American Association
of Philosophy Teachers

American Association of Philosophy Teachers

AAPT

Twenty-Second Biennial AAPT
International Workshop-Conference
on Teaching Philosophy

July 25–29, 2018

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NORTH CAROLINA AGRICULTURAL
AND TECHNICAL STATE UNIVERSITY

Registration and Conference Check-In

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

Registration desk will be open:
Wednesday evening, 5:00-9:00, Thursday, 8:00-5:30, Friday 8-6:15,
Saturday 8-6:30, and Sunday 8:00-1:00

Meals

N.C. A&T meals will be at the Williams Dining Hall*
Breakfast hours (Thurs and Fri) are 7:00 – 9:00
Lunch hours (Thurs and Fri) are 11:00 – 2:00
Thursday Dinner hours are 4:30 – 6:30
Saturday Brunch hours are 10:00 – 2:00
(*Meal ticket needed. See Registration Desk if you did not pre-register for meals)

Coffee stations
ACB lobby, 8:00 a.m. – 11:00 a.m. (Thurs-Fri)
ACB lobby 2:15 p.m. – 5:00 p.m. (Thurs – Sat)
Water stations
ACB lobby, all day (Thurs-Sat)

Thursday Wine and Cheese Reception is at Alumni Foundation Event Center
cost is included in registration

Friday Conference Dinner Banquet is at Alumni Foundation Event Center
cost is included in registration

Saturday Dinner is downtown
free shuttles to/from campus 6:15 – 10:45
(sign-up sheets at registration, dinner cost is not included in registration)

Sunday Conference Farewell Breakfast is in ACB Lobby
cost is included in registration

Other Questions? Problems? How do I…?

If you have any questions during the conference-workshop, you can contact:
Alexandra Bradner, Executive Director of the AAPT, alexandrabradner@gmail.com
Galen Foresman, On-Site Coordinator, gaforesm@ncat.edu
Christina Hendricks, Accessibility Liaison, christina.hendricks@ubc.ca

Conference Theme: Public Philosophy

A theme of this year's conference is Public Philosophy. Sessions on this theme focus on topics such as: teaching towards a vibrant civic community; bringing traditional philosophies to non-traditional settings, and vice versa; bridging philosophy and other academic disciplines; using non-traditional media and broad outreach to forge our connections; and more. While many sessions, unsurprisingly, include aspects of, or are examples of, Public Philosophy, sessions which specifically focus on this theme are marked by ***P*** in the program.

Highlights of the 2018 Program

Wednesday, July 25
     6:00-8:45   Open AAPT Board Meeting

Thursday, July 26
     3:30 – 5:00   Keynote: Scott Samuelson
     6:00   Wine and Cheese Reception, sponsored by N.C. A&T Department of Liberal Studies

Friday, July 27
     11:30 – 12:30   AAPT Members Meeting
     4:45 – 6:15   Keynote: Michael Sweet
     6:30 – 9:30   Banquet and Presidential Address: Andrew Mills

Saturday, July 28
     4:30 – 6:00   Plenary Session: Stephen Bloch-Schulman,
                                   2017 Philosophy Teaching Excellence Award Recipient,

Sunday, July 29
     8:00 – 10:00   Conference Farewell Breakfast
     10:00 – 12:00 Special Session: Moderated Reflection and Discussion

Program at a Glance

Wednesday, July 25
        6:00-8:45   Open Board Meeting, Academic Classroom Building, Room 211
                                All conference attendees are welcome to attend the open board meeting

Thursday, July 26
        8:00   Convocation/Welcome
        8:30 – 10:00   Parallel Session #1
        10:15 – 11:15   Parallel Session #2
        12:30 – 2:00   Parallel Session #3
        2:15 – 3:15   Parallel Session #4
        3:30 – 5:00   Keynote Address: Scott Samuelson
                                    "Defending Humanity: On the Need for Public Philosophy"
        6:00   Wine and Cheese Reception, sponsored by N.C. A&T Department of Liberal Studies
        8:00   Philosophy Trivia

Friday, July 27
        8:30 – 10:00   Parallel Session #5
        10:15 – 11:15   Parallel Session #6
        11:30 – 12:30   Members Meeting
                                All conference attendees are encouraged to attend the members meeting
        1:45 – 3:15   Parallel Session #7
        3:30 – 4:30   Parallel Session #8
        4:45 – 6:15   Keynote Address: Michael Sweet
                                    "Teaching for Critical Thinking: A Four-Part Framework"
        6:30 – 9:30   Banquet and Presidential Address:
                                    Andrew Mills
                                    "Teaching General Education Students the Value of Philosophy"

Saturday, July 28
        8:30 – 9:30   Parallel Session #9
        9:45 – 11:15   Parallel Session #10
        11:30 – 12:30   Special Session: Table Discussions
        1:30 – 2:30   Parallel Session #11
        2:45 – 4:15   Parallel Session #12
        4:30 – 6:00   Plenary Session: Stephen Bloch-Schulman, 2017 Philosophy Teaching Excellence Award
                                    "Question-Centered Pedagogy"

Sunday, July 29
        8:00 – 10:00   Conference Farewell Breakfast
                                (Board Members' Meeting, 9:00 – 10:00)
        10:00 – 12:00   Special Session: Moderated Reflection and Discussion

Sessions, Titles, Locations

See pp. 14 – 44 for abstracts of each presentation

Wednesday, July 25

AAPT Open Board Meeting
All conference attendees are welcome to attend

Wednesday, 6:00 pm – 8:45 pm
Academic Classroom Building (ACB), Room 211

Thursday, July 26

Convocation/Welcome

Thursday, 8:00am
ACB Auditorium

Session #1   **Thursday, 8:30-10:00am**

P A. Rory E. Kraft, Jr. and Kevin Hermberg, "Social Justice in the Philosophy Classroom"   ACB 107
B. Morgan Thompson, "Making Introductory Philosophy of Science Courses
        More Inclusive"   ACB 108
C. Kristin Seemuth Whaley, "Fostering an Active Learning Environment in the
        Philosophy Classroom,"   ACB 209
D. Alfredo Mac Laughlin, "'Philosophy Quest!' and 'Time Quest!' – Teaching Philosophy
        with Role-Playing Games"   ACB 210
E. Robert Leib, "Teaching the Philosophy of Images using The Photographer's
        Playbook"   ACB 211

Session #2   **Thursday, 10:15-11:15am**

P A. Aaron Kostko, "Going Public: The Benefits and Challenges of Incorporating Civic
        Engagement into Philosophy Curricula"   ACB 107
B. Tricia Van Dyk, "Using Literature Circles to Teach Moral Philosophy in an
        International Context"   ACB 108
C. Ryan Johnson, "Eating as Philosophy"   ACB 209
D. Mark Battersby, "Teaching Reasoned Judgment Using a Dialectical Argument Table"   ACB 210
E. Adam Hauptfeld, "Activities for Teaching Conceptual Truth"   ACB 211

Session #3   **Thursday, 12:30-2:00pm**

P A. Giancarlo Tarantino, Claire Lockard, and Stephen Bloch-Schulman, "Interpretation as
        a Public Act: Interpreting the Signature Pedagogies of Reading in Philosophy"   ACB 107
B. Rebecca Scott, "Creativity and the Inclusive Classroom"   ACB 108
C. Jennifer Mulnix and Alida Liberman, "Lessons from an Unsupported Learning
        Activity and How to Better Support Student Success"   ACB 209
D. Kristina Grob, "My Students Write Every Day and They Actually Like It"   ACB 210
E. Mark Selzer and Zachariah Wrublewski, "The Universal Schema: How to Teach Students Key
        Differences and Implications of Competing Theories"   ACB 211

Session #4   **Thursday, 2:15-3:15pm**

P A. Kristin Schaupp, "The Benefits and Challenges of Pairing Philosophy, Psychology
              And Economics"   ACB 107
     B. Justin Kalef, "The Diversity Game"   ACB 108
     C. Allyson Mount, "A Multi-Step 'Autobiography in Logic' Assignment"   ACB 209
     D. Dennis Earl, "What can be Lost in Making Critical Thinking Central in Philosophy
              Courses, and Is it Worth It?"   ACB 210
     E. David Kite and Alfonso Capone, "Philosophy and the Inquiry Method"   ACB 211
     F. Andre de Avillez, "Not Quite Pre-College, Not Yet College-Ready: Maintaining
              Rigor When Teaching Dual-Credit and Unprepared Students"   Proctor 114
     G. Mark Balawender, "Activities for Connecting Scarce Resource Allocation in Organ
              Transplant with Social Justice Concepts"   Proctor 212

P Keynote Address on Public Philosophy   **Thursday, 3:30-5:00pm**
     Scott Samuelson   ACB Auditorium
     "Defending Humanity: On the Need for Public Philosophy"

Wine and Cheese Reception   **Thursday, 6:00pm**
     Hosted by N.C. A&T Department of Liberal Studies   Alumni Foundation Event Center

Philosophy Trivia   **Thursday, 8:00pm**
                                                              Alumni Foundation Event Center

Friday, July 27

Session #5   **Friday, 8:30-10:00am**
P A. David Hodge, "Teaching a Pragmatic Bioethics: Making Virtue Ethics and
              Consequentialism Work in a Black Community"   ACB 107
     B. Merritt Rehn-Debraal, "Philosophy Begins in Apathy: Building Student Curiosity in Intro Courses"   ACB 108
     C. Rory E. Kraft, Jr., "Rethinking Pre-Class Questions"   ACB 209
     D. Alfredo Mac Laughlin, "Spock Meets Socrates: Teaching a Course on Philosophy and Science Fiction"   ACB 210
     E. J. Robert Loftis, "Confucius as a Teaching Role Model for American Philosophers"   ACB 211

Session #6   **Friday, 10:15-11:15am**
P A. Leslie Miller, "Preparing Students for Philosophy: Mindfulness and Metacognition Outside
              of the Classroom"   ACB 107
     B. Chris Adamo, "Incorporating Transgender Voices into the Philosophy Classroom:
              A Case for Transgender Memoir"   ACB 108
     C. Renee Smith, "Scaffolding Deep Reading Instruction"   ACB 209
     D. Daniel Mittag, "Teaching Logic as Applied Epistemology: A 'Fully Integrated' Approach"   ACB 210
     E. Steven Forrester and Michael Patton, "The Cartoon Introduction to Philosophy: Cartoons
              and Graphic Novels in the Philosophy Classroom"   ACB 211

AAPT Members Meeting   **Friday, 11:30-12:30pm**
     All conference attendees are encouraged to attend   ACB 107

Session #7   **Friday, 1:45-3:15pm**
P A. Alan Penczek, "John Dewey as an Early Proponent of Civic Engagement: Applying
       Dewey's Educational Philosophy Today"   ACB 107
B. Morgan Thompson, Eva Cadavid, Stephen Bloch-Schulman and W. David Hall,
       "Understanding Underrepresentation in Philosophy"   ACB 108
C. Alexandra Bradner, "Jigsaws in the Philosophy Classroom"   ACB 209
D. Aaron Halper, Jonathan Buttaci, Elisabeth Parish, George Walter, and Sr. Anna
       Wray, "Strategies for an Effective Year-Long Introduction to Philosophy,"   ACB 210
E. Sara Protasi, and Katy Curtis, "Teaching Ancient Greek Women Philosophers at a Small
       Liberal Arts College"   ACB 211

Session #8   **Friday, 3:30-4:30pm**
P A. Karl Aho, "Teaching Intro to Philosophy as Public Philosophy"   ACB 107
B. Sarah Lublink, "'This is All Bullshit': Racism and Sexism in the Classroom"   ACB 108
C. Russell Marcus, "In Opposition to the Thesis-Driven Essay"   ACB 209
D. Chelsea Richardson and Rose Holz, "How to Teach the Abortion Debate
       Without Setting off any Bombs: Lessons from the 1939 Dickinson-Belskie
       Birth Series Sculptures"   ACB 210
E. Wendy Turgeon, "Coming to a Classroom Near You: The Syllabus as Contract and
       Pedagogical Tool"   ACB 211
F. Erica Stonestreet, "Philosophy with Children: Notes from the Field"   Proctor 114
G. Landon Hedrick, "Engaging Students in the Ethics Classroom: A Problem-Based Approach"   Proctor 212

Keynote Address on the Scholarship of Teaching and Learning   **Friday, 4:45-6:15pm**
    Michael Sweet   ACB 108
    "Teaching for Critical Thinking: A Four-Part Framework"

Conference Banquet   **Friday, 6:30pm**
                       Alumni Foundation Event Center

The Presidential Address   **Following the Banquet**
    Andrew Mills, "Teaching General Education Students the
       Value of Philosophy"   Alumni Foundation Event Center

Saturday, July 28

Session #9   **Saturday, 8:30-9:30am**
P A. Daniel Massey, "Designing a Service-Learning Course in Philosophy"   ACB 107
B. Manuel Chavez, "Teaching Political Economy and Philosophy of Liberation in Intro
       Classes via the Simple Corn Game"   ACB 108
C. David Sackris, "Helping Students to Develop Skills to Write a Research Paper in
       Philosophy"   ACB 209
D. Renee Smith and Ed Perez, "Book Discussion: Make it Stick: The Science of Successful Learning"   ACB 210
E. Robin Zheng, "Write Your Own Philosophy Textbook: A Large-Scale Collaborative Class Project"   ACB 211

Session #10   **Saturday, 9:45-11:15am**
P A. Douglas Fishel, "Teaching Philosophy in a Learning Community"   ACB 107
      B. Kelly Burns, "Evaluating Inclusion in Course Design and Syllabi"   ACB 108
      C. Ariel Sykes, Abram De Bruyn, and Sarah Donovan, "Student Engagement: How to
          Avoid the Zombie Effect in Your Classrooms"   ACB 209
      D. Zack Garrett, "Designing Video Games for Teaching Philosophy"   ACB 210
      E. Kelly Salsbery, "Mapping Arguments"   ACB 211

Special Session: Table Discussions   **Saturday, 11:30-12:30p.m.**
                                                                                 ACB 210

Session #11   **Saturday, 1:30-2:30pm**
P A. Michelle Catalano, "What Should a Course Called 'Public Philosophy' Be Like?" ACB 107
      B. Andrew Mills, Alexandra Bradner, et. al., "My Top Five: Award-Winning Philosophy
          Teachers Share Their Lists"   ACB 108
      C. Alida Liberman, "Cultivating Classroom Conversation in a Culture of Quiet" ACB 209
      D. Shane George, "Minds and Morals: A Narrative Method for Connecting Philosophy to
          Practical Considerations"   ACB 210
      E. Shari Prior, "Using Philosophy to Fix the World (or at Least Make It Better)" ACB 211
      F. Bill Anelli, "What We Also Do Well: Marketing Philosophy to Employers and Non-
          Philosophy Majors"   Proctor 114

Session #12   **Saturday, 2:45-4:15pm**
P A. Sarah Vitale, "Pre-College Philosophy Programs as Public Philosophy" ACB 107
      B. David Concepción, "Inclusive Teaching: A Discussion of Unpopular Thoughts about
          Grades and Course Content"   ACB 108
      C. Patricia Agboro, "The Extensive Group Project Method: An Approach to Teaching
          Philosophy to Nigerian University Students" (60 min)   ACB 209
      D. Kelly Salsbery, "Creative Projects in Philosophy Revisited"   ACB 210
      E. Juli Thorson, "Drawing for Understanding, Insight and Discovery"   ACB 211
      F. Jonathan Spelman and Patrick Croskery, "A Prisoner's Dilemma Game for Professional
          Ethics Courses"   Proctor 114

Plenary Session   **Saturday, 4:30-6:00pm**
      2017 Philosophy Teaching Excellence Award Recipient
      Stephen Bloch-Schulman, "Question-Centered Pedagogy"   ACB 108

Shuttles to Dinner Sites in Historic Downtown Greensboro   **Saturday, 6:15pm**
      Sign-up Sheets at Registration   ACB Lobby

Sunday, July 29

Conference Farewell Breakfast   **Sunday, 8:00-10:00am**
                                                                                 ACB Lobby

Special Session   **Sunday, 10:00-12:00pm**
      Moderated Reflection and Discussion   ACB 107

Concurrent Programs

Concurrent with the Twenty-Second 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 APA. PLATO is a national organization that advocates and supports introducing philosophy to pre-college students.

AAPT Seminar on Teaching and Learning Philosophy

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

Wednesday, 9pm; Thursday–Sunday, 9:00–noon
Proctor Hall, Room 114

Seminar Directors/Facilitators
Dave Concepción, Director, Ball State University, dwconcepcion@bsu.edu
Stephen Bloch-Schulman, Elon University, sschulman@elon.edu
Cheryl Cline, Queens University, CAN, clinec@queensu.ca
Christina Hendricks, Univ. of British Columbia, CAN, christina.hendricks@ubc.ca
Rebecca Scott, Harper College, rebecca.g.scott@gmail.com
Adam Thompson, University of Nebraska, art@unl.edu

Seminar Participants
Karl Aho, Tarleton State University, kaho@tarleton.edu
Chris Blake-Turner, Univ. of N. Carolina, Chapel Hill, chrisbt@live.unc.edu
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The PLATO Summer Seminar on Teaching and Learning in Philosophy for High School Teachers

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

> **Wednesday evening; Thursday-Saturday, 8:30–noon**
> Proctor Hall, Room 212
>
> **Seminar Facilitators:**
> Wendy Turgeon, St. Joseph's College-NY, turgeon@optonline.net
> Steve Goldberg, Oak Park River Forest HS (ret.), SGoldberg@oprfhs.org
>
> **Seminar Participants:**
> Alejandro Ramirez, Perth Amboy HS , NJ, maioemb1@embarqmail.com
> Andrew Smith, Archimedean Middle School, FL, AndrewLSmith84@gmail.com
> Jayme Anne Kerr, MA PHI program at George Washington U., jayme.kerr8818@gmail.com
> John Keenan, Mary McDowell Freedom School & GW, D.C., johnk@mmfsnyc.org
> Kirstin Kramer, Cristo Rey Philly HS, kirstin.kramer@gmail.com
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> Patrick Touhey, McFarland HS, WI, touheyp@mcfsd.org
> Twila McDonell, Bishop Blancet HS, WA, twimcd@gmail.com
> Wendy Way, Bethpage HS, LI, wwav@bethp3ge.ws

Pre-Conference Program

From Anecdote to Evidence: The 2018 Pre-Conference Workshop in the Scholarship of Teaching and Learning in Philosophy

As teachers and (for some) as researchers in philosophy pedagogy, we regularly make judgments about how and to what extent our various pedagogical choices did, or did not, work. All too often, we do so merely based on our intuitive sense of how things went and on end-of-semester student evaluations of the course. While these two forms of feedback are important for learning about our pedagogical choices, they are often too broad and too amorphous to be much help in determining if one specific pedagogical innovation was successful or not. How, then, should we make better judgments? This one-day workshop, intended for teachers and researchers in philosophy pedagogy, explores a variety of approaches to gathering evidence about the effectiveness of philosophy pedagogies, examining their strengths, weaknesses and where and when each are appropriate.

Wednesday, July 25, 9 a.m.-5 p.m.
ACB 107

Seminar Facilitator:
Stephen Bloch-Schulman, Elon University, sschulman@elon.edu

Seminar Participants:
Chris Adamo, Centenary University, adamoc@centenaryuniversity.edu
Kevin Hermberg, Dominican College, kevin.hermberg@dc.edu
Rory Kraft, York College of Pennsylvania, rkraft1@ycp.edu
Alida Liberman, Southern Methodist University, alida.liberman@gmail.com
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Giancarlo Tarantino, Arrupe College of Loyola University Chicago, gtarantino@luc.edu
Juli Thorson, Ball State University, jthorson@bsu.edu
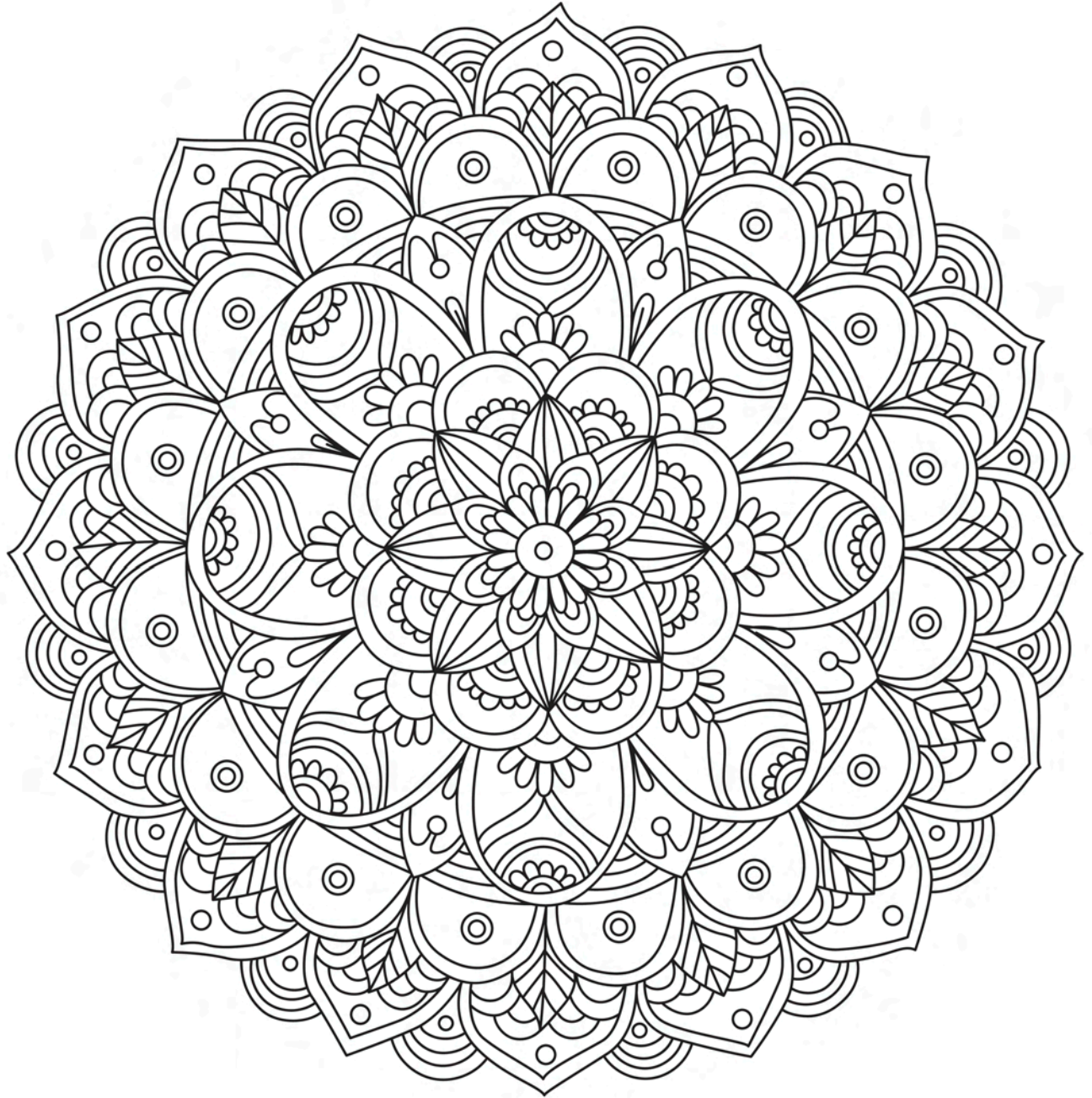
Detailed Program

Thursday, July 26

Session #1   **Thursday, 8:30 – 10:00 a.m.**

P A.   Rory E. Kraft Jr. and Kevin Hermberg
> "Social Justice in the Philosophy Classroom"   ACB 107
>> Many programs are responding to ongoing charges that philosophy is too abstract for their institutions' increasingly pre-professional focus of undergraduate education in the same way: by emphasizing the application of philosophy to "real world" issues. Applied ethics courses, whether generalized "moral problem" courses or content specific (i.e., bioethics, business ethics) have become one of the primary ways in which students are encountering philosophy. At the same time that programs are moving in this direction, we see an increased awareness of social justice concerns by some segments of the U.S. population. From Occupy Wall Street and #BlackLivesMatter, to #MeToo and concerns about DACA Dreamers, students are coming into classes looking for insight into social issues. In our session, we discuss small changes that can be made in order to address both the pre-professional approach and a philosophically informed discussion of social justice. After examining changes the presenters have made, a portion of the session time will be reserved for workshopping possible changes to attendees' courses.

B.   Morgan Thompson
> "Making Introductory Philosophy of Science Courses More Inclusive"   ACB 108
>> Philosophy of science courses may be less diverse due to a lack of diversity among scientists, historical topics and authors, and philosophers of science. Instructors may aim to remedy any of these by making their courses more inclusive. Resources available online for philosophy instructors to increase inclusivity often lack suggested authors, texts, and topics for introductory philosophy of science courses. Further, they typically represent limited strategies for making philosophy of science courses inclusive: including authors from oppressed gender and racial groups as well as including feminist critiques of science or discussions of biological concepts of race. In this session, we aim to survey strategies for making introductory philosophy of science courses more inclusive and how these strategies relate to views about inclusive pedagogy. Participants will come away with clear strategies for making syllabi more inclusive. Examples will be given for texts, traditions, and authors to include for each strategy.

C.   Kristin Seemuth-Whaley
> "Fostering an Active Learning Environment in the Philosophy Classroom"   ACB 209
>> This session is designed to enable philosophy teachers to foster an active learning environment. Since students better learn material while manipulating it themselves, this session will equip you to use active learning strategies that increase student engagement and encourage a responsive classroom. You will learn how to effectively use a range of activities that vary with respect to prep-time, level of student involvement, and predictability of outcomes. We will also discuss how to implement active learning as troubleshooting in order to respond to classroom hiccups such as lack of participation, student confusion, and time management issues. By the end of the session, you will be equipped to incorporate a variety of active learning strategies in your classes that not only make your classes more engaging but also more effective.

D. Alfredo MacLaughlin

"'Philosophy Quest!' and 'Time Quest!' – Teaching Philosophy with Role-Playing Games"   ACB 210
This session describes two experiments in teaching a 100-level Introduction to Philosophy as a full-semester role-playing adventure. "Philosophy Quest!" is set in a medieval fantasy context; students/adventurers band together and seek the Meaning of Life among six different competing views, in a race to save the Kingdom from a nihilistic menace. In "Time Quest!" students/agents must protect the "human spirit" by traveling back in time and helping out various philosophers, thus setting the "timeline" back on track. Starting with a compressed version of the final role-playing experience in "Time Quest!" we will work our way back to the course's structure and the activities that build up to that experience. Then we will do the same with "Philosophy Quest!", discussing students' reactions and pros and cons of using these formats, and examining a variety of game-based techniques. Participants who want to experiment with these formats and techniques will have access to the various documents and materials created for the courses.

E. Robert Leib

"Teaching the Philosophy of Images Using the Photographer's Playbook"   ACB 211
Many philosophers and artists from the past half-century (Barthes, Sontag, Hirsch, Fontcuberta, Butler) hint at a potential crisis for epistemology, axiology, ontology, historicity, and ethics caused by the sheer inundation of images in contemporary societies. As such, I propose that students ought to go out and see for themselves how the process of (digital) photography might help re-establish the experiential ground that these thinkers claim is continually slipping out from under them. The Photographer's Playbook contains 307 ideas and projects collected from practicing photographers and photographic educators, and I argue it provides a means of re-orientation, ultimately bringing philosophy students into this conversation as first-hand participants. I will run two Playbook activities that I give my students, hoping to demonstrate the value of speaking cogently about the photographic encounter. Sample materials will also be provided.

P A. Aaron Kostko

"Going Public: The Benefits and Challenges of Incorporating Civic Engagement"   ACB 107

The emphasis on civic engagement has steadily increased since the U.S. Department of Education released a report (Musil, 2012) in 2012 urging institutions of higher education to make civic engagement a top priority. Given the explicit moral justification for this recommendation, namely, to foster informed, engaged, responsible citizens, philosophy curricula would seem to be an ideal context for such engagement to occur. However, establishing a civic partnership that fulfills both a community need and the specific student learning outcomes of a philosophy course is a complicated undertaking that raises many pedagogical and practical challenges. This interactive session focuses on the potential benefits of incorporating a civic engagement component into philosophy curricula, the pedagogical and practical challenges that accompany such an endeavor, and potential strategies for overcoming these challenges. Participants will have the opportunity to explore these issues by considering specific student learning outcomes associated with their courses and potential civic partnerships that could satisfy those outcomes.

B. Tricia Van Dyk

"Using Literature Circles to Teach Moral Philosophy in an International Context"   ACB 108

How do we effectively teach Moral Philosophy to classes of 20-35 students who come from diverse national, ethnic, religious, linguistic, and educational backgrounds, and most of whom have little or no interest in philosophy? In seeking ways to create a course that is relevant, practical, and engaging, I hit upon the idea of adapting Literature Circles to the study of moral philosophies. In this session, I will present the pedagogical motivations for and benefits of this approach, demonstrate the idea's application through audience participation, and offer ideas for adaption of the approach to other topics or classroom types.

C. Ryan Johnson

"Eating as Philosophy"   ACB 209

Usually, Philosophy is "applied" like a tool to other things. To do this, philosophy remains external to its objects. But what if we try to close the distance required of application and bake philosophy into the food? That is, What if we try to overcome the philosophy of food and instead make eating itself a philosophical act, akin to any other work of philosophy? What if a food held as much philosophical value as we find in, say, Plato's Republic? To make this possible, we must choreograph an actual philosophical meal. But what this would look like, in great detail, is hard to imagine. In this session we will enact an imaginative exercise in which we co-choreograph what a philosophical menu could and should entail: every detail including the food itself, how the food enters the mouth, the sensory environment, the seating arrangements, all of it!

D. Mark Battersby (with Sharon Bailin)

"Teaching Reasoned Judgment Using a Dialectical Argument Table"   ACB 210

In thinking about complex and controversial issues, students need to understand and explore the dialectical nature of the topics under discussion and base their judgments on a fair assessment of the competing arguments. Coming to a reasoned judgment requires understanding this dialectical context, considering arguments on various sides, criticisms, objections, responses, and revisions to initial positions.   Nonetheless "my-side bias," the well documented tendency to focus on arguments supporting one's own initial point of view and ignoring those opposed, is ubiquitous. Merely cautioning students against this tendency has limited effectiveness.   A heuristic model, useful in any philosophy course for encouraging rational consideration of alternative views, is a dialectical argument table, i.e., a table which summarizes the main arguments, objections, and responses.   In this session, we will describe how to use the table for teaching critical thinking and philosophy courses and provide participants with an opportunity to experience its effectiveness.

E. Adam Hauptfeld

"Activities for Teaching Conceptual Truth" ACB 211

Philosophy is peculiar for its emphasis on conceptual questions and conceptual methods. This is often a challenge for students because it requires them to think about the nature of concepts, something which they know very little about. I believe that our students' folk theories of concepts are implicated in a number of errors they are apt to make, and explicitly addressing this question in the classroom pays dividends later in the semester. This is an interactive session, and after a short explication of the problem the participants will perform the activities I use to first make the question of the nature of concepts salient for my students, explore the plausibility of competing theories of concepts, and motivate the minimal conditions on concepts that must be met for conceptual analysis to make sense. Feedback and criticism on the activities will be solicited.

P A. Giancarlo Tarantino, Claire Lockard, and Stephen Bloch-Schulman
  "Interpretation as a Public Act: Interpreting the Signature Pedagogies of
  Reading in Philosophy"   ACB 107
    In this session, we examine ways that the interpretation of text is a public act: (1) how public norms
    affect interpretation, (2) how interpreting together with others (e.g., with students and colleagues)
    affects how we perform this interpretation, and (3) how interpreting is always an act done with
    others, even when done in apparent solitude (e.g., when we read by ourselves, we still read with the
    author(s)). We do this by examining three "signature pedagogies" in philosophy, all of which are
    widely used, but which are rarely thematized as such, and, in particular, are rarely themselves critically
    interpreted as to their meanings. The session will include participants interpreting a common text in
    different ways, and then discussing the meaning of those interpretive acts, in order to surface insights
    into the signature pedagogical act of philosophical interpretation - an act, which is nuanced and
    pedagogically essential, yet also underexplored in philosophical pedagogy.

  B. Rebecca Scott
  "Creativity and the Inclusive Classroom"   ACB 108
    In this presentation, I will argue that one way of making our classes more inclusive is to expand the
    ways in which students are invited to engage in philosophy to include creative expression (such as
    song, art, dance, and creative writing). Furthermore, I suggest that inviting these forms of creative
    expression into our courses is possible without sacrificing the development of academic skills. In
    fact, through a demonstration of student work, I will argue that expanding our understanding of how
    academic skills are expressed allows for more diverse forms of academic expertise and virtuosity to
    be recognized in our classes. In addition to sharing my own assignments and student responses to
    them, participants in the workshop will engage with short philosophical texts in creative ways and
    also consider how they might modify their own assignments and grading rubrics to invite diverse
    forms of expression from their students.

  C. Jennifer Mulnix and Alida Liberman
  "Lessons from an Unsupported Learning Activity and How to Better Support
  Student Success"   ACB 209
    This interactive session will engage participants in an activity illustrating what it's like to be an
    unsupported learner, followed by a reflection on the strategies needed to ensure adequate support for
    learning in light of this experience. This will be followed by a targeted discussion of essential key
    strategies to promote a learner-centered pedagogy, including the elements of backward-design,
    transparent learning goals, explicit how-to instruction, scaffolding, targeted feedback, and repeated
    practice. Finally, participants will engage in another activity in which they apply these lessons to an
    assignment typically used in a philosophy course. In this way, participants will come away with
    tangible classroom strategies for implementing a learner-centered pedagogy.

  D. Kristina Grob
  "My Students Write Every Day and They Actually Like It"   ACB 210
    Many philosophy instructors ask their students to *think* like philosophers and to *do* philosophy
    in class, but students don't see what "doing" philosophy is before entering their first philosophy
    class. To address this problem, I have developed a three-part daily writing assignment designed to
    accomplish the following goals: (1) students read the texts before class (not after); (2) students come
    to class with questions they develop about the text; (3) students learn that their questions—not
    mine—are central to the class. In this workshop, I'll start by explaining the daily writing assignment
    and describing my students' responses to it. Then participants will break into small groups to
    produce a "daily writing assignment" based on a short poem I will bring into the workshop. We will
    then discuss the experience together and brainstorm ways to make the daily writing work go better
    and how to modify it for different levels.

E. Mark Selzer and Zachariah Wrublewski
    "The Universal Schema: How to Teach Students the Key Differences and Implications
     of Competing Theories"   ACB 211
        Students are often taught the core claims of competing theories via lecture. Unfortunately, this does
        not tend to lead students to understand the key differences between those theories and the important
        implications that follow from those differences. For instance, students are unlikely to recognize why
        and how Kantians and utilitarians disagree about what to do in a particular case, let alone why and
        how different versions of utilitarianism disagree about what to do in that case. We shall present a
        schema that enables students to discover the important differences and implications among the
        theories exemplified in the schema by working through a series of cases carefully designed to foster a
        nuanced understanding of the relevant theories. The schema is adaptable to a wide range of
        philosophical theories.
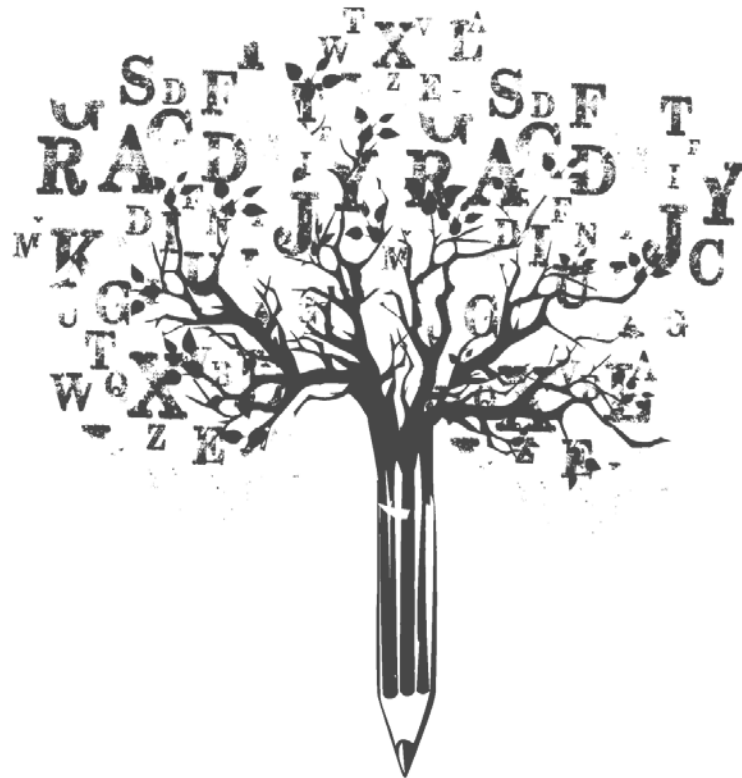
P A. Kristin Schaupp
   "The Benefits and Challenges of Pairing Philosophy, Psychology and Economics"   ACB 107
       In this session, I introduce a multidisciplinary course on happiness co-developed with a colleague. To
       begin, participants will note similarities and differences in three short passages on happiness written
       from diverse disciplinary perspectives. After a short introduction to the course, we will discuss the
       challenges and benefits that can arise when planning and teaching a multidisciplinary course suitable
       for a first-year seminar, a liberal/general education core course, or an honors course. Participants will
       provide feedback on the problems and suggested remedies and will share classroom experiences they
       have had encountering and addressing related problems.

   B. Justin Kalef
   "The Diversity Game"   ACB 108
       In teaching philosophy today, as in so much else, "diversity" is the watchword. But there are many
       types of diversity that one could try to promote through one's teaching practices, and some of the
       most important forms of diversity—neurodiversity and viewpoint diversity—can be in tension with
       diversity along the more familiar axes. I will begin this session with an interactive game whose aim is
       to bring out vividly the nature of this conflict and also what it feels like to be a classroom participant
       whose diversity from one's fellows is not recognized. Following this more immersive portion of the
       session, I will offer some suggestions on how best to accommodate the many different sorts of
       diversity worth pursuing, and facilitate a discussion on this much-neglected topic.

   C. Allyson Mount
   "A Multi-Step 'Autobiography in Logic' Assignment"   ACB 209
       A perennial challenge in teaching logic is to bridge the gap between abstract principles and "real-life"
       applications, which students often have difficulty seeing even when many current examples are used
       in class. This session will focus on an "Autobiography in Logic" assignment that was designed to
       enhance understanding of core concepts in an introductory logic course. Each page of the multi-step
       assignment requires students to apply logical principles they learn in class to different aspects of their
       own lives. The pages are then collected into a booklet that provides information (mostly in symbolic
       form) about their background, goals, and interests. After checking for logical accuracy, the booklets
       created by one class can be used as teaching tools in subsequent classes. This allows future students
       to practice interpreting propositional logic sentences, truth tables, proofs, and Venn diagrams using
       examples generated by peers as they begin to learn these skills themselves.

   D. Dennis Earl
   "What Can be Lost in Making Critical Thinking Central in Philosophy Courses and
     Is It Worth It?"   ACB 210
       Philosophy courses at all levels commonly aim to develop critical thinking skills. Syllabi codify this in
       their learning outcomes, and philosophy courses are included in general education requirements for
       critical thinking. Most of us are committed to this emphasis, and rightly so, for improving critical
       thinking skills and dispositions are not only good general goals for education, but philosophy seems
       uniquely positioned as the best discipline for helping students achieve those goals. Yet philosophy
       offers gains outside of the critical thinking domain too: gains in knowledge, gains in other skills, and
       "affective" gains to one's person. Making critical thinking central could undermine those gains, but is
       emphasizing critical thinking worth the costs elsewhere? That question will guide the discussion.

   E. David Kite and Alfonso Capone
   "Philosophy and the Inquiry Method"   ACB 211
       This session will introduce the "Inquiry Method" and its place in the redesign of our college's core
       curriculum ten years ago. Briefly stated, the Inquiry Method is an active learning pedagogy designed
       to work best for our professionally focused students. Rather than an extended discussion of
       pedagogy, we will present an example of this method that we use in our own classrooms. Most of

the session will be devoted to a workshop where participants will apply this approach to their own coursework. The presenters are formerly Professors of Philosophy now "reformed" as Professors of Interdisciplinary Studies.

F. Andre de Avillez
   "Not Quite Pre-College, Not Yet College Ready: Maintaining Rigor When Teaching
   Dual-Credit and Unprepared Students"   Proctor 114
   Community Colleges instructors in Texas currently find themselves facing two growing challenges in their classrooms: a boom of dual-credit enrollment (high school students as young as freshmen enrolling in college courses), and a state-level lowering of college-readiness standards. Taken together, these developments pose significant challenges to college instructors, who struggle to adapt their pedagogy to their increasingly ill-prepared student population while at the same time striving to maintain the rigor of their courses. This session will take place as a round-table discussion, beginning with an overview of the various challenges posed by a educationally diverse student population, before discussing the merits and demerits of various pedagogical strategies implemented by the presenter and by audience members in efforts to address the widening gap between their most and least prepared students.

G. Mark Balawender
   "Activities for Connecting Scarce Resource Allocation in Organ Transplant with Social
   Justice Concepts"   Proctor 212
   This session presents activities I use to teach ethical issues related to scarce resource allocation in organ transplantation. Students who are asked to structure hypothetical waitlists tend to focus on consequentialist and "personal responsibility" based reasoning but have little intuition about justice concerns. Therefore, I've started playing a variant of a "Rawls game" in conjunction with the activity of structuring a hypothetical waitlist, which helps students to also understand the situation through a social justice lens. I will talk about how I connect the organ allocation methodology used by the United Network for Organ Sharing (UNOS) to a really basic introduction of some of Rawls' ideas about social justice especially the idea of impartiality through a veil of ignorance and the maximin principle. These activities work well to 1) challenge students' consequentialist proclivities, 2) to introduce them to some basic "justice as fairness" tools for analysis of ethical issues, and 3) help them to understand how organs are allocated in the US system.
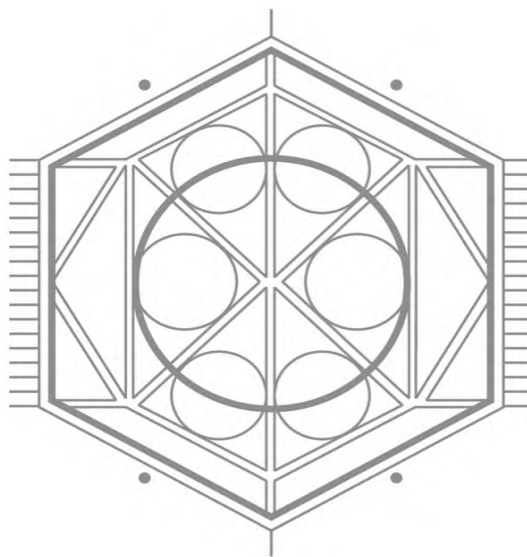
Keynote Address
on
Public Philosophy

Scott Samuelson

Associate Professor of Philosophy and the Humanities
Kirkwood Community College

Thursday, 3:30–5:00pm
Academic Classroom Building, Auditorium

Defending Humanity:
On the Need for Public Philosophy

Every age has its own way of executing Socrates. Ours is a hemlock of crass economism and persistent distraction, among other things. Many in the academy defend the humanities by arguing that they help people get ahead in the economy, but doesn't that just add to the hemlock? The primary calling of philosophy is to defend our humanity. If philosophers don't do it, who's going to? Plato's Apology—"the unexamined life is not worth living"!—is the paradigm of the refusal to defend philosophy on society's terms. Socrates models public philosophy by speaking forthrightly and courageously about what really matters. As the humanities and our humanity are increasingly on trial, what can we learn from the Apology about the task of public philosophy today.

Scott Samuelson studied philosophy at Grinnell College (BA, 1995) and Emory University (PhD, 2001). Since 2000 he has taught at Kirkwood Community College in Iowa. Inspired by his students, he wrote his first book *The Deepest Human Life: An Introduction to Philosophy for Everyone* (University of Chicago Press, 2014), which has been well received not just by prominent reviewers but by numerous non-philosophers who found their philosophical voice with its help. The book has just come out in Chinese and is currently being translated into Portuguese. Samuelson has also worked as a movie critic, a sous chef at a French restaurant, and on a Sunday-morning talk show about ethics. He's published articles in the *Wall Street Journal*, the *Huffington Post*, the *Chicago Tribune*, the *Chronicle of Higher Education*, *The Philosopher's Magazine*, and *Christian Century*. His article "Why I Teach Plato to Plumbers" in *The Atlantic* has been widely circulated. He's been interviewed on NPR and given various public lectures and talks, including a TEDx talk "How Philosophy Can Save Your Life." In 2014 he was named Distinguished Humanities Educator by the Community College Humanities Association. In 2015 he won the national Hiett Prize in the Humanities, "an annual award aimed at identifying candidates who are in the early stages of careers devoted to the humanities and whose work shows extraordinary promise and has a significant public component related to contemporary culture." On top of his job at Kirkwood, he has volunteered as a teacher of philosophy at the Iowa Medical and Classification Center (a.k.a. Oakdale Prison). His new book, in part inspired by his time teaching in prison, is *Seven Ways of Looking at Pointless Suffering: What Philosophy Can Tell Us about the Hardest Mystery of All*.

Wine and Cheese Reception

Thursday, 6:00 p.m.
Alumni Foundation Event Center

Hosted by N.C. A&T Department of Liberal Studies

Philosophy Trivia   **Thursday, 8 p.m.**
Russell Marcus   **Alumni Foundation Event Center**
                                (wine and beer bar continuing through 9:30 pm.)

Challenge yourself and your knowledge of philosophical minutia with rounds of a philosophy pub quiz. I'll send copies of the quizzes, which you can run at your home institutions, to all attendees. Great for philosophy clubs!

Friday, July 27

P A. David Hodge
"Teaching a Pragmatic Bioethics: Making Virtue Ethics and Consequentialism Work in a
Black Community"   ACB 107

> Methodologically, it is a functional pragmatic ethic of the kind that Charles Peirce would
> defend, because we believe that bioethics (namely, "life-behavior") is not efficacious if it
> only has functionality in the academy. Metaethically, bioethics is theory: trying to
> understand the unique puzzles, terms and ideas that need constant theorizing.
> Normatively, we take seriously virtue ethics' appeal to character and consequentialism's
> appeal to results to help us with the process. Peirce would say that the process is just as
> important as the consequence, and this is not inconsistent with the resultant virtue (Julia
> Driver) or the virtuous position we take as our point of departure (namely, empathy and
> care, or love and compassion from a Christian virtue ethical perspective). We find truth
> in what we do and how we do it. Pragmatic Bioethics is an experiential, concrete and
> forward moving moral epistemology that yields positive practical consequences for our
> youth.

B. Merritt Rehn-Debraal
"Philosophy Begins in Apathy: Building Student Curiosity in Intro Courses"   ACB 108

> It's no secret that students learn better when they are genuinely curious about what they
> are studying. So, how can we help students to become more curious about philosophy, or
> even just more curious in general? In this workshop, we will discuss obstacles to
> developing curiosity, including ways in which we, as instructors, may inadvertently
> discourage this trait in our students. We will also discuss strategies for helping students to
> grow in curiosity and for channeling this curiosity in productive ways. I will share some
> activities that have been successful among my students, and as a group we will brainstorm
> about how to foster and assess curiosity in a range of courses. Participants will leave with
> an action plan for implementing curiosity-building activities in their own classes.

C. Rory E. Kraft, Jr.,
"Rethinking Pre-Class Questions"   ACB 209

> A common technique used in classes is to assign pre-class questions which assess the
> students' abilities to understand the readings for any given class session. Whether cast as a
> way to ensure that students are ready for in-class discussion or more explicitly as a quiz on
> comprehension, such questions are an excellent way to assist students in their preparation
> for class. The best of these question sets not only serve an evaluative function, but also
> provide guidance to the students as to what aspects of the readings will be a focus for
> discussion. In this session I discuss the benefits and difficulties of transforming these pre-
> class questions beyond a recall/comprehension basis to more sophisticated methods of
> thinking. The session will cover not only how to do so, but also link the questions to
> theoretical understandings of critical thinking. A significant portion of the session will be
> used in workshop fashion to produce possible question sets for provided reading excerpts.

D. Alfredo Mac Laughlin,
"Spock Meets Socrates: Teaching a Course on Philosophy and Science Fiction"   ACB 210

> Despite the well-established popularity of the science fiction genre, and how densely filled
> it is with philosophical reflection, science fiction is severely underused in class. The tide
> seems to be changing, thanks to the maturing of SF storytelling in TV, and the fans'

appreciation of the complex, challenging issues their favored shows bring up. This makes the offering of a course on philosophy and science fiction particularly relevant and rewarding. In this workshop, we will discuss the applicability of SF stories to teaching philosophy and examine different ways of mapping these stories into a course. Participants are invited to bring up specific philosophical themes they'd like to include in such a course, and (with everyone's help) we will look for examples of relevant stories. Participants will be able to draft a tentative reading list for a semester-long course on Philosophy and Science Fiction.

E.   J. Robert Loftis,
"Confucius as a Teaching Role Model for American Philosophers"   ACB 211
It is exceedingly common for philosophy teachers to cite Socrates as a role model for their practice. This session will argue that Confucius would be a superior role model, or at the very least a needed supplementary model. This will be an interactive session in a think-pair-share format. Participants will be given a handout of selections from the Analects that describe Confucius's teaching philosophy and practice and asked to write up their thoughts on his virtues and vices as a teacher. They will then share their insights, first with a partner, and then with the whole group. In the group session I will attempt to synthesize the participants' findings and present my own arguments. I will argue that Confucius has many virtues that Socrates lacks that are exceedingly important in today's philosophical environment. He also shares many of Socrates's famous virtues and really only falls short of the Socratic model in a few respects. Although the need to diversify the philosophical canon is obviously a factor here, it is actually fairly low down on my list of reasons we should model ourselves on Confucius.

P A. Leslie Miller,
>   "Preparing Students for Philosophy: Mindfulness and Metacognition Outside
>   of the Classroom"   ACB 107
>>   Students in our introductory classes are distracted and harried to such an extent that
>>   we often don't even have their attention when we have them in class. Without their
>>   attention, we cannot hope to make an impact on them or have them think along
>>   with us, the material, or their fellow students. For almost 20 years I have been
>>   developing a metacognitive approach to my introductory classes that include
>>   components (lizard brain information, mindfulness, etc.) that, were students to
>>   engage with them, they should be much more likely to be mentally present and give
>>   me their attention. I wish to have participants experience what my students do, look
>>   at one such assignment, and provide feedback for improvement.

B. Chris Adamo,
>   "Incorporating Transgender Voices into the Philosophy Classroom: A Case for
>   Transgender Memoir"   ACB 108
>>   This presentation aims to foster a discussion of how transgender texts and voices
>>   can be incorporated into philosophic debate and discussion, beyond serving
>>   exclusively as a site for the interrogation of gender, gender expression and/or
>>   gender identity. Having recently designed and taught a special topics philosophy
>>   class, Narrative and Identity: Transgender Memoir, the pedagogical questions
>>   confronted and choices made are presented. While the incorporation of
>>   transgender voices serves the (presumed) goal of increasing transgender visibility
>>   and acceptance, it is argued that transgender memoirs provide a particularly rich and
>>   accessible source for navigating issues pertaining to personal identity generally, and
>>   can do so while bracketing the potentially triggering and invaliding question on the
>>   legitimacy of transgender identities. Participants are invited to contribute their
>>   experiences, concerns, criticisms and resources pertinent to the pedagogical
>>   questions and considerations raised.

C.   Renee Smith
>   "Scaffolding Deep Reading Instruction"   ACB 209
>>   Learning philosophy, both how it is done and how to do it oneself, requires
>>   mastering a type of reading, what might be called deep reading or reading to learn,
>>   that may be totally unfamiliar to today's undergraduate student. This workshop will
>>   begin with a brief overview of some of findings in educational and psychological
>>   literature concerning strategies for improving reading comprehension and then
>>   present a model for understanding the pedagogical concepts of sequencing and
>>   scaffolding. Participants will identify discipline-specific reading tasks that distinguish
>>   the novice from expert reader in philosophy and discuss how these tasks can be
>>   sequenced in reading instruction. Finally, participants will be shown examples of
>>   instructional materials that use this model and then devise their own instructional
>>   plans that follow the scaffolding method of introducing new tasks—modeling,
>>   supporting, and supervising—with attention to how they can model and support the
>>   specific reading and metacognitive activities that we want students to adopt.

D.   Daniel Mittag
"Teaching Logic as Applied Epistemology: A 'Fully-Integrated' Approach"   ACB 210
> Since critical thinking courses have epistemic concepts at their core (e.g., the concepts of evidence, evidential support, and rationality), it is commonplace to think of them as pursuing a kind of applied epistemology. This session embraces this conception and considers what such a course might look like if we adopt a "fully integrated" approach to teaching critical thinking, an approach that fully integrates the subject matter of philosophy into the formulation of the central concepts and the guiding principles of the course. We consider how an epistemologist might integrate the subject matter of her expertise into a first course on critical thinking.

E.   Steven Forrester and Michael Patton
"The Cartoon Introduction to Philosophy: Cartoons and Graphic Novels in the Philosophy Classroom"   ACB 211
> Drawing on the experience of teaching an introductory philosophy course using *The Cartoon Introduction to Philosophy*, by Michael Patton and Kevin Cannon, we will explore the challenges and rewards that have come from teaching introductory philosophy with a cartoon/graphic novel as the main textbook. Also, some recent research on the pedagogy of graphic novels and comics, as well as other examples of cartoon philosophy texts will be examined. Although not much research has been done on graphic novels and comics in the philosophy classroom, a large amount has been written on the pedagogy of graphic novels and comics in the teaching of English as well as on how graphic novels can themselves possess philosophical content. We will synthesize information from these sources to provide a more scholarly framework for our discussion.

Members Meeting

Friday, 11:30 a.m. – 12:30 p.m.

Academic Classroom Building, Room 107

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

P A. Alan Penczek
　　　"John Dewey as an Early Proponent of Civic Engagement: Applying Dewey's
　　　Educational Philosophy Today"   ACB 107
　　　　　The concepts of civic engagement and experiential education enjoy widespread
　　　　　popularity today, but even in this country they are over a century old. Many years
　　　　　ago, John Dewey argued that the school, and learning itself, need to be understood
　　　　　in terms of community life and social service. Earlier proponents of educational
　　　　　reform, such as Jean-Jacques Rousseau or the New England Transcendentalists,
　　　　　held similar views. This workshop will examine various aspects of these views,
　　　　　while exploring ways in which they may be incorporated in today's courses.
　　　　　Brainstorming techniques will be used to see how Dewey's ideas may be
　　　　　implemented in new and perhaps creative ways. Time will be allowed for discussing
　　　　　on-going challenges to Dewey's philosophy and to other models of progressive
　　　　　education.

　　B.　Morgan Thompson, Eva Cadavid, Stephen Bloch-Schulman, and W. David Hall
　　　　"Understanding Underrepresentation in Philosophy"   ACB 108
　　　　　In this session, we aim to introduce the current state of empirical research
　　　　　concerning underrepresentation of different groups (e.g., African American students,
　　　　　trans students, disabled students, first generation students) in philosophy.
　　　　　Participants will be given the opportunity to give feedback on a survey instrument
　　　　　that will be used to determine to what extent different groups are underrepresented
　　　　　in philosophy and explore potential differences in experiences of over- and under-
　　　　　represented group members. As we aim to conduct our survey at multiple institution
　　　　　types (e.g., HBCUs, liberal arts colleges), we will also solicit participation from
　　　　　sessions attendees in our research project; liaisons at particular institutions will help
　　　　　us conduct the survey at their institutions in order to increase the number of survey
　　　　　participants and institution types represented in the study.

　　C.　Alexandra Bradner
　　　　"Jigsaws in the Philosophy Classroom"   ACB 209
　　　　　The Jigsaw is an active, collaborative form of learning in which small groups of
　　　　　students are given a concrete task and then held accountable for their work. In this
　　　　　interactive workshop, participants will learn how to design jigsaws for their
　　　　　philosophy classes by participating in a real-time jigsaw, exploring the history of
　　　　　jigsaws, and discussing the benefits and costs of a range of successful jigsaws
　　　　　designed for upper-level, logic, and introductory philosophy courses.

　　D.　Aaron Halper, Jonathan Buttaci, Elisabeth Parish, George Walter, and Sr. Anna Wray
　　　　(with Mary Elizabeth Halper)
　　　　"Strategies for an Effective Year-Long Introduction to Philosophy"   ACB 210
　　　　　This panel discusses strategies for developing an effective introduction to
　　　　　philosophy for the same cohort of students over the course of an academic year.
　　　　　These strategies address how to incrementally develop excellent habits of
　　　　　philosophical reading, writing, thinking, and discussion, how to approach structuring
　　　　　the course as a whole, and how to integrate philosophy into a wider,
　　　　　public context. The panelists have all taught the same year-long introductory
　　　　　philosophy courses at the same institution. Given that the curriculum is largely set
　　　　　by the institutional program, the panel will focus less on content and more on
　　　　　concrete methods for designing a course that develops philosophical habits. The
　　　　　panel will conclude with an interactive exercise that invites participants to
　　　　　experience/employ some of the presented strategies and a reflective discussion.

E.   Sara Protasi and Katy Curtis

"Teaching Ancient Greek Women Philosophers at a Small Liberal Arts College"   ACB 211

In this presentation we aim to share a project we have been collaborating on for the past three years: teaching the topic of Ancient Greek women philosophers at a small liberal arts college (SLAC). We will start by describing the methodological challenges concerning this topic, such as the scarcity of primary texts and the controversies surrounding their authenticity. We will then introduce attendees to strategies used to integrate research into a discussion of female philosophers, which allowed students to grapple with questions of representation and develop the analytical skills necessary to synthesize a variety of sources. This presentation will include a hands-on demonstration of the collaborative digital tools that students used to summarize, contextualize, and make connections between the views of ancient women philosophers. We will end by discussing outstanding difficulties and by sharing ideas for further development and refinement. **Prospective attendees should bring their laptop to the session if possible**

P A. Karl Aho

"Teaching Intro to Philosophy as Public Philosophy"   ACB 107

Philosophers often struggle to share the significance of their work with colleagues from other disciplines, administrators, and the public. Students often struggle to relate philosophy to their contemporary concerns. This session proposes a pedagogical solution to each of these problems by demonstrating an approach to the Intro to Philosophy course aimed at helping students philosophically engage with their university's mission and the values undergirding it. Such an approach can help students see the contemporary relevance of philosophical topics and empower them to articulate the ways philosophy can illuminate their values. Practically, it provides students an opportunity to research, collaborate, and practice speaking to and with the public.

B. CANCELLED -- Sarah Lublink

"'This is All Bullshit': Racism and Sexism in the Classroom"   ACB 108

How does one teach about issues of social justice in a classroom where many students deny that social injustice exists? This workshop will explore some of the difficulties that arise from teaching about issues such as racism and sexism in environments where students both lack a shared understanding of their realities and are resistant to challenges to their perceptions. The goal of the workshop is to think together about approaches and pedagogies that can be used in contexts such as these. I will describe my own experiences and the approaches I have taken, as well as their strengths and weaknesses, with a view to facilitating a productive conversation regarding how to do our best for our students, especially our students of color and those in other minority groups.

C. Russell Marcus

"In Opposition to the Thesis-Driven Essay"   ACB 209

We read philosophy with an eye to arguments, theses and the reasons to believe them. Our attempts to encourage students to write thesis-driven essays, though, are often not at successful as we would like. Can we develop writing assignments that allow students to do productive, serious philosophy and that can encourage the development of philosophical skills, without forcing students to take on the sometimes-overwhelming task of engaging the best philosophers as peers?

D. Chelsea Richardson and Rose Holz

"How to Teach the Abortion Debate Without Setting Off Any Bombs: Lessons from the 1939 Dickinson-Belskie Birth Series Sculptures"   ACB 210

Teaching the abortion debate can be difficult to say the least. Students' prior learning can hinder their comprehension of diverse perspectives and stifle discussion. This session shows how using the 1939 Dickinson-Belskie Birth Series sculptures as a pedagogical tool can improve discussions of abortion in the philosophy classroom. This little-known, yet monumental series of sculptures depicts human development from fertilization through delivery. Created by Dr. Robert Dickinson and sculptor Abram Belskie for an exhibit on women's health at the 1939-1940 World's Fair, the sculptures were immensely popular, subsequently reproduced in a variety of forms, and sent across the nation and abroad. In these sculptures is a story that defies borders in contemporary abortion debates. While they depict development as a romantic tale beginning with union of sperm and egg

and ultimately revealing a precious newborn child—hallmark imagery of the modern pro-life movement—this wasn't Dickinson's intent. Interestingly, Dickinson's deep religious conviction led him to see abortion as a necessity. By appealing to these unfamiliar stories concerning the subject of abortion we not only improve students' capacity to develop nuanced views but we also create a more inclusive environment where students are comfortable, motivated to understand and discuss abortion in a new way, and develop empathy and respect for those who hold positions they disagree with.

E.   Wendy Turgeon
"Coming to a Classroom Near You: The Syllabus as Contract and
Pedagogical Tool"   ACB 211
We all have them, and in many colleges a great deal of the content is dictated by administrators: policies on plagiarism, support services, assessment standards. The syllabus may be a student's first impression of a course and its professor but how much attention do we devote to its construction? How do we craft a syllabus that conveys all the stipulated rules and policies but also can provide students with a clear map to the course content and procedures? Perhaps even be a bit fun and engaging? Should a syllabus serve as a living and evolving relationship or a legal contract or both? What role should a syllabus play in a class on the first day? Throughout the term? Can a syllabus be altered and if yes, when and how? This presentation will include opportunities to explore collaboratively syllabus types as well as to critique and improve our own syllabi.

F.   Erica Stonestreet
"Philosophy with Children: Notes from the Field"   Proctor 114
Although (when we think about it at all) we tend to think of philosophy as a difficult subject that is only for advanced students, this latent assumption is unwarranted. Children are also interested in and capable of thinking productively about the "big questions" philosophers tackle. As early as first grade, they can reap the critical thinking and meaning constructing benefits of doing philosophy (and some side benefits as well!). This session will explain a method of holding philosophy discussions with children using children's literature, take participants through a sample lesson/discussion, and discuss some of the challenges of working with first-through third-graders experienced by the presenter.

G.   Landon Hedrick
"Engaging Students in the Ethics Classroom: A Problem-Based Approach"   Proctor 212
The shift away from lecture-based (teacher-centered) philosophy education toward inquiry-based (learner-centered) teaching can take many forms. One form that I've been developing for my moral philosophy class utilizes problem-based learning. In this session, I will discuss my problem-based strategies to engage my students in class and to foster significant learning experiences. Participants will then work in small groups to develop original concrete ideas for implementing problem-based learning in ethics classes.

Keynote Address

On the

Scholarship of Teaching and Learning

Michael Sweet

Director of Design and Development
Center for Advancing Teaching and Learning through Research
Northeastern University

Friday, 4:45–6:15pm
Academic Classroom Building, Room 108

Teaching for Critical Thinking:
A Four-Part Framework

Beyond a we-know-it-when-we-see-it intuition, it can be difficult to fully describe what we mean by "critical thinking" and design activities that intentionally cultivate these skills. In this workshop, we will use Diane Halpern's four-part "teaching for critical thinking" framework to structure our brainstorming and dialogue around cultivating critical thinking skills. Specifically, we will explore how to cultivate:

- o a critical thinking attitude or habit of intellectual deliberation
- o individual intellectual skills, like analysis and inference
- o the ability to transfer these skills into new contexts
- o the ability to reflect upon and evaluate one's own thinking

At the end of this workshop, participants will have concrete takeaways to try in their classes.

Dr. Michael Sweet is Director of Design and Development at the Center for Advancing Teaching and Learning through Research at Northeastern University. He has published and presented widely on team-based learning and critical thinking, including the volume *Team-Based Learning in the Social Sciences and Humanities: Group Work that Works to Generate Critical Thinking and Engagement.* He has served as President of the international Team-Based Learning Collaborative and as its Executive Editor of Publications. The online resources he developed to support critical thinking instruction and team-based learning have achieved international adoption. Previously, he was Director of Faculty and Graduate Student Engagement in the Center for Teaching and Learning at the University of Texas at Austin, and led the Teaching Effectiveness Program's instructional technology support services at the University of Oregon.

Conference Banquet and Presidential Address

Friday, July 27

Banquet begins at 6:30
Alumni Foundation Event Center

Presidential Address
Teaching General Education Students the Value of Philosophy

Andrew Mills
President, American Association of Philosophy Teachers
Professor of Philosophy and Director of the Integrative Studies Program
Otterbein University

Many of us who teach philosophy at the university level spend a lot of time teaching students who are taking our classes in order to meet a university graduation requirement. These "gen-ed" students are, for many of us, the vast majority of the students we teach each year. Many of these students come to our classes not just resistant at the thought of having to take another required class, but skeptical of the very enterprise of philosophy. Accordingly, many of us try, in our various ways, to help students see the value of philosophy. But how do we do that? How do we help our "gen ed" students see that philosophy is a valuable enterprise? What is it about philosophy that we think is valuable? This address will provide more questions than answers, but also, I hope, help us use our collective experience to improve the way in which we help our students see the value of the philosophical enterprise.

Saturday, July 28

P A. Daniel Massey
"Designing a Service-Learning Course in Philosophy"   ACB 107
A service learning course not only gives students a chance to serve their community and grow as individuals but it is also an excellent learning opportunity. This is as true for philosophy as it is for any subject. A service learning courses provides a set of shared experiences that can deepen student understanding of philosophical issues and texts, at least when those experiences are properly leveraged. Designing a service learning course in philosophy is no simple task. I will review the process of designing such a course with an emphasis on in class activities. Audience members will leave having reflected and worked together on crucial features of designing a service learning course in philosophy.

B. Manuel Chavez
"Teaching Political Economy and Philosophy of Liberation in Intro Classes
 via the Simple Corn Game"   ACB 108
The philosophy of liberation is one of the main currents of thought to emerge from Latin America, and its introduction to undergraduate students involves providing a general understanding of the historical legacy of colonialism, as well as the basic elements of political economy. In my courses, I have found that most students assume a modernization theory of development, and the attending ideas about neoliberal free market principles, as the only way for a society to attain prosperity. As a result, I have found it necessary to familiarize students with an alternative understanding of how markets operate. In this session I will take participants through a "game" that I have experimented with, based on Robin Hahnel's "Simple Corn Model." The purpose of this game is to provide a general framework for teaching Enrique Dussel's philosophy of liberation. As this activity is a work-in-progress, time will be reserved for feedback and brainstorming improvements and broader applications.

C. David Sackris
"Helping Students to Develop Skills to Write a Research Paper in Philosophy"   ACB 209
Almost all writing instruction written by philosophers for philosophy students focuses on the short, argument analysis essay. Little is written for philosophy students (or instructors) on how to write a research paper. This session aims to fill that gap by providing lesson plans and resources on how to "jump start" the research process. It describes methods developed in collaboration with librarians and academics from English and Politics for presenting academic writing and the research process to students as a "conversation"; by presenting academic writing as a conversation, students realize that their own theses need to respond in some way to existing academic conversations. This results in more focused theses and information literacy skills that can be transported to other areas of academic inquiry. These materials impart the valuable lesson that student positions should come from doing the research; genuine inquiry is not simply finding material to support a preconceived position.

D. Renee Smith and Ed Perez
"Book Discussion – Make it Stick: The Science of Successful Learning"   ACB 210
Brown, Roediger, and McDaniel's (2014) book *Make it Stick: The Science of Successful Learning* uses research in cognitive science to identify certain strategies that have been shown to be effective in promoting learning. At the same time, they explain why certain common strategies are less effective. This very readable and engaging

book makes specific recommendations that can help students become better learners, but they leave it up to the reader to implement these strategies. For this session, participants will be given a summary of the author's recommendations, which the participants can discuss (even if they have not read the book), as well as a description of some examples of how to implement these practices in philosophy classes. Participants will evaluate the applicability of the strategies to philosophy teaching and identify ways they can use these recommendations to promote student learning in their classes.

E.   Robin Zheng

"Write Your Own Philosophy Textbook: A Large-Scale Collaborative Class Project"   ACB 211
This session concerns a collaborative long-term final project involving the entire class of a 2000-level "Oppression and Injustice" course focusing on U.S. Black feminist and postcolonial Latin American thought. The project requires students to collectively write a textbook presenting the ideas and concepts encountered throughout the course. By showcasing historically underrepresented voices that will go out to actual readers, students exercise their analytical and writing skills in service of the larger real-world project of overcoming injustice, which is the central subject matter of the course. Moreover, the project explores an alternative to the argumentative paper as an assessment of philosophical skills, as well as a possible new model for public philosophy. In the session, we will cover the design, implementation, and outcomes of the project. We will critically evaluate the payoffs and challenges of such a project and discuss possibilities for adapting it to other contexts.

P A. Douglas Fishel
   "Teaching Philosophy in a Learning Community"   ACB 107
      Interdisciplinary learning communities are proven ways to increase student learning
      through synthesis of material and critical thinking, but the most current statistics also
      show they have a positive impact on student success, including retention. Philosophy is
      a natural fit for many learning communities, but it also poses unique challenges. We will
      start with some preliminaries about curriculum design, and then consider some ways that
      interdisciplinary activities can be used to engage students in the synthesis of philosophy
      and other disciplines.

   B.   Kelly Burns
   "Evaluating Inclusion in Course Design and Syllabi"   ACB 108
      While there is much interest in the idea of inclusive teaching, some instructors may
      feel unsure of how to determine whether or not their course content and design is
      inclusive. In this session, participants will be introduced to a tool for analyzing
      course content to measure inclusion and use the tool to analyze sample syllabi. The
      tool and its use will spark discussion of important aspects of inclusion, potentially
      including the importance of diversity in course content, the possibility of creating
      diverse assignments and assessments, and the existence of a "hidden curriculum."

   C.   Juli Thorson
   "Drawing for Understanding, Insight and Discovery"   ACB 209
      In this session, participants will experience several drawing exercises and techniques.
      The goal is to provide participants with techniques that help students develop a
      complex way of thinking, remembering, and problem solving. Drawing departs from
      the usual philosophical pedagogy by disrupting the typical linear approach in
      argument construction. Ideas connect in an organic fashion and relationships
      between ideas can be more complex than a unidirectional line. Drawing provides a
      way to illustrate these complex relations so that the interconnections and
      relationships can be better understood, and new insights can be generated. Drawing
      can also help students take their new insights and organize them into an argument.
      Anyone who can write has enough dexterity to participate. It is process of drawing
      ideas and their relationships that is the focus. Participants will leave with handouts
      for using drawing with any philosophic content.

   D.   Ariel Sykes, Abram De Bruyn, and Sarah Donavan
   "Student Engagement: How to Avoid the Zombie Effect in Your Classrooms"   ACB 210
      This workshop will describe and model two pedagogical strategies for fostering
      student engagement. One strategy will focus nurturing authentic classroom dialogue
      through the shedding of professorial authority and effective facilitation. The other
      strategy will focus how to draw on student experience and imagination to engage
      course material. We will also address how an inclusive course syllabus design
      supports these topics and how to reflect the pedagogy in the syllabus design.
      Participants will engage in a sample activity for each of these strategies and can
      expect to leave the session with concrete strategies and activities.

E. Kelly Salsbery
    "Mapping Arguments"   ACB 211
        This session will address argument mapping for both teaching and learning
        philosophy. First, this session will note some of the history and theory behind
        argument mapping techniques and how they can be applied in philosophy. Second,
        this session will address how we can use these diagrams specifically in teaching
        critical thinking, logic, and philosophy. The main focus will be on how we can use
        these techniques in our classes to present and examine the process of argumentation
        and the logical structure of various philosophical issues and arguments. Third, this
        session shall address the ways we can use these techniques to facilitate our own class
        preparation as well as student writing and research. During the session, participants
        will have an opportunity to engage in argument mapping and discuss some of the
        issues involved in argument mapping.

Special Plenary Session

"Flash Philosophy"
Table Discussions
Saturday, 11:30 a.m. – 12:30 p.m.
ACB 210

Join us for this brand-new special session of the AAPT Conference-
Workshop. The idea here is to enable focused, but informal, table-
discussions on special topics—from the practical to the reflective—such as
assignment-workshopping, thematic course design, creative engagements
with philosophy, hidden curricula in our classrooms, and more.

Organized around 6-8 tables, we will have two rounds: half-way through
(at the thirty minute mark), participants will have a "musical chairs"
moment and head to a new table. We think this will be fun, sociable, and
useful. We hope you join us!

P A. Michelle Catalano
   "What Should a Course Called 'Public Philosophy' Be Like?"   ACB 107
   Let's talk about teaching public philosophy by asking the question: What should a course called "Public Philosophy" be like? As the starting point for our discussion, we will examine a Public Philosophy draft syllabus that has been proposed as a new departmental course offering at a mid-sized public institution. Given the wide scope of what our discipline considers as public philosophy, we will discuss what a course with this name should (and should not) include. Giving public philosophy a space in our classrooms offers a unique opportunity to create public philosophy impact through directly teaching it. The importance and urgency of adding this type of course to our philosophy curricula across the discipline will be defended. We will talk through some possible solutions to the institutional challenges that are faced when proposing a new course that has very few model precedents for how to teach it. Ways to experiment with incorporating publicly engaged initiatives in existing courses will also be suggested as a smaller step towards teaching a full Public Philosophy course.

   B. Andrew Mills, Alexandra Bradner
    (with Dave Concepción, Jane Drexler, Russell Marcus, John Whitmire)
   "'My Top Five': Philosophers in the Classroom Share Their Lists"   ACB 108
   Teaching is a practice that improves with age, wisdom, and experience. In this AAPT session, we will hear from a panel of award-winning philosophy teachers, all of whom have been teaching for many years and all of whom recently contributed essays on philosophy teaching to the upcoming collection *Philosophers in the Classroom* (Hackett, Fall 2018). Each of our panelists has been asked to assemble and share a "top five" list, which might cover their top five courses, their top five students, their top five classroom moments, their top five teachers, their top five texts to teach, or some other category of their imagination. In addition, they each will share one pedagogical resource that they could not teach without: a website, piece of equipment, teaching monograph, etc. Session attendees will leave with a list of these valuable resources, along with their own top five.

   C. Alida Liberman
   "Cultivating Classroom Conversation in a Culture of Quiet"   ACB 209
   Many students are immersed in what we might call a "culture of quiet" that hinders their participation in class discussion: they are very sensitive to what their classmates are (or are not) doing in the classroom, and they do not always feel comfortable publicly proclaiming their own opinions. In this session, we will diagnose some of the causes of this culture of quiet and strategize about the best pedagogical responses to each cause. Participants will engage in immersive activities designed to approximate what it feels like to be a student in each situation and will then work together to brainstorm about appropriate responses.

   D. Shane George
   "Minds and Morals: A Narrative Method for Connecting Philosophy to
    Practical Considerations"   ACB 210
   To address problems with demonstrating practical effects of Philosophy and motivating attitudinal/behavioral changes, I propose a narrative framework as a means of sense making for the students. We're primed to interpret the world through narratives and can utilize the ideas underlying storytelling to frame topic discussions for class structure and combine these ideas with scaffolding assessments, to induce students' considerations of reasons for their attitudes and possible attitudinal alternatives. In this session, participants will review and critique a

particular course narrative, and then work in groups to develop a narratively structured course. The initial course considers the Mind-Body Problem, Mental Content and Emotions, as a narrative introduction, before presenting conflict via the Problem of Other Minds. Rising tension is then introduced through the assumption that our similarities to each other ground ethical consideration. Finally, issues in Animal Ethics (farming, vegetarianism, scientific testing, etc.) are introduced to discuss resolving tensions.

E.   Shari Prior
   "Using Philosophy to Fix the World (Or at least Make it Better)"   ACB 211
      A well-functioning society demands debate and dissent. In the current climate, however, expressions of disagreement are interpreted as personal attacks, and responded to with affront and name-calling. Those who eschew name-calling escape the discomfort of disagreement by "agreeing to disagree." In order to foster productive debate, these trends against reason-based discussion must be curtailed. Society needs some well-placed gadflies to reawaken debate and stir up discussion. Who better to do this than teachers and students of philosophy? In this session we will explore effective ways to foster philosophical discussion and open discourse both in and out of the classroom. The goals for the session are: (1) To discuss the philosophical method in the context of its application to civil discourse; (2) To discuss strategies for encouraging and modeling philosophical discourse in the classroom; and (3) To discuss strategies for the propagation of the philosophical method beyond the philosophy class.

F.   Bill Anelli
   "What We Also Do Well: Marketing Philosophy to Employers and
    Non-Philosophy Majors"   Proctor 114
      Increasingly, philosophy students take our courses as part of predictable curricular pathways (GE, AA/BA degrees, electives). Especially at two-year colleges and public universities, departments are often asked to articulate specific skills and content (course learning outcomes) unique to philosophy in a way that clearly benefits other disciplines as well as employers. However, this is especially challenging given the breadth of philosophical styles and the unique nature of philosophy. This session will begin with a brief overview of the recent literature on a) philosophical skills and outcomes as informed, in part, by metaphilosophy, and b) the literature on marketability of philosophy programs, followed by c) a proposal for how to market philosophy as a detailed skillset. The remainder of the session will be devoted to discussion among participants.

P A. Sarah Vitale
   "Pre-College Philosophy Programs as Public Philosophy"   ACB 107
      This session outlines various types of precollege philosophy programs and engages
      participants in discussions on the various benefits of such programs. Participants will
      have the opportunity to review resources on precollege philosophy programs as well.
      The session should be of use to those thinking about starting a precollege philosophy
      program and those already well-immersed in the practice. In addition, participants will
      consider the role precollege philosophy programs play in our public institutions. Can,
      for instance, precollege philosophy programs help beleaguered public schools? Or might
      they play a role in preparing students to be more active members of civic institutions?
      Finally, participants will begin to work on creating objectives for their own precollege
      philosophy programs, both learning objectives and programmatic objectives. They will
      leave the session with resources on the necessary first steps to take to establish
      precollege philosophy programs in their own communities or with resources on how to
      strengthen already existing programs.

   B.   David Concepción
      "Inclusive Teaching: A Discussion of Unpopular Thoughts about Grades and
       Course Content"   ACB 108
         I believe a commitment to inclusive teaching entails the following: course credit
         should never be given for "participation"; extra-credit should rarely, and probably
         never, be given; lowest grades should never be dropped; at least one rewrite of the
         first essay in a course should always be allowed; and a stringent attendance policy
         should be on every syllabus. Nearly every time I express these beliefs, someone
         balks at least once. I'll be prepared to explain why I think these unpopular thoughts.
         However, the goal of this session is to solicit and reflect back to attendees their
         thoughts about how a commitment to inclusive teaching might inform grading and
         content selection practices.

   C.   Kelly Salsbery
      "Creative Projects in Philosophy Revisited"   ACB 209
         Students in some of my courses have the option to complete a creative work of
         some sort that focuses on ideas and issues relevant to the course. They then write a
         5-6 page paper which explains in detail the nature of their creative work, what it
         means, and how this is relevant to the course. Creative works include things such as
         paintings, drawings, sculptures, short stories, excerpts from novels, collections of
         poems, plays, films/videos, music, and computer presentations or games.   This
         session will address the issues of identifying some of the learning objectives and
         outcomes associated with the use of creative projects and developing a grading
         rubric for such projects. Participants will have an opportunity to see examples of
         creative projects and how they are evaluated in my courses. Participants will be
         asked to engage in a "hands-on" exercise involving several brainstorming activities
         regarding the use of creative projects.

   D.   Zack Garrett
      "Designing Video Games for Teaching Philosophy"   ACB 210
         In this session, I will describe some principles for designing video games for
         teaching philosophy. I will first discuss what makes a good educational game,
         second what unique challenges philosophy presents, and finally how we can
         overcome those challenges. Some of the challenges that will be discussed are the
         broadness of philosophy, its lack of formalism, and the philosophical level of
         incoming students. Not only can good philosophy video games improve the

education of students in philosophy classes, but it can help spread awareness of the content and methodology of philosophy to the general public because of their interest in a good video game. The session will involve demonstrations of games that address the challenges posed by philosophy education as well as demonstration of some of the powerful tools for making video games that have become widely available.

E.   Patricia Agboro
   "The Extensive Group Project Method: An Approach to Teaching Philosophy to
    Nigerian University Students"   ACB 211
       The dominant strands of pedagogic ideas are often western in origin / orientation. This is the case because of the hegemony of the western world in global academia. For this reason, peculiarities and considerations of context are often swept to the margins as educational thinkers emphasize patently Eurocentric and one-size-fits-all solutions to the problems of effective teaching. This session takes as a starting point the notion that pedagogy must be context specific and pragmatic in its application. It therefore focuses on the challenges of teaching philosophy to students in Nigerian tertiary institutions. Philosophy students in Nigeria usually come across philosophy for the first time at the tertiary level. This raises the problem of inadequate exposure. This session addresses the problems highlighted above and host of other issues as well as provides demonstrable recommendations that can improve effectiveness of teaching philosophy at the university level.

F.   Jonathan Spelman and Patrick Croskery
   "A Prisoner's Dilemma Game for Professional Ethics Courses"   Proctor 114
       In this session, participants will play the prisoner's dilemma game we use in our professional ethics courses to help students see (i) why there are professional organizations, (ii) why the members of those organizations are required to follow certain rules, and (iii) why it is morally right for those members to follow those rules. After playing the game, we will spend some time discussing some ways one might modify the game to fit his or her specific context as well as some ways one might modify the game to promote other learning objectives (e.g., to help students understand why it is in their interest to be moral).

Special Plenary Session

Stephen Bloch-Schulman

Recipient, APA-AAPT Prize for Excellence in Philosophy, 2017

Saturday, 4:30–6:00pm
Academic Classroom Building, Room 108

Question-Centered Pedagogy

Expanding on my earlier work in which I explore the differences between philosophy student and faculty approaches to questions—what roles they play, how they can be used productivity, and what work they do—I propose and outline a new pedagogical model, still in development, Question Centered Pedagogy (CQP). Unlike in many pedagogies where faculty ask questions and students answer them, QCP takes as its goal the development of students as questioners and includes assessment of students' questions as the measure of their learning.

Dr. **Stephen Bloch-Schulman,** Associate Professor and Chair of Philosophy at Elon University, works at the intersection of Contemporary Continental Political Thought and the scholarship of teaching and learning. He was honorably mentioned for the 2012 Lenssen Prize and was the winner (with Ann J. Cahill) of the 2014 prize for their article, "Argumentation Step-By-Step: Learning Critical Thinking through Deliberative Practice," *Teaching Philosophy, 35:1 (2012): 41-62.*

Downtown Greensboro
Dinner Excursion

Saturday, July 28
Free Shuttles run 6:15 – 10:45

Free Shuttle Service Stops:
Front of ACB
North downtown: at Smith/Eugene
South downtown: Elm/McGhee

2 shuttles, running on a loop roughly every half hour
(wrist-band for bus access is in your registration packet)

At Registration table, you can:
Sign up for restaurant reservations
Get map of downtown and descriptions of restaurants
Or Click here for link to information/sign-up sheet

Sunday, July 29

Conference Farewell Breakfast

Sunday, 8:00 a.m. – 10:00 p.m.
ACB Lobby

Join friends and colleagues for a final conference meal

(Board Members' Meeting from 9:00 to 10:00, ACB 107, if needed)

Special Plenary Session
Moderated Reflection and Discussion

Sunday, 10:00 a.m. – 12:00 p.m.
ACB 210

What did we learn? What specific new techniques or strategies will we take into our philosophy classrooms? What new approaches to our courses and our students will we take? And, what did we miss? Come together to share a discussion of the highlights of our workshop-conference.

Presenter Contact Information

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Andrew Mills	11 Friday Presidential Address	Philosophy Otterbein University	1 South Grove Street Westerville, OH 43081 amills@otterbein.edu
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Elisabeth Parish	7	Philosophy The Catholic University of America	620 Michigan Ave., N.E. Washington, DC 20064 58parish@cua.edu
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Shari Prior	11	Philosophy College of Saint Mary	7000 Mercy Road Omaha, Nebraska 68106-2377 sprior@csm.edu
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Chelsea Richardson	8	Philosophy University of Nebraska - Lincoln	chelsealrichardson@gmail.com
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Kelly Salsbery	10 12	Division of Multidisciplinary Programs -- Philosophy Stephen F. Austin State University	Ferguson Building, Room 273 AA P O Box 6082 Nacogdoches, TX. 75962-6082 ksalsbery@sfasu.edu
Scott Samuelson	Thursday Keynote	Philosophy Kirkwood Community College	Iowa City Campus Room 346 1816 Lower Muscatine Rd Iowa City, IA 52240 scott.samuelson@kirkwood.edu

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Sister Anna Wray, OP	7	Philosophy The Catholic University of America	07wray@cua.edu
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About the AAPT

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

How Can I Participate in the AAPT?

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

AAPT Standing Committees

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

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

The Lenssen Prize Committee is responsible for reviewing the work of the candidates for the Lenssen prize according to the criteria developed by the Board. The Lenssen prize is for the best essay written on the teaching of philosophy. Chair: Jennifer Wilson Mulnix (University of Massachusetts Dartmouth), jmulnix@umassd.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 (mail ballot) election which fills those positions. Chair: Rob Loftis (Lorain County Community College), jloftis@loraincc.edu

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

The Awards Committee develops and recommends policies and procedures regarding all AAPT awards, including policies and procedures regarding stipends and honoraria for speakers at the biennial workshop-conferences. Chair: Scott McElreath (William Peace University), scott.mcelreath@peace.edu

The Teaching and Learning Committee is responsible for organizing the AAPT Seminars on Teaching and Learning. This includes both the five-day workshop at the biennial workshop-conference and the traveling one-day workshops. They also organize the Facilitator Training Workshop. Chair: Dave Concepción (Ball State University), dwconcepcion@bsu.edu

APA Sessions Committee is responsible for coordinating the Teaching Hub sessions at the American Philosophical Association meetings, in collaboration with the APA committee on the Teaching of Philosophy. See pg. 59 for more information about the Teaching Hub. Chair: Rebecca Scott (Loyola University Chicago), rebecca.g.scott@gmail.com

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
> Andrew Mills (Otterbein University), AMills@otterbein.edu

Vice-President
> Jennifer Wilson Mulnix (University of Massachusetts Dartmouth), jmulnix@umassd.edu

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

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

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

Immediate Past-President
> Andrew Carpenter (Northcentral University), andy@andrewcarpenter.net

At-Large Members

> David Concepción (Ball State University), dwconcepcion@bsu.edu

> Christina Hendricks (University of British Columbia), christina.hendricks@ubc.ca

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

> Scott McElreath (William Peace University), scott.mcelreath@peace.edu

> Rebecca Scott (Loyola Chicago), rebecca.g.scott@gmail.com

Board Announcements

The Board is seeking a new Communications Director. The deadline is August 15, 2018. The call is here: https://philosophyteachers.org/cfa-aapt-communications-director/

Additional Opportunities for Being Active in the AAPT

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

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

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

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

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

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

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

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

American Association of Philosophy Teachers

Studies in Pedagogy

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

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

Volume 1: *Practices in Pedagogy*, 2015, edited by Emily Esch and Charles W. Wright
Volume 2: *Teaching Plato*, 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*, forthcoming, edited by Andrew Winters.
Volume 5: *The Science of Learning: Theory and Application*, edited by David Concepción (CFP deadline, October 8, 2018)

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

The Lenssen Prize

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

The Co-Winners of the 2018 Lenssen Prize are:

Andrew J. Pierce. "Interest Convergence: An Alternative to White Privilege Models of Anti-Racist Pedagogy and Practice." *Teaching Philosophy*, 39, no.4 (2016): 507-530. DOI: 10.5840/teachphil201612260

Matt S. Whitt. "Other People's Problems: Student Distancing, Epistemic Responsibility, and Injustice." *Studies in Philosophy and Education*, 35, no. 5 (2016): 427-444. DOI 10.1007/s11217-015-9484-1

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

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.

AAPT Grant for Innovations in Teaching

Application Deadline August 31, 2018

The American Association of Philosophy Teachers is offering competitive small grants ranging from $250-$1000 to support the implementation of projects involving innovations or modifications to one's teaching. Preference will be given to those projects that have a broad appeal. Grant applications should be sure to specify the aim of the project, its learning goals, your criteria of success, and your proposed timeline. Grant recipients can choose either to do a one-semester project or a longer-term project, as long as the implementation of the project/collection of results falls within the timeframe of Spring 2019–Spring 2020. We hope that grant recipients will be amenable to the public dissemination of the projects in some form after completion. Grant recipients are required to submit a final project report due after completion of the project, which will be posted on our AAPT website. This final report should include information about the results of the project, including qualitative or quantitative data if relevant. See https://philosophyteachers.org/aapt-grant-2018/

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

Application Requirements:
    (1) Project description narrative of approximately 500-1000 words that addresses the following elements (please format it for blind review):
- Overall description of the project
- Learning goals the project addresses & how it addresses them
- Whether the person has undertaken any previous work in this area, such as trying something like this on a smaller scale, and if so, what the results were
- Timeline for project (recipients can choose either to do a one-semester project or a longer-term project, as long as it falls within the timeframe of Spring 2019-Spring 2020)
- Criteria of success
- How the project will be evaluated
- Dissemination plan for results (how the person will share what he/she has learned, such as at the AAPT or other regional or local venues)
- Budget: Specific amount requested with an estimated list of expenses (amount can include salary for the recipient). Please include whether one is getting any funding from other sources.

    (2) Current curriculum vitae, including contact information of one reference

Mail your completed application materials as attachment with "AAPT Grant" in the subject line to: grants@philosophyteachers.org.

Applications must be received by August 31, 2018.

The AAPT Awards committee will review applications. Winners will be notified by October 15, 2018. Final Report is due at the completion of one's project, but by no later than the end of June 2020.

AAPT One-Day Workshops on Teaching and Learning

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

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

Comments from Past Participants:
"The seminar shifted and honed the way I think about and practice teaching in substantial ways"
"Inspiring, fascinating, and incredibly helpful"
"A must for anyone who cares about students"
"An intensive boot-camp for learner-centered education"
"Not at all like the typical (mostly useless) 'teaching orientation' that most graduate students get"
"A surreal experience in which one is surrounded by many philosophers who place teaching before research"

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

Acknowledgements

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.
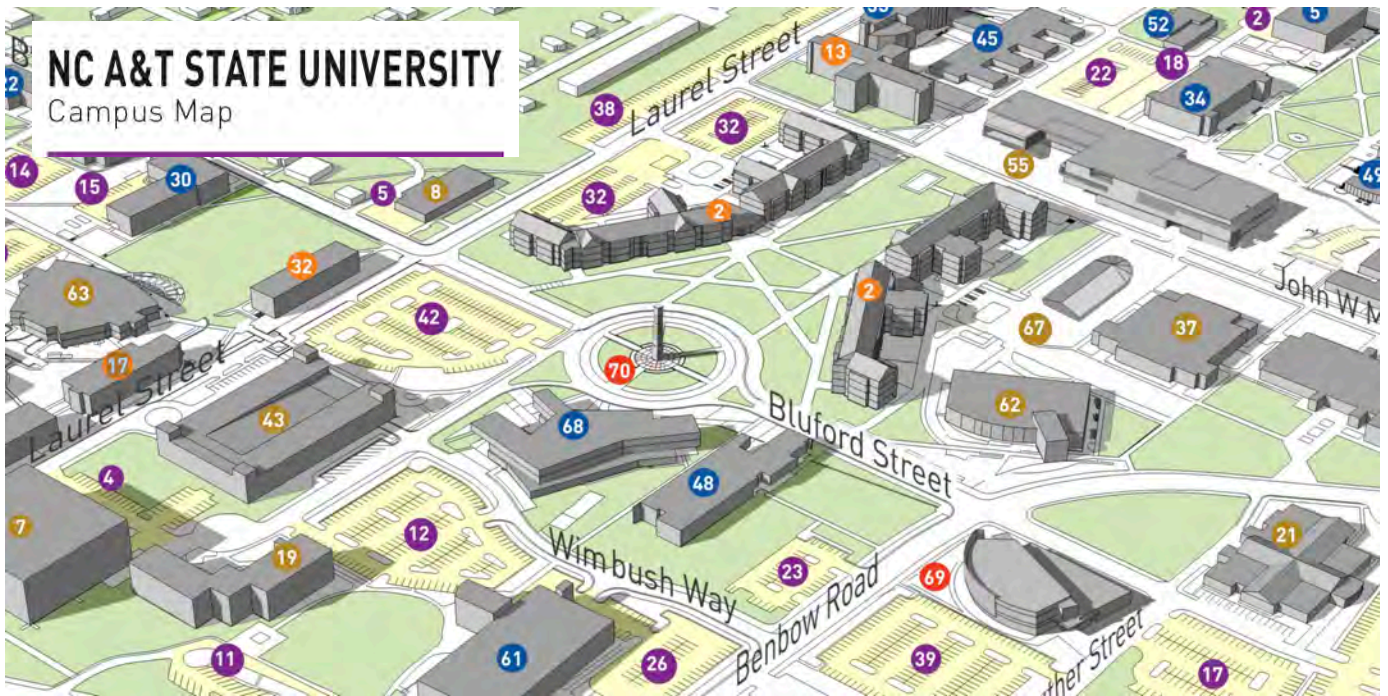
Any APA or AAPT member is welcome to help with the programming of the Teaching Hub. The 2020 Teaching Hub Planning Subcommittee will form in late April of 2019, after the Pacific APA. Interested volunteers should contact Dave Concepción, chair of both the APA's CTP and of the 2020 Teaching Hub Planning Subcommittee, in April of 2019.

For more information, visit the Teaching Hub webpage at:
https://www.apaonline.org/general/custom.asp?page=TeachingHub2018

Past Teaching Hub sample programs:

2018 at Eastern APA:
https://www.apaonline.org/general/custom.asp?page=2018E_TeachingHub

2018 at Pacific APA
https://www.apaonline.org/general/custom.asp?page=2018P_TeachingHub

NC A&T STATE UNIVERSITY
Campus Map

ACADEMIC

5... Barnes Hall - Lot 2
6... Benbow Hall - Lot 3
9... Campbell Hall - Lot 6
10... Carver Hall - Lot 7
11... Cherry Hall
12... Coltrane Hall - Lots 8, 37
15... Craig Hall - Lot 9
16... Crosby Hall - Lot 13
22... Frazier Hall - Lot 21
25... General Classroom
     Building - Lot 13

26... Gibbs Hall - Lot 16
27... Graham Hall - Lot 8
30... Hines Hall - Lot 15
31... Hodgin Hall - Lot 16
33... Fort/ IRC
34... Marteena Hall - Lot 18
35... McNair Hall - Lot 16
36... Merrick Hall - Lot 9
42... Noble Hall - Lot 21

45... Price Hall - Lot 22
48... Proctor Hall - Lot 23
49... Paul Robeson Theater
51... Academic Science Building
52... Sockwell Hall
53... Smith Technology Center
61... Webb Hall - Lot 26
68... Academic Classroom

STUDENT SUPPORT

7... Bluford Library - Lots 4, 34
8... Brown Hall - Lot 5
14... Corbett Sports Center
19... Dowdy Building - Lots 11, 12
21... Event Center - Lot 17
20... Dudley Building /
     University Galleries - Lot 45
23... Garrett House
24... Gear Up - Lot 8
28... Harrison Auditorium - Lot 14

37... Moore Gym - Lot 19
43... Parking Deck
44... War Memorial Stadium -Lot 65
50... Sebastian Center - Lot 24
54... Aggie Stadium - Lots A3, A4
55... New Student Center
     (Under Construction)
56... Bryan Fitness and Wellness Center
59... The Oaks
62... Wellness Center
63... Williams Dining Hall - Lot 28
67... Aggie Dome

CAMPUS HOUSING

1... Aggie Suites - Lots 30, 31
2... Aggie Village - Lot 32

46... Pride Hall - Lot 43
64... Vanstory Hall - Lot 33

American Association of Philosophy Teachers

AAPT

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY