



American Association of
Philosophy Teachers

Eighteenth Biennial
International Workshop/Conference
On Teaching Philosophy

Coastal Carolina University
Conway/Myrtle Beach, SC
July 29 – August 2, 2010

Table of Contents

Acknowledgements.....	3
Navigating the Conference	4
2010 Program at a Glance.....	6
2010 APA/AAPT Teaching and Learning Seminar.....	8
Complete IWCTP Schedule.....	9
About The Plenary Addresses.....	16
Abstracts of Presentations.....	18

Acknowledgements

Thanks to the following for helping to organize the 18th IWCTP:

Program Committee

Andrew Mills (co-chair)
Paul Green (co-chair)
Peter Bradley
Andrew Carpenter
David Concepción
Donna Engelmann
Emily Esch
Alan Grose
Kevin Hermberg
Rory Kraft
Jack Green Musselman
Russell Marcus
Scott McElreath
Nils Rauhut
Wendy Turgeon
Thomas Urban
Cathal Woods

Communications Committee

Kevin Hermberg (Chair)
Betsy Decyk
Peter Bradley (webmaster extraordinaire)

Speakers and Awards Committee

Juli Eflin (co-chair)
Stephen Bloch-Schulman (co-chair)

Andrew Mills
Joan Grassbaugh Forry
Donna Engelmann

Lenssen Prize Committee

Nils Rauhut (Chair)
Nancy Slonneger Hancock
David Concepción
Michael Goldman

Coastal Carolina University Liaisons

Nils Rauhut
Michael Ruse
Stephanie Freeman

AAPT Board of Directors

Betsy Newell Decyk (Executive Director and Secretary)
Nils Rauhut (President)
Joan Grassbaugh Forry (Treasurer)
Donna Engelmann (Vice President)
Nancy Slonneger Hancock (Past-President)
John Wager (Past-President)
David Concepción (At-Large Member)
Emily Esch (At-Large Member)
Mimi Marinucci (At-Large Member)

Thanks also to the following for organizing AAPT sessions since the last IWCTP:

- Adrienne McEvoy for organizing the AAPT workshop at the Eastern Division meeting in 2008
- David Concepción for organizing the AAPT workshop at the Central Division meeting in 2009
- Emily Esch and Alan Grose for organizing the AAPT workshop at the APA Eastern Division meeting 2009.
- Nils Rauhut for organizing the AAPT workshop at the APA Central Division meeting 2010.
- Mimi Marinucci for organizing the AAPT presentation at Society for the Advancement of American Philosophy in 2011.
- Emily Esch for organizing the AAPT workshop at the APA Central Division meeting 2011.

Thanks to the APA and Coastal Carolina University for their institutional support.

Navigating the Conference

Locations to know on campus:

- **Conference Check-In:** Registration for those using campus housing and arriving on Thursday will be held at Waccamaw Hall (#18A on the attached map). Those who are not using CCU housing will report to Arcadia Hall (#24 on the map). Anyone arriving on Friday or later will also be registering at Arcadia.
- **On-campus housing** will be in “The Woods” dormitories (#16 on the map).
- All **conference events** that don’t involve food will be in Edwards College of Humanities and Fine Arts (EHFA) (#14 on the map).
- **Wine and Cheese reception** will be in the Wall Boardroom.
- **Meals** will be in The Commons (#17 on the map).
- **Banquet** will be in the CINO Grill (#4 on the map).

For a list of local tourist attractions, go to

<http://www.coastal.edu/philosophy/conference/faq.html#attractions>

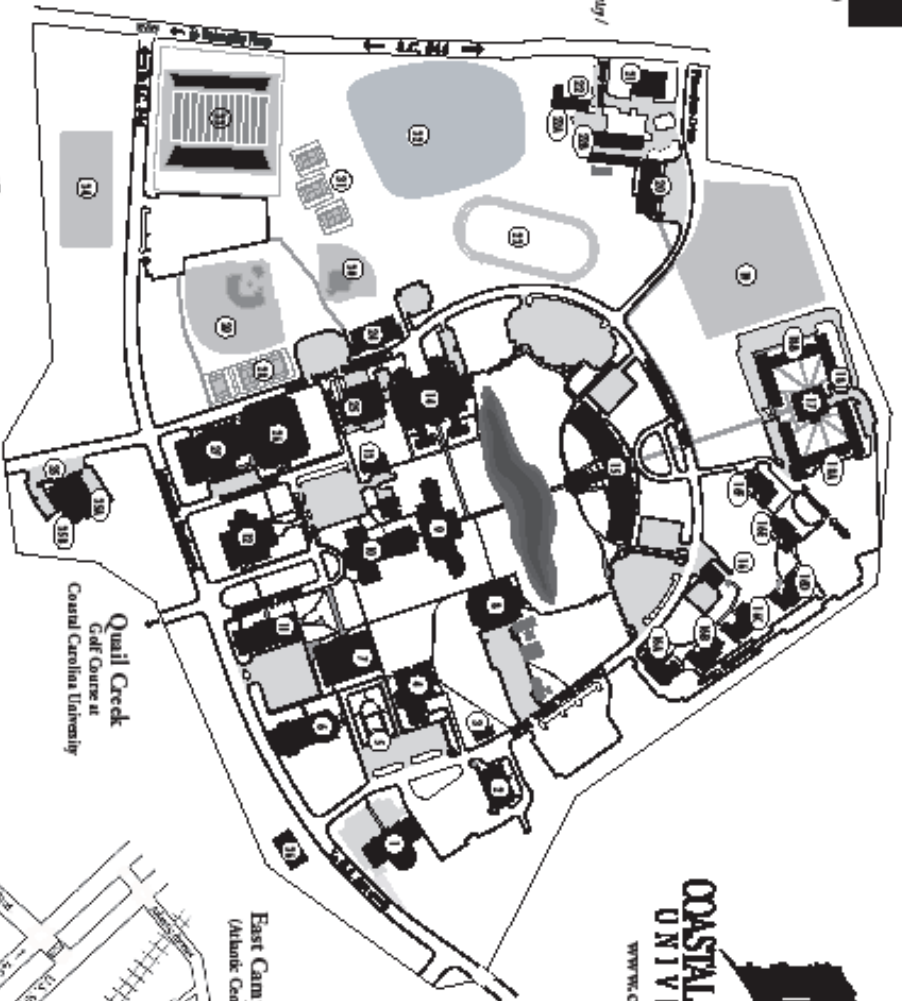
For a local restaurant guide, go to http://www.sunnydayguide.com/myrtle_beach/gs_dining.php.

See the separate handout for information on

- making photocopies
- internet access
- using athletic facilities
- library access

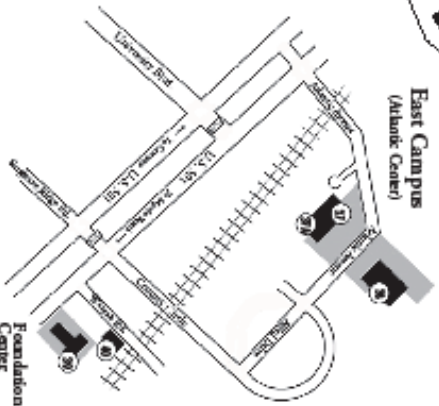
CAMPUS MAP KEY

- 1 University Hall (Rowder - Wigmore Center / Bookstore)
- 2 Klugeon Hall (Admission / Personnel/HR)
- 3 Bryozoon (Rowder) Office
- 4 Ed Jackson Student Center / CINO Grill
- 5 Student Park / Gehring Family Bell Tower
- 6 Wheelwright Auditorium
- 7 Kriebel Library
- 8 R. Cabarrus Hall Science Center
- 9 Ethred E. Prince Building
- 10 Edward M. Singleton Building
- 11 Spauld College of Education / Kearns Hall
- 12 Altheona Hall (Hawthorne Research Fund Opportunity / Public Safety)
- 13 Indigo House (Career Services)
- 14 Thomas W. and Robin W. Edwards College of Humanities and Fine Arts
- 15 E. Craig Wall St. College of Business Administration
- 16 The Woods Residence Halls
16A. Oak 16D. Dogwood
16B. Cypress 16E. Birch
16C. Maple 16F. Blumetto
- 17 The Commons / Student Dining Hall
- 18 The Rivers Residence Halls
18A. Wicatanaw 18B. Santee
- 19 Student Activity Hall
- 20 Sands Hall (U.S. Post Office / Credit Union)
- 21 Athletic Weight Room
- 22 Wingpak House (Facilities Planning and Management)
- 23A. Administrative / Engineering / Transportation
- 23B. Maintenance Shop
- 23 Track and Field Facility
- 24 Arcadia Hall (Athletic Administration)
- 25 Hampton Hall
- 26 William-Byrnes Building / Kinloch Arena
- 27 Student Recreation Center
- 28 Joseph W. Holliday Tennis Practice Courts
- 29 Charles L. Wilson Baseball Stadium / Varsity Field
- 30 Softball Field
- 31 Billy Nichols Tennis Center
- 32 Athletic Practice Fields
- 33 Brooks Stadium / Boston Field
- 34 Soccer Field
- 35 The Gardens Residence Halls
35A. Azalea 35B. Magnolia
- 36 Student Health Center
- 37 Barroughn & Chapin Center for Merit and Wetland Studies
- 37A University Shipping and Boating
- 38 Coastal Science Center (Pew Study)
- 39 Foundation Center and Community Partnership (History Administration / Career and Sponsored Research / Center for Aging and Later Retirement)
- 40 University Band Hall
- 41 University Place



COASTAL CAROLINA UNIVERSITY
www.coastal.edu

Directions to EAST CAMPUS
(In the Atlantic Center)
From University Boulevard on the main campus, turn left on U.S. 901 North. Atlantic Center is the first entrance on the right.



Directions to UNIVERSITY PLACE
From University Boulevard on the main campus, turn left onto S.C. 914. Go 0.25 miles to the first traffic light and turn right.

Directions to the FOUNDATION CENTER
From University Boulevard on the main campus, turn right on U.S. 901. Go 0.6 miles to the first traffic light. Just beyond the stop light, take a left turn onto Wingpak Road. The Foundation Center is on the right. University Band Hall is located behind the Foundation Center.

2010 Program at a Glance

Thursday, July 29

TBA (p.m.)	Conference Check-In
5:00 – 6:30	Dinner
7:00 – 9:00	Open Board Meeting (All are welcome to attend.)

Friday, July 30

7:30 – 9:00	Breakfast
9:00 – 5:00	Conference Registration
TBA	Book Exhibit
9:00 – 12:00	Teaching and Learning Seminar
9:30 – 10:30	Concurrent Sessions I
10:30 – 10:45	Break
10:45 – 12:15	Concurrent Sessions II
12:15 – 1:30	Lunch
1:30 – 3:00	Plenary Address I: Barbara Millis
3:00 – 3:15	Break
3:15 – 4:15	Concurrent Sessions III
4:30 – 5:30	General Business Meeting (All are encouraged to attend.)
5:00 – 6:30	Dinner
6:30 – 7:30	Concurrent Sessions IV
8:30 – 10:30	Wine & Cheese Reception

Saturday, July 31

7:30 – 9:00	Breakfast
9:00 – 5:00	Conference Registration
TBA	Book Exhibit
9:00 – 12:00	Teaching and Learning Seminar
9:30 – 10:30	Concurrent Sessions V
10:30 – 10:45	Break
10:45 – 12:15	Concurrent Sessions VI
12:15 – 1:30	Lunch
1:30 – 3:00	Concurrent Sessions VII
3:00 – 3:15	Break
3:15 – 4:15	Concurrent Sessions VIII
4:30 – 5:30	Open Board Meeting (All are welcome to attend.)
4:30 – 5:30	Making the Most of the AAPT Website
6:00 – 8:30	Banquet
	Lenssen Prize Presentation to Daryl Close
	Presidential Address by Nils Rauhut

Sunday, August 1

7:30 – 9:00	Breakfast
TBA	Book Exhibit

9:00 – 12:00	Teaching and Learning Seminar
9:30 – 10:30	Concurrent Sessions IX
10:45 – 12:15	Concurrent Sessions X
12:15 – 1:30	Lunch
1:30 – 3:00	Concurrent Sessions XI
3:00 – 3:15	Break
3:15 – 4:15	Concurrent Sessions XII
4:15 – 5:15	General Business Meeting (All are encouraged to attend.)
5:00 – 6:30	Dinner
7:00 – 8:30	Plenary Address II: David Concepción

Monday, August 2

8:00 – 1:00	Check Out
7:30 – 9:00	Breakfast
9:00 – 12:00	Teaching and Learning Seminar
9:30 – 10:30	Concurrent Sessions XIII
10:30 – 10:45	Break
10:45 – 12:15	Concurrent Sessions XIV

2010 APA/AAPT Teaching and Learning Seminar

(formerly Graduate Student Teaching Seminar)

Seminar Leader:

David Concepción

Seminar Facilitators:

Betsy Decyk

Andrew Carpenter

Stephen Bloch-Schulman

Seminarians:

Frances Bottenberg, Stony Brook

Adam Bowen, Illinois

Amandine Catala, Colorado

Jonathan Chen, San Francisco State

Daniel Cohen, Miami (FL)

Scott Crothers, St. Louis

Bryan Cwik, Virginia

Douglas Fishel, Kansas

Kimberly Goard, Kentucky

Clint Jones, Kentucky

Janelle Lattimore, Penn State

Timothy Loughlin, Nebraska

Eric Martin, UC San Diego

Jeffrey Maynes, Johns Hopkins

Jared Millson, Emory

Brian Mintey, S. Florida

Laura Papish, Northwestern

Regina Rini, NYU

Rachel Tillman, Stony Brook

Christine Wieseler, Miami (OH)

The Teaching and Learning Seminar is co-sponsored by the American Philosophical Association, which provides invaluable financial support, publicity, and coordination.

Complete IWCTP Schedule

THURSDAY, JULY 29

TBD **Conference Registration And Housing Check-in**

Waccamaw Hall (on-campus housing)

Arcadia Hall (off-campus housing)

5:00 – 6:30 **Dinner**

The Commons

7:00 – 9:00 **AAPT Board Meeting (Open—All are welcome to attend.)**

EHFA 166

FRIDAY, JULY 30

7:30 – 9:00 **Breakfast**

The Commons

9:00 – 5:00 **Conference Registration**

Location TBA

TBA **Book Exhibit**

EHFA 164

9:00 – 12:00 **Teaching and Learning Seminar**

EHFA 170

9:30 – 10:30 **Concurrent Sessions I**

- A. Stephen Finn, “Creating In-Class Exercises To Hone Philosophy Skills” *EHFA 166*
- B. Prakash Chenjeri, “Teaching Citizenship Through Scientific Debates: A Philosophical Approach” *EHFA 109*
- C. F. Scott McElreath, “On The Morality Of Pedagogical Experiments” *EHFA110*
- D. Roderic L. Owen, “Comparative Genocides and Applied Ethics: Pedagogical Issues, Strategies, and Resources” *EHFA165*
- E. Nils Rauhut and Tziporah Kasachkoff, “Some Do’s And Don’ts In Teaching Philosophy of Sex And Love” *EHFA 169*

- F. A. Minh Nguyen, “The Challenges Of Teaching Chinese Philosophy: Strategies For Overcoming And Transforming The Barriers” *EHFA 170*

10:30 – 10:45

Break

10:45 – 12:15

Concurrent Sessions II

- A. Jennifer McCrickerd, “Recreating The ‘Real World’ In The Classroom: Using Role Playing Simulations To Foster Student Engagement And Integrative Learning” *EHFA 166*
- B. Karen Hornsby and Wade Maki, “Using Digital Learning Objects To Increase Students’ Understanding Of Philosophical Concepts” *EHFA 109*
- C. Rory E. Kraft, Jr., “Teaching Green/Teaching Environmental Ethics” *EHFA110*
- D. Alexandra Bradner, Emily Esch, and Chris Weigel, “Pedagogical Issues In Experimental Philosophy” *EHFA165* (**Note:** Please bring your cell phone to fully participate in the activities.)
- E. D.E. Wittkower, “Mind-Mapping Software In Philosophical Instruction” *EHFA 241*

12:15 – 1:30

Lunch

The Commons

1:30 – 3:00

*EHFA Recital Hall
(Room 152)*

Plenary Address by Barbara Millis

“Teaching with Passion: The Long Path to Learning What Works”

3:00 – 3:15

Break

3:15 – 4:15

Concurrent Sessions III

- A. Stephen Bloch-Schulman and Ann Cahill, “Critical Thinking Through Deliberative Practice” *EHFA 166*
- B. Mark Piper and Pia Antolic-Piper, “Can Virtue Be Taught In A Semester?” *EHFA 109*
- C. Jennifer Wilson Mulnix, “Using A Service-Learning Project As A Real Life Application Of Course Content” *EHFA110*
- D. Bruce B. Suttle, “Do We Grade Answers Or Students: How Should Answers To ‘What Do You Think...?’ Questions Be Graded?” *EHFA165*
- E. James M. Okapal, “Integrating Reading And Writing By Modeling Argument Analysis In Class” *EHFA 169*

4:30 – 5:30

General Business Meeting

EHFA Recital Hall (Room 152)

All AAPT members are encouraged to attend. Please review minutes from last membership meeting (at the end of the program) for adoption at this meeting.

5:00 – 6:30
The Commons

Dinner

6:30 – 7:30

Concurrent Sessions IV

- A. Diana Buccafurni, “Value Transparency In The University Classroom”
EHFA 166
- B. John Immerwahr, “Using Audience Response Systems (“Clickers”) In Philosophy Classes” *EHFA 109*
- C. Rebecca Bamford, “Stimulating Critical Thinking And Discussion In A Freshman Philosophy Class Using A Collaborative Assignment”
EHFA110
- D. Chris Metivier, Teaching Global Impact With Online Interactive Learning Objects” *EHFA165*
- E. Jack Green Mussulman, “Ambulance Chasers And Hired Guns: Teaching Legal Ethics With Hollywood Film” *EHFA 169*

8:30 – 10:30
Wall Boardroom

Wine And Cheese Reception

SATURDAY, JULY 31

7:30 – 9:00
The Commons

Breakfast

9:00 – 5:00
Location TBA

Conference Registration

9:00 – 5:00
EHFA 164

Book Exhibit

9:00 – 12:00
EHFA 170

Teaching and Learning Seminar

9:30 – 10:30

Concurrent Sessions V

- A. Wendy C. Turgeon, “Travels With Cicero: Designing And Implementing A Philosophical Travel Course” *EHFA 166*
- B. Nathan Nobis, “Moral Progress And Moral Argument Analysis”
EHFA 109

- C. Joseph Osei and Gregory Sadler, “Teaching Philosophy To Inmates: The Challenges And The Potential For Moral Transformation” *EHFA110*
- D. Kristin Schaupp, “A Place Of Their Own: Fostering Critical Thinking In Large Classes” *EHFA165*
- E. Dan Werner, “Teaching The Meaning Of Life” *EHFA 169*

10:30 – 10:45

Break

10:45 – 12:15

Concurrent Session VI

- A. Martin C. Fowler, “The Ethical Practice Of Critical Thinking” *EHFA 166*
- B. Alan W. Grose, “Teaching Reading As A Disciplinary Skill In Philosophy” *EHFA 109*
- C. Galen A. Foresman, “Ethics Based Role Playing: How Holding ‘Moral Court’ Can Change Your Classes” *EHFA110*
- D. Joan Grassbaugh Forry, “Concept Mapping In The Philosophy Classroom” *EHFA165*
- E. Christina Hendricks, “A Philosophy Of One’s Own” *EHFA 169*

12:15 – 1:30

The Commons

Lunch

1:30 – 3:00

Concurrent Sessions VII

- A. David W. Concepción, “Better Learning Through Science: How To Increase Student Engagement” *EHFA 166*
- B. Wendy C. Turgeon and Michael L. McClain, “Using Interview Projects In The Teaching Of Philosophy” *EHFA 109*
- C. Renée Smith and Julinna C. Oxley, “What Happened To Civility? Dealing With Incivility In The Philosophy Classroom” *EHFA110*
- D. Cathal Woods, “Improving Students’ ‘Dialectic Tracking’ Skills” *EHFA165*
- E. Joseph R. Givvin, “Teaching The Ethics Of Genetic Choice” *EHFA 169*

3:00 – 3:15

Break

3:15 – 4:15

Concurrent Sessions VIII

- A. John Immerwahr, “Talking About Grading” *EHFA 166*
- B. James M. Okapal, “A Common Form For A Variety Of Ethics Papers Based On Lab Reports” *EHFA 109*
- C. Jason P. Matzke and Joseph M. Romero, “Pre-Law, Latin, And Philosophy: Managing A Pre-Law Program” *EHFA110*
- D. William J. Melanson, “Making The Reading Worth Doing” *EHFA165*
- E. Tim Mosteller, “Teaching Informal Logical Fallacies Through Video” *EHFA 169*

- 4:30 – 5:30** **AAPT Board Meeting (Open—All are welcome to attend.)**
EHFA 166
- 4:30 – 5:30** **Information Session: How To Make The Most Of The AAPT Website**
by Peter Bradley
EHFA Recital Hall (Room 152)
- 6:00 – 8:30** **Banquet**
CINO Grill **Lenssen Prize Presentation To Daryl Close**
 Presidential Address By Nils Rauhut

SUNDAY, AUGUST 1

- 7:30 – 9:00** **Breakfast**
The Commons
- 9:00 – 5:00** **Book Exhibit**
EHFA 164
- 9:00 – 12:00** **Teaching And Learning Seminar**
EHFA 170
- 9:30 – 10:30** **Concurrent Sessions IX**
- A. Jennifer Wilson Mulnix, “What Is Happiness, And Can The Mere Contemplation Of It Make One Happier?” *EHFA 166*
 - B. Gabriel Camacho, “How To Incorporate Hispanic Philosophy Into An Introductory Course (And Why You Should!)” *EHFA 109*
 - C. Karen D. Hoffman, “Teaching Philosophy Using Argument Analyses” *EHFA110*
 - D. Daniel Massey and Bradley Jaw Strawser, “Peer Mentor Teaching Programs And The Constructive Use Of Videotaping” *EHFA165*
 - E. Kirk McDermid, “The Epistemology Of Plagiarism” *EHFA 169*
- 10:30 – 10:45** **Break**
- 10:45 – 12:15** **Concurrent Sessions X**
- A. Juli Thorson Eflin, “Illustrating Philosophy” *EHFA 166*
 - B. Thomas Urban, “Outcomes Assessment: A Benefit, Or SLO Unraveling...” *EHFA 109*
 - C. Bruce Weinstein, “How To Teach Philosophy To The World” *EHFA110*

- D. Renée Smith and M. Gregory Oakes, “Breaking It Down, Building It Up: Teaching Writing In Philosophy Courses” *EHFA165*
- E. Michael J. Smith and Connie McFadden, “Helping To Relieve Moral Distress: Doing Ethics With Students In The Field Of Healthcare” *EHFA 169*

12:15 – 1:30
The Commons

Lunch

1:30 – 3:00

Concurrent Sessions XI

- A. Peter Bradley, John Basl, Boone Gorges and Rudy Garns, “Social Technology And Teaching Philosophy” *EHFA 241*
- B. Betsy Newell Decyk, “Teaching Practices And Institutional Policies” *EHFA 109*
- C. Gary Levvis, “Service-Learning Within Applied Ethics Courses” *EHFA110*
- D. Stephen Bloch-Schulman, Donna Engelmann, and Maggie Castor “Teaching Democratic Thinking” *EHFA165*
- E. Frances Bottenberg, “At The Heart Of Logic: Doing Justice to Emotion’s Role In Reasoning In Critical Thinking Classes” *EHFA 169*

3:00 – 3:15

Break

3:15 – 4:15

Concurrent Sessions XII

- A. Leslie Miller, “Applied Philosophy: An Effective Introduction To Philosophy Course For Non-Majors” *EHFA 166*
- B. Cathal Woods, “Interdisciplinary Materials For Courses On The Good Life/Meaning Of Life” *EHFA 109*
- C. Malcolm Munson, “Addressing The Issue Of Student Non-Reading: The Novel As Resource In Teaching The Introductory Course” *EHFA110*
- D. Dennis Earl and Nils Rauhut, “Humor In The Philosophy Classroom: When Is It Pedagogically Useful And When Is It Destructive?” *EHFA165*
- E. Russell Marcus, “A Jigsaw Lesson For First-Order Logic Translations Using Identity” *EHFA 169*

4:15 – 5:15

General Business Meeting

EHFA Recital Hall (Room 152)

All AAPT members are encouraged to attend.

5:00 – 6:30
The Commons

Dinner

7:00 – 8:30

Plenary Address by David Concepción

MONDAY, AUGUST 2

7:30 – 9:00
The Commons

Breakfast

8:00 – 1:00
Location TBA

Check Out

9:00 – 12:00
EHFA 170

Teaching And Learning Seminar

9:30 – 10:30

Concurrent Sessions XIII

- A. Kevin Hermberg and Peter Bradley, “How To Make The Most Of The APT Website” *EHFA 241*
- B. Nils Rauhut, Deborah C. Smith, M. Gregory Oakes, Audrey Brokes, John Latourell, and Kevin Guilfooy, “Reflections On Teaching Philosophy Twelve Years Later” *EHFA 109*
- C. Russell Marcus, “Logic And Philosophy” *EHFA110*
- D. Carl Templin, “Teaching A Philosophy Of Peace To Elementary Students In An Urban Setting” *EHFA165*

10:30 – 10:45

Break

10:45 – 12:15

Concurrent Sessions XIV

- A. Rory E. Kraft, Jr., “Looking Out For New Faculty: Aristotelian Virtue And New Faculty Mentoring” *EHFA 166*
- B. Daniel Ansted and Amanda Plewa, “Incorporating Science Fiction Into An Ethics Class” *EHFA 109*
- C. Kevin Hermberg and Nathan Metzger, “Teaching God (And Other “Hot Moments”): Issues And Strategies” *EHFA110*
- D. Rob Loftis, “Breaking The Back Of Perverse Incentives: Ending High Textbook Prices For Good With Open-Access Books” *EHFA165*

About The Plenary Addresses

Barbara Millis

“Teaching with Passion: The Long Path to Learning What Works”

Friday, July 30, 1:30 – 3:00 p.m.

Abstract: This keynote is the teaching/learning version of *The Complete Works of William Shakespeare Abridged*—Barbara Millis’ lifetime of teaching innovations summarized tidily in a little over an hour. Teaching, as with life, seems to happen one break-through at a time, with revelations typically building on one another over time, creating more complexity and strength every time a new element is added. Participants will get in one quick, interactive presentation a summary of the “best-of-the-best,” the groundbreaking innovations of cooperative learning, deep learning, the research on how people learn, and several other findings that enable teachers to become intentional, purposeful educators. This session is in a sense a confessional, as the break-throughs often came only slowly, serendipitously, and with great effort after decades in the classroom. This presentation may save participants years of wasted effort by reducing the cycle of teaching blunders and naïveté that all well-intentioned teachers experience.

David W. Concepción

“Inclusive Pedagogy For Controversial Topics”

Sunday, August 1, 7:00 – 8:30

Abstract: In this talk I reflect on pedagogical experiences that transform students, and how becoming a new self is difficult and controversial. Some pedagogies are better than others in assisting students down this transformative path. I define and advocate for inclusive pedagogies. I believe there is a happy confluence here. Pedagogies that allow people with various bodies and life histories to have comparable opportunities to acquire, express, and engage knowledge are also pedagogies that enable the transformative learning that should result from addressing philosophical controversy. Stated another way, inclusive pedagogies allow transformative engagement with controversial topics. And, oh, we’ll do this together; I’ve got some group activities planned.

Both plenary addresses will be in the EHFA Recital Hall (Room 152).

About the speakers:

Barbara J. Millis, who received her Ph.D. in English Literature from Florida State University, became in 2008 the Director of the Teaching and Learning Center at the University of Texas, San Antonio. She is responsible for TA training, mentoring ten graduate Teaching Fellows, workshops, and supporting projects such as the Quality Enhancement Plan (QEP) on quantitative literacy and Leadership UTSA. She frequently offers workshops and keynotes at professional conferences (Lilly conferences, Teaching Professor Conference, AAC&U) and for over 300 colleges and universities. She publishes articles on a variety of faculty development topics such as cooperative learning, peer classroom observations, the professional portfolio, syllabus

construction, classroom assessment/research, critical thinking, writing for publication, writing across the curriculum, academic games, and course redesign. She has published four books, including in March 2008 the 2nd Edition of Judith Grunert's *The Course Syllabus: A Learning-Centered Approach* (Jossey-Bass), co-authored with Margaret Cohen, and in April 2010, *Cooperative Learning in Higher Education: Across the Disciplines, Across the Academy* (Stylus Press). While at the U. S. Air Force Academy, Barbara won both a teaching award and a research award and became a Visiting Scholar at Victoria University, Wellington, New Zealand.



Barbara Millis



David W. Concepción

An active member of the AAPT, **David W. Concepción** specializes in Ethics and Teaching & Learning as Associate Professor of Philosophy at Ball State University. He is the first professor in Ball State history to receive all three of the top university teaching awards for his classroom practice. His research has been funded by sources including Campus Compact and The Lumina Foundation for Education. Recent publications include the Lenssen Award-winning "Reading Philosophy with Background Knowledge and Metacognition" and "Enabling Change: Transformative & Transgressive Learning in Feminist Ethics and Epistemology," both in *Teaching Philosophy*, where he now serves on the editorial board. He regularly leads teaching & learning workshops throughout the country on such topics as inclusive classrooms, integrated course design, learning-centered teaching, scaffolding for novices, and experiential learning.

Abstracts of Presentations

(indexed alphabetically by lead author)

Daniel Ansted (Florida State University) and Amanda Plewa (University of Toledo)
“Incorporating Science Fiction Into An Ethics Class”

We are going to demonstrate how to integrate science fiction into an ethics class. In order to do this we will show an episode of *Star Trek: the Next Generation* titled “Measure of a Man”. This episode was chosen because we believe it could be effectively used in multiple versions of undergraduate ethics courses (i.e. contemporary moral problems, introduction to ethics, and medical ethics). After showing this episode we will have a semi-scripted discussion and allow audience participation in the discussion. Furthermore, we will answer questions about incorporating science fiction into classrooms more generally. We believe that this will be an effective way to teach ethical concepts and also to facilitate classroom discussion.

Rebecca Bamford (University of Minnesota, Rochester)
“Stimulating Critical Thinking And Discussion In A Freshman Philosophy Class Using A Collaborative Assignment”

I will lead an interactive demonstration of a ‘Group Questions’ assignment that stimulates collaborative discussion of, and critical engagement with philosophical material. The assignment requires students to work in groups to develop questions about assigned reading and to write these up as a group assignment, acting as an active learning alternative to the traditional reading quiz to check students’ knowledge while also promoting philosophical writing and critical thinking and discussion skills. The assignment makes revised use of team roles developed by Oakley et al (2004) and responds to their claim that the most effective team sizes are comprised of three and four persons unless the project has six or more distinct roles, by showing that the assignment may be structured in such a way as to provide distinct and engaging roles for each team member in a 6-7 person team. Following the interactive demonstration, I discuss implementation of this assignment in a freshman philosophy context, identify problems that I experienced and the solutions to these problems included in the demonstration version of the assignment, and invite critical response from participants.

Stephen Bloch-Schulman (Elon University) and Ann Cahill (Elon University)
“Critical Thinking Through Deliberative Practice”

In this presentation, we offer a method of teaching argumentation which consists of students working through a series of cumulative, progressive steps at their own individual pace – a method inspired by martial arts pedagogy. We will articulate both how and why we have come to teach through the argument step-by-step method. This will begin with a discussion of two key concepts from the scholarship of teaching and learning: K. Anders Ericsson’s understanding of “deliberate practice,” practice done with the explicit intention to learn a specific skill, and Mariolina Salvatori and Patricia Donahue’s articulation of a “difficulty classroom,” one where the focus of work is on what is difficult for students, and the pedagogical goal is to help students come to gain skills for negotiating such difficulty.

Stephen Bloch-Schulman (Elon University), Donna Engelmann (Alverno College), and Maggie Castor (Elon University)
“Teaching Democratic Thinking”

This session will be a discussion of methods for teaching democratic thinking. The presenters will discuss methods of teaching democratic thinking which integrate learning in the classroom with learning in the community, and their participation in a seminar on teaching democratic thinking co-sponsored by Elon University and the American Association of Colleges and Universities. Then they will engage session

participants in a discussion of the issues that arise and strategies that might be used when considering the promotion of democratic thinking in undergraduate students.

Frances Bottenberg (Stony Brook University)

“At The Heart Of Logic: Doing Justice To Emotion’s Role In Reasoning In Critical Thinking Classes”

I will defend the theses that today’s critical thinking courses must be sophisticated in dealing with the topic of emotion and its relation to reasoning, and that most in-print critical thinking textbooks fall short on this quality. After I briefly present the upshot of current neuropsychological and philosophical theory on the relation of our emotional life to our reasoning abilities and proclivities, we will together consider topics central to the critical thinking curriculum, specifically in light of four difficult questions that get to the heart of the emotion-reason relation: (1) Using examples drawn from common informal fallacies, how exactly can emotion derail argument? (2) Are there non-fallacious arguments that are aided by emotional input, and if so, how? (3) Is the appeal to emotion a necessary constituent of rhetoric? (4) Can we make philosophical sense of the distinction between “emotional” and “regular” intelligence? I will present resources and propose class assignments for treating these questions, and then put up the following methodological question for discussion: Should (and if so, how could) a normative component be incorporated into critical thinking classes that addresses how to develop the positive and discourage the negative effects of emotion on reasoning?

Peter Bradley (McDaniel College), John Basl (University of Wisconsin), Boone Gorges (CUNY Graduate Center) and Rudy Garns (Northern Kentucky University)

“Social Technology And Teaching Philosophy”

Social networking is not new. We academics have been doing it at conferences and workshops for generations. Social networking technologies, however, are all the rage. At their core, social technologies facilitate communication and collaboration, and more opportunities for communication and collaboration means more opportunities for learning. In this workshop, participants will use social networking technology to experience how four intellectual connections, endemic to our culture as teachers and philosophers, can be improved: communication and collaboration between the ‘academy’ and the student, between philosophers themselves, between teacher and student, and between students themselves.

Alexandra Bradner (Denison University), Emily Esch (College of St. Benedict and St. John’s University), and Chris Weigel (Utah Valley University)

“Pedagogical Issues In Experimental Philosophy”

Experimental philosophy encourages three developments in philosophy pedagogy. The first is the new content of experimental philosophy itself. The second is the use of surveys as more than a hook but rather as containing serious philosophical content and serious consideration of students’ intuitions. The third is the use of clicker technology to facilitate the teaching of surveys. This session will present a demonstration and discussion in order to argue for the inclusion of experimental philosophy in the curriculum and to help philosophy professors think through the issues and share ideas with those who have experience teaching experimental philosophy. **Please bring your cell phone to the presentation to fully participate in one of the activities.**

Diana Buccafurni (Sam Houston State University)

“Value Transparency In The University Classroom”

Both bioethics and academic ethics endorse the normative principle of value neutrality. Within bioethics, value neutrality requires that physicians disclose values to patients so that patients’ values direct decisionmaking, thereby protecting patient autonomy. Value neutrality is a tenet of academic ethics, too, insofar as it is

standardly argued that faculty should not disclose their values so students are not persuaded to *believe what their professors believe*. Similar to value neutrality in medicine, value neutrality in the classroom has a similar motivation: students' own values should be determinative of their beliefs. Of value neutrality in both contexts, it seems that autonomy is the central value justifying value neutrality.

With differential power relations present in both contexts, it makes good sense to think that experts should refrain from making known their views on morally substantive issues. Contrary to this dominant view, however, I argue that experts (of many kinds) should practice value transparency. Focusing on the university classroom and applied ethics courses in particular, I argue that this kind of disclosure, when practiced with consistency and discretion, can augment students' intellectual maturation and contribute to diligent faculty maintaining integrity in ways that adhering to value neutrality cannot satisfy.

Gabriel Camacho (El Paso Community College)

“How To Incorporate Hispanic Philosophy Into An Introductory Course (And Why You Should!)”

This workshop will attempt to facilitate the incorporation of Hispanic philosophy (i.e. thinkers and issues) into Introduction to Philosophy courses. After a brief introduction, I will discuss what Hispanic philosophy is and why it is necessary to restore it to the canon. Workshop participants will then take a brief quiz over Hispanic philosophy and discuss why an increasingly diverse student population might benefit from its presence in an introductory course. I will then discuss methods of introducing the material and suggests texts that are appropriate for Intro. to Philosophy instructors and students who might be unfamiliar with Hispanic philosophy. Participants will be encouraged to share their methods of teaching (e.g. problem-oriented, classic texts, historical, single-author textbook) and I will offer tips to add either issues or thinkers representative of Hispanic Philosophy. I will also make suggestions based on the particular training of the instructor (e.g. analytic or continental, etc.) The workshop will conclude with a general discussion on the appropriateness of teaching Hispanic philosophy at the introductory level. The aim of the session is to show the importance and relevance of Hispanic Philosophy and to justify its presence in the introductory curriculum.

Prakash Chenjeri (Southern Oregon University)

“Teaching Citizenship Through Scientific Debates: A Philosophical Approach”

Science is an integral part of modern everyday life. This puts the citizen on center stage as more and more critical decisions and policies that modern democratic governments advance increasingly depend and are influenced by science and its products-be it stem cell research, health care or global warming. By focusing on specially chosen case studies, this session aims at illustrating how explicitly integrating philosophical methods and concepts into some of the historical as well as contemporary milestone scientific debates can be used to model, and perhaps even strengthen, citizenship characteristics. Furthermore, without minimizing the differences, the session will highlight some of the important similarities that are characteristic of paradigmatic scientific and democratic practices-for example: willingness to openly and passionately debate issues, open to criticism, readiness to revise positions in the face of sound arguments and evidence, and so on. The session will frame the conversation in the larger context of twenty-first century democracy, the role of science in it, and centrality of a scientifically informed citizenry.

David W. Concepción (Ball State University)

“Better Learning Through Science: How To Increase Student Engagement”

The goal of this workshop is to refine our ability to design learning activities and environments that engender substantial student engagement. The session begins with a brief presentation of key insights from learning theory (e.g. transparent alignment, chunking, and controlled failure). Next, participants will begin considering how to (re)design a portion of a course they teach. Guided by the presenter and each other, participants will begin making choices about concrete pedagogies. A handout summarizing central concepts will be provided.

Betsy Newell Decyk (California State University, Long Beach)

“Teaching Practices And Institutional Policies”

The Scholarship of Teaching and Learning (SoTL) and trends in assessment have valuably focussed our attention on the teacher-student dyad and its dynamics. Yet there are other factors, some of them institutional, which influence learning. Conflict scenarios and role play will be used to open discussion about the responsibilities of a teacher-citizen, about our responsibilities as teachers to know, question, and develop institutional policy as part of our contribution to good teaching and learning.

Dennis Earl (Coastal Carolina University) and Nils Rauhut (Coastal Carolina University) “Humor In The Philosophy Classroom: When Is It Pedagogically Useful And When Is It Destructive?”

Most of us probably believe that humor has a place in a philosophy course, as well as in philosophical discussion generally. One probably believes humor improves the prospects for student learning. One also thinks surely that humor can be inappropriate and destructive to the learning environment too. But precisely what roles can humor play in the philosophy classroom? Does it really facilitate learning? Of the different humorous devices an instructor could imagine using, which are appropriate for a philosophy course and which aren't? The session considers examples of the use of humor from the history of philosophy, as well as a review of empirical results on the use, effectiveness, and perceived appropriateness of different kinds of humor in a pedagogical setting. The discussion aims to work toward some reasoned views on the use of humor in the notoriously critical atmosphere of the philosophy classroom, as well as an exchange of views on the effectiveness and appropriateness of certain types of humor in philosophy teaching.

Juli Thorson Eflin (Ball State University) “Illustrating Philosophy”

We remember ideas better when they are anchored by images. This is true for philosophic ideas as well as for any others. Associating broad philosophic themes with images can help students remember the more detailed philosophic claims and arguments they learn as they study philosophy. Illustrating Philosophy anchors philosophic themes and ideas from ancient Greece to today's postmodernism and feminism with paintings and sculptures in Ball State University's Museum of Art and with graphics and animation developed for this project. Although taking students to an art museum is best, other resources for finding images to illustrate philosophy will be discussed and used in this workshop.

Stephen Finn (United States Military Academy) “Creating In-Class Exercises To Hone Philosophy Skills”

This workshop focuses on the creation of exercises aimed at improving students' reading, writing, and critical thinking skills. Questions to be asked and answered include: What are the fundamental skills necessary for success in introductory philosophy courses? What kinds of exercises are useful in honing such skills? How can we use in-class time more effectively to promote "philosophy skills"? While the presenter will share some of his own ideas on this topic, the focus of the workshop will be on the practical goal of creating in-class exercises that can be used by philosophy faculty in the upcoming academic year.

Galen A. Foresman (North Carolina A&T State University) “Ethics Based Role Playing: How Holding “Moral Court” Can Change Your Classes”

Critical thinking courses and units are taught to develop in students the skills necessary to think critically throughout their lives. Ethics courses and units are taught in an effort to bring some critical analysis and structure to students' evaluative beliefs. The marriage of these types of courses is obvious enough to

instructors, but engaging students in the exercise and practice of these skills in tandem is often met with resistance. This presentation introduces a unique way of blending ethics and role playing to achieving critical thinking learning outcomes in a way that moves critical thinking and applied ethics beyond the classroom. This process involves using ethical scenarios to engage the students in moral debates that culminate in mock courtroom dramas where students' roles promote active learning that doesn't stop when class ends.

Joan Grassbaugh Forry (Vanderbilt University)

“Concept Mapping In The Philosophy Classroom”

This workshop will introduce participants to a teaching exercise called *concept mapping* and the benefits of its use in the philosophy classroom. Concept Mapping is one of a larger category of techniques called “knowledge-modeling” which refers to the process of constructing external representations of knowledge. A concept map is a graphic representation of the connections between concepts, that functions as an external expression of the thought process. This interactive workshop is divided into three sections. Section 1 includes a short presentation on concept mapping as a teaching tool. The presentation will familiarize participants with concept mapping and various resources for implementing concept mapping into their classrooms, including knowledge-modeling software programs. In Section 2, participants will create and evaluate a collaborative concept map. Section 3 will be devoted to a discussion of the merits and shortcomings of this method, particularly in relation to teaching philosophy.

Martin C. Fowler (Elon University)

“The Ethical Practice Of Critical Thinking”

This workshop is an overview and application of my recent book, *The Ethical Practice of Critical Thinking* (2008). The very best critical thinking is not just private pondering, nimble mental gymnastics, or a bland set of teachable skills. Yet critical thinking often teaches logical deduction, inference, and argument as if thinking were something other than an activity which real people do together. We need not just sound arguments, but arguments which matter, about things which matter, with people who matter to each other. When critical thinkers take each other's humanity and dignity as seriously as their arguments, they improve both their reasoning and their communities of discourse. And because thinking together about substantial issues leads to conflicts, critical thinking needs a robust ethical practice to sustain dialogue. This workshop shows how cultivate the ethical values and build the relationships which the best critical thinking demands. This workshop shows how to teach critical thinking in ways which give voice its ethical agenda and consequences.

Joseph R. Givvin (Mount Mercy College)

“Teaching The Ethics Of Genetic Choice”

Two of the great challenges that face the teacher of introductory ethics are the choice of materials and topics. The choice of topics and materials should be based primarily on an understanding of the questions that students are facing or will be facing in their lives.

This workshop will explore some tools to teach the perplexing ethical and social questions about our ability to control the future of the human race. In short: is it immoral to choose our children's genetic make-up? The results of pre-implantation genetic diagnosis (PGD) are already changing our lives: opening up dramatic new medical therapies but also creating troubling new ethical questions for individuals, families, and society as a whole.

This workshop will consist in, first of all, a discussion of Ronald Green's *Babies by Design* as a text for teaching this topic then viewing selections the film *Gattaca* and discussing their use in teaching reproductive ethics and then a discussion of handouts that I have used in teaching reproductive ethics. But I will conclude by asking the workshop participants to discuss the values and shortcomings of various materials presented and other approaches that they have found useful in teaching introductory reproductive ethics classes.

Jack Green Musselman (St. Edward's University)

“Ambulance Chasers And Hired Guns: Teaching Legal Ethics With Hollywood Film”

This session examines a legal thriller based on real life, *A Civil Action* starring John Travolta as a personal injury lawyer, to assess the model of legal ethics taught in law schools. (The neutral partisan advocate model asserts that lawyers must not morally judge their clients' legal ends and are not ultimately responsible for those ends, and lawyers must pursue their clients' lawful ends diligently.) Most undergraduates seem to accept that lawyers may treat their adversaries in unconscionable ways we would not normally tolerate and should otherwise morally condemn. To critically examine the lawyer as “hired gun,” this session's participants will watch key scenes from the movie where lawyers are “sharks” and will role play various lawyers as neutral partisan advocates for clients with conflicting goals. We will turn to Western moral traditions, such as feminist ethics, to assess lawyers on the model who claim they must “knock a guy down” so he “does not get up again” or that it merely “clouds the judgment” to feel any empathy for clients. Participants will ethically assess the lawyer's professional model in real-life contexts in ways that problematize the model—or maybe even provide it a solid moral defense.

Alan W. Grose (Long Island University)

“Teaching Reading As A Disciplinary Skill In Philosophy”

We all know that reading involves more than running our eyes over a page in the hopes of absorbing information. When it comes to best practices for teaching the skill of reading to our students, however, reading is discussed less frequently and less extensively than skills such as writing. In fact, it can be difficult to articulate exactly what else goes into good academic reading. This session will explore the complexity of teaching reading as a skill to build disciplinary and scholarly knowledge specifically within philosophy.

In this session, I will begin with an example of a recent upper-level ancient Greek philosophy course that I taught. My example, however, is very much a work in progress. Participants in this workshop will be invited to discuss three related issues. What are likely the best practices for designing effective reading assignments? What texts help to elicit specific reading skills that are specifically philosophical, and how? What are the most effective strategies of assessment of reading skills, both for course evaluation and for cultivating self-critical reflection on the part of students? It is my hope that participants might gain from this discussion new strategies for teaching reading as a philosophical skill.

Christina Hendricks (University of British Columbia)

“A Philosophy Of One's Own”

In Introductory Philosophy courses, engagement with the issues and arguments of the canonical philosophers can be a challenge for those students for whom the course may be their only exposure to the subject. To involve students not only in reading and writing about arguments by already-recognized “philosophers,” but also in doing philosophy themselves, I have created a writing assignment that involves multiple revisions and peer review, where students must present and defend their own answer to one of the main questions guiding the course. The course readings (which are all by canonical philosophers) are to be used as support for, or objections to their own views (to which they then respond). This session will engage participants in a dialogue about the potential value of focusing student writing on defending their own views (rather than *only* doing so as a response to the arguments in the assigned texts), and the problems that can and have emerged for those who have tried it. Participants will have a chance to come up with a preliminary idea of whether they want to use an assignment in their courses that focuses on students' own philosophical views, and if so, what kind of assignment might work best.

Kevin Hermberg (Dominican College) and Peter Bradley (McDaniel College)

“How To Make The Most Of The AAPT Website”

Have you explored the AAPT members’ website, with its discussion boards, blog feeds, events calendar, and more? On this site, members can share information and teaching tools, run their own teaching-related blogs, participate in discussion boards, send private messages to each other, and more. This session will offer an introduction to the site and its features as well as a brief tutorial to help you make use of this valuable resource. (Note: This is a repeat of the plenary information session at 4:30 on Saturday, July 31.)

Kevin Hermberg (Dominican College) and Nathan Metzger (Fordham University) “Teaching God (And Other “Hot Moments”)—Issues And Strategies”

Although not usually thought of as “hot moment” courses, courses that involve God bring with them issues and difficulties that many other philosophy courses do not. Like other “hot moments,” teaching on God involves dealing with personal belief structures and biases and bring with them various possible sorts of cognitive dissonance. The emotion and discomfort that often comes into play with things like race, gender, abortion and war are usually accompanied, even if poorly, by colloquial arguments centered on certain pre-established moral concepts but teaching on God can call these pre-established moral concepts into question, leaving students without the arguments to which they often turn in response to other “hot moments.” This can be both a problem and an opportunity. Although belief structures and biases related to God play a different role in the lives of many people than other beliefs and biases, there is some commonality with other “hot moment” topics and thus effective approaches to teaching of or about God can inform effective approaches elsewhere.

This session will give the presenters and the participants the chance to reflect on their teaching of classes involving various sorts of biases and cognitive dissonance. It is our hope that the workshop activities can be used as a touchstone to rethink and effectively modify the way we approach courses involving God and other hot moments.

Karen D. Hoffman (Hood College) “Teaching Philosophy Using Argument Analyses”

In this presentation, I discuss the in-class written argument analyses I introduced into my courses last year. I wanted to encourage students to carefully read and properly engage primary texts and to reflect in a substantive way upon the arguments therein. My aim in this session is to discuss the pedagogical benefits of using argument analyses to teach philosophy, to identify the specific strategies I have found to be most successful in preparing students to summarize and evaluate arguments, to distribute copies of handouts I provide to students in conjunction with argument analyses and to facilitate discussion about similar strategies and techniques that others are using in their classes.

Karen Hornsby (North Carolina A&T State University) and Wade Maki (University of North Carolina Greensboro) “Using Digital Learning Objects To Increase Students’ Understanding Of Philosophical Concepts”

This session will demonstrate how faculty can create digital learning objects to increase students’ grasp of philosophical concepts. The structure of these interactive multimedia exercises forces students to engage material directly by making philosophical concepts part of the decision-making process. These exercises are applicable in traditional or online classes to promote learning. Participants will experience sample exercises first hand, will learn the basics on how they can create these exercises, and discuss how these exercises can better present their content. Many tools can be utilized to construct these exercises including video clips, mazes, and other readily available software applications. This session will explore difference methods to create engaging exercises that capture authentic problem-based scenarios.

John Immerwahr (Villanova University)

“Using Audience Response Systems (“Clickers”) In Philosophy Classes”

Many universities are now adopting Audience Response Systems (“clickers”), but so far these devices have been slow to catch on in philosophy classes. In this hands-on demonstration, participants will use clickers to explore several different applications in philosophy lecture courses, including: helping students stay engaged in lectures; getting honest answer from students (without peer pressure); determining how well students understand material; stimulating discussion; building investment in a topic; and using the “peer instruction” technique (combining lectures and discussion groups). The goal is to help instructors decide whether they wish to use clickers in their own courses.

John Immerwahr (Villanova University)

“Talking About Grading”

Mark Twain famously remarked about the weather that everyone talks about it, but no one does anything about it. Grading is the opposite, we all do it, but we seldom talk about it. In this workshop we will discuss a number of different models for understanding what grades mean and how they should be assigned. We will use “clickers” (audience response devices) to articulate areas of agreement and disagreement, and then discuss and debate some of the areas where we find disagreements. We will also tease out implications for various models of grading for specific grading questions. The goal is to help the participants understand some of the issues around grading and to help us refine and articulate our own theory of grading.

Rory E. Kraft, Jr. (York College of Pennsylvania)

“Teaching Green / Teaching Environmental Ethics”

Increasingly over the last few years we have been hearing about environmental sustainability, the importance of reducing waste, and how each individual should examine the number of ways in which we can go ‘green.’ At the same time there has been an increased interest among undergraduate students in environmentally geared courses. Problematically, academia seems to be wedded to the consumption of paper, tradition bound, and slow to embrace new ideas. In the midst of these tensions, I embraced a (nearly) paperless classroom, taught an environmental ethics course which was both conscious of the history of environmentalism and the need for timely texts, and, to top it all off, helped develop a new minor in sustainability and environmental studies. In my session I discuss the advantages and challenges of teaching ‘green,’ sketch out the progression of topics and readings in my environmental ethics course, and the trials and tribulations of bringing together an interdisciplinary minor focused on environmental issues. A large portion of the time will be reserved for discussion, tip sharing, and brainstorming for how to more fully teach in a manner which is ‘green.’

Rory E. Kraft, Jr. (York College of Pennsylvania)

“Looking Out For New Faculty: Aristotelian Virtue And New Faculty Mentoring”

The standard approach to new faculty orientation, largely mirroring the traditional business model of first-day orientation, has increasingly come under criticism by those who point to its lack of effectiveness, the disconnection from daily routines, and the general lack of social support. We end up with faculty who are not integrated into the community, isolated, and frustrated.

For three years I have served as one of two official New Faculty Mentors for my institution. In that process I not only embraced Aristotle’s call for training and learning to coexist, but also observed the problems with our approach. These observations led to the proposal of a new form of new faculty orientation, to be rolled out in Fall 2010. The new orientation will consist of a formal semester long introduction to the campus and its community, led by faculty members, with the goal of producing an incoming ‘class’ of new faculty who are ready to be fully engaged.

This session examines the older model of mentoring and orientation, the criticisms of that model, our new model of orientation, and the manner of integrating Aristotelian virtue theory – without letting administration know that ancient Greek philosophy was guiding their cutting edge program.

Gary Levvis (University of Connecticut)
“Service-Learning Within Applied Ethics Courses”

This session will provide a forum for discussing service learning projects within ethics courses and the modifications to traditional courses such projects require. Specifically, we will examine (1) how service learning differs from volunteerism and advocacy, (2) how to convert courses from conflict-based to problem-based in order to facilitate student and community partner cooperation and the types of projects consistent with such a format, (3) how to develop community partnerships, (4) the preparation, management, and assessment of student projects (5) how to navigate institutional concerns such as liability and institutional review board protocols: and (6) we will discuss the specific ways attendees may adapt their courses to include a service learning component.

J. Robert Loftis (Lorain County Community College)
“Breaking The Back Of Perverse Incentives: Ending High Textbook Prices For Good With Open-Access Books”

This session will have two goals. The first is to argue that college and university teachers have a professional duty to assign books that are available free online and can be cheaply printed by publish-on-demand services or copy outlets. Where such books are not available, teachers have a professional duty to produce them. The second goal is to share open-access resources, publicizing open-access textbooks where they are available and sharing components that can be made into open-access texts. I am specifically interested in replacements for extremely expensive and extremely commonly used introductory level texts such as Patrick Hurley’s *Concise Introduction to Logic* and Ronald Munson’s *Intervention and Reflection*. I hope the second goal of the session will be achieved by a collaborative effort, with many people bringing many resources to the table.

Russell Marcus (Hamilton College)
“A Jigsaw Lesson For First-Order Logic Translations Using Identity”

This workshop, relevant to courses in formal symbolic logic, demonstrates a jigsaw lesson for teaching translation using the identity particle. Jigsaw lessons are cooperative-learning exercises which require interdependence among group members. In a jigsaw lesson, each student is a member of two distinct groups: a base group and a work group. In work groups, students study a particular task. In base groups composed of students from different work groups, students teach their tasks to the other group members. Workshop attendees will participate in a jigsaw lesson the content of which focuses on original translations from English to first-order logic (using ‘only,’ ‘except,’ ‘at least,’ ‘at most,’ and superlatives). Handouts with translation exercises will be distributed. Other examples of jigsaw lessons will be discussed.

Russell Marcus (Hamilton College)
“Logic And Philosophy”

Symbolic logic courses are widely required for philosophy majors while having content that is lamentably disconnected from much of the remainder of the philosophy major. This workshop will center around a discussion of how I integrate philosophical topics into my teaching of logic. I will describe various topics in logic, philosophy of logic, and advanced logic appropriate for the standard introductory logic class. I will distribute paper topics and brief bibliographies that I use in my logic classes. In discussion, I will solicit other sources, philosophical topics to cover in logic courses, and paper topics for those classes.

Daniel Massey (University of Connecticut) and Bradley Jay Strawser (University of Connecticut)

“Peer Mentor Teaching Programs And The Constructive Use Of Videotaping”

In 2007 we in the Philosophy Department at the University of Connecticut launched a pilot program for instructor training focused on developing the teaching abilities of our graduate students. The aim of the program was to better prepare our graduate students to become skilled professional teachers through a peer mentoring method. Most critically, we placed a heavy emphasis on the use of videotaping one another’s actual teaching as a constructive tool for development. The program has already reaped significant results and has been heralded as a success across the University. In our presentation for the Workshop-Conference we will outline how our program has been set up, how it is maintained, and lead a discussion regarding the merits and value of this kind of peer mentorship program. The discussion will involve demonstration of a variety of best practices we have found most helpful in implementing such a program as well as some sample video clips and meeting formats. The goal of our presentation is to equip others with the information necessary to set up a similar program at their university.

Jason P. Matzke (University of Mary Washington) and Joseph M. Romero (University of Mary Washington)

“Pre-Law, Latin, And Philosophy: Managing A Pre-Law Program”

At University of Mary Washington, the Pre-Law major is a concentration within the Philosophy program, which is, in turn, part of a multi-disciplinary department including Classics and Religion. Though law-related courses are taught in other departments, we believe Pre-Law belongs in Philosophy because of its emphasis on critical thinking, logic, and argumentative and conceptual analysis. Constructing such a major is not without challenges: we attempt to balance law-related courses with more traditional Philosophy offerings, while also trying to select complementary courses from other disciplines. Most significantly, students majoring in Pre-Law must complete their foreign language requirement by taking Latin. Instruction in Latin has several advantages for a student applying to law school beyond familiarity with Latin legalese and the likelihood he or she will perform better on graduate entrance exams—or, for that matter, boosting Latin enrollments. Unlike their modern counterparts, classical languages are taught with an emphasis on careful, close reading and comprehension. Students learn interpretation from the ground up: with attention to forms (morphology), vocabulary (lexicon), grammar (syntax), as well as broader strategies of argumentation (pragmatics).

Jennifer McCrickerd (Drake University)

“Recreating The ‘Real World’ In The Classroom: Using Role Playing Simulations To Foster Student Engagement And Integrative Learning”

This is an interactive introduction to role-playing simulations as a method of engaging students in philosophical problems, ideas, thinking and discussion. The focus of this particular role-playing simulation is ethics but after the participants finish the simulation, following discussion will include ways to adapt this approach to other topics. In addition, follow-up discussion will include identifying crucial components of role-playing simulations that facilitate their success and are in keeping with recent work in learning theory.

The session begins with 10 minute presentation of the theoretical rationale for such an approach after which participants will receive their character descriptions. After receiving random assignments, participants will be given 20 minutes to meet, as their characters, other characters to discuss strategies, arguments, etc. After 20 minutes of mingling and meeting, participants will “play” the simulation for 40 minutes, leaving 30 minutes for discussion afterward.

Participants will leave with a good understanding of the importance of engaging students both intellectually and emotionally in the questions discussed in a class as, some of the theoretical work supporting these claims and with some ideas about new ways to facilitate such engagement in their own classes.

Kirk McDermid (Montclair State University)
“The Epistemology Of Plagiarism”

Do we need to catch plagiarists? There is an ethical imperative, but in this talk, I will argue that it is distracting us from a more important epistemological task: determining what our students are learning. For the most part, I claim, plagiarism is irrelevant to that task. Either the plagiarism is unsuccessful—we detected it because the student did not know how to integrate their thefts skillfully enough—or it was successful, because they did know how to “cover their tracks.” It is unclear whether either case misrepresents the student’s knowledge, or frustrates the instructor’s task of evaluating the student’s intellectual accomplishments. If the assignments we give students require them to demonstrate their understanding of the material (rather than a regurgitation of content that is superficially “in their own words”) then the very skill with which the plagiarist adopts and integrates others’ material is as sensitive a test of their knowledge as the assignment subjects honest students to. Investigating the nature of plagiarism on this approach may help us better understand not only plagiarism, but also differences between substantive understanding and superficial memorization in student learning.

F. Scott McElreath (Peace College)
“On the Morality of Pedagogical Experiments”

A person conducts an experiment when she performs an action or a set of actions in order to confirm that certain results will follow and she is not sure if the results will be produced. An experiment is pedagogical if the results of the experiment are connected to student learning. If these accounts are correct, then we conduct human pedagogical experiments when we try out different teaching methods on our students in order to see if the methods improve student learning. For example, when I taught Kant’s ethics using a debate instead of my usual lecture, I conducted a pedagogical experiment. I attempted to find out if students would retain the information better and be more motivated, and I was not sure if these benefits would follow.

In this presentation, I aim to guide a discussion of whether our pedagogical experiments conform to generally accepted criteria for moral human experimentation. I will state these criteria, explain how these moral rules imply that many typical pedagogical experiments are morally wrong, describe some of my pedagogical experiments which conform to these requirements, refute objections, and allow workshop participants the opportunity to critique these moral rules and to share their pedagogical experiments and their moral arguments for them.

William J. Melanson (University of Nebraska at Omaha)
“Making The Reading Worth Doing”

Why should students do the reading? They can’t understand it and it often has little effect on their grades. Thus, few students do the reading and most of those do little more than simply skimming the pages. Of course, an impassioned speech about the lasting value of learning for learning sake quickly fades in the face of jobs, family obligations, and the allure of the latest video game. So, what is the recourse? Our discussion will begin by examining a number of sub-optimal responses, including *The “Any Questions?” Approach*, *The “Discussion” Model*, *The Handout Method*, *The Daily Quiz Strategy*, and *The Reading Response Program*. Though each of these methods has their place within a broader pedagogical picture, none of them effectively motivate students to do the reading while efficiently helping students to understand it. Thus, a revised approach for integrating lectures, reading assignments, examinations, and papers is described and defended. The key components involve lecturing prior to assigning reading, detailed guided reading questions, review sheets which detail how to construct examination essays by synthesizing detailed information from the reading questions, and terms paper assignments which force students to frame issues against a broad background.

Chris Metivier (University of North Carolina at Greensboro)
“Teaching Global Impact With Online Interactive Learning Objects”

Asynchronous interaction between learners and instructors is the norm of online and hybrid courses, whether that interaction is direct (discussion boards, etc.) or indirect, in the form of interactive learning objects prepared in advance to illustrate course material. This presentation will demonstrate a learning object model designed to communicate the impact of global citizenship to learners through the use of interactive images, and demonstrate methods for employing analogous tools by instructors with limited technical resources.

Leslie Miller (Mesa State College)
“Applied Philosophy: An Effective Introduction To Philosophy Course For Non-Majors”

In this workshop I will present a radical alternative to the familiar historically or topically oriented introductory philosophy courses. Professors teaching at small schools where job training is the main focus, face teaching these courses to unengaged students who have no idea what philosophy is, and who may never take another philosophy course during their college careers. We can offer these students introductory philosophy courses of great value that provide concepts and applications that will stay with the students long after they have finished the course.

Through a set of interactive exercises including a mindfulness excursion, worksheets, games, and discussions, participants will be introduced to, and work with, an assortment of important concepts and techniques we can use to initiate resistant students into not only rigorous, but highly beneficial, philosophical thinking. Exercises and activities will deal with topics such as: anti-intellectualism, student relativism, mindfulness, limiting beliefs, justification, truth and reality, Stoicism, autonomy, concepts of self, process, happiness, self-protection, responsibility, and living artfully and consciously.

Tim Mosteller (California Baptist University)
“Teaching Informal Logical Fallacies Through Video”

This presentation seeks to explore the manner in which using videos of arguments can enhance written textual analysis of informal fallacies. Over the past several years in a course on Basic Reasoning (i.e. critical thinking), I have been using a wide variety of video clips, ranging from commercials to presidential debates, to help students identify informal logical fallacies. I believe that this is an effective tool for student learning, and in this presentation I will demonstrate how I have come to this belief.

Jennifer Wilson Mulnix (University of Massachusetts)
“Using A Service-Learning Project As A Real Life Application Of Course Content”

This session is a workshop for participants on the subject of service-learning as a pedagogical tool in philosophy courses. I will begin the session by clarifying the notion of service-learning, distinguishing it from the related fields of internships and community service, followed by a presentation of empirical research on the impact service-learning experiences have on students, faculty, and institutions, ranging from the personal to academic to career influences. Next, I will present various ways to incorporate service-learning into philosophy courses, as well as the most effective ways to design and assess service-learning. I will then share my own experiences using service-learning in my freshman-level philosophy course. Specifically, I will cover the logistics of working with a community partner; finding the best way to benefit a community partner while remaining relevant to class content; the advantages and disadvantages of using a service-learning experience in courses; the lessons I learned from my first experience with service-learning; and student reflections on their experiences. I will also provide resources helpful to anyone interested in learning more about service-learning, either on an individual, departmental, or institutional level. Finally, this workshop will also offer opportunities for participants to share their own service-learning ideas or experiences.

Jennifer Wilson Mulnix (University of Massachusetts)

“What Is Happiness, And Can The Mere Contemplation Of It Make One Happier?”

What is happiness, and how is it best achieved? This presentation explores the interplay between philosophy and empirical psychology on the subject of happiness. Certainly, questions over what is the *nature* of happiness, or what happiness *is*, differ from questions concerning what is likely to *cause* happiness. But how do the notions of happiness presupposed in studies by empirical psychologists relate to certain normative philosophical conceptions of happiness? This presentation examines several competing philosophical conceptions of happiness as well as what they imply about the actual pursuit of a happy life. The presentation then concludes with a discussion over the question of whether the mere contemplation of the nature of happiness *by itself* can cause one to be happier (regardless of what view of happiness one ultimately adopts). To speak to this question, I discuss some empirical research conducted on college students enrolled in a ‘Philosophy of Happiness’ course.

Malcolm Munson (Greenville Technical College)

“Addressing The Issue Of Student Non-Reading: The Novel As Resource In Teaching The Introductory Course”

I propose conducting an individually led workshop on the issue of inducing greater student participation in reading assigned materials in the Introduction to Philosophy course through the use of a textbook taking the fiction, or novel, format. After highlighting the critical paucity of student reading in such courses, I will draw on both the pedagogical literature and my own experience over several years in using two different novels to suggest advantages, as well as problems, for achieving greater student participation through moving away from a standard textbook approach.

My overall aim is to focus generally on the student reading problematic, encouraging participants to both express particular issues they may have at their respective institutions and to suggest strategies which they have found useful in encouraging student reading. I further plan to explain with the help of various handouts how I seek to motivate student reading through (a) the inherently greater attraction of fiction; (b) specified questions as guides to reading; (c) sample daily quiz items used to check student reading participation; (d) bonus credit awarded for helpful student class participation. So, I hope to both create an atmosphere in which the problem of low student reading participation can be focused and participants’ suggestions can be fielded, and to propose some very specific techniques I have found helpful in not only gaining greater student reading, but also in facilitating increased levels of class participation.

A. Minh Nguyen (Eastern Kentucky University)

“The Challenges Of Teaching Chinese Philosophy: Strategies For Overcoming And Transforming The Barriers”

What are the challenges that instructors face in teaching Chinese philosophy to Western students? How are they to be overcome? How can we integrate Chinese thought into our philosophy curriculum to make it more inclusive? One potentially valuable source of insight into these issues is the opinions of those who have taught Chinese philosophy to Western students. From May 2009 to March 2010, I asked instructors of Chinese philosophy from all over the world to complete an anonymous questionnaire that contained ten open-ended questions. Eighty such instructors, mostly from North America, responded. The aim of my presentation is to share the data collected and to discuss the lessons that can be drawn from them.

Nathan Nobis (Morehouse College)

“Moral Progress And Moral Argument Analysis”

In this session I present some teaching strategies I have developing for teaching Introduction to Ethics. According to the *Carnegie Foundation for the Advancement of Teaching*, who visited my course as part of study of ethics courses for business students, my strategies are unique, so perhaps they are innovative. Since many of my students report that their skills at making and evaluating good arguments improve greatly, I believe these strategies are effective. My strategies are based on some very basic *predicate* logic that is extremely helpful to identify and assess arguments about moral issues. On day 1 of the course, I introduce, using some historical case studies involving slavery and women's rights, the importance of precision (regarding identifying *all* and *some* quantifiers), the importance of avoiding ambiguity, and the importance that moral arguments be made *logically valid* by adding any unstated premises, usually a universal generalization needed to link the stated premise to the conclusion, so that that they might be evaluated as sound or not. Throughout the semester we practice use these concepts to identify and evaluate arguments about controversial contemporary issues.

James M. Okapal (Missouri Western State University)
“Integrating Reading And Writing By Modeling Argument Analysis In Class”

This discussion will explain my current stage of pedagogical development for introductory level college classes which is an attempt to integrate student reading, student writing, and in-class activities. The first step involves teaching students how to improve their reading skills by creating critical outlines of primary source readings. Incomplete outlines form the basis of most in-class activities and require students to complete outlines before the next class session. The second step involves teaching students one way to write an article analysis paper. This involves using different components of the outlines to inform early drafts of the papers. In this session I will describe the parts of the critical outline, how these can be used as a basis for in-class activities and tests, how to structure gradable assignments, a form of an article analysis paper and how to use the outlines to create an initial draft of a paper. The outcome is an integration between reading, writing, and class activities.

James M. Okapal (Missouri Western State University)
“A Common Form For A Variety Of Ethics Papers Based On Lab Reports”

This discussion will describe three different types of paper assignments in an Introduction to Ethics course: the case analysis, the comparative theory analysis, and the argument analysis. Luckily, there is a common form for each of these papers that is similar to the form of a science lab report. Each paper includes an introduction, a methods & material section (M&M), a data section, and a conclusion. The content of the M&M section determines which type of paper the student is writing: if the M&M section involves a principle of action and relevant value, rule, or virtue information, it is a case analysis; if the M&M section involves evaluative criteria and identifies a theory aspect, then it is a comparative theory analysis; if the M&M section contains an formal argument of a another's work, it is an argument analysis paper. By the end of the discussion, the audience should understand the commonalities and differences between these papers, how to structure a lecture to make students aware of these commonalities and differences, and how to use some of these forms as part of guest lectures in other disciplines.

Joseph Osei (Fayetteville State University/UNC) and Gregory Sadler (Fayetteville State University/UNC)
“Teaching Philosophy To Inmates: The Challenges And The Potential For Moral Transformation”

This workshop session will be in two parts featuring rationales and challenges for extending philosophy courses such as Critical Thinking and Ethics to inmates in Correctional Institutes. It will identify and discuss examples of bureaucratic, security, pedagogical, and ethical challenges involved as well as effective strategies for preventing or overcoming them. It will also discuss the potential of these philosophical disciplines for the moral transformation of student-inmates who take the courses seriously. The two workshop leaders will bring their many years of experience teaching in prisons in different parts of the country to bear on the presentation and discussion. It is hoped that most of the participants will be encouraged and empowered by the experience to seek opportunities for reaching out to inmates and other at-risk youths using philosophy as instruments of

intervention and transformation. We will also supply and discuss materials on how to find or create opportunities to teach in prisons.

Roderic L. Owen (Mary Baldwin College)

“Comparative Genocides And Applied Ethics: Pedagogical Issues, Strategies, And Resources”

Although Holocaust Studies has secured its place in college curricula around the world, the multi-disciplinary field of Comparative Genocides has gained increasing attention only relatively recently. Following a brief overview of this emerging area of scholarship and pedagogy, a critical focus is given to: i.) student and classroom dynamics particular to teaching about mass murder and genocidal practice; ii.) strategies from the field of Applied Ethics that complement and enrich teaching in this area; and iii.) thematic areas and issues that are essentially moral—including the responsibility of bystanders, degrees of complicity, the limits of forgiveness and reconciliation, the nature and extent of moral blame, and the moral distinctions between systemic mass murder and genocide.

Mark Piper (James Madison University) and Pia Antolic-Piper (Western Kentucky University)

“Can Virtue Be Taught In A Semester?”

Whether virtue can be taught is a very old question, and one that has taken on urgency in modern times, especially in the wake of various high-profile business and political scandals. It is also one of the most important questions facing the professor teaching an ethics course. Granted that it is possible to enhance students’ theoretical understanding of the nature of virtue in the course of a single semester, how much can actually be done in terms of teaching students to *become* virtuous in the same time span? Employing a broadly Aristotelian conception of virtue, we argue that although it is utterly unlikely that students can be brought to possess robust virtue through a semester’s worth of tuition, employing the right pedagogical methods increases the teacher’s chance of implanting the seeds of virtue in students.

Nils Rauhut (Coastal Carolina University) and Tziporah Kasachkoff (Ben Gurion University of the Negev and The Graduate School and University Center, CUNY)

“Some Do’s And Don’ts In Teaching Philosophy Of Sex And Love”

Courses on the Philosophy of Sex and Love have become a standard part of the curriculum in many philosophy departments. However, these courses confront teachers with a number of unique challenges. First, what criteria should be used to select reading materials for the course? Should one deliberately avoid selections that represent very traditional or very radical perspectives? How does one determine whether a reading will lead to unnecessary and avoidable tensions in class? Second, how does one create a learning atmosphere that both encourages openness about a sensitive subject but remains philosophically rigorous? Questions about sex and love are very personal and are connected with our sense of self. Not all students are equally comfortable in speaking publicly about such issues. How can we encourage more reserved students to participate in our class discussion without turning our discussions into “support group conversations”? It seems that many students start courses on the philosophy of sex and love with rather vague expectations, and subsequently change their own view on the subject throughout the course. How then do we align student’s expectation with our own expectation for the course?

During our workshop session we will explore and discuss these and similar questions. The main goal is to make workshop participants more reflective about teaching courses on sex and love, to help them see what might be unanticipated problems in teaching such a course, and to provide them with additional tools and approaches in responding to the challenges that are connected to teaching such a course.

Nils Rauhut (Coastal Carolina University), Deborah C. Smith (Kent State University), M. Gregory Oakes (Winthrop University), Audrey Brokes (St. Joseph's University), John Latourell (Delaware County Community College), and Kevin Guilfooy (Carroll University)
“Reflections On Teaching Philosophy Twelve Years Later”

This workshop brings together a group of philosophers who graduated twelve years ago from the same graduate program. As a group, they have collected immense teaching experiences at a wide variety of academic institutions. Some have taught at community colleges, others at small private liberal arts colleges, others again at larger public institutions. The workshop will focus on several questions: First, in what way has teaching philosophy for more than a decade affected our ideas of what teaching philosophy is all about? Have our ideals changed? If yes, in what way? Second, does teaching philosophy well require the same kind of skills in different academic settings or do different academic environments require different set of skills and talents? Is there, in short, one form of teaching philosophy well or are there many such forms? Third: Do our teaching experiences in graduate school prepare us well for teaching in the “real academic” world? Is it safe to assume, for example, that somebody who did well as a teaching assistant will also be a talented teacher as a faculty member in a very different academic environment? Finally, what skills about teaching do we wish in retrospect to have learned in graduate school?

The main goal of the workshop is to contribute to the discussion of how graduate schools in philosophy should change in order to offer effective training for teaching philosophy

Kristin Schaupp (University of Wisconsin—Eau Claire)
“A Place Of Their Own: Fostering Critical Thinking In Large Classes”

Are you teaching a large philosophy class, yet unwilling to teach it as if philosophy were a spectator sport? Do you find yourself wanting increased student discussion but unable to do so given the constraints of your current teaching environment?

In this workshop, we will explore ways to foster critical thinking and discussion in the lecture hall. In the first part, I will present the problems I have encountered and the solutions I have tested in an 80-student class. Here I will share ideas for cultivating a civil environment, creating regular low-risk discussion opportunities, and setting up small group activities and projects designed to maximize effectiveness while maintaining individual accountability.

In the second part, participants will choose one or two methods they use to engage students in small classes, noting what they like about each method and how or why it is effective. Then we will consider what problems will occur when applying this same method in a larger class, and how each of these problems might be solved by either transforming the method into one that works in a larger class or by substituting a similar technique or assignment in a way that does not dramatically increase the instructor's workload.

Michael J. Smith (Christ College of Nursing and Health Sciences) and Connie McFadden (Christ College of Nursing and Health Sciences)
“Helping To Relieve Moral Distress: Doing Ethics With Students In The Field Of Healthcare”

Students in the field of medicine, nursing, and other allied health fields often experience some level of ontological shock as they witness patients or procedures in clinical settings for which their didactic scientific training did not prepare them. Without a venue to share these concerns, or the language with which to wrestle with such situations, or unable to develop questions about these situations, students often experience a significant level of moral distress. Their personal convictions or long held beliefs may find themselves in conflict with real life experiences.

Teachers of philosophy, especially ethics, have a unique opportunity to provide students in the healthcare field with the processes and skills which can aid them in thinking reflectively and critically about situations. This can

be done by engaging the students in the practice of “reflective ethics” which moves them beyond their immediate reactions to an event, and perhaps outside of their normal comfort zone of questioning.

Through the use of practical case studies participants in this workshop will have the opportunity to shape questions which might help move students to deeper levels of critical and ethical thinking. The workshop will begin with a brief overview of the nature of ethics training in the field of healthcare education.

**Renée Smith (Coastal Carolina University) and M. Gregory Oakes (Winthrop University)
“Breaking It Down, Building It Up: Teaching Writing In Philosophy Courses”**

In this presentation/discussion, we will share several strategies for developing the skills necessary for philosophical writing, especially at the introductory level. Our goals include contributing to the development of sound, effective pedagogy in philosophy, the exchange of pedagogical ideas and methods, and facilitating the discussion about how to improve student writing through skill-building exercises. Our two approaches are complementary: one uses writing instruction to support philosophical content while the other uses philosophical content to support writing instruction. For each model, we will showcase writing activities and assignments that we have used and discuss their merits. Participants will be invited to contribute their experiences and perspectives to our discussion.

Renée Smith (Coastal Carolina University) and Julinna C. Oxley (Coastal Carolina University)

“What Happened To Civility? Dealing With Incivility In The Philosophy Classroom”

Look around your average philosophy classroom. Many students are eating or drinking. Some are texting and others are surfing the web. A good number show up late or leave early. Most are shuffling their papers and squirming in their chairs long before class has been dismissed. In this environment, the professor’s authority is challenged by students that have not read and are unwilling or unprepared to participate, and the interested students suffer the consequences. Students demand grades they did not earn, cheat on exams, turn in late assignments, skip class, and send inappropriate emails. What’s going on? Is the incivility that has become commonplace in university settings simply the manifestation of a culture of entitlement and informality, where boorish behavior is rampant at all levels of society, from pop culture to Congress? Or does it go deeper? Does this behavior reflect the absence of true moral virtue? This presentation and discussion will focus on characterizing classroom incivility with the goal of helping faculty to understand, address, and prevent uncivil behavior in the university classroom.

Bruce B. Suttle (Parkland College)

“Do We Grade Answers Or Students: How Should Answers To ‘What Do You Think . . . ?’ Questions Be Graded?”

The issue to be discussed is whether there are certain types of questions we should not ask students if we are grading them on their answers. Specifically, if we ask students “What are your thoughts on . . . ?” (Rather than, “What does the text/professor say about . . . ?”), and they honestly answer, how are such answers to be graded?

That's the easy part. What then are we to do if you know that a student has not honestly answered with his or her view but rather with the contrary text's or professor's view? How do you grade the student for this answer?

I present a scenario that captures this type of problematic situation, pointing to but clearly not recommending the alternative that we should not ask students for their views on philosophical issues if we are going to grade them such that they could fail the question even though they have answered honestly.

Copies of a scenario and questions will be provided.

Carl Templin (University of Toledo)

“Teaching A Philosophy Of Peace To Elementary Students In An Urban Setting”

This session addresses the methods for teaching a philosophy of peace to grades K-6 children in an urban environment who have elected to participate in an alternative to school suspension program. Strong emphasis is placed on the existential nature of teaching strategies for peaceful action, as opposed to an emphasis only on behavior change in traditional Peace Education theory. Central to the philosophy of peaceful action is the fundamental difference between power and authority that is often conflated by students in an urban setting and that leads to the destructive activity, which, in turn, leads to these students being punished by school personnel. Elements of the works of Arendt, Sartre, Dickens, Kant and other thinkers will be discussed. Examples of condensed lesson plans utilizing these elements will be presented.

Wendy C. Turgeon (St. Joseph’s College)

“Travels With Cicero—Designing And Implementing A Philosophical Travel Course”

This presentation with discussion will review the design and implementation of an interdisciplinary travel course for freshmen in which they engage in an on-site philosophical and historical adventure in Rome and Greece. I will review some of the practical and theoretical concerns with constructing and offering such a course and will invite participants to share ways in which they incorporate global education in their philosophy classes. How can such courses be implemented within administrative concerns, what issues arise throughout the process and how do students experience their learning in different ways through such courses? How can we make productive use of multiple types of pedagogy in these types of hybrid courses? This presentation and discussion would be useful for faculty and administrators interested in developing global education travel courses as well as seasoned practitioners who can share their own travels and travails.

Wendy C. Turgeon (St. Joseph’s College) and Michael L. McClain (St. Joseph’s College)

“Using Interview Projects In The Teaching Of Philosophy”

Two experienced teachers of philosophy will engage program participants in an interactive discussion about their experiences with interview projects in the undergraduate classroom. The session is intended for new and experienced teachers of philosophy who use or who are considering using interview projects in their courses. The session will cover interview structures, formats for students to discuss and report on their interviews, techniques for providing feedback to students, and methods for evaluating the projects. The presenters will provide model project descriptions, guidelines for student interviewers (including a model ‘contract’ with the person being interviewed), sample sets of questions that might be used for structured interviews, and selected quotes from students who have engaged in these assignments. The session will also include an experiential session in which participants will organize themselves into pairs, one being assigned to act as the interviewer, the other the person interviewed. The interviewers will be given a set of three questions to ask the interviewee and at the end of five minutes each interviewer will give a brief report. Participants will be asked for their feedback about the experience.

Thomas Urban (Houston Community College System)

“Outcomes Assessment: A Benefit, Or SLO Unraveling...”

This workshop deals with three challenges of outcomes assessment (OA) and their impact on teaching philosophy. One is to create a comprehensive, substantive approach that preserves philosophy’s character while meeting accreditation demands. Two is to deal with dangers OA poses for student learning and teachers whose job and departments are compromised by poor outcomes. Three is how OA can benefit philosophy by shifting focus to create a student-centered course architecture that follows. Participants will be asked to identify philosophy’s typical learning categories and to develop course-specific outcomes correlative with those

categories. Measurable student learning activities will then be determined as will an array of assessment tools that permit the development and use of course-specific *standard-form* rubrics to map outcomes. An example of this process is provided, as is a list of dangers and safeguards. Finally, participants will turn to ideas taken from *Understanding by Design* by Jay McTighe and Grant Wiggins for a view of course architecture called "backward design," and will track how course objectives, assignments, and activities can be structured to move students to achieve desired outcomes (SLOs). The aim is to illustrate how OA can be a benefit, instead of a SLO unraveling of philosophy in education.

Bruce Weinstein

“How To Teach Philosophy To The World”

The objective of the workshop is to show participants how to teach philosophy to the widest possible audience by:

1. Writing books for the intelligent lay reader
 2. Giving interviews on local and national TV and radio programs
 3. Getting paid bookings as a keynote speaker to trade and professional groups
- Besides being helpful to others and inherently enjoyable, these activities (particularly the keynote speeches) can be financially beneficial, since 4- and even 5-figure fees are not uncommon. During these trying economic times, it makes sense for philosophers to become paid speakers outside of the academy.

Participants will be actively involved throughout this hands-on workshop. They will learn:

- What a literary agent is and why it is essential to be represented by one
- How to find the right agent by writing a query letter that will be difficult to refuse
- What the elements of a successful book proposal are
- How to write a pitch to TV and radio producers that increase the likelihood of getting booked as a guest
- How to get one's message across effectively in media interviews
- Where to find groups who need keynote speakers
- How to gain representation from speakers bureaus
- How to negotiate a fair speaking fee
- What to put in the video of your keynote speech (and yes, you do need a video)
- How to respond to colleagues who say that becoming a public intellectual “cheapens philosophy and makes a mockery of what philosophers do”

Dan Werner (SUNY New Paltz)

“Teaching The Meaning Of Life”

“Why are we here? Is there any point or purpose to our existence? Does life matter in the cosmic scheme of things?” Our students care very much about such questions, and yet the standard philosophy courses rarely tackle them. I believe that more time in our classes can (and should) be devoted to the question of the meaning of life, and this workshop will engage participants in a discussion of how to do so, as well as the rationale(s) for doing so in the first place. I will provide participants with an overview of the diverse philosophical literature—both historical and contemporary—dealing with the meaning of life, with an eye toward making it more manageable and user-friendly for use in the classroom. I will then discuss some of the ways in which the question of the meaning of life can be incorporated into our teaching, using as an example the semester-long course on the topic which I teach every year. Other ways of teaching this material (such as in Introduction to Philosophy or Philosophy of Religion) will also be covered, as will nuts and bolts issues such as assignments and student reaction.

D.E. Wittkower (Coastal Carolina University)

“Mind-Mapping Software In Philosophical Instruction”

Mind-mapping software represents a significant but underutilized tool in teaching philosophy. A mind-map can be of great help in aiding students in seeing argument structures within difficult prose, and, as a method of in-class presentation, is a far better fit with our disciplinary goals and concerns than is e.g. PowerPoint. Session

will consist of (1) a presentation of research on use of mind-maps in classroom instruction, (2) a discussion of the applicability of this research to the particular content and goals of philosophical instruction, (3) a demonstration and assessment of my own use of mind-maps in presenting arguments from difficult texts, (4) a demonstration and assessment of student use of mind-maps in analysis of arguments, and (5) training in the use of free and cross-platform mind-mapping software. Remaining time will be used for discussion, brainstorming, and tinkering about with the software itself.

Cathal Woods (Virginia Wesleyan College)

“Interdisciplinary Materials For Courses On The Good Life/Meaning Of Life”

In this session I will share, and hope others will also share, materials from other disciplines (and from beyond academia) which bear on topics included in courses on "the good life" or "the meaning of life". I will distinguish materials suitable for intro-level courses from those for more advanced students, based on my experience with two courses: 100-level "Meaning, Happiness & The Good Life", and 400-level "Issues in Happiness Studies". The materials come from economics, psychology, philosophy, neuroscience, sociology and political science and include readings, charts, surveys, video, movies & TV, and exercises. In short: a guide to how recent work in happiness studies might be incorporated into philosophy course.

Cathal Woods (Virginia Wesleyan College)

“Improving Students’ ‘Dialectic Tracking’ Skills”

In class we often mention the ability to "follow the dialectic"—to keep track of claims, reasons, objections (and rebuttals to those objections)—but we lack a systematic way of developing this skill in our students. I'll share an expanded system of diagramming and have attendees review graduated exercises in "dialectic tracking" which culminate in tackling newspaper editorials. I invite others to share their experiences and to help apply, expand and improve the exercises.