



**The American Association
of Philosophy Teachers**

2021 Summer Series

"Who We Teach"

Wednesday, June 9, 2021

11:00a - 4:30p (ET)



AAPT

Link to Main Zoom Room:

https://us02web.zoom.us/meeting/register/tZYofuyqrTsjH9VO_qEqIzujOSjklMvfmlQo

#AAPT21



2021 Summer Series

THE AMERICAN ASSOCIATION OF PHILOSOPHY TEACHERS 2021 SUMMER SERIES

The series will focus on four themes, each on a different day:

Who we Teach — June 9, 11 a.m. – 4:15 p.m. (EST)

On this day, we introduce the series, and focus on diversity, inclusion; access, retention, K-12, gen ed, institutional setting, and more.

What we Teach — June 23, 11 a.m. – 4:15 p.m. (EST)

On this day, we center themes like critical thinking, questioning, listening, reading, writing, curricula, courses, texts, learning outcomes, etc.

How we Teach — July 14, 1 p.m. – 7:30 p.m. (EST)

On this day, we turn our attention to the ways in which we approach our content to improve learning, such as High-Impact Practices, assessment, assignment design, games, technologies, and more.

Why we Teach — July 28, 2:30 p.m. – 9:30 p.m. (EST)

On this final day, we bring together many themes from the series, and attend to the bigger question of Why: What's at stake, what's our purpose, what's the role of philosophy and what are the reasons we teach it.

- The AAPT Summer Series will be held virtually via Zoom.
- Register for the 2021 Summer Series here: <https://forms.gle/tEU987fnAhNKadD39>
- All events are free to AAPT members. To become a member of the AAPT, please visit our membership page: [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT))
- Questions? Contact Jane Drexler: jane.drexler@slcc.edu.



June 9, 2021

Who We Teach

Program at a Glance

(all times Eastern)

- 11:00 – 12:45** [Welcome – Main Zoom Room](#)
- 11:00 – 11:10 Welcome
11:10 – 11:45 Social/Breakouts
11:45 – 12:45 Opening Plenary Workshop – Who We Teach
facilitated by Rebecca Scott and Andrew Mills
- 12:45 – 1:30** :45 Break
- 1:30 – 2:30** **Concurrent Session #1**
- [Room 1](#) 60-minute Presentation/Workshop
Emily Esch “Whiteness in the Philosophy Classroom”
- [Room 2](#) 60-minute Presentation/Workshop
Kelly Burns “Building a More Inclusive Course”
- [Zoom 3](#) 30-minute Presentation/Workshops
- Jerry Green “Assignment Tracks & Learning Objectives for Upper-Division and Graduate Courses”
Rebecca Millsop “In Your Own Voice: Using Written Dialogue Assessments to Promote Engagement & Inclusivity”
- [Zoom 4](#) 30-minute “Flipped Video” Discussions
(please watch the videos prior to these sessions, [at this website](#))
- Jon Burmeister “Creating a more Inclusive Environment for your Native American Students”
Amy Shuster “Teaching Philosophy in Prison on the Inside-Out Model”
- 2:30 – 2:45** :15 Break
- 2:45 – 3:45** **Concurrent Session #2**
- [Room 1](#) 60-minute Presentation/Workshop
Rebecca Valeriano-Flores “Undergraduate Programming for underrepresented Students: Key Insights and High Impact Practices”
- [Room 2](#) 60-minute Presentation/Workshop
R. Kraft & K. Hermberg “Inclusive Practices: Moving Beyond Accommodation of Neurodifferences”
- [Room 3](#) 30-minute Presentation/Workshops
- Karl Aho & Nate Jackson “Building Interdisciplinary Bridges and Responding to Students’ Basic Need in General Education Courses”
Andrew Mills “Teaching General Education Students”

Room 4 30-minute “Flipped Video” Discussion Panel

(please watch the videos prior to these sessions, [at this website](#))

Laura Soter

“Philosophy with Freshmen & Fourth Graders:
A Skills-Based Approach”

Chad Mohler & Sarah Mohler”

Undergraduates Teaching Philosophy to Elementary
Students Using Children’s Literature: Some Practical Lessons

3:45 – 4:15

Closing Session – Main Zoom Room

4:00 -

Social/Breakouts

(visit the Detailed Program below for the *Who Carré*
Signature Cocktail and Mocktail for our closing
session happy hour)

Zoom and Website Links At-a-Glance

(if you’d like to register ahead of time for a session, you can click these links at any time)

Main Room:

https://us02web.zoom.us/meeting/register/tZYofuyqrTsjH9VO_qEqLzujOSjklMvfmIQo

Room #1:

https://us02web.zoom.us/meeting/register/tZMucuCgqDksHNaMJG3ItxRmA1fhq0A_guCm

Room #2: <https://us02web.zoom.us/meeting/register/tZlpcu6gqT4iEtbvj0es7qnr-pAM66j5JXnm>

Room #3: <https://us02web.zoom.us/meeting/register/tZUvf-GppzgrE9XEku7lklKAAw5HJFko-iVt>

Room #4: <https://us02web.zoom.us/meeting/register/tZ0vc-6vrzMtHtTg7w4H25LBm4fz3GLWwwFc>

Website: <https://janemdrexler.wixsite.com/aaptsummerseries/videos>

Here you can find the session videos, posters, and presenter handouts/materials

“Who We Teach” Series Contacts

AAPT Summer Series Chair: Jane Drexler, jane.drexler@slcc.edu

AAPT Executive Director Alexandra Bradner, alexandrabradner@gmail.com

“Who” Event Chairs: Rebecca Scott, rebecca.g.scott@gmail.com

Andrew Mills, andrewpmills@gmail.com

Detailed Program

Wednesday, June 9

11:00a – 11:45a Welcome Session

Main Zoom Room

Welcome
Social

11:45a – 12:45p Plenary Workshop

Main Zoom Room

Rebecca Scott and Andrew Mills
“Who We Teach”

In this session, we introduce the theme of the day with an interactive workshop designed to help participants think more deeply about who their students are as learners. Inspired by D. Fink’s work on creating significant learning experiences, we’ll explore what he calls situational factors that are important to consider when designing and teaching our courses. Through both individual reflection and larger conversations, we will consider factors such as the goals, expectations, prior knowledge, experiences, and life situations of the learners in our classes.

12:45p - 1:30p

Lunch/Break

1:30p – 2:30p Concurrent Session #1

A. 60-minute Presentation/Workshop

Zoom Room #1

Emily Esch

“Whiteness in the Philosophy Classroom”

One of the challenges of teaching philosophy is that the norms which govern philosophical discussion and assignments are also used to maintain whiteness in problematic ways. This is more acutely a problem while teaching about race (or gender), but it is a problem for any teacher committed to anti-racist and inclusive pedagogies. Moreover, these norms are deeply entwined with how many philosophers understand the nature of their discipline; take, for example, the ways we intellectualize problems that are deeply personal or the way that we ostracize emotional displays in the classroom. In this session, we will work to unpack the implicit norms of our classroom and discuss the ways in which they might contribute positively and negatively to our students’ experiences.

B. 60-minute Presentation/Workshop

Zoom Room #2

Kelly Burns

“Building a More Inclusive Course”

While many people understand the need for inclusion in the classroom, determining how to make one’s course more inclusive can be challenging. In this session, participants will look at what inclusion means in terms of course content, assessments and assignments, learning activities, and syllabus content and structure. We will discuss the challenges of making classes more inclusive and work in groups to develop ideas for how to improve inclusion in these areas.

C. 30-minute Presentations/Workshops

Zoom Room #3

Rebecca Millsop

1:30p – 2:00p

“In Your Own Voice: Using Written Dialogue Assessments to Promote Engagement & Inclusivity”

As university-level philosophy teachers, many--if not most--of us teach large numbers of non-philosophy majors in general education classes every semester (Mills, 2018). These students rarely have prior experience engaging with philosophy up to that point. What do we want our students to get out of these classes? I argue our goal is not, and should not be, to turn them into academic philosophers by teaching them how to write philosophy papers; instead, we should engender an appreciation of philosophical methodology and an integrated understanding of how this methodology is applicable through non-traditional assessments. Having our students use philosophical methodology from their own perspectives and in their own voices encourages a higher level of engagement while also increasing inclusivity (Danowitz & Tuitt, 2011). In my session, I will present a non-traditional assessment that I have created for my introductory ethics course that I believe to be successful towards these ends: a written dialogue that addresses an ethical issue of personal importance to the student. The goal of my session will be to introduce participants to this project, discussing its merits for both students and instructor, while creating a space to workshop how participants could include dialogue assessments in their own general education classes.

Jerry Green

2:00p – 2:30p

“Assignment Tracks & Learning Objectives for Upper-Division and Graduate Courses”

Upper-division courses often have students with a variety of levels of preparation and a variety of academic and career goals. The same is true, in less obvious ways, of graduate-level courses. These advanced courses often use the traditional assignment-learning objective pairing of “write a 3000-word research paper to practice doing what professional philosophers do.” For students who don’t intend to become professional philosophers, this learning objective might not be a good fit for their goals and interests. However, abandoning this assignment-objective pair might shortchange the students who are interested in doing research. This session presents a strategy for juggling the diverse interests of our students, by designing courses with more than one set of learning objectives and corresponding assignments. In addition to showing how to implement this strategy, we will discuss candidates for other

learning objectives and assignments, and other possible strategies for incorporating competing objectives in a single class.

D. 60-minute “Flipped Video” Discussion

Zoom Room #4

(Please watch the videos for this session beforehand, [at this website](#))

Jon Burmeister

1:30p – 2:00p

“Creating a more Inclusive Environment for your Native American Students”

It is increasingly common for college instructors to attempt to become more inclusive in their course designs, policies, and classroom environments, and often these attempts are focused on improving the student experience of certain groups in the classroom (e.g. African American students, Hispanic students, women, LGBTQ students, etc.) However, it is less common for these attempts to explicitly aim at improving the student experience for Native American students. In this session, I intend to share practices, policies, and techniques aimed at improving the Native student experience. I have implemented these practices, policies, and techniques in my classes this past academic year while teaching at an institution where the student body’s composition includes over 30% Native American and Alaskan native students.

Amy Shuster

2:00p – 2:30p

“Teaching Philosophy in Prison on the Inside-Out Model”

Want to build a philosophy course that includes campus-based students and currently incarcerated students? This workshop will present one instructor’s experience developing and offering a course on the philosophy of happiness in a US prison. Workshop participants will assess the principles and practices that animate such a course, and develop a concrete plan for offering similar offerings through their home institutions. This workshop is especially designed for those interested in experiential, community-based learning with a social justice lens.

2:30p – 2:45p Break

2:45p – 3:45p Concurrent Session #2

A. 60-minute Presentation/Workshop

Zoom Room #1

Rebecca Valeriano-Flores

“Undergraduate Programming for Underrepresented Students: Key Insights and High Impact Practices”

In an effort to remove barriers from participation in philosophy for underrepresented students, over 140 universities around the world have started Minority and Philosophy (MAP) chapters. In this session, I will provide a case study of the structure, organization, and programming of Loyola University Chicago’s MAP chapter to share our key insights and discuss our utilization of high impact practices (HIPs) in programming aimed at removing barriers to participation in philosophy for underrepresented students. I will suggest that utilizing HIPs does not necessarily make programming beneficial for students from underrepresented groups; further considerations are required to make programming equitable. Through an activity, we

will work together to discuss ideas on collaboration, activities, and resources to implement programming at our home universities, whether or not our departments have a MAP chapter. Participants will walk away with concrete, executable ideas for undergraduate programming.

B. 60-minute Presentation/Workshop

Zoom Room #2

Rory Kraft and Kevin Hermberg

“Inclusive Practices: Moving Beyond Accommodation of Neurodifferences”

This panel focuses on the intersection of a number of related issues: inclusiveness in our courses and pedagogies, accommodations for students with disabilities and learning differences, neuro atypical students who do not receive or take advantage of such accommodations. One panelist will discuss moving toward greater pedagogical inclusivity as a means of reducing the need for university or college defined “accommodations,” generally. The other panelist will take up that discussion but focus more specifically on the benefits this approach can have in making possible genuine academic success for neuro atypical students, especially those on the Autism spectrum. The panel will include an interactive experience of preparing alternative class plans pre- and post- panelist presentations, and will include a healthy amount of time for discussion. While designed as a panel, each panelist has committed to audience engagement/input in the process of presentation and both have committed to time in the session for brainstorming and discussion with and among the participants.

C. 30-minute Presentations/Workshops

Zoom Room #3

Karl Aho and Nate Jackson

2:45p – 3:15p

“Building Interdisciplinary Bridges and Responding to Students’ Basic Needs in General Education Courses”

This session explores how teachers can use syllabi to better reach students in general education philosophy courses. It provides an overview of the process of re-leveling a general education course on ethics and redesigning it to facilitate integrative learning and attend to students’ basic needs. Beyond a brief overview of the process of course and syllabus revision, the session will include a guided syllabus revision activity. Participants will work in small groups to evaluate sample syllabi and the learning objectives they emphasize. Then they will discuss using the syllabus as a teaching document that provides a framework for the course.

Andrew Mills

3:15p – 3:45p

“Helping General Education Students Appreciate the Value of Philosophy”

Teaching general education students (those students who take our class because they have to, and will likely never take another philosophy class again) is a major part of our teaching load. One thing many general education students struggle with is seeing the value of philosophy, and the value of learning philosophy. Students who see philosophy as valuable will be more motivated to learn in class, so it is incumbent upon us to help our students value what happens in our classes. Building on research conducted a few years ago about issues surrounding teaching general education students the value of philosophy, this workshop will enable participants to think about ways they can help their own gen ed students to see the importance and value of philosophy.

(Please watch the videos for this session beforehand, [at this website](#))

Laura Soter

“Philosophy with Freshmen & Fourth Graders: A Skills-Based Approach”

We hypothesize that a pedagogically vivid way for undergraduates to learn core philosophical skills is to teach philosophy to elementary schoolers—for whom we believe those same core skills are valuable and accessible. In this session, I discuss the Philosophy with Kids (PWK) program at the University of Michigan, and the corresponding introductory course I am designing with Professor Maegan Fairchild. I present our skills-based approach to PWK, discuss some course-design choice-points and rationales, and explore the benefits of an outreach-based introductory course. I hope to both get feedback on our project and to offer ideas to others interested in PWK and outreach-centered courses. I will highlight some of the questions we’ve asked ourselves in designing our syllabus, creating PWK lesson plans, and selecting topics for elementary schoolers and undergraduates.

Chad Mohler and Sarah Mohler

“Undergraduates Teaching Philosophy to Elementary Students Using Children’s Literature: Some Practical Lessons”

The movement to teach philosophy to pre-college students has had success at introducing important philosophical ideas to students who would otherwise not have had such early exposure to philosophy. In addition, undergraduate students do some of their most optimal learning when they have the experience of teaching to others. This interactive session looks at practical lessons learned from marrying “philosophy for pre-college students” to “undergraduates learning through teaching.” The session will examine a service project jointly undertaken in an Introduction to Philosophy course and a Children’s Literature course in which the courses’ undergraduate students led elementary school students in discussions of philosophical themes in important pieces of children’s literature. The session will offer advice on implementing such a project, and it will provide a hands-on, interactive modeling of a discussion of philosophical themes in the children’s book *Knuffle Bunny*.

Signature Cocktail Recipes

In the spirit of coming together even while we are physically distanced, we have designed a series of themed cocktails/mocktails that we invite you to make and enjoy during the closing session of each day of the conference. Much thanks to Seth Feldman for creating these drinks. For the “Who” theme, we offer the following:

The Who Carré

This drink is inspired by the classic New Orleans cocktail, the Vieux Carré.

Ingredients

- 1 oz bourbon
- 1 oz brandy or cognac
- 1 oz amaretto
- 3 dashes of Angostura bitters

Directions

Combine all ingredients in a mixing glass and add ice. Stir to combine for approximately 15 seconds. Strain into a chilled coupe or rocks glass. Garnish with an orange peel.

The Who Carré Non-Alcoholic Alternative

Ingredients

- Cinnamon black tea syrup (instructions below)
- 3 dashes Angostura bitters (leave this out for a zero alcohol option)
- Blackberry sparkling water

Directions

To make the syrup, make a concentrated tea with two black tea bags per 6 oz of water. Add $\frac{3}{4}$ c granulated white sugar and 2 cinnamon sticks per 6 oz of water. Dissolve the sugar and keep on low to medium heat for 20-30 minutes to infuse the syrup with the cinnamon sticks. Don't let it boil.

Combine 1.5 oz of syrup with 8oz of sparkling water in a glass and dash with bitters if desired. Garnish with an orange peel.

Presenter Contact Information

Presenter	Sessions	Institutional Affiliation	Contact Information
Karl Aho	Session 2, Room 3	Government, Legal Studies, and Philosophy Tarleton State University	kaho@tarleton.edu
Jon Burmeister	Session 1, Room 4	Department of Philosophy Fort Lewis College	jon.d.burmeister@gmail.com
Kelly Burns	Session 1, Room 2	Department of Philosophy Dominican University	kburns@dom.edu
Emily Esch	Session 1, Room 1	Department of Philosophy College of St. Benedict St. John's University	emily.esch@gmail.com
Jerry Green	Session 1, Room 3	Humanities and Philosophy University of Central Oklahoma	jgreen67@uco.edu
Kevin Hermberg	Session 2, Room 2	Department of Philosophy Dominican College	kevin.hermberg@dc.edu
Nate Jackson	Session 2, Room 3	Religion and Philosophy Capital University	njackson1331@capital.edu
Rory Kraft	Session 2, Room 2	English and Humanities York College of PA	rkraft1@ycp.edu
Andrew Mills	Plenary Session 2, Room 3 Event Co-Chair	Department of Philosophy Otterbein University	andrewpmills@gmail.com
Rebecca Millsop	Session 1, Room 3	Department of Philosophy University of Rhode Island	rmillsop@uri.edu
Chad Mohler	Session 2, Room 4	Philosophy and Religion Truman State University	chmohler@truman.edu
Sarah Mohler	Session 2, Room 4	English and Linguistics Truman State University	sbmohler@truman.edu
Rebecca Scott	Plenary Event Co-Chair	Philosophy Harper College	rscott1@harpercollege.edu
Amy Shuster	Session 1, Room 4	Independent Scholar	Amy.L.Shuster@gmail.com
Laura Soter	Session 2, Room 4	Department of Philosophy University of Michigan, Ann Arbor	lsoter@umich.edu
Rebecca Valeriano-Flores	Session 2, Room 1	Department of Philosophy Loyola University Chicago	mvalerianoflores@luc.edu

About the AAPT

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

How Can I Participate in the AAPT?

The vitality and strength of the American Association of Philosophy Teachers is deeply rooted in the dedication of the people who step forward to participate in it. The AAPT welcomes participation by all its members, including people who have just joined. If you are interested in being active in the AAPT, please fill out the Volunteer Sheet, which will be available on the Summer Series website, and will be posted in zoom chat during the day.

AAPT Standing Committees

The Communications Committee facilitates the AAPT's communication within itself, the AAPT's communication with the rest of the world and communications between the Board of Directors and the chairs of committees. Chairs: Karl Aho (Tarleton State University), kaho@tarleton.edu; and Kevin Hermberg (Dominican College), kevin.hermberg@dc.edu

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

The Conference Programming Committee is charged with most aspects of the workshop-conference program, including but not necessarily limited to: the solicitation and selection of workshop-conference proposals, keynote speakers and special events; the scheduling of sessions; the production of the program guide for attendees. Chair: Jane Drexler (Salt Lake Community College), jane.drexler@slcc.edu

The Awards Committee is responsible for administering AAPT awards and grants, and develops and recommends policies and procedures regarding all AAPT awards, including policies and procedures regarding stipends and honoraria for speakers at the biennial workshop-conferences. Chair: Russell Marcus (Hamilton College), rmarcus1@hamilton.edu

The Teaching and Learning Committee is responsible for organizing the AAPT Seminars on Teaching and Learning. This includes both the five-day workshop at the biennial workshop-conference and the traveling one-day workshops. They also organize the Facilitator Training Workshop. Chair: Sarah Donovan (Wagner College), sdonovan@wagner.edu

The APA Sessions Committee is responsible for coordinating the Teaching Hub sessions at the American Philosophical Association meetings, in collaboration with the APA committee on the Teaching of Philosophy. Chair: Renée Smith (Coastal Carolina University), rsmith@coastal.edu

The Development Committee is responsible for the strategic planning, mission and vision of the AAPT, and works directly with the Executive Board. Chair: Jack Musselman (St. Edwards University), jackgm@stedwards.edu

The AAPT Board of Directors

The President. The President is the chief executive officer of the corporation, presiding over all meetings of the members and of the Board, managing affairs of the corporation, and seeing that all orders and resolutions of the Board are carried into effect.

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

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

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

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

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

President

Emily Esch (College of Saint Benedict/Saint John's University), emily.esch@gmail.com

Vice-President

Russell Marcus (Hamilton College), rmarcus1@hamilton.edu

Executive Director

Alexandra Bradner (Kenyon College), alexandrabradner@gmail.com

Treasurer

Rory E. Kraft, Jr. (York College of Pennsylvania), rkraft1@ycp.edu

Communications Director

Kevin Hermberg (Dominican College), kevin.hermberg@dc.edu

Immediate Past-President

Jennifer Wilson Mulnix (University of Massachusetts Dartmouth), jmulnix@umassd.edu

At-Large Members

Karl Aho (Tarleton State University), kaho@tarleton.edu

Sarah Donovan (Wagner College), sdonovan@wagner.edu

Monica Janzen (Anoka Ramsey Community College), monica.janzen@anokaramsey.edu

Jack Musselman (St. Edward's University), jackgm@stedwards.edu

Renée Smith (Coastal Carolina University), rsmith@coastal.edu

Additional Opportunities for Being Active in the AAPT

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

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

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

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

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

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

If you have any questions, please contact Alexandra Bradner, Executive Director, alexandrabradner@gmail.com, or any of the Board Directors. Visit our Website at <https://philosophyteachers.org/>.

For membership renewals and information, please see the Philosophy Documentation Center's web page, [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT)).

American Association of Philosophy Teachers

Studies in Pedagogy

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

Editor in Chief:

Dave Concepción, Ball State University, dwconcepcion@bsu.edu

Volume 1: *Practices in Pedagogy*, 2015, edited by Emily Esch and Charles W. Wright

Volume 2: *Teaching Plato*, 2016, edited by Andrew P. Mills and J. Robert Loftis

Volume 3: *Inclusive Pedagogies*, 2017, edited by Kelly A. Burns

Volume 4: *Experiential Learning in Education*, 2018, edited by Andrew Winters.

Volume 5: *From Research to Learning*, 2019, edited by David Concepción

Volume 6: *Teaching Applied Ethics*, forthcoming, edited by Sonya Charles and Rory Kraft, Jr.

Volume 7: *Teaching Philosophy as a Way of Life*, edited by Ryan Johnson and Jane Drexler (CFP deadline: November 1, 2021) <https://aaptstudies.org/calls/>

If you are interested in submitting papers for any forthcoming issues, visit the *AAPT Studies* website for information and calls for papers. <https://aaptstudies.org/>

The Lenssen Prize

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

The Winners of the 2020 Lenssen Prize are:

Melissa Jacquart, Rebecca Scott, Kevin Hermsberg, and Stephen Bloch-Schulman, ["Diversity Is Not Enough: The Importance of Inclusive Pedagogy."](#) *Teaching Philosophy* 42, no. 2 (2019).

Past Recipients of the Lenssen Prize:

- 2018: (co-winners) Andrew J. Pierce. "Interest Convergence: An Alternative to White Privilege Models of Anti-Racist Pedagogy and Practice." *Teaching Philosophy*, 39, no.4 (2016): 507-530;
and Matt S. Whitt. "Other People's Problems: Student Distancing, Epistemic Responsibility, and Injustice." *Studies in Philosophy and Education*, 35, no. 5 (2016): 427-444
- 2016: Kate Padgett Walsh, Anastasia Prokos, and Sharon R. Bird. "Building a Better Term Paper: Integrating Scaffolded Writing and Peer Review." *Teaching Philosophy* 37:4
- 2014: Ann J. Cahill and Stephen Bloch-Schulman, "Argumentation Step-By-Step: Learning Critical Thinking through Deliberative Practice," *Teaching Philosophy*, 35:1
- 2012: John Rudisill, "The Transition from Studying Philosophy to Doing Philosophy," *Teaching Philosophy*, 34:3.
- 2010: Daryl Close, "Fair Grades," *Teaching Philosophy*, 32:4.
- 2008: No award given
- 2006: David W. Concepción, "Reading Philosophy with Background Knowledge and Metacognition," *Teaching Philosophy* 27:4.
- 2004: James Campbell, "The Ambivalence Toward Teaching In The Early Years Of The American Philosophical Association," *Teaching Philosophy* 25:1.
- 2002: Deborah R. Barnbaum, "Teaching Empathy in Medical Ethics: The Use of Lottery Assignments," *Teaching Philosophy* 24:1.

The American Philosophical Association and American Association of Philosophy Teachers Prize for Teaching Excellence in Philosophy

The Prize for Excellence in Philosophy Teaching, sponsored by the American Philosophical Association (APA), the American Association of Philosophy Teachers (AAPT), and the Teaching Philosophy Association (TPA), recognizes a philosophy teacher who has had a profound impact on the student learning of philosophy in undergraduate and/or pre-college settings.

Award

Frequency: Annual

Award Amount: \$1,000 and a plaque

Next Deadline: August 5, 2021

The APA committee on the teaching of philosophy will present the award during the annual prize reception at an APA divisional meeting.

Eligibility

Open to any APA member who has an impact on student learning in undergraduate and/or pre-college settings. Previous winners are not eligible for a second award.

Visit https://www.apaonline.org/page/teaching_prize for more information

Awardees

The Winners of the 2020 Teaching Prize are:

Russell Marcus (Hamilton College)

Eduardo Villanueva (Pontifical Catholic University of Peru)

Prior Winners

2019: Sandra Dwyer (Georgia State University)

Claire Katz (Texas A&M University)

2018: Maralee Harrell (Carnegie Mellon University)

2017: Stephen Bloch-Schulman (Elon University)

AAPT Grant for Innovations in Teaching

The American Association of Philosophy Teachers (AAPT) is dedicated to the advancement of the art of teaching philosophy. One of the AAPT's initiatives in support of this mission is an ongoing small grant program: the AAPT Grants for Innovation in Teaching.

Through this program, the AAPT is offering competitive small grants to support the implementation of projects involving innovations or modifications to one's teaching. Preference will be given to those projects that have a broad appeal. Grant applications should be sure to specify the aim of the project, its learning goals, your criteria of success, and your proposed timeline.

It is expected that grant recipients will publicly disseminate the projects in some form after completion (the AAPT website will be available as a potential vehicle for this). Grant recipients are required to submit a final project report due after the completion of the project, which will be posted on our AAPT website.

Eligibility

Open to any instructor teaching at the college-level: full-time, part-time, adjuncts, and grad students are all welcome. Grant recipients must be current AAPT members.

The Recipients of the 2020 AAPT Grants for Innovation in Teaching:

"Tulsa Race Massacre at 100: Contractualism and Reparations"
Heather Wilburn, Tulsa Community College

"Difficult Conversations about Race, Class, and Gender:
Wes Siscoe, Florida State University

Recent Recipients:

- 2020, <https://philosophyteachers.org/2020-aapt-grant-recipients/>
- 2018, <https://philosophyteachers.org/2018-aapt-grant-recipients/>

More information:

- Inquiries about the grant program should be directed to grants@philosophyteachers.org.
- Information about the American Association of Philosophy Teachers, please visit: <https://philosophyteachers.org/>.
- AAPT membership information and application is available at: [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT)).

AAPT One-Day Workshops on Teaching and Learning

Modeled on our summer seminars which run concurrently with the AAPT biennial conference-workshops, the AAPT is now running **one-day workshops** on teaching and learning. Past workshops have been held at the Pacific APA, Carnegie Mellon University, San Francisco State University, California State University at Long Beach, Loyola University in Chicago, the University of Wisconsin, and the University of Western Ontario.

Like the summer seminar, participants will read some of the best literature regarding how learning happens, how to design maximally effective courses, and how to improve classroom practice. The goal is not only to provide tips, although we will provide some along the way. Rather, the seminar is designed to enhance participants' ability to make effective pedagogical choices. The interactive sessions provide opportunities for participants to reflect with colleagues on how to individualize evidence-based best teaching practices to one's own idiosyncratic teaching contexts. Participants will learn how to identify and select challenging and transformative learning objectives and how to design and assess sequences of learning activities to make the achievement of those goals highly likely. The friendships and collegial relationships begun here can last a lifetime.

Comments from Past Participants:

"The seminar shifted and honed the way I think about and practice teaching in substantial ways"

"Inspiring, fascinating, and incredibly helpful"

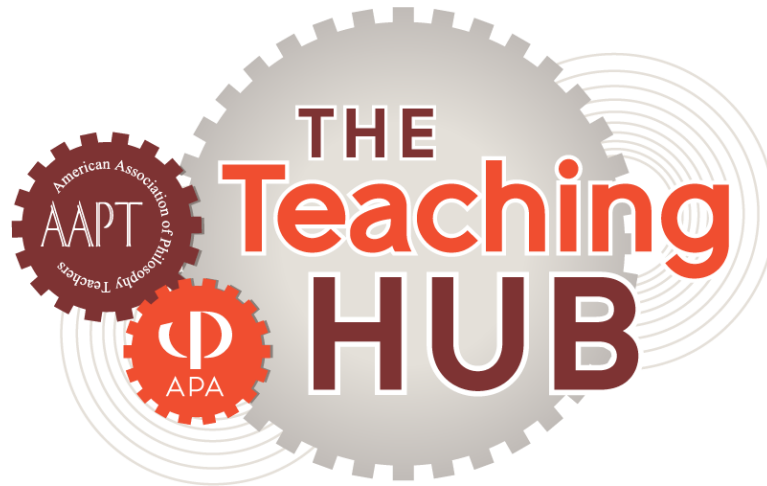
"A must for anyone who cares about students"

"An intensive boot-camp for learner-centered education"

"Not at all like the typical (mostly useless) 'teaching orientation' that most graduate students get"

"A surreal experience in which one is surrounded by many philosophers who place teaching before research"

If you are interested in hosting a workshop,
please contact Sarah Donovan,
chair of the Teaching and Learning Committee, at
teaching-learning@philosophyteachers.org



The AAPT-APA Teaching Hub is a series of interactive workshops and conversations designed specifically for philosophers and created to celebrate teaching within the context of the APA divisional meetings. Jointly organized by the APA's Committee on the Teaching of Philosophy (CTP) and the AAPT, the Teaching Hub aims to offer a range of high-quality and inclusive development opportunities that address the teaching of philosophy at all levels, pre-college through graduate school.

Any APA or AAPT member is welcome to help with the programming of the Teaching Hub. Interested volunteers should visit the Teaching Hub webpage at:

<https://www.apaonline.org/general/custom.asp?page=TeachingHub2018>

Acknowledgements

Our sincere thanks to all who helped make the AAPT 2021 Summer Series happen. And thanks too to those who worked so hard to prepare the 2020 Conference-Workshop: much of this summer series is based on the efforts they all put into that Covid-cancelled event.

AAPT 2020 and Summer Series 2021 Conference Programming Committee

Jane Drexler (chair), Andrew Mills, Russell Marcus, Dan Mittag, Manuel Chavez, Sarah Donovan, Stephen Bloch-Schulman, Alexandra Bradner, Christina Hendricks, Rory Kraft, Rob Loftis, Rebecca Scott, Rebecca Millsop, Renée Smith, Jennifer Mulnix, Phil Schoenberg, Kimberly Van Orman.

2021 Summer Series Committee Chairs

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“Who We Teach” – June 9, 2021

Chairs: Rebecca Scott, rebecca.g.scott@gmail.com

Andrew Mills, andrewpmills@gmail.com

“What We Teach” – June 23, 2021

Chairs: Sarah Donovan, sdonovan@wagner.edu

Christina Hendricks, christina.hendricks@ubc.ca

“How We Teach” – July 14, 2021

Chairs: Kimberly Van Orman, kvanorman@uga.edu

Renée Smith, rsmith@coastal.edu

“Why We Teach” – July 28, 2021

Chairs: Russell Marcus, rmarcus1@hamilton.edu

Rebecca Millsop, rmillsop@uri.edu

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Stephen Bloch-Schulman, Rebecca Millsop, Manuel Chavez, Dave Concepción, Christina Hendricks, Rob Loftis, Russell Marcus, Renée Smith, Rebecca Scott, Paul Green, Erica Stonestreet, Juli Thorson, Wendy Turgeon, Claire Lockard, Betsy Decyk, Dan Mittag, Kimberly Van Orman, Alida Liberman, Monica Janzen, Jane Drexler

Thanks to the **2018-2021 AAPT Board** for their service.

And thanks to all the **AAPT committee chairs and members** for their hard work this term.