

# The American Association of Philosophy Teachers



# AAPT

Twenty-Third Biennial  
International Workshop-Conference  
on Teaching Philosophy

July 27 – 31, 2022  
Otterbein University  
#AAPT22



2022 AAPT Program

# The American Association of Philosophy Teachers

*Improving the Quality of Instruction  
in Philosophy at All Levels*



**AAPT**

Conference & Events



**AAPT**

*Studies in Pedagogy*



**AAPT**

Teaching and Learning



**AAPT**

Grants, Awards, & Prizes

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## Registration and Conference Check-In

Conference Registration and check-in will take place on the first floor of Roush Hall Classroom Building

### Registration desk will be open:

Wednesday evening, 5:00-9:00, Thursday, 9:00-4:00, Friday 9:00-4:00, Saturday 9:00-4:00, and Sunday 8:00-11:00

(Contact Alexandra Bradner at [aaptboard@gmail.com](mailto:aaptboard@gmail.com) to make late-arrival or special arrangements)

## Meals

### Otterbein Meals will be at the Cardinal's Nest Dining Hall\*

Breakfast hours (Thurs - Sat) are 7:00 – 9:00

Lunch hours (Thurs - Sat) are 11:30 – 1:30

Thursday Dinner hours are 6:00 – 8:00

Sunday Breakfast hours are 8:00 – 10:00

(\*Meal ticket needed. See Registration Desk if you did not pre-register for meals.)

(Listed times above are the *cafeteria's open hours* for our group. See the conference's daily schedule for the specific times *we* have scheduled our meal breaks)

### Morning Coffee Station

Roush lobby, 9:00a – 11:00 (Thurs, Fri), 10:00a -11:00 (Sat)

### Afternoon Coffee and Pastries Station

Roush lobby 2:30p – 5:15 (Thurs, Fri), 2:30p-4:30 (Sat)

### Water stations

Roush lobby, 8:30a - 6p (Thurs-Sat)

**Thursday Wine and Cheese Reception is at Philomathean Room, Towers Bldg**  
cost is included in registration, hosted by Otterbein Philosophy Department

**Friday Conference Dinner Banquet is at The Point Event Forum**  
cost is included in registration, shuttles to The Point available

**Saturday Dinner is on Main Street**  
Walking distance from Campus, dinner cost is not included in registration

### Google Doc filled with local Information

[https://docs.google.com/document/d/12y6kbP5n15oCfNn4e4azDELAY9d\\_3LYao9\\_vhb1Wtlw/edit](https://docs.google.com/document/d/12y6kbP5n15oCfNn4e4azDELAY9d_3LYao9_vhb1Wtlw/edit)

## Other Questions? Problems? How do I...?

If you have any questions during the conference-workshop, visit the info table, or contact:

Alexandra Bradner, Executive Director of the AAPT, [aaptboard@gmail.com](mailto:aaptboard@gmail.com)

Andrew Mills, On-Site Coordinator and Accessibility Liaison, [amills@otterbein.edu](mailto:amills@otterbein.edu)

Renée Smith, Ombuds, [rsmith@coastal.edu](mailto:rsmith@coastal.edu)

Jane Drexler, Conference Programming Committee, [jane.drexler@slcc.edu](mailto:jane.drexler@slcc.edu)

Karen Emmerman, PLATO Education Director, [emmerman@uw.edu](mailto:emmerman@uw.edu)

Dave Concepción, Teaching and Learning Seminar, [dwconcepcion@bsu.edu](mailto:dwconcepcion@bsu.edu)

# Conference Theme: (Re)Newing Communities

A theme of this year's conference is (Re)Newing Communities. Sessions on this theme focus on topics such as: Meeting head-on the challenges to our communities, both those created by the pandemic and those that it merely laid bare; The role of joy, hope, gratitude in building and sustaining communities; Creating communities that are more inclusive and just; The classroom as a community. While many sessions, unsurprisingly, include aspects of, or are examples of, Community, sessions which specifically focus on this theme are marked by \*\* in the program.



## Highlights of the 2022 Program

Wednesday, July 27

6:00p-8:00 Open AAPT Board Meeting

Thursday, July 28

8:30a Welcome  
4:30p – 6:00 Plenary Session: Lenssen Prize Winners  
7:00p Wine and Cheese Reception  
8:00p Philosophy Trivia

Friday, July 29

8:30a Members Meeting  
3:00p – 4:30 Plenary Panel: AAPT/APA/TPA Teaching Prize Winners  
7:00p Banquet and Presidential Address: Emily Esch, AAPT President

Saturday, July 30

4:30p – 6:00 Keynote Address: Kevin Gannon  
6:00p Keynote Reception

Sunday, July 31

10:00a – 12:00 Teaching Spotlight: Anthony Weston

# Program at a Glance

Wednesday, July 27

6:00p-8:00

Open Board Meeting, Roush Hall 114

*All conference attendees are welcome to attend the open board meeting*

Thursday, July 28

7:00a

First-Timer Breakfast

8:30 – 9:15

Welcome

9:30 – 10:30

Parallel Session #1

10:45 – 11:45

Parallel Session #2

Lunch/Birds-of-a-Feather Groups

1:15p – 2:45

Parallel Session #3

3:00 – 4:00

Parallel Session #4

4:30 – 6:00

**Plenary Session:**

**Lenzen Prize Winner Panel**

Rebecca Scott, Kevin Hermberg,

Stephen Bloch-Schulman, Melissa Jacquart

7:00

**Wine and Cheese Reception**, sponsored by Otterbein Philosophy Department

8:00

**Philosophy Trivia**

Friday, July 29

8:30a – 9:15

Members Meeting

9:30 – 10:30

Parallel Session #5

10:45 – 12:15

Parallel Session #6

Lunch/Birds-of-a-Feather Groups

1:45p – 2:45

Parallel Session #7

3:00 – 4:30

**Plenary Panel:**

**Teaching Prize Winner Panel**

Mo Janzen, Russell Marcus, Mara Harrell

5:00 – 6:30

Parallel Session #8

7:00 – 9:30

**Banquet and Presidential Address: Emily Esch**

*"What are the Instruments of Good Works?: Renewing and Rebuilding Community with Help from a 6<sup>th</sup> century Monk"*

Saturday, July 30

9:30a – 10:30

Parallel Session #10

10:45 – 11:45

Parallel Session #11

Lunch/Birds-of-a-Feather Groups

1:15p – 2:45

Parallel Session #12

3:00 – 4:00

Parallel Session #13

4:30 – 6:00

**Keynote Address:**

**Kevin Gannon**

*"A Pedagogy of Hope During the Time of Monsters"*

6:00 – 7:00

Keynote Reception

7:00

Dinner on Main Street

Sunday, July 31

9:00a – 10:00

Breakfast

10:00 – 12:00

**Special Session: Teaching Spotlight – Anthony Weston**

# Sessions, Titles, Locations

Wednesday, July 27

## **AAPT Open Board Meeting**

*All conference attendees are welcome to attend*

**Wednesday, 6:00 pm**

Roush Hall, Room 114

Thursday, July 28

## **First-Timer Breakfast**

**Thursday, 7:00am**

## **Welcome Session**

**Thursday, 8:30am**

Roush 114

## **Session #1 (60 minutes)**

**Thursday, 9:30am-10:30am**

- \*\* A. Sarah Vitale, "Creating a Community of Care in the Philosophy Classroom" Roush 204
- \*\* B. Tricia Van Dyk, "Role Play as an Effective Alternative to Lecture for Introducing New Content: Building Community through Collaborative Learning" Roush 213
- C. Dennis Earl, "The Joys and Perils of Ungrading" Roush 116
- D. James Lee, "Teaching Component Skills in Philosophy" Roush 117
- E. Haley Dutmer, "Teaching to Learn: Teaching a Community-Engaged Philosophy of Education Course to Undergraduates" Roush 118

## **Session #2 (60 minutes)**

**Thursday, 10:45am-11:45am**

- \*\* A. Sarah Vincent and Tracie Mahaffey, "Helping Students Rise from the Ashes of Burnout" Roush 204
- B. Irwin Chan, "Assessment as Instruction: Incorporating Formative Assessment in the Instruction Process" Roush 213
- C. Dan Werner, "Diversifying the Ancient Philosophy Course By Way of Egyptian Texts" Roush 116
- D. Paul Green, "What is a Learner-Centered Student Outcome?" Roush 117

## **Lunch Break/Birds-of-a-Feather Groups**

**Thursday, 11:45am - 1:15pm**

Cardinals Nest Dining

## **Session #3 (90 minutes)**

**Thursday, 1:15pm-2:45pm**

- \*\* A. James Lincoln, "Building Neighborhoods of Philosophical Practice in the Classroom" Roush 204
- B. Claire Lockard, Giancarlo Tarantino, and Stephen Bloch-Schulman, "Deepening Students' Question-Asking: Templates to Scaffold Skill Building" Roush 213
- C. David Concepción, "Novelty vs. Repetition: What is the Right Balance for Maximal Learning?" Roush 210

## **Session #4 (60 minutes)**

**Thursday, 3:00pm-4:00pm**

- \*\* A. Karl Aho, "Equipping Students for More Equitable Classroom Communities" Roush 204
- B. Mo Janzen and Sarah Donovan, "More Than Just a Honeymoon: Tips for Sustainable and Positive Classroom Vibes Throughout the Semester" Roush 213
- C. Jerry Green, "Addressing Learning Loss without Losing It" Roush 116
- D. Michael Sigrist, "Thinking like a High Schooler: Some Lessons from the High School Classroom for University Instruction" Roush 117
- E. Kristina Grob, "Academic Redlining and Appreciative Education: What Can We Do About Persistently White Classes?" Roush 118

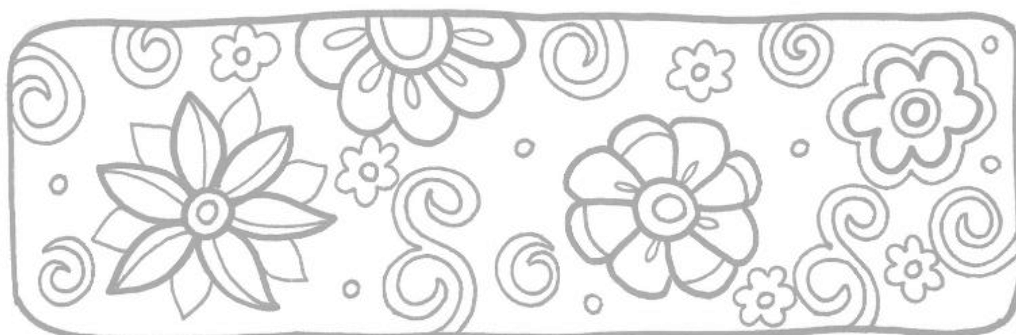
**:30 Break**

**Plenary Session: Lenssen Prize Winners (90 minutes)** **Thursday, 4:30pm-6:00pm**  
Rebecca Scott, Kevin Hermberg, Stephen Bloch-Schulman, Melissa Jacquart Roush 114  
on ["Diversity Is Not Enough: The Importance of Inclusive Pedagogy."](#)  
from *Teaching Philosophy* 42, no. 2 (2019).

**Dinner/Break**

**Wine and Cheese Reception** **Thursday, 7:00pm**  
Hosted by Otterbein Philosophy Department Philomathean Room, Towers Hall

**Philosophy Trivia** **Thursday, 8:00pm**  
Philomathean Room, Towers Hall



**Friday, July 29**

**Members Meeting** **Friday, 8:30am-9:15am**  
Roush 114

**Session #5 (60 minutes)** **Friday, 9:30am-10:30am**

- \*\* A. Alan Penczek, "Using Creative-Thinking Techniques to Identify Opportunities for Community Engagement" Roush 204
- B. Rory Kraft, "Intro to Philosophy by Introducing Philosophical Methods" Roush 213
- C. David Sackris, "Metacognition and Exam Preparation" Roush 116
- E. Paul Blaschko, "Transformative Philosophy: "How to Design a High-Impact Philosophy as a Way of Life" Course at Any Level" Roush 118

**Session #6 (90 minutes)** **Friday, 10:45am-12:15pm**

- A. Rebecca Scott, "Critical Hit: Teaching Ethics with Role-Playing Games (RPGs)" Roush 204
- B. Brynn Welch, "Demystifying Writing" Roush 213
- C. Justin Kalef, "Ten Ideas for Making the Most of Viewpoint Diversity in Philosophy Class" (60 minutes) Roush 210



## Lunch Break/Birds-of-a-Feather Groups

Friday, 12:15pm-1:45pm

### Session #7 (60 minutes)

Friday, 1:45pm-2:45pm

- \*\* A. Bailey Szustak and Maria Mejia, "The Praxis of Community Agreements for Liberatory Education" Roush 204
- B. Mark Herman, "Create Your Own Thought Experiment" Roush 213
- C. Jonathan McKinney, "Philosophy for Children (p4c) in Online and Hybrid Classes" Roush 116
- D. Alida Liberman, "Value-Laden Course Goals: Should We Ever Aim to Change Students' Attitudes?" Roush 117
- E. Justin Perry, "An Integrated Virtue Ethics Pedagogy" (30 minutes) Roush 118

### Plenary Session: AAPT/APA/TPA Teaching Prize Winners

Friday, 3:00pm-4:30

Mo Janzen (2021), Russell Marcus (2020), Mara Harrell (2018) Roush 114

### :30 Break

### Session #8

Friday, 5:00pm-6:30pm

- A. Anthony Weston, "Teaching as the Art of Staging" Roush 213/210
- \*\* B. Two 30-minute Presentations: Roush 204
  - Aliosha Barranco-Lopez, "How to Build Community, Create Safe Discussion Spaces, and Help Your Students Formulate Interesting Questions"
  - Merritt Rehn-DeBaal, "Communal Learning Assignments: Mitigating Ethical Costs for First-Gen Students"
- C. Two 30-minute Presentations:
  - Lenssen Prize 2020 Honorable Mention Spotlights** Roush 212
  - Gwen Daug, on "Rancière and Pedagogy: Knowledge, Learning, and the Problem of Distraction," from *AAPT Studies in Pedagogy* (2019)
  - Victor Fabian Abundez-Guerra, on "How to Deal with Kant's Racism—In and Out of the Classroom," from *Teaching Philosophy* (2018)

### Conference Banquet

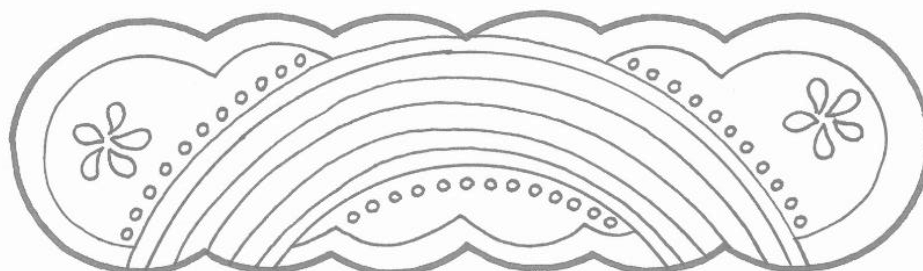
Friday, 7:00pm

The Point Event Forum

### The Presidential Address

Following the Banquet

Emily Esch, "What are the Instruments of Good Works?"  
Renewing and Rebuilding Community with Help  
from a 6<sup>th</sup> century Monk" The Point Event Forum



## Saturday, July 30

### Session #9

Saturday, 9:30am-10:30am

- \*\* A. Kevin Gannon's [\*Radical Hope: A Teaching Manifesto\*](#) Reading Group Discussion w/ Author Roush 204
- \*\* B. Ben Lennertz, "Engaging Students and Creating Community with Student-Generated Memes" Roush 213
- C. Pat Hope, "Teaching Philosophy through Writing" Roush 116
- D. Daniel Lim and Jiaxin Wu, "Philosophy Through Computer Science" Roush 118

### Session #10

Saturday, 10:45am-11:45am

- \*\* A. J. L. A. Donohue, William Cochran and Trystan Goetze., "Creating a Classroom Community with Unfamiliar Students and Limited Time" Roush 204
- B. Amy White, James Stacey Taylor and David Suits, "Making Classes Come Alive by Talking About Death" Roush 213
- C. Evan Dutmer, "A Modular Approach to Virtue Acquisition" Roush 116
- D. Jessica Gonzalez, "Taking Philosophy Outside the Classroom: Science, Culture and Philosophy at 13,000 feet" Roush 117

### Lunch Break/Birds-of-a-Feather Groups

Friday, 11:45am - 1:15pm

### Session #11

Saturday, 1:15pm-2:45pm

- \*\* A. Kimberly Van Orman, "Small-Group Activities as a Means of Creating Community" Roush 204
- B. Emily Lange, Gaile Polhaus, Stephen Bloch-Schulman, "Beyond "Add students and stir": Co-teaching with Students, the Collaborative Classroom, and So Much More" Roush 213
- C. Chris Blake-Turner, "Diversify Your Ethics Syllabus" Roush 116

### Session #12

Saturday, 3:00pm-4:00pm

- \*\* A. Moya Mapps, "Cultivating Community in Writing-Intensive Courses" Roush 204
- B. Jack Musselman, "Teaching Philosophy to High School Students Visiting Campus: A Sample Class that Makes Ethics Challenging, Fun and May Recruit Students to Your Campus, Too" Roush 213
- C. Carissa Phillips-Garrett, "Oral Exams as a Means of Developing Philosophical Conversational Skills" Roush 116
- D. Andrew Mills, "Using Reflective Journals in Philosophy Courses" Roush 117
- E. Russell Marcus and Alessandro Moscaritolo Palacio, "Managing Student Errors" Roush 118

### :30 Break

### Keynote Address

Saturday, 4:30pm-6:00pm

Kevin Gannon, "A Pedagogy of Hope in a Time of Monsters" Roush 114

### Keynote Reception

Saturday, 6:00pm

Roush Lobby

### Dinner on Main Street

Saturday, 7:00pm

Sign Up Sheets and Group Meet-Ups Roush Lobby

Sunday, July 31

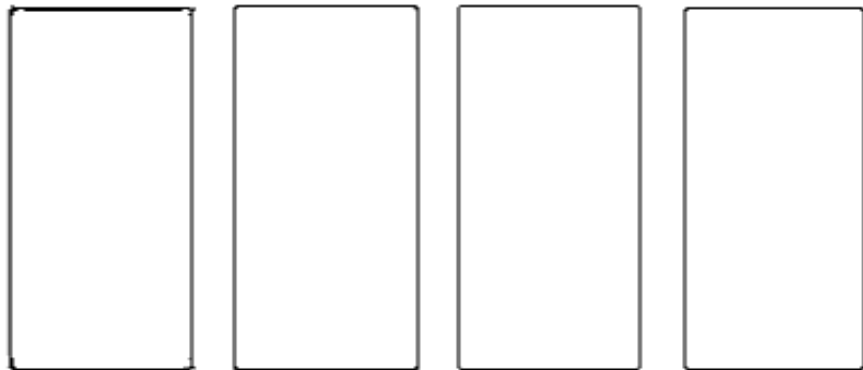
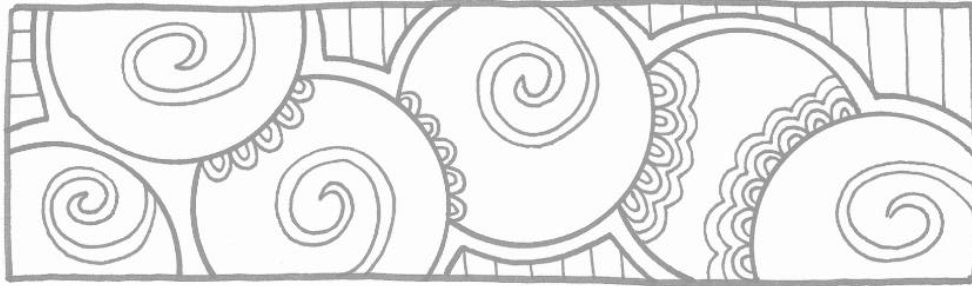
**Breakfast**

**Sunday, 9:00am-10:00am**  
Cardinal's Nest Dining

**Special Capstone Session**

Teaching Spotlight: Anthony Weston

**Sunday, 10:00am-12:00pm**  
Roush 213/210



**AAPT**

**AMERICAN ASSOCIATION  
OF PHILOSOPHY TEACHERS**

# Concurrent Programs

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

## AAPT Seminar on Teaching and Learning Philosophy

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

**Wednesday, 9pm; Thursday–Sunday, 8:15a–12:15p**

Roush Hall, Room 330

### Seminar Directors/Facilitators

Stephen Bloch-Schulman, Elon University, [sschulman@elon.edu](mailto:sschulman@elon.edu)

David W. Concepción (lead), Ball State University, [dwconcepcion@bsu.edu](mailto:dwconcepcion@bsu.edu)

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Jerry Green, University of Central Oklahoma, [jgreen67@uco.edu](mailto:jgreen67@uco.edu)

Mo Janzen, Anoka-Ramsey Community College, [monica.janzen@anokaramsey.edu](mailto:monica.janzen@anokaramsey.edu)

### Seminar Participants

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

PLATO nurtures young people's curiosity, critical thinking, and desire to explore big questions, through philosophy and ethics programs for students, educators, and families. PLATO's innovative educational programs serve thousands of students, teachers, and parents nationally and internationally. PLATO programs foster critical thinking, tolerance and understanding of diverse viewpoints, self-confidence, and analytic reasoning skills. Offering philosophy to young people, including those whose voices historically have been marginalized, brings needed new perspectives to philosophy and the humanities.

PLATO's Seminar for Teachers involves readings and interactive experiences over the four days of the conference. Seminar participants explore philosophical issues, experiment with new pedagogical approaches, and engage in a community of reflection aimed at developing and improving philosophy teaching in schools. Topics include preparing to teach (for example, syllabus design), developing learner-centered philosophy classes, various methods for introducing philosophy to pre-college students, using traditional and non-traditional methods of assessment, and engaging in the scholarship of teaching and learning.

**Wednesday evening:** TBA

**Thursday-Saturday, 8:30-noon, Roush Hall, Room 424**

**PLATO Education Director:** Karen Emmerman, [emmerman@uw.edu](mailto:emmerman@uw.edu)

**Seminar Facilitators:**

Wendy C. Turgeon,	Chair and Professor of Philosophy, St. Joseph's University-NY <a href="mailto:wturgeon@sjcny.edu">wturgeon@sjcny.edu</a> , <a href="mailto:turgeon@optonline.net">turgeon@optonline.net</a>
Stephen Kekoa Miller	Humanities Department Chair, Oakwood Friends School <a href="mailto:smiller@oakwoodfriends.org">smiller@oakwoodfriends.org</a> Philosophy Department, Marist College <a href="mailto:stephen.miller@marist.edu">stephen.miller@marist.edu</a>

**Seminar Participants:**

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Maelle Le Ligne ([maelle.ligne@gmail.com](mailto:maelle.ligne@gmail.com))  
Gilana Levavi ([gilana.levavi@rutgers.edu](mailto:gilana.levavi@rutgers.edu))  
Kathryn Jones ([jonesk@aaps.k12.mi.us](mailto:jonesk@aaps.k12.mi.us) and [dperpich@mac.com](mailto:dperpich@mac.com))

## Keynote Speaker

Saturday, 4:30pm – 6:00pm

Roush Hall, Room 114



### Kevin Gannon

Kevin Gannon is the new Director of the Center for the Advancement of Faculty Excellence and a Professor of History at Queens University of Charlotte in North Carolina. He is the author of *Radical Hope: A Teaching Manifesto* (West Virginia University Press, 2020), and his writing has also appeared in *The Chronicle of Higher Education*, Vox, CNN, and *The Washington Post*. In 2016, he appeared in the Oscar-nominated documentary *13th*, directed by Ava DuVernay. His current projects include a textbook on the US Civil War and Reconstruction eras and a critical examination of gateway and survey courses in higher education.

### Keynote Address

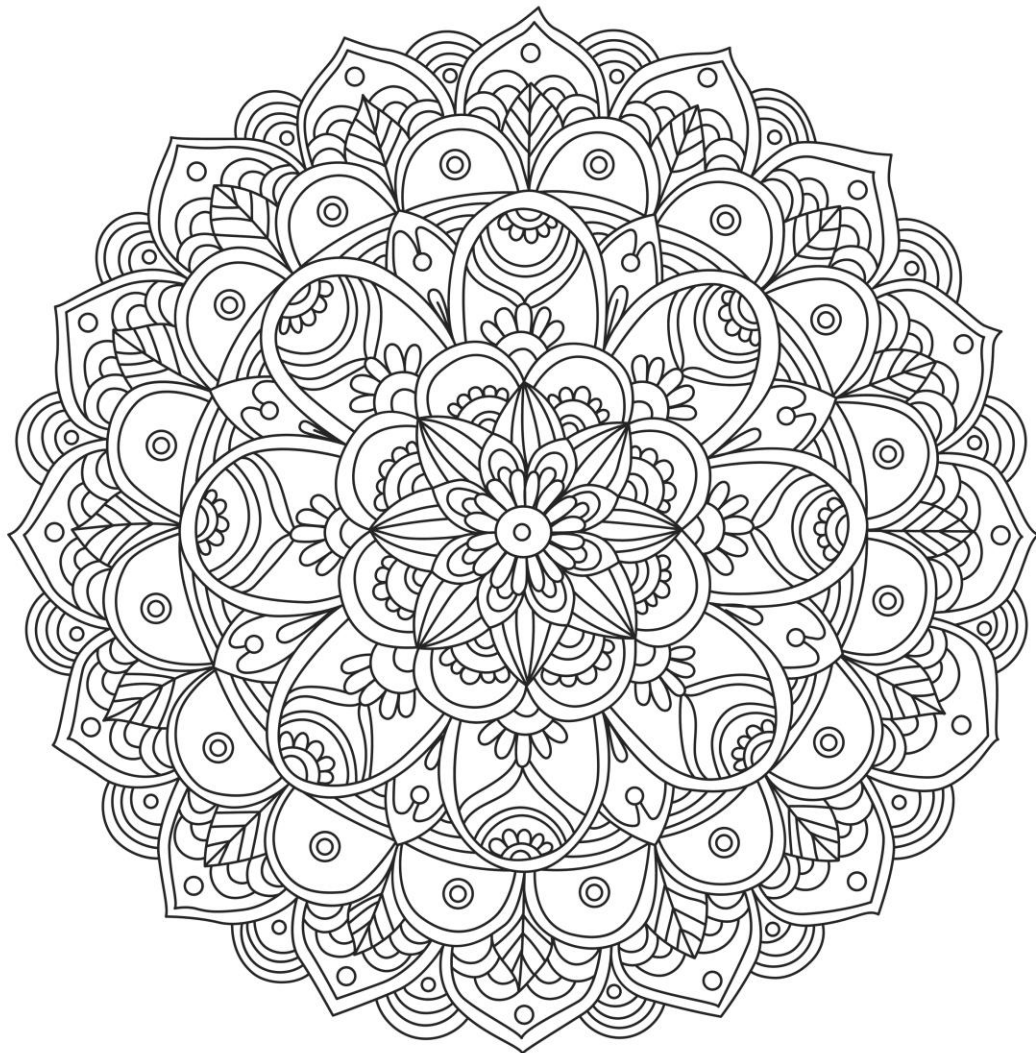
#### ***“A Pedagogy of Hope During the Time of Monsters”***

It’s difficult to escape the monstrous problems which confront those of us who care deeply about higher education and its community. We are still reckoning with Covid-19 and the damage it’s done. Moreover, inequities, injustices, violence, and fear shape the environments in which we and our students have to operate. We reside, to use the (loosely translated) words of philosopher Antonio Gramsci, in “the time of monsters.” While it may seem perverse to talk about “hope” in this context, as we move into this new and uncertain chapter in higher education, it is a pedagogy based in hope that offers us the best opportunity to shape this “new normal” in ways which advance teaching and learning, equity, and justice—both on campus and in our communities. This session will explore the ingredients of a Pedagogy of Hope and offer both principles and concrete strategies for us to make that hope meaningful and operational.



## AAPT Code of Ethics and Conduct

The American Association of Philosophy Teachers is dedicated to an inclusive, supportive, welcoming, and harassment-free conference experience for everyone. We do not tolerate harassment of or discrimination against conference participants in any form, including on the basis of race, color, or ethnicity; sex; gender identity or expression; sexual orientation; disability; age; religion; place of origin; language; pregnancy or parental status; marital or family status; genetic information; or physical appearance, including body size. Discriminatory language of any kind is not appropriate. Sexual language and imagery are not appropriate for any conference venue, including workshop sessions, unless in the context of an academic discussion of sexual topics. Conference participants violating the code of conduct may be sanctioned or expelled from the conference, potentially without a refund, based on the process described in our conference Code of Conduct, which is available as a handout at the conference, and also online at <https://philosophyteachers.org/conduct-2022/>.



# Detailed Program

## Thursday, July 28

### First-Timer Breakfast

**Thursday, 7:00am**  
Cardinal's Nest Dining

Is this your first time at the AAPT workshop-conference? Join a few old-timers for breakfast at the Cardinal's Nest, where we'll answer your questions and welcome you into the community. Free, for those who purchased the meal plan, and under \$10, for those who did not. Find our table flag.

### Welcome

**Thursday, 8:30am**  
Roush Hall, Room 114

### Session #1 (60 minutes)

**Thursday, 9:30am - 10:30am**

**\*\* A. Sarah Vitale**

“Creating a Community of Care in the Philosophy Classroom”

Roush 204

The philosophy classroom is always a privileged space but seems even more so in difficult times. It can be a space apart, one where students can be free to imagine, try on new positions and perspectives, and ask questions they are otherwise not encouraged to ask nor given the time or space to do so. During the pandemic, additional factors have made such a space even more important but also more difficult to access. Our students face more barriers coming to class and doing the work. When they are there, they are often distracted or tired. Many are grieving. Many are suffering from anxiety and depression. In this session, participants will brainstorm ways to create a community of care in the philosophy classroom. We will consider the relevant relationships of care in the classroom and how caring and building community function alongside the class's learning objectives.

**\*\* B. Tricia Van Dyk**

“Role Play as an Effective Alternative to Lecture for Introducing New Content:  
Building Community through Collaborative Learning”

Roush 213

In my elective Introduction to Philosophy class, building community among my very diverse students is vital to creating a safe learning environment that allows them to engage with big questions authentically. The wide variety in cultural backgrounds and worldviews of my students makes it unusually important to engage them in activities that encourage them to interact with their peers in a way that allows their differences to contribute to rather than hamper their learning. I have found simple role-play activities to be a fun and effective way for students to learn new content while at the same time promoting a collaborative classroom. In this session, I present the context and rationale for the activity, then invite participants to try a mini-version of the activity and offer space for reflection on its applicability to various topics.



C. Dennis Earl

“The Joys and Perils of Ungrading”

Roush 116

Three schemes exist for grading, evaluating, or judging student learning: Points- or letter-based grading, specifications or pass-fail grading, and ungrading. Ungrading eliminates or minimizes grading altogether, substituting other feedback for assessment instead. I've experimented with all three schemes over the last six years. This session considers the joys (or strengths) and perils of (or possible objections to) ungrading. The joys include better and more authentic motivation, better learning, and better relationships with students. The perils include worries about the “work” students will do and how well they'll do it. But another peril forces interesting reflections on us teachers: Without grades as extrinsic motivators, students may need help cultivating intrinsically motivated learning. Traditional coursework plays less well with this, and we may find our assignments motivate less real learning than we thought. How to maximize such intrinsically motivated learning is an interesting question for the session.

D. James Lee

“Teaching Component Skills in Philosophy”

Roush 117

This session will cover the teaching of component skills in philosophy. We can distinguish between complex and component skills. Complex and component skills bear a kind of constitutive relation to complex skills. We observe this distinction at use in standard pedagogies related to activities like sports, music performance, and mathematics. The central thesis is that devoting pedagogical resources to the development of component skills, especially at introductory levels, promotes better learning outcomes with respect to complex philosophical skills. Aside from defending this thesis, the majority of the session will be devoted to identifying component skills in philosophy and developing activities that promote the cultivation of identified component skills.

\*\* E. Haley Dutmer

“Teaching to Learn: Teaching a Community-Engaged Philosophy of Education Course to Undergraduates”

Roush 118

Good teaching takes practice. Yet philosophy of education courses tend to focus solely on theory: conceptual, ethical, and epistemic questions arising in educational contexts. In this session, I discuss my experiences teaching my Spring 2022 course: “Philosophy of Education: A Community-Engaged Introduction,” where I integrate the philosophical study of education with students' experiences tutoring 1st-12th grade children at a local community learning center. My students don't just explore questions about the aims of education, the role of caring relationships, or justice in educational systems. They also apply what they're learning to real, pressing, practical questions: What philosophy should guide my tutoring practice? How does this philosophy inform the choices I make as a tutor each day? This session will offer space for discussion of the pedagogy of community-engaged learning and the role that philosophy can play in shaping how we think about the practice of teaching.

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## Session #2 (60 minutes) Thursday, 10:45am – 11:45am

- \*\* A. Sarah Vincent and Tracie Mahaffey  
"Helping Students Rise from the Ashes of Burnout" Roush 204  
Discussions of burnout among faculty are commonplace. Less common are discussions of burnout among students. Unsurprisingly, burnout among students leads to lower academic achievement (Madigan & Curran 2021; Neumann et al. 1990). Interestingly, students who are passionate about their field of study are less likely to experience burnout (Saville et al. 2018). As teachers, we want to encourage student success; as philosophers, we often teach non-majors who may or may not be passionate about their philosophy coursework. In light of both of these considerations, constructing relevant interventions may be crucial to student success in our courses. In this session, we are interested in taking Malesic's (2022) model of faculty burnout and applying it to our undergraduate students. Implementation includes suggestions for a formal "burnout policy" in the course syllabus, strategies for building support networks via in-class groupwork, and tips for facilitating access to support beyond the classroom.
- B. Irwin Chan  
"Assessment as Instruction: Incorporating Formative Assessment in the Instruction Process" Roush 213  
Assessment need not be separate from the instruction process nor formal and written. Drawing inspiration from the theory of mastery learning, this session discusses ways to incorporate informal and oral formative assessments into the instruction process. Doing so can improve student learning and achievements while reduce instructors' marking workloads. Participants will design formative assessments that can be incorporated into the instruction process of their courses while attending to the importance of aligning assessments and instruction with the learning objectives.
- C. Dan Werner  
"Diversifying the Ancient Philosophy Course By Way of Egyptian Texts" Roush 116  
In this session participants will consider some ways in which ancient Egyptian philosophical texts can be integrated within our syllabi and courses. In particular, we will consider how the typical "ancient philosophy" course (focused on the Presocratics, Plato, and Aristotle) can be broadened to include some Egyptian texts—and what the rationale might be for doing so. Participants will be given some sample Egyptian texts to read and reflect on. We will discuss those texts and how they might be used within an ancient philosophy course. Time permitting, we will then engage a few broader questions: Just what counts as a "philosophical" text in the first place? What criteria need to be met for a given reading to be included on a philosophy course syllabus?
- D. Paul Green  
"What is a Learner-Centered Student Outcome?" Roush 117  
As practiced by many scholar-teachers (and exemplified in the work of L. Dee Fink, Terry Doyle, Maryellen Weimer, and Grant Wiggins & Jay McTighe), the paradigm of learner-centered teaching is primarily a paradigm of means-end rationality: Good teaching is defined by how well the teacher helps the students achieve the desired student learning outcomes. However, for many of us, this type of learner-centeredness is not enough; we also want our outcomes themselves to be, in some sense, learner-centered. This session is designed to extend the conception of learner-centeredness to the student learning outcomes. I will propose a criterion to analyze how learner-centered an outcome is (based on the benefit to the learner), and, using the concept of a curriculum ideology proposed by Michael Schiro, articulate a pluralist conception of the goods for our students that we seek as teachers. Participants should leave this session equipped with a

framework that allows them to clarify and express their own understanding of a learner-centered student outcome.

**Lunch Break/Birds-of-a-Feather (90 minutes)**

**Thursday, 11:45am – 1:15pm**  
Cardinal's Nest Dining

**Birds-of-a-Feather Groups: Teaching issues**

Extend the conversation! Meet in small groups with like-minded conference participants in the Cardinal's Nest during the lunch break to discuss some of the most pressing topics in teaching. Free, for those who purchased the meal plan, and under \$12, for those who did not.

Look for the table flag that captures your interest:

- Ungrading/specs grading
- Using social annotation software, like Persuall, to motivate/teach close reading
- Getting student engagement back post-Covid and attending to faculty wellness/exhaustion
- Teaching argumentative writing

**Session #3 (90 minutes)**

**Thursday, 1:15pm – 2:45pm**

**\*\* A. James Lincoln**

“Building Neighborhoods of Philosophical Practice in the Classroom”

Roush 204

Amplified by COVID and reinforced by various forms of injustice, vulnerabilities create walls between students and our lessons. Moreover, both student and teacher are often expected to break through these barriers on their own or to proactively pursue their own self-care for the sake of class success. This attitude of isolation is, in my experience as a scholar with a communications disorder, a form of poison to the human spirit. Yet, creating philosophical neighborhoods in our classrooms is one way to attend to our shared humanity in the context of our vulnerabilities. Starting from the belief that a neighborhood is a place that celebrates with you in times of success and takes care of you when you feel worried, scared, or unsafe, this session aims to help its participants acknowledge vulnerability in the classroom and discuss ways to make vulnerabilities mentionable and manageable in the context of learning. By the end of the session, I hope participants gain the confidence to create occasions where expressions of care extend beyond the immediate lesson to form moments of deep recognition for both the classroom instructor and student.

**B. Claire Lockard, Giancarlo Tarantino, and Stephen Bloch-Schulman**

“Deepening Students' Question-Asking: Templates to Scaffold Skill Building”

Roush 213

Students typically misunderstand what makes for good questions. For example, they tend to think of questions as single sentences which embed no information or point of view. They typically do not pay sufficient attention to the presuppositions of questions and how these presuppositions shape the question asked and any possible answer. They also typically fail to see how questions shape answers. And this is likely--to a greater or lesser extent-- our fault: we typically do not teach question-related skills. In this session, we ask: given the importance of questions in our discipline and the lack of question-related skills that students tend to have prior to their philosophy courses, can we bring the template-based strategies of Graff and Birkenstein together with the current work on questions from Lani Watson and others to help our students uncover how questions work and become more adept at using them? That is, we ask: Given that X is a problem, can we bring together A and B to solve X?

C. Dave Concepción

“Novelty vs. Repetition: What is the Right Balance for Maximal Learning?”

Roush 210

In general, too much repetition (is boring and) tends to reduce motivation and total time spent learning, and novelty increases curiosity and engagement. Yet, too much novelty also tends to reduce motivation and total time spent learning because it is anxiety producing. Importantly, recent research on myelination suggests that more repetition than seems typical of most undergraduate philosophy courses should increase learning. Attendees in this session will participate in a learning experience that involves throwing things (not at each other . . . don't worry!) so as to experience different amounts of novelty and repetition. Then, after a five-minute lecture on myelination, attendees will be guided through some reflection questions and participate in a large group discussion. Attendees should leave with a new or refined way of thinking through whether and when they should increase the amount of deliberate practice (aka repetition) their students experience.

**Session #4 (60 minutes)**

**Thursday, 3:00pm – 4:00pm**

\*\* A. Karl Aho

“Equipping Students for More Equitable Classroom Communities”

Roush 204

The COVID pandemic exacerbated already extant inequities within classroom communities. A national survey by Temple University's Hope Center for College, Community, and Justice found that during Fall 2020, 3 in 5 students faced basic needs insecurity. These inequities remain present pedagogical concerns. As Socrates frequently suggests, people need at least some leisure to practice philosophy. And Aristotle argues that our students need external goods in order to fully flourish. This session explores resources that teachers of philosophy can use to help their students approach the classroom from a more equitable standpoint. In addition to surveying statistics about basic needs insecurities that college students face, participants will take part in a brief simulation that uses access to course textbooks as an example of how these insecurities may affect students and their approaches to the classroom as a learning community on (or even before) the first day of class. Then we will consider ways philosophy teachers can respond, e.g. using Open Educational Resources or other affordable learning materials, helping students locate other campus resources, and using philosophical ideas (e.g. Aristotle's notion of human flourishing) as an occasion for addressing basic needs insecurity throughout the semester.

B. Mo Janzen and Sarah Donovan

“More Than Just a Honeymoon: Tips for Sustainable and Positive Classroom Vibes Throughout the Semester”

Roush 213

Rather than follow the tragic arc of “falling in love” with the students in the first weeks, enjoying the “honeymoon,” noticing problems, and then “breaking up,” we want to think about the following questions: How can we sustain and deepen that first-day energy throughout the semester? How can we construct a teaching persona that is authentic? What are course policies that reflect who we want to be in the classroom (digital/in person) and help us manage the class? How does course design factor into our ideas about who we are as teachers? In this workshop, we encourage participants to analyze some dynamics that contribute to a classroom relationship. First, participants reflect on the idea of a teaching persona, and what theirs might be. We then examine the course policies participants might identify with each persona, analyzing possible benefits or burdens these policies might create. Finally, we focus on ideas about how course design can align with our ideas about who we

are as teachers. Throughout, we'll encourage self-reflection about who each participant is in the classroom, and how to construct positive and sufficiently complex classroom interactions to ensure we're still in "love" at the end of the semester.

C. Jerry Green

"Addressing Learning Loss without Losing It"

Roush 116

When the COVID pandemic first caused educators to quickly adapt to virtual teaching strategies in Spring 2020, many hoped it would be a short-term disruption. Having now gone through five semesters of the pandemic (and counting), students have been subjected to years of experiments, compromises, and attempts to make the best of a bad situation. This disruption will be with us for years to come: our current juniors and seniors may have no experience of a "normal" semester, and our freshman and sophomores have come to college even less prepared than the (already inadequate) baseline. This issue is likely to linger for the rest of this decade at least, as students advance through the K-12 system and into college. This presentation gives participants simple strategies and modular resources to use to successfully reach a student population that has had much less time to practice academic skills and internalize academic norms than their predecessors. These strategies give faculty an opportunity to recommit to simple pedagogical best practices.

D. Michael Sigrist

"Thinking like a High Schooler: Some Lessons from the High School Classroom for University Instruction"

Roush 117

A major goal of high school education is to prepare students for college. There is less focus on the reverse: preparing college instructors for high school students. Yet that is, in effect, what a first-year student is. The purpose of my presentation is to better familiarize college instructors with some of the typical learning environments and expectations high school students bring with them into their first-year classrooms. The goal is to start to build a better bridge between what students are used to in high school and the increased content load and rigor of college instruction. I focus on templates for lesson planning, ideas for differentiation, time management, assessment, and methods of engagement. The presentation includes an interactive lesson modeling how a text like Descartes' *Meditations* might be taught in a first-year classroom sensitive to the high school experience.

E. Kristina Grob

"Academic Redlining and Appreciative Education: What Can We Do About Persistently White Classes?"

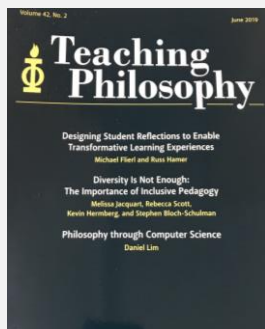
Roush 118

Appreciative advising may help advisors to avoid inadvertent "academic redlining," by which I mean steering students into some classes rather than others, deliberately or not, according to implicit biases. I start with an overview of appreciative inquiry in education: its history, development, and application to teaching, advising, and leadership. Next, I will offer a more in-depth argument for and demonstration of how I see appreciative advising as being potentially a powerful tool not just for retaining students, but also for helping students to explore interests they didn't realize they could have, leading them to take courses they might not have known they might enjoy. Finally, we'll work together to role-play appreciative inquiry in advising and in the classroom to help attendees see how skills in philosophy pedagogy transition really well to advising pedagogy and can work together to promote not just student retention but also anti-racist education.

**:30 Break**

## Panel: Lenses Prize Winners

Rebecca Scott, Kevin Hermberg, Stephen Bloch-Schulman, and Melissa Jacquart, on their award-winning essay, [“Diversity Is Not Enough: The Importance of Inclusive Pedagogy.”](#) from *Teaching Philosophy* 42, no. 2 (2019).



In this interactive plenary session, the paper's co-authors will guide participants through a reflection on the five principles for inclusive teaching that are outlined in their paper: fostering growth mindset, examining authority, promoting transparency, encouraging flexibility, and promoting self-reflection. The primary goal will be to help instructors find ways to incorporate these principles into their own teaching practice. Following this reflective workshop, the co-authors will also discuss what roles philosophers and philosophical voices might play in the Scholarship of Teaching and Learning and will discuss how participants might bring their own SoTL research to fruition.

### Dinner/Break

Wine and Cheese Reception and Philosophy Trivia

Thursday, 7:00pm-9:30pm

## Wine and Cheese Reception

Hosted by Otterbein Philosophy Department



Thursday, 7:00 p.m.

Philomathean Room, Towers Hall

## Philosophy Trivia Night

Created and Hosted by Russell Marcus

Thursday, 8:00 p.m.

Philomathean Room, Towers Hall

(wine and beer cash bar continuing through 9:30 pm.)



Challenge yourself and your knowledge of philosophical minutia with rounds of a philosophy pub quiz.



# Friday, July 29

## Members Meeting

**Friday, 8:30am**  
Roush Hall, Room 114

## Session #5 (60 minutes)

**Friday, 9:30am – 10:30am**

**\*\* A. Alan Penczek**

“Using Creative-Thinking Techniques to Identify Opportunities for Community Engagement”

Roush 204

Philosophy may seem at first the discipline least amenable to engaging with communities outside of campus, yet it was Socrates who roamed the streets of Athens, and in recent years philosophers have even shown leadership in this approach. Almost any course is amenable to incorporating community engagement. After reviewing some examples, participants will be guided through one or more creativity exercises designed to identify such opportunities in courses they teach or otherwise have an interest in. In keeping with the spirit of the conference, group techniques will be employed. Possible exercises include “Wildest Idea,” “Analogies/Metaphors,” and “Left Brain/Right Brain Alternation.” Step-by-step instructions will be provided. Time permitting, the place of creativity techniques in the broader context of problem-solving models will be reviewed.

**B. Rory Kraft**

“Intro to Philosophy by Introducing Philosophical Methods”

Roush 213

The vast majority of Introduction to Philosophy courses are designed as either a) history of philosophy or b) problems of philosophy courses. In the first, we tend to start with the Greeks and march on for sixteen weeks dipping into schools of thought, key texts, and interesting figures. In the second, we give a sampling of the problems/questions of philosophy, maybe starting with the metaphysical and moving by sub-discipline through to ethics. As a function of our college’s general education system, I have been thinking a lot about the disciplinary perspectives of philosophy. Why are some questions philosophical? What methods are appropriate philosophy? Which means of analysis are routinely excluded from philosophy? In this session I sketch out how an Intro to Philosophy class can function when we turn from the content of philosophy (in either history or problems approach) to the methods used in the past and today when we do philosophy. In these courses students take on the role of philosophers using various techniques and are prompted to think throughout about the methods being used.

**C. David Sackris**

“Metacognition and Exam Preparation”

Roush 116

Students fail exams in the humanities for a variety of reasons: they didn’t complete the assigned readings; they didn’t spend an adequate amount of time preparing; the way in which they did prepare was not suited to the nature of the material. However, students often do not ever explicitly acknowledge or reflect on these core problems. In response, I adopted “exam wrappers.” Exam wrappers are short assignments handed back with the first graded exam that ask students to reflect on their preparation practices in relation to their exam grade. The goal is to prompt reflection on the part of the student concerning what they did (and didn’t do) to prepare for the exam, as well as reflect on the areas that they lost points and why. The wrappers are then redistributed one week prior to the second exam to encourage students to take a new approach to their preparation.



D. Paul Blaschko

“Transformative Philosophy: “How to Design a High-Impact  
Philosophy as a Way of Life” Course at Any Level”

Roush 118

Philosophers face many challenges in designing engaging and meaningful courses. Often students enter college with little background knowledge or understanding of what philosophy is, and what relevance it might have in their lives. Philosophical methodology can be particularly difficult for students to grasp and apply in just a semester or two. Historical and contemporary texts in philosophy can be inaccessible to the beginner. In recent years, though, more philosophers have been exploring the idea that philosophy can be approached as a “Way of Life” discipline in both their research and teaching. The “Philosophy as a Way of Life” (PWOL) approach emphasizes traditions within philosophy, like Aristotelian virtue ethics or Roman stoicism, aimed at defining, and helping us achieve, “the good life.” In this session, I’ll explain the benefits of using PWOL to design philosophy courses, and provide a step-by-step overview (that uses a basic backward design approach) to doing so.

**Session #6 (90 minutes)**

**Friday, 10:45am – 12:15pm**

A. Rebecca Scott

“Critical Hit: Teaching Ethics with Role-Playing Games (RPGs)”

Roush 204

In this session, I will share the role-playing game (RPG) that I use as a culminating activity in my Ethics classes. In my classes, students work together to design characters based on the philosophers we have learned about throughout the semester. Students then inhabit these characters as they navigate a series of ethical decisions in a game I have designed inspired by Dungeons and Dragons (D&D). In my experience, using RPGs in the classroom achieves a number of goals: it positions students as co-constructors of the learning environment; it allows for genuine spontaneity and unexpected discussions; and it injects fun and playfulness into the learning environment. In this session, participants will have a chance to play the game and discuss benefits, drawbacks, and other applications of RPGs in philosophy classes.

B. Brynn Welch

“Demystifying Writing”

Roush 213

In this session, we will explore ways to give students a sense of ownership of both the writing process and the eventual (and inevitable) assessment. During the writing process, we often break down the process into drafts, but what goes into the draft? How can we help students who struggle to see the “big picture” of their paper? In this part of the session, we will discuss meaningful ways to break down the overall assignment such that a) the process remains manageable for both students and the professor, b) students steadily move toward the end goal, and c) students are able to focus on process rather than panic about the grade. In terms of assessment, offering students the chance to design the rubric by which they will be graded encourages them to think about the components of a “good” paper and how much those components matter relative to one another. When they do this before they have even begun to imagine their own paper topic, they both set high standards for themselves and start to think about assessment as part of the process of writing rather than as merely the grade they receive at the end.

E. Justin Kalef

“Ten Ideas for Making the Most of Viewpoint Diversity in Philosophy Class”

Roush 210

Many students and faculty today seem to hold stronger and stronger beliefs about more and more things while doubting less and less. In such an environment, close

philosophical examination of our ideas promises to be both exciting and necessary. But how can we bring our students into critical and self-critical discussion and reflection when almost any opinion can be interpreted as a political declaration or betrayal? And how can we lead them into sincere, open and productive conversation with their interlocutors when they feel that so much is at stake? I have explored these difficult questions through experiments in my teaching work for several years now, and now invite you to join me in discussing the ten ideas I have found to be the most helpful.

**Lunch Break/Birds-of-a-Feather (90 minutes)**

**Friday, 12:15pm – 1:45pm**  
Cardinal's Nest Dining

**Birds-of-a-Feather Groups: Institutional issues**

Extend the conversation! Meet in small groups with like-minded conference participants in the Cardinal's Nest during the lunch break to discuss issues that arise at your particular form of institution. Free, for those who purchased the meal plan, and under \$12, for those who did not.

Find the appropriate table flag:

- Teaching at an institution with heavy research requirements
- Two-year colleges
- NTT faculty/adjuncts
- Small Liberal Arts Colleges
- Small departments

**Session #7 (60 minutes)**

**Friday, 1:45pm – 2:45pm**

**\*\* A. Bailey Szustak and Maria Mejia**

“The Praxis of Community Agreements for Liberatory Education” Roush 204  
Community Agreements, originating in abolition and activist movements, have recently become a popular tool for inclusive teaching. If community agreements are used only as a syllabus policy or one-off class activity, they become performative gestures rather than transformative pedagogy. Understanding community agreements within the praxis of community organization and mutual aid can help us recognize the ways we teach from within “the Master's house” and inspire liberatory and transgressive teaching practices for student empowerment. In this session, we will use the community agreement as our framing mechanism for exploring three necessary considerations in inclusive pedagogy: that inclusive teaching must be the result of ongoing community praxis; that students and instructors must co-create their learning experience; and that pedagogy must be actively humanizing and radically inclusive to disrupt the oppressive status quo. These insights will be accompanied by examples of practical classroom education and opportunities for reflection and generative brainstorming.

**B. Mark Herman**

“Create Your Own Thought Experiment” Roush 213  
Create Your Own Thought Experiment is a project that teaches students how to “reverse-engineer” a thought experiment that challenges an ethical theory—in this case, utilitarianism. Students are provided step-by-step guidance on how to make this canonical “move.” In my experience, this skill is not explicitly taught, leaving its acquisition to the vagaries of implicit uptake, which is less than ideal for pedagogical inclusivity. The project provides students an opportunity for creativity and expression and—with an opt-out—the satisfying exhibition of their work when completed thought experiments are posed to the class. I created this project (and supplemental reading) and have assigned it in dozens of introductory-level philosophy courses. Session attendees will receive an overview of the project, get hands-on experience creating their

own (sketch of a) thought experiment, join in Q&A and general discussion, and leave with information on how to implement the project in their own courses.

C. Jonathan McKinney

“Philosophy for Children (p4c) in Online and Hybrid Classes”

Roush 116

Teaching is a collaborative project from beginning to end. The success of this collaboration rests upon the integrity of the classroom environment. During the global pandemic, the nature and medium for classroom environments has drastically changed, undermining many community-based teaching methods. Consider the community inquiry approach of the Philosophy for Children (p4c) Hawai'i project, which brings students together in a physical circle and co-creating a space where everyone feels comfortable and welcome. While synchronous and hybrid in-person classes could be adapted to focus on community building when meeting in person, there are additional risks involved. For online, asynchronous, or socially distant classes, building a discussion-based community is particularly challenging, but not impossible. An online class requires a new space for community inquiry and a way to bring people together in an accessible way without relying upon traditional lectures. I propose that building an online community-based class can be done through the combination of the Kialo-Edu discussion platform and the plain vanilla community inquiry format.

D. Alida Liberman

“Value-Laden Course Goals: Should We Ever Aim to Change Students’ Attitudes?”

Roush 117

This session will engage participants in a conversation about whether it is pedagogically and morally appropriate to aim to change your students’ beliefs, values, or areas of concern as a result of taking your course—for example, to become more sympathetic to the aims of feminism, or to be motivated to combat climate change, or to reject racist attitudes. When (if ever) should we adopt such goals? Are there ways to do this that respect student autonomy and avoid “indoctrination?” If so, how should we attempt to achieve such value-laden goals? Should we be open and transparent with our students about these goals, or should they remain hidden? Can such goals be assessed or graded, and does it matter if not? The session will involve individual reflection and interactive conversation about these questions.

E. Justin Perry

“An Integrated Virtue Ethics Pedagogy” (30 minute presentation)

Roush 118

The siloed nature of traditional ethics pedagogy undermines individuals’ conceptions of their moral agency, which prevents the development of practical wisdom and the inculcation of character. This interactive discussion will consult Aristotelian virtue ethics, the University of D.C.’s general education department’s innovative design, military training, and participant’s experiences at their home institutions. It will build a framework for the development of character where ethics is not a focus of instruction to inform an ethics pedagogy integrated into broader courses and trainings. Virtue ethics’ ‘agent-evaluative’ framework centers the type of moral growth that enables learners to engage with complexity outside of ethics courses in a consistently ethical manner. A virtue ethics account posits that the institution must enable learners to understand differing conceptions of the ‘good,’ to develop rational deliberative capacity, realize they always possess moral agency, and conceive of themselves as morally relevant actors in all situations. In the military example, this will require a collaborative re-tooling of pedagogy that would not only affect ethics training, but also combat, legal, and all other training that bears ethical attributes. This discussion may inform ethics training in the academy and any institution that hopes to motivate virtuous acts in morally complex environments.

## Panel: AAPT/APA/TPA Teaching Prize Winners



Mo Janzen (Anoka-Ramsey Community College, 2021 winner)  
Russell Marcus (Hamilton College, 2020 winner)  
Mara Harrell (University of California, San Diego, 2018 winner)

The Prize for Excellence in Philosophy Teaching recognizes a philosophy teacher who has had a profound impact on student learning of philosophy in undergraduate and/or pre-college settings. For this plenary session, we gather to meet and learn from three recent winners of the APTA/APA/TPA Prize for Excellence in Philosophy Teaching. So we are excited to have these three recipients join us and share with us their wealth of experience. Each will speak for about 10 minutes, and then we will open things up for a lively Q&A session.

**:30 Break**

**Friday, 4:30pm – 5:00pm**

**Session #8 (90 minutes)**

**Friday, 5:00pm – 6:30pm**

A. Anthony Weston

“Teaching as the Art of Staging”

Roush 213/210

This workshop introduces a conception of the teacher sharply different both from the teaching-as-telling (“Sage on the Stage”) model of the teacher and from the supposedly opposite model of the teacher as facilitator or coach (“Guide on the Side”). What I call an “Impresario with a Scenario” is a teacher who sets up self-unfolding learning challenges and adventures – off-beat and unexpected problems, unscripted dramas or role-plays, simulations that might take ten minutes or maybe a whole term – all designed so that the dynamic situation itself frames and drives most of the action that follows. We’ll play out this model’s key pedagogical design strategies as well as looking briefly at its underlying Philosophy of Education.

\*\* B. Two 30-minute Presentations

Roush 204

Merritt Rehn-DeBaal

“Communal Learning Assignments: Mitigating Ethical Costs for First-Gen Students”

In her book *Moving Up Without Losing Your Way*, Jennifer Morton draws attention to the ethical costs that first-generation college students face in attending college, including strain on relationships with friends and family and loss of community and identity. In this workshop, I will share strategies for creating assignments that help to mitigate these costs by drawing on and strengthening students’ connections to their friends, families, and classmates while helping them build philosophical skills and develop their understanding of course material. Participants will leave with concrete strategies for creating assignments that draw on and strengthen students’ connections to their home and university communities.

Aliosha Barranco-Lopez

**“How to Build Community, Create Safe Discussion Spaces, and Help Your Students Formulate Interesting Questions”**

This session has two main purposes: 1) To talk about how including non-cognitive learning objectives in our classes can help us overcome important pedagogical challenges that might prevent us from achieving other cognitive learning objectives we might have. 2) To share an assignment, which I call “Special Preparation to Participate” (SPP) that can help us face some pedagogical challenges that usually come with the participation component of our classes. For many, participation is a complex exercise that could isolate many students who are not comfortable sharing their ideas. Feelings of isolation might interfere with our students’ abilities to process the class content. SPP ensures that each one of the students in a class actively participates in each session, but most importantly it is helpful to build a strong sense of community in the classroom: students see each other as team players helping each other out.

**B. Lensen Essay Prize 2020 Spotlights**

Roush 212

In this spotlight session, we spend some time in conversation with two authors whose work received honorable mentions for the 2020 Lensen Prize. We’ll have 30 minutes with each speaker, who’ll introduce their paper before we have a Q&A.”

Gwen Daus, on “Rancière and Pedagogy: Knowledge, Learning, and the Problem of Distraction,” from *AAPT Studies in Pedagogy* (2019)

Victor Fabian Abundez-Guerra, on “How to Deal with Kant’s Racism —In and Out of the Classroom,” from *Teaching Philosophy* (2018).

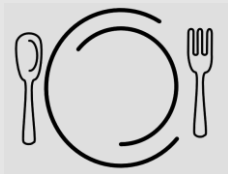
**Conference Banquet and Presidential Address**

**Friday, 7:00pm**

**Conference Banquet – Presidential Address  
and presentation of Prizes and Awards**

**Banquet begins at 7:00**

The Point Event Forum at Otterbein



**Presidential Address  
Emily Esch**



**President, American Association of Philosophy Teachers**

Professor of Philosophy, College of Saint Benedict and Saint John's University

*“What are the Instruments of Good Works?  
Renewing and Rebuilding Community  
with Help from a 6<sup>th</sup> century Monk”*

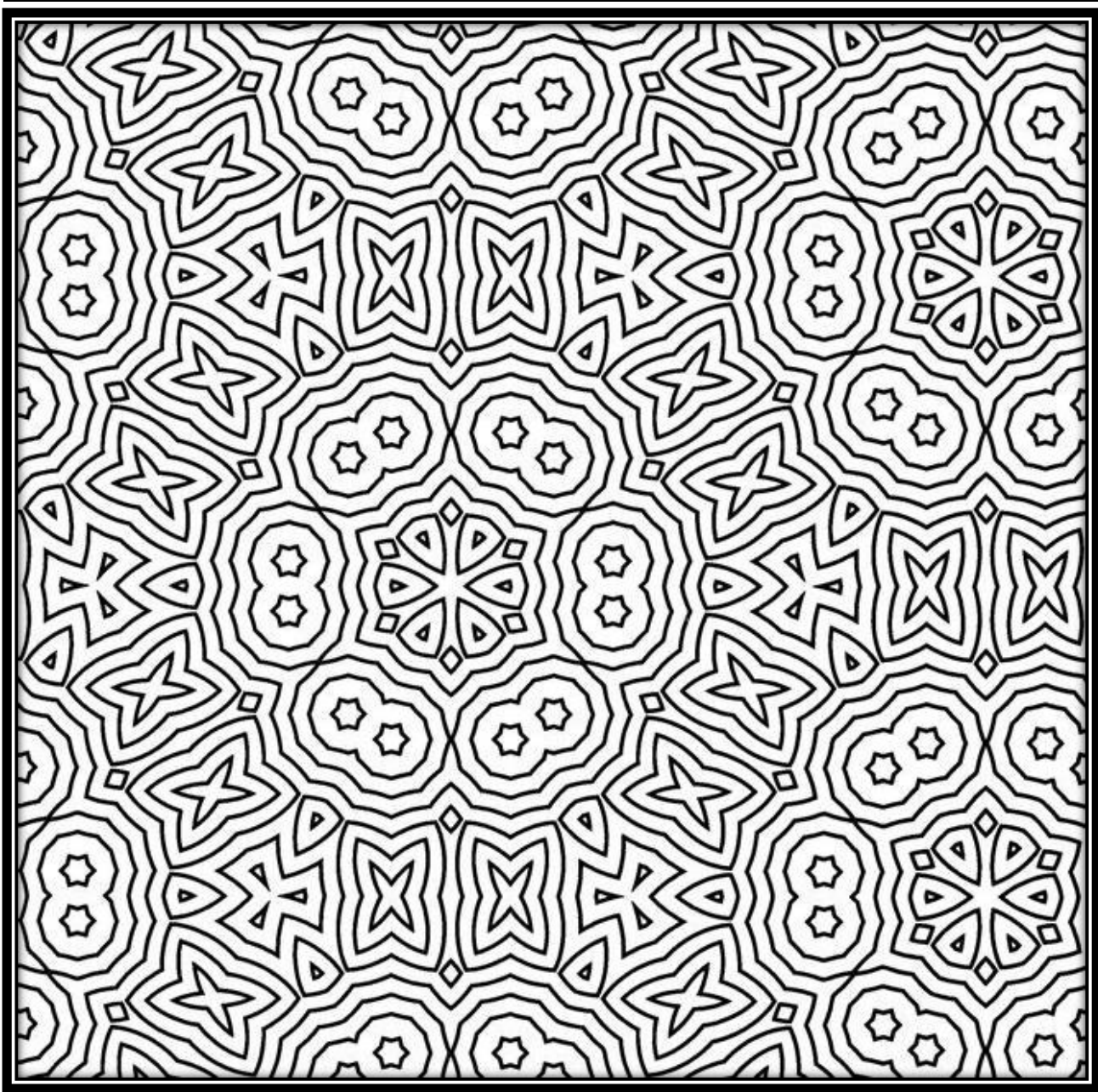
With assistance from Benedict of Nursia, Dr. Esch reflects on the last fourteen years of the American Association of Philosophy Teachers as we imagine new ways to move forward after a trying two and a half years.

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# Saturday, July 30

Session #9 (60 minutes)

Saturday, 9:30am – 10:30am

- \*\* A. Reading Group Discussion with Kevin Gannon on his book *Radical Hope: A Teaching Manifesto* Roush 204
- In this discussion, facilitated by Executive Director Alexandra Bradner, AAPTers will have an opportunity to discuss themes and thoughts about this book with its author. While this session was inspired by an AAPT book group on *Radical Hope* in 2021, anyone is welcome to attend and participate in this morning's conversation. If you don't have Gannon's book already, it can be purchased [here](#) or [here](#) prior to the conference. Here's the book summary from West Virginia University Press: "Higher education has seen better days. Harsh budget cuts, the precarious nature of employment in college teaching, and political hostility to the entire enterprise of education have made for an increasingly fraught landscape. *Radical Hope* is an ambitious response to this state of affairs, at once political and practical—the work of an activist, teacher, and public intellectual grappling with some of the most pressing topics at the intersection of higher education and social justice. ...*Radical Hope* surveys the field, tackling everything from impostor syndrome to cell phones in class to allegations of a campus "free speech crisis." Throughout, Gannon translates ideals into tangible strategies and practices... with the goal of reclaiming teachers' essential role in the discourse of higher education.
- \*\* B. Ben Lennertz  
"Engaging Students and Creating Community with Student-Generated Memes" Roush 213
- A student-generated memes assignment can produce high levels of student enjoyment, engagement, and community-building. Since it requires students to take part in creation, and to connect philosophical topics to their life outside the classroom, it appears to help students solidify their understanding of key concepts more effectively than passive studying techniques. And since it can be implemented in a way that encourages students to interact with each other's memes, it creates a sense of shared community that is philosophical and social. A student-generated meme component can be added to a course for a small and enjoyable time-investment from the instructor. This session will include a workshop where participants learn about the meme-generation component by completing an assignment as students would: generating their own philosophical memes and interacting with their co-participants memes in a virtual space.
- C. Pat Hope  
"Teaching Philosophy through Writing" Roush 116
- My session will investigate the role of writing in teaching philosophy by considering recent empirical work on the role of writing in the process of learning across academic disciplines and specifically within philosophy. We will begin by analyzing the role of writing as a form of transformative cognition, paying special attention to the tools that students use to write and the effect these tools have on the cognitive impact of writing. We will then discuss the possibilities and drawbacks of incorporating digital forms of writing in our teaching, whether basic word processing, online discussion boards, or more advanced technologies like wikis, notetaking and bibliographic software, collaborative writing spaces, and the like. Next we will collectively enumerate the different kinds of writing that we already incorporate into our teaching process, for example term papers, discussion posts, reading responses, presentations, group writing, editing, and notetaking. We will then collaboratively formulate a set of learning objectives for the use of writing in teaching philosophy and evaluate how the different kinds of

writing we have enumerated advance those learning objectives. Finally, we will synthesize these reflections into a plan for how to incorporate into our classes in order to advance our learning objectives.

D. Daniel Lim and Jiaxin Wu

“Philosophy Through Computer Science”

Roush 118

Given the centrality of computation in all areas of life, leveraging the inherent importance and popularity of computation for pedagogical purposes would be strategic. The core idea is to teach key philosophical concepts and issues through teaching computer science. Possible philosophical issues include: external world skepticism, the functionalist theory of mind, the existence of God, the relationship between free will and determinism, and the problem of induction. The computational concepts that can be used to introduce and clarify these issues include: digital image manipulation, functions, recursion, cellular automata, and machine learning. This is a novel approach to teaching philosophy that has no precedent.

**Session #10 (60 minutes)**

**Saturday, 10:45am – 11:45am**

\*\* A. J.L.A. Donohue, William Cochran and Trystan Goetze

“Creating a Classroom Community with Unfamiliar Students and Limited Time” Roush 204

Teaching philosophy in a non-philosophy classroom has become increasingly common. For example, the session facilitators have experience teaching ethics to computer science students in the computer science classroom. These students are often unfamiliar to the instructor and unused to learning in a more discussion-based and community-learning format. While we know that establishing the classroom as community is important to student learning, creating community can feel both impossible when our time with students is limited. This presentation will cover ideas and suggestions for creating and fostering a classroom community when students are unfamiliar to the instructor and the instructor does not have much time to spend with those students. We anticipate the quick community-building tools we share could also be effective in other settings, including traditional classrooms, but we will focus on tools and strategies that can help create, build, and foster community when time is especially short.

B. Amy White. James Stacey Taylor and David Suits

“Making Classes Come Alive by Talking About Death”

Roush 213

Martha Nussbaum (2013, 26) once noted that discussing the Epicurean view of death—that death is not a harm to the one who dies—is “a sure-fire way of making a class come alive.” This is not surprising: The Epicurean view seems at first to be both plausible and yet somehow wrong. But what might be surprising is how relevant the metaphysics of death is to a wide variety of philosophical topics—and how readily it can be used to engage with culturally diverse approaches to philosophy. We will begin this panel by addressing ways to teach both sides of the debate over whether or not we should accept the Epicurean view that death is not a harm to the one who dies. We will then explore how to incorporate discussion of cultural differences into teaching the classical problems of death and dying. Finally, we will outline various approaches that could be taken to draw students into lively discussions of further issues in the metaphysics of death, such as the question of whether it is possible to harm someone after they have died.



C. Jessica Gonzalez

“Taking Philosophy Outside the Classroom: Science, Culture and Philosophy at 13,000 Feet”

Roush 116

Philosophical discussions in the classroom are often incredibly meaningful, both to students and their instructor. One limitation of the classroom setting, however, is that the topic of discussion can get left behind when students walk out the door. In this session, I will encourage participants to imagine ways they can step outside the boundaries of the classroom. I will share my experience of taking a philosophical field trip and bringing my students 13,000 feet above sea level to discuss the intersection of cultural and scientific values. In doing so, I will outline four steps I think can serve as a guide for others seeking to take their students outside the classroom as well: listening, preparing, knowing your limits, and reflecting. Participants will workshop and brainstorm concrete ideas to take philosophy outside the classroom.

D. Evan Dutmer

“A Modular Approach to Virtue Acquisition”

Roush 117

Virtue-centered character education aims to activate profound lifestyle, intellectual, and behavioral changes in learners through virtue literacy, reasoning, and practice, as well as study and reflection on the good life for human beings. But once our students know what they want—the good, virtuous life, let’s grant—how do we empower them to really start this journey? How do we give them the practical tools necessary to continue their character growth outside of our classrooms? In this session I provide a few tools I’ve used to help students chart and plan their virtue acquisition within and beyond my ethics classrooms. In particular, drawing from my own virtue ethics teaching in a boarding high school that served students both in-person and at a distance in 2020-2, and inspired by the pioneering work in character education at the Jubilee Centre for Character and the Virtues, as well as building upon the existing adoption of the VIA Character Strengths Model in our Department of Leadership Education, I propose what I call a “modular approach” to acquiring and practicing the virtues within the context of an ethics course.

**Lunch Break/Birds-of-a-Feather (90 minutes)**

**Saturday, 11:45am – 1:15pm**

Cardinal’s Nest Dining

**Birds-of-a-Feather Groups: Departmental issues**

Extend the conversation! Meet in small groups with like-minded conference participants in the Cardinal’s Nest during the lunch break to discuss emergent and long-standing departmental issues. Free, for those who purchased the meal plan, and under \$12, for those who did not.

Find for the table flag that captures your interest.

- Student recruitment
- Syllabi expansion
- The major (progress through the major, gateways and capstones)
- Learning outcomes and mission statements

**\*\* A. Kimberly Van Orman****“Small-Group Activities as a Means of Creating Community”**

Roush 204

We know that student collaboration is a high-impact practice that can have a great impact on students’ educational experiences, but have too often seen how group work can go poorly. Some of us work in schools where students work long hours after class, making scheduling group projects very difficult. In this session, you will experience examples of some group activities as you learn about how to design them. I have used these in courses from first-year to graduate level philosophy courses including advanced logic courses and courses in which students are asked to consider and discuss sensitive topics to great effect. Come and learn how to create focused activities for groups and easy group management techniques that can help to build the kind of communities that increase student belonging, allow you to give increased feedback on students’ learning, and make teaching more fun for you!

**B. Emily Lange, Gaile Pohlhaus, Stephen Bloch-Schulman****“Beyond “Add students and stir”: Co-teaching with Students, the Collaborative Classroom, and So Much More”**

Roush 213

In this workshop, we will explore various models for co-teaching with students. Our aim is to broaden participants’ understanding not only of the models employed and activities possible but also the learning goals achievable for co-teaching with students. For example, we most often identify co-teaching with graduate assistants and thus assume the purpose of co-teaching is to develop teaching skills towards future employment as a faculty member; and to lessen the burden on faculty, particularly around grading. But co-teaching is also a powerful pedagogy in itself, shown to be useful in teaching content and methods within a discipline. We will ask participants to discuss the various forms of co-teaching in which they already engage at their institutions, consider how different models for co-teaching are related to different learning goals and activities, and develop at least one way in which they can either begin to engage or add to their own practice of co-teaching with students. We are especially interested in graduate student participation as they are often in a position to do meaningful co-teaching, even if those opportunities are typically left unrealized (or not fully realized). We also want to shine a light on ways that undergraduate students, too, can co-teach, even when they are not content experts—and we will discuss our own experiences with such co-teaching.

**C. Chris Blake-Turner****“Diversify Your Ethics Syllabus”**

Roush 116

This interactive session will help participants diversify their ethics syllabi. The focus will be on topics in bioethics, but the session is intended to be of use to anyone teaching ethics. For instance, the topics can be included as units in more theory-focused classes, such as a traditional introduction to ethics course. Various marginalized identities intersect with ethics in important and interesting ways, but too rarely are diverse authors and topics included in ethics courses. The aim of this session is to change that. You’ll learn how to implement three underdiscussed topics: race, disability, and gender. Emphasis will be placed on the value of diversifying a syllabus not only as a matter of justice, but also as a way of helping students better achieve learning outcomes. We’ll end by considering the limits of syllabus diversification and the importance of a more thoroughgoing approach to inclusivity in the classroom.

- \*\* A. Moya Mapps  
 "Cultivating Community in Writing-Intensive Courses" Roush 204  
 Writing exercises can be a way to (among other things) strengthen relationships, both student-student and student-teacher. On the flip side, building community can (among other things) make it easier for students to become better writers: the more students like and trust each other, the more willing they will be to share their work, to take risks, and to give and receive feedback. In this session, we will explore the relationship between teaching writing and building community. We'll close with a discussion of peer workshops.
- B. Jack Musselman  
 "Teaching Philosophy to High School Students Visiting Campus: A Sample Class that Makes Ethics Challenging, Fun and May Recruit Students to Your Campus, Too" Roush 213  
 This session will introduce teaching colleagues to a lively mock ethics presentation I've done for many years for local high school students (on and off my campus), for prospective college students, and for their parents and high school counselors as well when they all visit campus. The presenter (with a one-page handout) moves from two case studies where an agent's motive to act and the act's outcome differ, and then asks if the students' culture or religion tell them everything they need to know about morality. When students indicate more is needed, the presenter covers Gert's Definition of Morality step by step, and then breaks the students into small groups to discuss case studies. The session ends with the presenter saying where students can find more information online about ethics and a short discussion of succeeding in college—and why they may wish to go to the presenter's school.
- C. Carissa Phillips-Garrett  
 "Oral Exams as a Means of Developing Philosophical Conversational Skills" Roush 116  
 Developing the capacity for students to do philosophy and not just read about philosophy involves coming to see philosophy as a conversation. Often this is a written conversation but many philosophers also have a goal of encouraging students to engage in verbal philosophical conversation that will translate beyond the classroom or purely academic circles. Much has been written about how to develop a discussion-based class that prioritizes helping students to engage philosophically, but much less has been written about how to assess that. In this session, I will explore whether oral exams might function in this way. In the session we will discuss (1) why oral exams can be a better way to measure these learning outcomes than written assignments, (2) different formats of oral exams and the kinds of questions to ask, and (3) how to design and conduct oral exams to mitigate some of the concerns about their use.
- D. Andrew Mills  
 "Using Reflective Journals in Philosophy Courses" Roush 117  
 I have been using reflective journals (small blank books that students use to reflect on course topics, readings, class discussions) for a few years in nearly all my philosophy courses and I think they offer a powerful tool for helping students construct their knowledge of the course material. The low-stakes, informal, handwritten nature of the assignment combined with the fact that students don't need to have well-worked out answers in their journals means that the journal assignment helps students build their confidence as people who get to critique (at first embryonically) the authors we read and their professor. In this session we will explore ways of using reflective journals in class, the kinds of prompts that are most appropriate, the value of using reflective journals,

what learning outcomes these journals might help your students achieve, and how journals might be the scaffold for other assignments in your courses. We will connect journal assignments to at least one course learning outcome and draft journal prompts.

E. Russell Marcus and Alessandro Moscaritolo Palacio  
"Managing Student Errors"

Roush 118

This workshop is designed to help participants think about how to manage student errors in non-traditional philosophy classrooms—where student learning and autonomy are prioritized. We will present two models for managing student errors: (1) the philosophical expertise model, whereby instructors are responsible for maximizing the number of true or reasonable claims made in a classroom, including correcting student errors; and (2) the student empowerment model, whereby instructors should be wary of any kind of correction, since more importance is accorded to student autonomy. While these models may be extreme, and may not be fully endorsed by any philosophy teacher, instructors may have different views about the proper position between these poles. Such differences may emerge from considering different claims in different contexts. We will present these poles and various examples, have workshop participants work in small groups to think about various factors, and then mine the hive mind for collective wisdom.

**:30 Break**

**Saturday, 4:00pm-4:30pm**

**Keynote Address**

**Saturday, 4:30pm – 6:00pm**

**Kevin Gannon, "A Pedagogy of Hope During the Time of Monsters"**

Roush 114

It's difficult to escape the monstrous problems which confront those of us who care deeply about higher education and its community. We are still reckoning with Covid-19 and the damage it's done. Moreover, inequities, injustices, violence, and fear shape the environments in which we and our students have to operate. We reside, to use the (loosely translated) words of philosopher Antonio Gramsci, in "the time of monsters." While it may seem perverse to talk about "hope" in this context, as we move into this new and uncertain chapter in higher education, it is a pedagogy based in hope that offers us the best opportunity to shape this "new normal" in ways which advance teaching and learning, equity, and justice—both on campus and in our communities. This session will explore the ingredients of a Pedagogy of Hope and offer both principles and concrete strategies for us to make that hope meaningful and operational.

**Post-Keynote Reception**

**Saturday, 6:00pm**

Roush Lobby

Join us after Gannon's keynote, for conversation and light snacks, before we all head out to dinner on the town.



## Dinner on Main Street

Saturday, July 30, starting at 7 p.m.

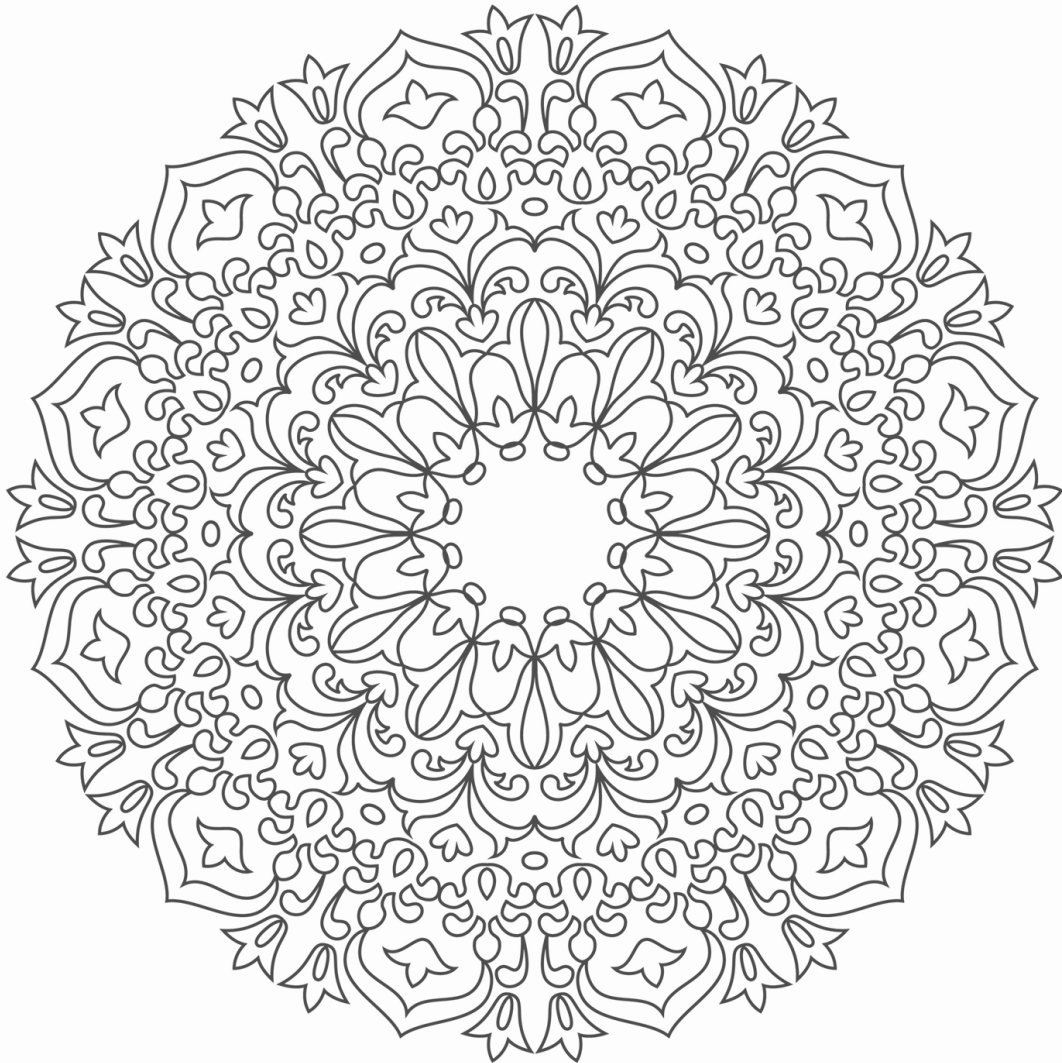


### At Registration table, you can:

Sign up for Group Meet-Ups and Restaurant Choices

**Local Info Google Doc for some walkable restaurant ideas (pg 4)**

[https://docs.google.com/document/d/12y6kbP5n15oCfNn4e4azDELAY9d\\_3LYao9\\_vhb1Wtlw/edit](https://docs.google.com/document/d/12y6kbP5n15oCfNn4e4azDELAY9d_3LYao9_vhb1Wtlw/edit)



Sunday, July 31

## Special Capstone Session



10:00 a.m. - 12:00 p.m.  
Roush 213/210



### *Teaching Spotlight*

**Anthony Weston**

Professor Emeritus of Philosophy, Elon University

In this special capstone event, we welcome renowned pedagogue Anthony Weston of Elon University, who invites everyone to take part in a model scenario-based class session.

Weston is the author of the classic *A Rulebook for Arguments*, now in its fifth printing, along with many influential books and essays on critical thinking, including *Creativity for Critical Thinkers* (Oxford 2007) and *Thinking Through Questions* (with Stephen Bloch-Schulman, Hackett 2020). The scenario-based method presented in [\*Teaching as the Art of Staging: A Scenario-Based College Pedagogy in Action\*](#) (Stylus, 2018) draws from Weston's prescient approach to social ontology, which views fundamental categories as the constantly re-crafted products of our experiments in living.

Don't miss this very first installment of what we hope will become a recurring, fitting, fun, and celebratory way to end our unique conference.



**AMERICAN ASSOCIATION  
OF PHILOSOPHY TEACHERS**



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## Presenter Contact Information

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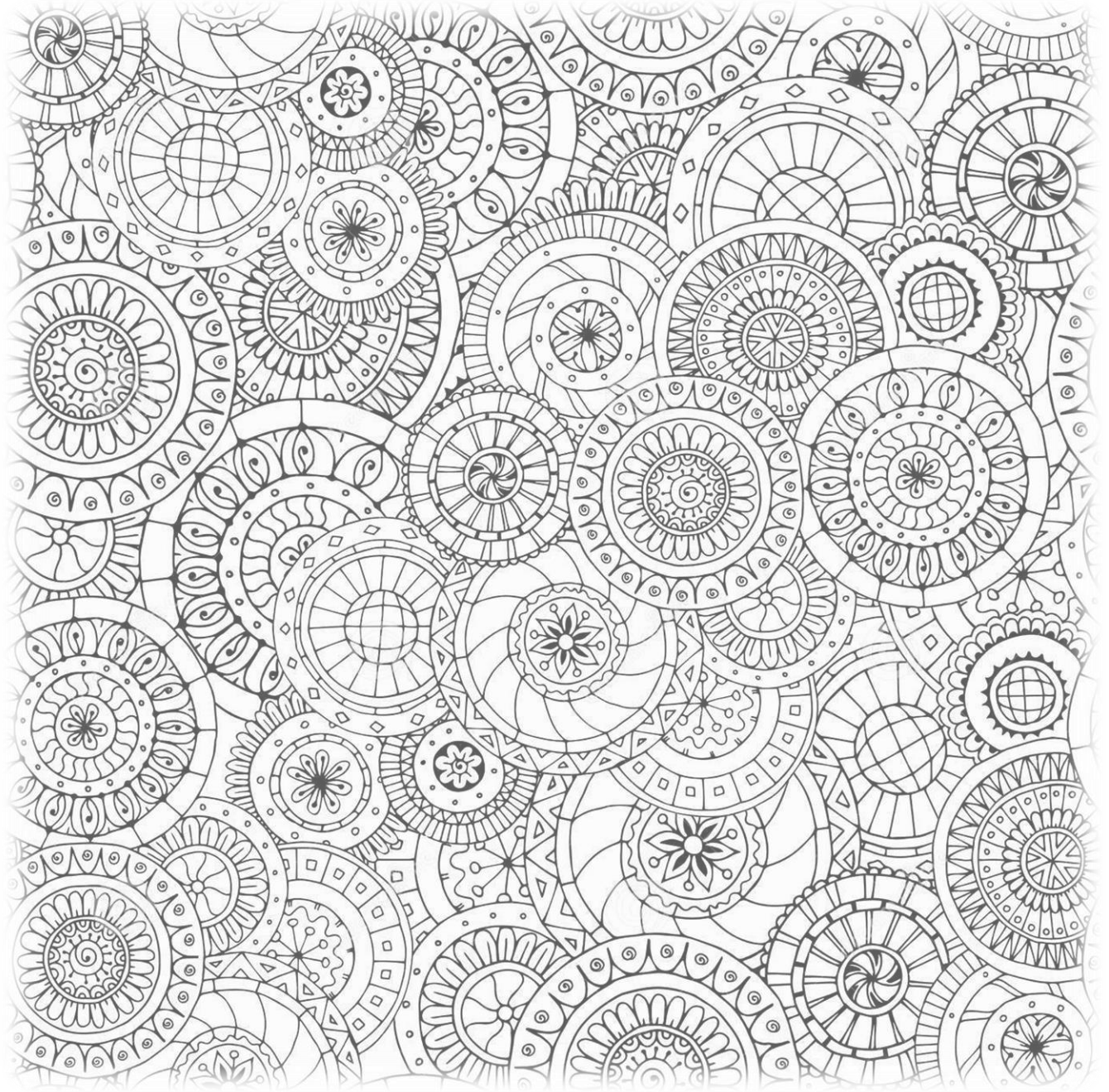
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# About the AAPT

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

## **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), [eesch@csbsju.edu](mailto:eesch@csbsju.edu)

### **Vice-President**

Russell Marcus (Hamilton College), [rmarcus1@hamilton.edu](mailto:rmarcus1@hamilton.edu)

### **Executive Director**

Alexandra Bradner (Kenyon College), [aaptboard@gmail.com](mailto:aaptboard@gmail.com)

### **Treasurer**

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

### **Communications Director**

Kevin Hermsberg (Dominican University New York), [kevin.hermsberg@dc.edu](mailto:kevin.hermsberg@dc.edu)

### **Immediate Past-President**

Jennifer Wilson Mulnix (University of Massachusetts Dartmouth), [jmulnix@umassd.edu](mailto:jmulnix@umassd.edu)

### **At-Large Members**

Karl Aho (Tartleton State University), [kaho@tarleton.edu](mailto:kaho@tarleton.edu)

Sarah Donovan (Wagner College), [sdonovan@wagner.edu](mailto:sdonovan@wagner.edu)

Mo Janzen (Anoka Ramsey Community College), [monica.janzen@anokaramsey.edu](mailto:monica.janzen@anokaramsey.edu)

Jack Musselman (St. Edward's University), [jackgm@stedwards.edu](mailto:jackgm@stedwards.edu)

Renée Smith (Coastal Carolina University), [rsmith@coastal.edu](mailto:rsmith@coastal.edu)

### **AAPT Standing Committees**

The **AAPT/APA Sessions Committee** coordinates the organization of Teaching Hubs at each of the APA meetings: Eastern, Central and Pacific (and other philosophy conferences too, as needed), in collaboration with the APA committee on the Teaching of Philosophy. This committee coordinates Teaching Hub chairs, themes and calls. Chair: Renée Smith (Coastal Carolina University), [rsmith@coastal.edu](mailto:rsmith@coastal.edu)

The **Awards Committee** oversees AAPT's awards and grants, including the Lenssen Prize, Teaching Excellence Award, Innovation Grants, and more. This committee also develops and recommends policies and procedures regarding all AAPT awards, including those related to honoraria for speakers at the biennial workshop-conferences. Chair: Russell Marcus (Hamilton College), [rmarcus1@hamilton.edu](mailto:rmarcus1@hamilton.edu)

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: Kevin Hermberg (Dominican University New York), [kevin.hermberg@dc.edu](mailto:kevin.hermberg@dc.edu) and Karl Aho (Tartleton State University), [kaho@tarleton.edu](mailto:kaho@tarleton.edu)

The **Conference Programming Committee** is charged with most aspects of the workshop-conference program development and planning, including the solicitation and selection of workshop-conference proposals, and coordination of keynote speakers, special events and plenaries, scheduling of sessions; and the production of the conference Program. Chairs: Jane Drexler (Salt Lake Community College), [jane.drexler@slcc.edu](mailto:jane.drexler@slcc.edu), and Chris Blake-Turner (University of Alabama at Birmingham), [cblaketurner@uab.edu](mailto:cblaketurner@uab.edu)

The **Development Committee** facilitates conversations and implementation of the strategic planning and vision of the AAPT. Chair: Jack Musselman (St. Edwards University), [jackgm@stedwards.edu](mailto:jackgm@stedwards.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](mailto:rkraft1@ycp.edu)

The **Teaching and Learning Committee** is responsible for organizing special programs on teaching throughout the year, like the Talking Teaching virtual series. They also coordinate the AAPT Seminars on Teaching and Learning, including both the multi-day concurrent seminar-workshop for new and early-career faculty at the biennial AAPT conferences, Facilitator Training Workshops, and other programs. Chair: Sarah Donovan (Wagner College), [sdonovan@wagner.edu](mailto:sdonovan@wagner.edu)

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

## 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 one of the above AAPT committees or in other ways, please fill out the Volunteer Survey at <https://forms.gle/sLjZZXvxXQr531A36>. Or, come to the Members Meeting on Friday and nominate yourself for a committee or to run for the Board.

## Additional Opportunities for Being Active in the AAPT

Be a **Teaching and Learning Seminar Facilitator**. Applications are open to anyone interested and qualified. The seminar facilitators plan and implement the teaching and learning seminars that are held concurrently during the biennial conference, as well as other workshops the Teaching and Learning Committee plans. To learn more, contact Sarah Donovan, [sdonovan@wagner.edu](mailto:sdonovan@wagner.edu)

**Chair one of the Teaching Hubs** at an APA Divisional Meeting (Eastern, Central, Pacific). In this role, you'd help select themes for your TH, soliciting and selecting proposals, and organize the sessions. Contact Renée Smith, for more information, [rsmith@coastal.edu](mailto:rsmith@coastal.edu)

**Present a paper or workshop** at an AAPT/APA Teaching Hub of an APA Divisional Meeting. Look for calls for proposals in the spring and summer.

Be a **Conference Host/Conference Site Coordinator**. Host one of our Biennial Conference-Workshops at your institution. In this role as site host, you would work with the Conference Programming Committee and the Executive Director to facilitate the logistics and local arrangements of the conference. To learn more, contact Alexandra Bradner, Executive Director of the AAPT, [aaptboard@gmail.com](mailto:aaptboard@gmail.com) or any of the board members. Visit our website at <http://philosophyteachers.org>.

**Spread the word** about the AAPT, and encourage your colleagues to become members. See the Philosophy Documentation Center's web page, [http://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](http://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT)).

## AAPT's Commitment to Virtual Programming

Over the past few years – and encouraged by the needs of our community during the pandemic – the Executive Board of the AAPT has committed our organization to substantive and inclusive virtual programming. While we are now returning to face-to-face conference-workshop programs like this one, we will also continue to develop and offer virtual and other inclusive modalities of community-building and scholarly and collaborative work on teaching philosophy. Here are some of the highlights of our virtual programming so far:

### AAPT 2021-2022 Talking/Teaching Series

During this past year, we re-started an earlier series called “Talking/Teaching,” a weekly virtual series about a wide variety of topics in teaching philosophy. Occurring in the fall and spring, and open to members and non-members, each week a facilitator gives a brief introduction to a pedagogical concept or topic, and then participants are invited to discuss the topic with others who are interested in improving their teaching! Contact Sarah Donovan ([sdonovan@wagner.edu](mailto:sdonovan@wagner.edu)) for more information on future Talking/Teaching schedules <https://philosophyteachers.org/talking-teaching-spring-2022/> <https://philosophyteachers.org/talking-teaching-schedule/>

### AAPT 2021 Virtual Summer Series

Last summer, over 100 AAPT members participated in a four-part interactive workshop-conference series spanning June and July.

- Who We Teach (June 9): Key themes - diversity, inclusion, access, retention, K-12, gender, institutional setting, and more.
- What We Teach (June 23): Key themes - critical thinking, questioning, listening, reading, writing, curricula, courses, texts, learning outcomes, etc.
- How We Teach (July 14): Key themes - 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): On this final day, we brought together many themes from the series, and attended 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.

<https://philosophyteachers.org/files/AAPT-SummerSeries-2021.pdf>

Series Resources Website at <https://janemdrexler.wixsite.com/aaptsummerseries>

### AAPT 2020: Anti-Racist and Pandemic Pedagogies

For this 2020 summer virtual event, over a hundred AAPT members joined two parallel workshop/seminars, which included panel discussions with expert scholar-teachers and “hands-on” goal-directed team activities, testing the limits of Zoom's interactive features, while building community and concrete tools for teaching in a continually uncertain, changing and fraught time. [https://philosophyteachers.org/files/AAPT-2020\\_Anti-Racist-and-Pandemic-Pedagogies.pdf](https://philosophyteachers.org/files/AAPT-2020_Anti-Racist-and-Pandemic-Pedagogies.pdf)





*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. For more information, visit: <https://aaptstudies.org/>

**Editor in Chief:**

Dave Concepción, [dwconcepcion@bsu.edu](mailto: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 Philosophy as a Way of Life*, 2021, edited by Jane Drexler and Ryan Johnson

Volume 7: *Who and What is Philosophy For?*

Forthcoming, edited by Stephen Bloch-Schulman and Claire Lockard

**Open Calls for Papers**

**Volume 8:** *Welcoming Newcomers: Teaching for Novice Philosophy Students*, edited by Jake Wright

Most undergraduate students in philosophy courses have never taken a philosophy class before. Courses designed for such novice students will likely be their only exposure to academic philosophy and define for them what philosophy is and how it is done. Simultaneously, for students who pursue a philosophy degree, such courses are often their first point of contact. Therefore, how we teach such courses—and how we support novice philosophers—may have an outsized impact on how our discipline is experienced, whether or not students pursue further philosophical study.

To learn more about this volume, <https://aaptstudies.org/cfp-v8/>

Paper Submission Deadline: Monday, September 12, 2022

**Volume 9:** *Writing in Philosophy: Pedagogy and Practice*, edited by Sarah Donovan and Renée Smith

The aim of this volume of *Studies in Pedagogy* is to explore the spectrum of writing pedagogy in philosophy courses and to think creatively about types of instruction, assignments, and feedback that will improve students' writing. Instructors use a variety of both formal and informal writing assignments in philosophy courses, and the degree of instruction, feedback, and opportunities to improve student writing varies greatly.

To learn more about this volume, <https://aaptstudies.org/calls/#v.9>

Paper Submission Deadline: Thursday, Feb. 23, 2023

The publication is a benefit of membership to the AAPT. Membership information is available on PDC's website: [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT)).



# Grants, Awards, & Prizes

## The Lenssen Prize

In 2000 the American Association of Philosophy Teachers established the Lenssen Prize for the best essay on 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 Lenssen Prize is offered for the best essay on the general theme of philosophy teaching that has appeared in the two calendar years before the AAPT biennial conference. Criteria used for evaluating essays include significance; struggle (e.g., does the paper have contested ideas?); originality; and quality of writing.

### 2022 Lenssen Prize Winner

Vaughn Bryan Baltsly, "[Trolleyology as First Philosophy: A Puzzle-Centered Approach to Introducing the Discipline](#)," *Teaching Philosophy* 44:4 (December 2021).

#### Honorable Mentions:

Marie-France Daniel, "[In the Footsteps of Matthew Lipman: Dialogue among Peers and Dialogical Thinking](#)," *Analytic Teaching and Philosophical Praxis* 41.1 (2021).

Mark Walker, "[The Skills-First vs. Content-First Philosophy Class](#)," *Teaching Philosophy* 44:1, March 2021.

### 2020 Lenssen Prize Winner

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

#### Honorable Mentions:

Victor Fabian Abundez-Guerra, "[How to Deal with Kant's Racism—In and Out of the Classroom](#)," *Teaching Philosophy* 41, no. 2 (2018).

John Capps, "[The Case for Discussion-Intensive Pedagogy](#)," *APA Newsletter on Teaching* 17:2 (2018).

Gwen Daus, "[Rancière and Pedagogy: Knowledge, Learning, and the Problem of Distraction](#)," *American Association of Philosophy Teachers Studies in Pedagogy*, Volume 5 (2019).

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

## 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); and Matt S. Whitt. "Other People's Problems: Student Distancing, Epistemic Responsibility, and Injustice." *Studies in Philosophy and Education*, 35, no. 5 (2016)
- 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.

## Award of Merit for Outstanding Leadership and Achievements in the Teaching of Philosophy

The Award of Merit for Outstanding Leadership and Achievements in the Teaching of Philosophy has been given by the AAPT since 1990 to recognize leaders in the field of philosophy teaching, especially those who have contributed significantly to the development of our organization.

### Receiving the award at this year's conference:

Jane Drexler (Salt Lake Community College)

### List of past awardees:

Martin Benjamin  
Myles Brand  
Terry Bynum  
James Campbell  
Daryl Close  
David Concepción  
Betsy Decyk

Emily Esch  
James Friel  
Nancy Hancock  
Kevin Hermberg  
Michael Hooker  
Tziporah Kasachkoff  
Eugene Kelly  
John Ladd

Rosalind Ladd  
Matthew Lipman  
Richard Schacht  
Robert Solomon  
Robert Timko  
William Whisner  
Arnold Wilson

## Prize for Excellence in Philosophy Teaching

The annual 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. Open to any APA member who has an impact on student learning in undergraduate and/or pre-college settings. <https://www.apaonline.org/donations/fund.asp?id=15271>

### Awardees

2021: Monica Janzen (Anoka-Ramsey Community College) [nomination letter](#)

2020: Russell Marcus (Hamilton College) [nomination letter](#)

Eduardo Villanueva (Pontifical Catholic University of Peru) [nomination letter](#)

2019: Sandra Dwyer (Georgia State University) [nomination letter](#)

Claire Katz (Texas A&M University) [nomination letter](#)

2018: Maralee Harrell (Carnegie Mellon University) [nomination letter](#)

2017: Stephen Bloch-Schulman (Elon University) [nomination letter](#)





# Grants, Awards, & Prizes

## Call for Applications

### American Association of Philosophy Teachers Grant for Innovations in Teaching

Application Deadline August 31, 2022

**Description:** The American Association of Philosophy Teachers (AAPT) offers competitive small grants ranging from \$250-\$1000 to support projects involving innovations in teaching philosophy. Preference will be given to those projects that have a broad appeal. Grant applications should specify the aim of the project, its learning goals, criteria of success, and proposed timeline. Projects should be implemented and assessed during the calendar year 2023. Grant recipients are required to submit a final project report, including any relevant qualitative or quantitative data, for posting on the AAPT website.

**Eligibility:** Open to any instructor teaching at the college-level: full-time, part-time, adjuncts, and grad students are all welcome. Recipients must be current AAPT members. For further information about the American Association of Philosophy Teachers, please visit our website. You may join the AAPT here. For further information about the AAPT Grant, please visit our grants page.

**Applications:** To request an AAPT Grant for Innovations in Teaching, send:

- 1. A project description, prepared for anonymous review, 500-1000 words, including the following elements:**
  - Overall description;
  - Learning goals and methods for meeting them;
  - Relevant or related previous work and any results;
  - Timeline for project;
  - Criteria for success;
  - How the project will be assessed;
  - Plans to share results (e.g., to present work at the AAPT or other regional or local venues); and
  - Budget: Specific amount requested with an estimated list of expenses. Please include whether one is getting any funding from other sources.

Please note that AAPT grants cannot include salary or stipend for the recipient.

- 2. A current curriculum vitae, including contact information for one reference.**

Send your completed application materials as pdf attachments with 'AAPT Grant' in the subject line to: [grants@philosophyteachers.org](mailto:grants@philosophyteachers.org). Applications must be received by August 31, 2022.

The AAPT Awards Committee will review applications. Winners will be notified by October 15, 2022. The final report is due six weeks after the completion of the project and no later than February 1, 2024.

## Past Recipients of Grants for Innovation in Teaching

2020: [Project Descriptions](#)

"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*

2018: [Project Descriptions](#)

"Bringing Philosophy to Life for Introductory Students"

Rebecca Scott, Harper College

"Social Dimensions of Equality"

Kristin Seemuth Whaley, Graceland University

"Reflective Journaling In and Out of Philosophy Classrooms"

David C. Spewak, Jr., Marion Military Institute

"Steve Biko as a Means of Introducing First-Year Philosophy Students to Modern Philosophy"

Gregory Swer, University of Zululand

# Acknowledgements

Our sincere thanks to all who helped make the AAPT Twenty-Third Biennial Workshop-Conference on Teaching Philosophy happen.

## **AAPT Program Committee**

Karl Aho, Chris Blake-Turner (co-chair), Stephen Bloch-Schulman, Alexandra Bradner, Manuel Chavez, Sarah Donovan, Jane Drexler (co-chair), Douglas Fishel, David Emmanuel Gray, Jerry Green, Paul Green, Christina Hendricks, Mo Janzen, Rob Loftis, Russell Marcus, Andrew Mills, Rebecca Millsop, Merritt Rehn-DeBraal, Phil Schoenberg, Rebecca Scott, Kimberly Van Orman

## **Proposal Readers**

Chris Blake-Turner, Dave Concepción, Betsy Decyk, Paul Green, Claire Lockard, Rebecca Millsop, Dan Mittag, Rebecca Scott, Renée Smith, Erica Stonestreet, Wendy Turgeon, Kimberly Van Orman.

**Otterbein University**, especially Andrew Mills for his on-site coordination, and the Department of Philosophy for their sponsorship of the Wine and Cheese reception

Thanks to all **the facilitators of our morning seminars:**

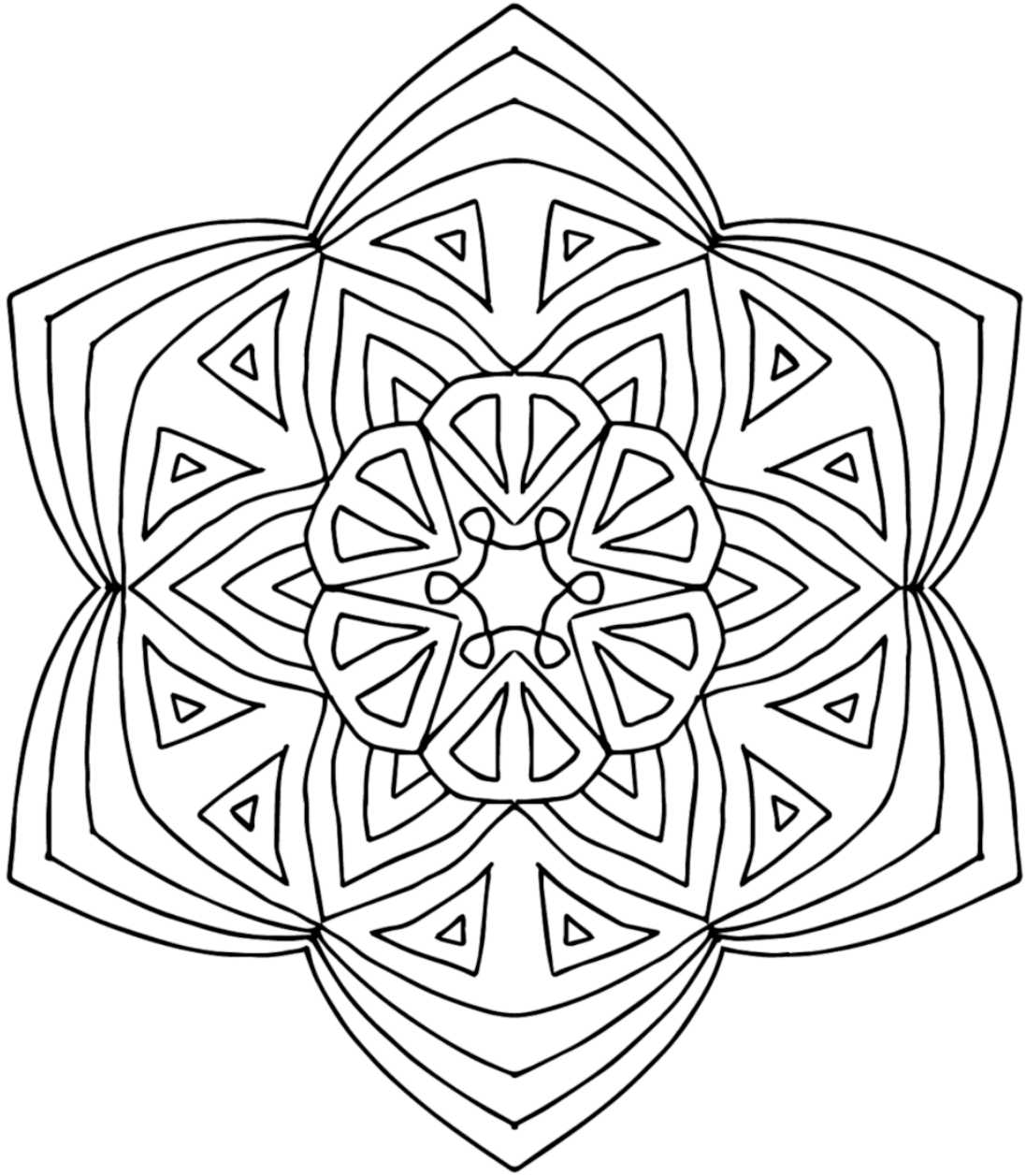
Stephen Bloch-Schulman, David W. Concepción (lead), Sarah Donovan, Jerry Green, Mo Janzen, Stephen Kekoa Miller, Wendy Turgeon.

The **American Philosophical Association**, for their support of the Teaching Hub, The Teaching Excellence Prize, the PLATO Summer Seminar.

The **Teaching Philosophy Association**, for their support for the Teaching Excellence Prize and the AAPT Seminar on Teaching and Learning.

Thanks to the **2018- 2022 AAPT Boards** for their service, especially Executive Director Alexandra Bradner, for her on-site and conference contract coordination.

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





# AAPT Covid Policy

This year, we are requiring all conference participants to verify that they have been vaccinated against Covid-19, in accordance with CDC guidelines, unless they have a religious or health-related exemption. Exemptions must be cleared with the AAPT accommodations contact, Andrew Mills ([amills@otterbein.edu](mailto:amills@otterbein.edu)) by July 18, 2022. Individuals with religious or health-related exemptions will be required to wear a mask throughout and for the duration of the conference.

Participants are encouraged to verify their vaccination status by uploading a picture of their vaccine card to [CrowdPass](#) at this link: <https://app.crowdpass.co/test/auth/signin?callbackUrl=app.crowdpass.co/auth/8997>.

The AAPT will be paying to verify all conference participants; there will be no charge to you. Please register for CrowdPass using the email address at which you received this message, because it will allow us to connect your conference registration with your vaccine verification. Upon submitting your information, you will receive an email with the subject line "Your CrowdPass submission is currently being processed." Within 48 hours, you should receive another email with the subject line "You were approved." If you receive both of those emails, no further action is necessary to satisfy the AAPT's vaccine-verification policy.

CrowdPass relieves conference organizers from the extra burden of verifying everyone's vaccine status individually at the registration desk. But if you are uncomfortable entering your medical information into a third-party app, you are welcome to show your vaccine card at the registration desk when you arrive.

## To Mask or not to Mask

Otterbein is currently a **mask-optional — but mask-friendly** — campus. This means that masks are optional for all individuals on campus, regardless of vaccination status. But Otterbein and the AAPT supports those who choose to continue to wear a mask or need to wear a mask due to health concerns" (<https://www.otterbein.edu/covid19/>).

AAPT presenters may ask that participants to wear masks in their sessions, and we should all continue to be courteous and respect requests by others to wear a mask when near them indoors.

## Pre-Conference Covid Test

Finally, all 2022 AAPT workshop-conference participants and their companions (partners, children, etc.) should **take a Covid test before traveling to the conference**. Individuals who test positive should not attend the conference. The AAPT will not require proof of testing. But we do hope everyone will comply, in the spirit of protecting the health and safety of our community.

## Otterbein University's Visitor Self-Screening Guidelines

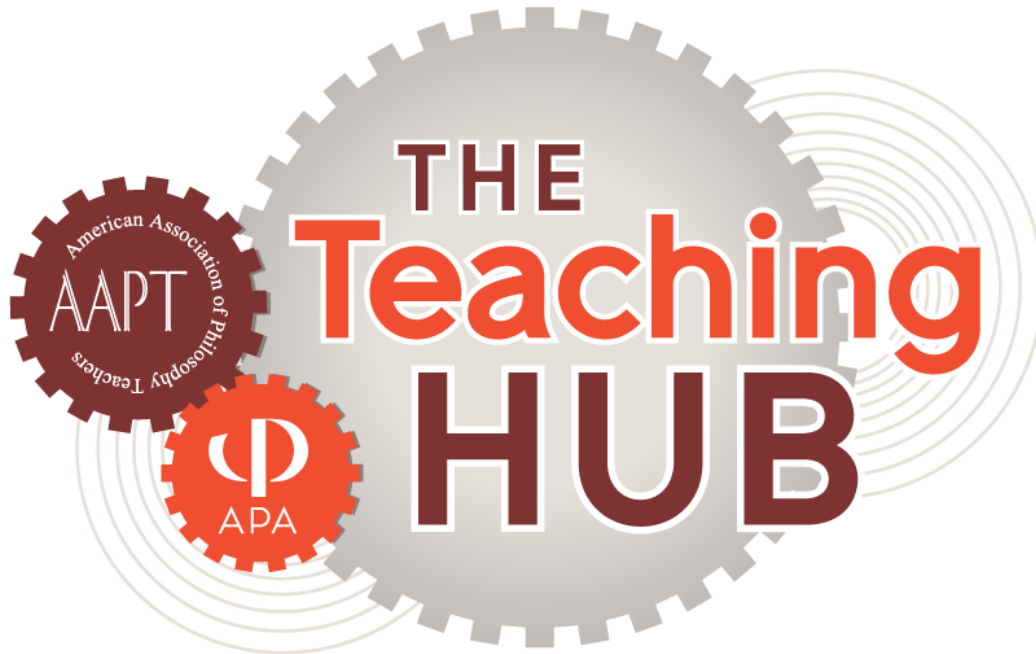
In addition, AAPT workshop-conference participants will be expected to comply with Otterbein University's Visitor Self-Screening Assessment, which is explained here:

Our campus community safety is a shared responsibility. In the interest of ensuring a safe and healthy campus environment, Otterbein requires all visitors to follow the Otterbein Self-Screening Assessment as described below prior to arriving to the Otterbein campus. Your entry onto campus is your certification that you completed Otterbein's Self-Screening Assessment. We thank you for your cooperation with our shared responsibility of keeping you and our campus community safe and healthy. Assessment to be completed before coming to campus:

1. Please take your temperature, and if you have a temperature of 100.4 or greater, do not come to campus.
2. Please determine if you have a cough or shortness of breath. If you do, do not come to campus.
3. Please determine whether you have at least two of the following symptoms: Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea. If you have at least two of the above symptoms, do not come to campus.

Please consult your medical provider for any other symptoms that are severe or concerning to you. If you have trouble breathing or have persistent pain or pressure in the chest contact your health care provider immediately.

## AAPT/APA Teaching Hub



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 or participants should contact Renée Smith, chair of the AAPT Sessions Committee, [rsmith@coastal.edu](mailto:rsmith@coastal.edu); and/or visit the APA's Teaching Hub site, at <https://www.apaonline.org/page/TeachingHub2022CFP>

# Campus Maps



## State Street: Restaurants

- 32: Roush Hall
- 31: Towers Hall
- 44: Dining Hall
- 55: DeVore Hall
- 14: Riley Auditorium
- 30: Library
  
- 2: The Point Forum:  
(off of map, to left)

