regular full meetings of the AAPT and serving two (2) year terms. This committee is responsible for (1) nominating people for the positions of Vice-President and AtLarge Board Member, and (2) overseeing the (mail ballot) election which fills those positions. Chair: Rob Loftis (Lorain County Community College), jloftis@lorainccc.edu

The Program Committee is charged will all aspects of the workshop-conference program, including but not necessarily limited to: the solicitation and selection of workshop-conference proposals; the scheduling of sessions; the production of the program guide for attendees. Chair: Russell Marcus (Hamilton College), rmarcus1@hamilton.edu

The Awards Committee develops and recommends policies and procedures regarding all AAPT awards, including policies and procedures regarding stipends and honoraria for speakers at the biennial workshop-conferences. Chair: Jennifer Wilson Mulnix (University of Massachusetts Dartmouth), jmulnix@umassd.edu

The Teaching and Learning Committee is responsible for organizing the AAPT Seminars on Teaching and Learning. This includes both the five-day workshop at the biennial workshop-conference and the traveling one-day workshops. They also organize the Facilitator Training Workshop. Chair: Christina Hendricks (University of British Columbia), c.hendricks@ubc.ca

Additional Opportunities for Being Active in the AAPT

The **Conference Host/Conference Site Coordinator** at the chosen conference site takes responsibility on behalf of the Site Institution for hosting the AAPT workshop-conference and for making local arrangements.

The **Teaching and Learning Seminar Facilitators** are appointed by the Board. Applications are open to anyone interested and qualified. The seminar facilitators plan and implement the teaching and learning seminar that is held at the biannual conference.

The **Coordinator of the AAPT Workshops** at the Group Sessions of the APA Divisional Meetings organizes the sessions, which includes soliciting and selecting proposals for any of the three (Eastern, Central, Pacific) divisional meetings.

Host a One-Day Teaching and Learning Workshop. Modeled on our five-day Teaching and Learning Seminar, the AAPT is now running one-day workshops on teaching and learning on campuses around the USA and Canada. Information is available on our website.

Present a paper or workshop at an AAPT Group Session of an APA Divisional Meeting. Look for calls for proposals in the spring and summer.

Organize an Off-Year Conference. The AAPT often hosts a small conference during the odd years.

The AAPT welcomes inquiries about hosting future Biennial Workshop-Conferences.

If you have any questions, please contact Emily Esch, Executive Director, emily.esch@gmail.com, or any of the Board Directors. Vist our Website at http://philosophyteachers.org.

If you are interested in becoming a member of AAPT, please see the Philosophy Documentation Center's web page, http://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT).

American Association of Philosophy Teachers
Studies in Pedagogy

AAPT Studies in Pedagogy is a peer-reviewed annual dedicated to publishing thematically focused volumes of original works on teaching and learning in philosophy. The thematic volumes include a range of contributions, from practical advice to theoretical discussions. Contributions are welcomed from anyone teaching philosophy, including graduate students, new faculty, and tenured professors.

Editors in Chief:
Kevin Hermberg, Dominican College
Rory E. Kraft, Jr., York College of Pennsylvania

Volume 1: *Practices in Pedagogy*, 2015, edited by Emily Esch and Charles W. Wright
Volume 2: *Teaching Plato*, forthcoming, edited by Andrew P. Mills and J. Robert Loftis
Volume 3: *Inclusive Pedagogies*, anticipated Autumn 2017, edited by Kelly A. Burns
Are you presenting in connection with the theme of inclusive pedagogies at this conference? Please consider submitting an essay based on your presentation for consideration for this volume. Look for a call for papers at the conference.

AAPT Grant for Innovations in Teaching

Application Deadline August 31, 2016

The American Association of Philosophy Teachers (AAPT) is offering competitive small grants ranging from $250-$1000 to support the implementation of projects involving innovations or modifications to one's teaching. Preference will be given to those projects that have a broad appeal. Grant applications should be sure to specify the aim of the project, its learning goals, your criteria of success, and your proposed timeline. Grant recipients can choose either to do a one-semester project or a longer-term project, as long as the implementation of the project/collection of results falls within the timeframe of Spring 2017–Spring 2018. We hope that grant recipients will be amenable to the public dissemination of the projects in some form after completion. Grant recipients are required to submit a final project report due after completion of the project, which will be posted on our AAPT website. This final report should include information about the results of the project, including qualitative or quantitative data if relevant. See
http://philosophyteachers.org/aapt-grant-2016/

Eligibility: Open to any instructor teaching at the college-level: full-time, part-time, adjuncts, and grad students are all welcome. Must be a current AAPT member.

Application Requirements:
>   (1) Project description narrative of approximately 500-1000 words that addresses the following elements (please format it for blind review):
>   - Overall description of the project
>   - Learning goals the project addresses & how it addresses them
>   - Whether the person has undertaken any previous work in this area, such as trying something like this on a smaller scale, and if so, what the results were
>   - Timeline for project (recipients can choose either to do a one-semester project or a longer-term project, as long as it falls within the timeframe of Spring 2017-Spring 2018)
>   - Criteria of success
>   - How the project will be evaluated
>   - Dissemination plan for results (how the person will share what he/she has learned, such as at the AAPT or other regional or local venues)
>   - Budget: Specific amount requested with an estimated list of expenses (amount can include salary for the recipient). Please include whether one is getting any funding from other sources.
>   (2) Current curriculum vitae, including contact information of one reference

Mail your completed application materials as attachment with "AAPT Grant" in the subject line to: grants@philosophyteachers.org. Applications must be received by August 31, 2016.

The AAPT Awards committee will review applications. Winners will be notified by September 30, 2016. Final Report is due at the completion of one's project, but by no later than the end of June 2018.

Our Next Biennial Workshop-Conference

The Twenty-Second Biennial Workshop-Conference on Teaching Philosophy
is scheduled for Summer 2018
at North Carolina A & T State University.

Acknowledgements

PLATO

Philosophy Learning and Teaching Organization

HTTP://PLATO-PHILOSOPHY.ORG

The **Philosophy Learning and Teaching Organization** is a national organization that advocates and supports introducing philosophy to pre-college students.

Benefits of PLATO Membership

✔ Becoming part of the national pre-college philosophical community

✔ Sharing lesson plans and other teaching materials with colleagues (through the PLATO website, newsletters, and PLATO-sponsored conferences)

✔ Receiving discounts at all institutes, conferences, and other trainings in pre-college philosophy offered by PLATO, as well as discounts at conferences offered by the American Association of Philosophy Teachers

✔ 30% discount on membership in the P4C online cooperative

✔ Access to a national membership list of teachers, philosophers and others teaching philosophy in pre-college classrooms

✔ Online access to the following publications:

Demonstrating Philosophy (anthology), 1988

Questions: Philosophy for Young People, Vol. 1 to present

Teaching Ethics, Vol. 1 to present

Teaching New Histories of Philosophy (anthology), 2004

Teaching Philosophy, Vol. 1 to present

Teaching Philosophy (anthology), 2009

Teaching Philosophy Today (anthology, 2nd edition), 2012

The Journal of Pre-College Philosophy, Vols. 1–2 (1975–1977)

The Journal of Critical Analysis, Vols. 1–9 (1969–1992)

Thinking: The Journal of Philosophy for Children, Vols. 1–20 (1979–2014)

Individual Memberships.....$50   K–12 Schools.....$100

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TRI-CITY ACCESS MAP

MIDLAND — BAY CITY — FREELAND — SAGINAW — MBS AIRPORT

Building Index
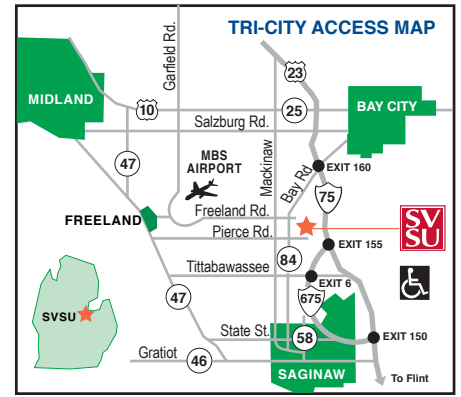
1. Arbury Fine Arts Center
2. Archery Range
3. Art Studio
4. Baseball Field
5. Basketball Intramural Courts
6. Bookstore
7. Brown Hall
8. Convenience Store
9. Curtiss Hall
10. Discus Throw
11. Doan Center (Marketplace)
12. Fieldhouse
13. Fitness Center
14. Football Practice Field
15. Founders Hall
16. Marshall M. Fredericks Sculpture Museum & Gardens
17. Gilbertson Hall
18. Great Lakes Residence Halls (First Year Suites A–E)
19. Groening Commons
20. Grounds Building
21. Health & Human Services
22. Information Kiosk
23. Intramural Fields
24. Living Center North
25. Living Center South
26. Living Center Southwest
27. Ming Chuan University
28. Morley Field
29. Non-Motorized Pathway
30. Observatory
31. Owsley Grove
32. Performing Arts Center
   A. Malcolm Field Theatre for Performing Arts
   B. Rhea Miller Recital Hall
33. Pine Grove Apartments
34. Pioneer Hall
35. Ryder Center for Health & Physical Education
36. Dow Doan Science Building East
37. Dow Doan Science Building West
38. South Campus Complex (Buildings A, B & C)
39. Soccer Fields
40. Softball Fields
41. Student Center
42. Tennis Courts
43. Tranquil Residence Halls (First Year Suites F & G)
44. University Health Center
45. University Police/Parking Services
46. University Village East
47. University Village West
48. Wickes Hall (Admissions & Financial Aid)
49. Wickes Memorial Stadium
50. Yien International Garden
51. Zahnow Amphitheatre
52. Zahnow Library (Center for Academic Achievement)

SYMBOL KEY

- ⊕ Annual Ring Sculpture
- ● Power-Assist Door 1st Floor
- ▲ Power-Assist Door 2nd Floor
- Edwards Bell Tower
- Food/Dining
- Emergency Blue Telephone
- Gateway Entrance
- Gazelle Fountain
- Ⓗ Handicapped Parking
- Ⓜ Metered Parking
- Wetland Preserve
- Native Plantings

COLOR KEY

- Faculty/Staff Reserved Parking: Permit Required in Shaded Portions of F, G, L, and J4 Lots until 6:45 p.m.
- Roadways and Open Parking Lots
- Student Housing
- Educational Buildings
- Outdoor Sports Locations
- **VR** Student Resident Parking (VR permit required)
- **UR** Student Resident Parking (UR permit required)
- Free, Resident (UR permit required) & Overnight
- **P** Student Resident Parking (P permit required)

Smoking is permissible only in lettered and residential parking lots, at least 25 ft. from any building.