



**The American Association  
of Philosophy Teachers**

**2021 Summer Series**

**"What We Teach"**

**Wednesday, June 23, 2021**

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



**AAPT**

Link to Main Zoom Room:

<https://us02web.zoom.us/j/84915477351?pwd=TUkyTUZmU0plQWFjaHhZRXdEK1dCQT09>

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

#AAPT21



# 2021 Summer Series

## THE AMERICAN ASSOCIATION OF PHILOSOPHY TEACHERS 2021 SUMMER SERIES

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

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

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

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

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

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

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

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

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

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



# June 23, 2021

## What We Teach

### Program at a Glance

(all times Eastern)

- 11:00 – 11:45** [Welcome – Main Zoom Room](#)  
11:00 – 11:10 Welcome  
11:10 – 11:45 Social/Breakouts
- 11:45 – 12:45** **Concurrent Session #1**
- [Room 1](#) **60-minute Presentation/Workshop**  
Russell Marcus “The Philosopher as Listener: Asking Better Questions in Class”
- [Room 2](#) **30-minute Presentation/Workshops**  
Merritt Rehn-DeBraal “Teaching Intellectual Charity through Rappaport’s Rules”  
Stephen Miller “Extending the Moral Imagination”
- [Zoom 3](#) **30-minute Presentation/Workshop**  
Mark Selzer “Teaching Topics like Consent to Students Who Know it All”  
  
(Open)
- [Zoom 4](#) **30-minute “Flipped Video” Discussions**  
*(please watch the videos prior to these sessions, [at this website](#))*  
Josh Mund “Teaching the Material Conditional in Introductory Logic Classes”  
  
Jonathan Spelman “The Case for Casuistry: Teaching Analogical Reasoning in Applied Ethics Courses”
- 12:45 – 1:30** **:45 Break**
- 1:30 – 2:30** **Concurrent Session #2**
- [Room 1](#) **60-minute Presentation/Workshop**  
Betsy Decyk “Active Listening for Active Learning”
- [Room 2](#) **60-minute Presentation/Workshop**  
Michael Hoffman “The Reflect! Platform: Teaching People to Cope with Ethical Challenges Of Wicked Problems and to Develop Consensus on Fundamental Disagreements”
- [Zoom 3](#) **30-minute “Flipped Video” Discussions**  
*(please watch the videos prior to these sessions, [at this website](#))*  
Rebecca Scott “Introducing Philosophy as Dialogue: Reimagining Introductory Courses Through Conversations with Living Philosophers”  
  
Lisa Schoenberg “Prioritizing Listening: Lessons Learned from Teaching a Philosophical Version of Civil Discourse”

#### Zoom 4

#### **20-minute “Flipped Video” Discussions**

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

Alfredo McLaughlin “This is the Best Thing I’ve Done this Semester!: Using Journaling to Make Philosophical Ideas Relevant”

Seth Robertson “Application Papers – 10 Lessons Learned”

Amanda Roth “Developing a Moral Reasoning Toolbox Through Case-Based Progressive Writing Assignments in the Bioethics Classroom”

2:30 – 2:45

:15 Break

2:45 – 3:45

#### **Concurrent Session #3**

##### Room 1

#### **60-minute Presentation/Workshop**

Chris Martin “Belonging, Transparency, and a Growth-Mindset in First Year Philosophy Courses”

##### Room 2

#### **30-minute Presentation/Workshops**

E. McClure & A. Koo “Building Philosophical Reading and Writing Skills”

Brian Land “Non-Required Readings and the Empowered Student”

##### Room 3

#### **30-minute Presentation/Workshops**

Sean Driscoll “Intellectual Charity and Breaking the Barriers to Critical Thinking”

Mark Herman “A Pedagogical Case for Ethics First and Epistemology Last in Intro Phil”

##### Room 4

#### **30-minute “Flipped Video” Discussion Panel**

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

Celeste Harvey “Building Skills in Moral Reasoning: Ethics Bowl in the Classroom”

Kristin Seemuth-Whaley “Should You Assign Group Projects in Philosophy Courses?”

3:45 – 4:15

#### Closing Session – Main Zoom Room

4:00 -

Closing/Social

(visit the Detailed Program below for the “*What Russian*” Signature Cocktail and Mocktail for our closing session happy hour)



2021 Summer Series

# Zoom and Website Links At-a-Glance

**Main Room:** <https://us02web.zoom.us/j/84915477351?pwd=TUkyTUZmU0pIQWFjaHhZRXdEK1dCQT09>

**Room #1:** <https://us02web.zoom.us/j/87401494505?pwd=K0ZCMDJhWDVhQVlaZHZ4OUJYZExaQT09>

**Room #2:** <https://us02web.zoom.us/j/82680284530?pwd=enpsWCsvQXBib0JKN2NOOVZJSDVuUT09>

**Room #3:** <https://us02web.zoom.us/j/87196833250?pwd=cy9VS1dBeFZFQmRiUHRINEM0RkZ4UT09>

**Room #4:** <https://us02web.zoom.us/j/84808288616?pwd=S2pTUVdGVmlPMIhpWG1aVUN0ZEg3UT09>

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

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

## “What We Teach” Series Contacts

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AAPT Executive Director  
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# Detailed Program

Wednesday, June 23

11:00a – 11:45a [Welcome Session](#)

[Main Zoom Room](#)

Welcome – Sarah Donovan and Christina Hendricks  
Social

11:45a – 12:45p **Concurrent Session #1**

**A. [60-minute Presentation/Workshop](#)**

[Zoom Room #1](#)

Russell Marcus

“The Philosopher as Listener: Asking Better Questions in Class”

Philosophy classroom experiences range from thrilling to painful, for students and for instructors. One factor that can make a difference in the tone and success of a class meeting is the kind of questions we ask in class. After thinking together about the goals of asking questions in philosophy classes, participants in this workshop will work to apply Gallagher and Aschner’s taxonomy of questions to some (more or less) common philosophical texts, practicing our skills in developing the kinds of questions that foster productive and sustained discussions that empower and edify our students.

**B. [30-minute Presentations/Workshops](#)**

[Zoom Room #2](#)

Merritt Rehn-DeBraal

11:45a – 12:15p

“Teaching Intellectual Charity through Rappaport’s Rules”

This session focuses on strategies for teaching students how to engage critically and charitably with opposing viewpoints. In the midst of an increasingly hostile and polarizing political climate, students are often skeptical that moral and political issues can be discussed in ways that are productive and that actually connect people across disagreements rather than divide them. In this interactive session I will share how Rapoport’s Rules for charitable criticism have helped my students become better readers, writers, and interlocutors while also convincing them that constructive disagreement is both possible and valuable. Participants will leave with concrete tools for teaching students how to criticize constructively and charitably in and outside the classroom.

Stephen Miller

12:15p – 12:45p

“Extending the Moral Imagination”

Extensive work in many fields recently has shown how sadly ineffectual rational arguments can be in inspiring people to behave better. However, when schools design Ethics curricula, it is very common to make moral improvement a primary goal. However, given the way unconscious context cues, implicit cognition, emotions and the power of habituation all point to the ways that human beings act without

conscious thought, this presents a challenge to a traditional Ethics curriculum that would aim to help students become morally “better.” One of the most important areas related to this involves the concept of moral imagination. The primary aim of this session will be to look closely at three primary strategies being employed at many institutions: 1) Social and Emotional Learning curricula, 2) Service Learning programs and 3) narrative fiction. All three have the potential to extend moral imagination, yet all three can lead to diminished moral behavior if done wrongly. The session will focus around three case studies.

**C. 30-minute Presentations/Workshops**

**Zoom Room #3**

Mark Selzer

11:45a – 12:15p

“Teaching Topics like Consent to Students Who Know it All”

Students think they know everything about consent. It’s hard to blame them, given all the mandatory information sessions and orientations they’ve attended. Plus, they’ve been inundated with social media commentary. Unfortunately, their epistemic overconfidence is a barrier to critically examining their understanding of such topics. We will explore how to get students to be open to critically examining their understanding of topics by presenting consent in an unfamiliar way to mitigate the influence of their biases and epistemic overconfidence. About 50% of participants will get a car during the session.

Open

12:15p – 12:45p

**D. 30-minute “Flipped Video” Discussions**

**Zoom Room #4**

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

Josh Mund

11:45a – 12:15p

“Teaching the Material Conditional in Introductory Logic Classes”

Students in introductory logic and critical thinking courses learn to translate English conditional sentences (e.g., “If Tom has type A+ blood, then he is a suitable donor.”) as the material conditional. They are often told that the material conditional captures the meaning of typical English conditionals, a claim that conflicts with their linguistic intuitions. I suggest that logic teachers continue to translate English conditionals as the material conditional, but that we no longer encourage students to think of these conditionals as even roughly equivalent. I suggest a different way of understanding the relationship between them—namely, that the English conditional guarantees the truth of the material condition but not vice versa. I explain why I think this understanding is more accurate than the view that they are equivalent. And I explain why my understanding of the relationship between these conditionals preserves much current practice—that is, why we can still use arguments in formal logic languages as a guide to the validity of arguments in natural language.

Jonathan Spelman

12:15p – 12:45p

“The Case for Casuistry: Teaching Analogical Reasoning in Applied Ethics Courses”

One common method for answering practical ethical questions is to identify plausible moral principles and then to apply those principles to particular cases. The problem with

this method is that the moral principles one identifies will inevitably be vulnerable to counterexamples. To solve this problem, the Jesuits developed casuistry, an alternative method for answering practical ethical question. Casuistry starts with similar cases rather than plausible moral principles, and it requires analogical reasoning rather than deductive reasoning. Although casuistry fell into disrepute in the 17th century, it has seen a resurgence of late, and rightly so. In this session, then, I defend casuistry and explain how I design my courses to promote the kind of analogical thinking that casuistry requires, a kind of thinking that not only helps us get at the truth, but that also stimulates students to think more creatively about complex moral problems.

**12:45p - 1:30p**

**Break**

**1:30p – 2:30p Concurrent Session #2**

**A. 60-minute Presentation/Workshop**

**Zoom Room #1**

Betsy Decyk

“Active Listening for Active Learning”

Discussions, active learning, and high impact practices like collaborative projects and research rely on interactive engagement. We often take for granted that students know how to talk with each other in these settings and that their conversations will be inclusive and constructive. However, most of us know from classroom experiences that that communication is not always unproblematic and, in fact, can fail. This workshop will build on an idea suggested by Paul Green in his article “How to Motivate Students: A Primer for Learner-Centered Teachers.” Among his tips for building a supportive learning environment Paul writes: “We should model and teach active listening.” The workshop will begin with a very brief overview of active listening drawn from my experiences as a mediator. I will share a developmental rubric as an example to show how one might set about recasting active listening to enhance active learning. Then, in breakout rooms, participants will design a scaffolded set of experiences and activities related to their classes that will help students learn, practice and grow in their active listening skills. We will reconvene to share those ideas. (Note: two handouts “Active Listening in the World of a Mediator” and “A Sampler of Active Listening Queries, Prompts, and Responses” provide a richer understanding of active listening as it is used in mediation. These will be available on the website for this session. Reading these handouts before the workshop is recommended).

**B. 60-minute Presentation/Workshop Zoom Room #2**

Michael Hoffman

“The Reflect! Platform: Teaching People to Cope with Ethical Challenges of Wicked Problems and to Develop Consensus on Fundamental Disagreements”

This interactive workshop introduces participants to the Reflect! platform which has been designed to guide small teams of students through problem-based learning projects (<https://reflect.gatech.edu/>). The goal is to prepare students to cope with the challenges of wicked problems, that is, problems that require taking multiple perspectives into account. The user guidance provided by the platform allows to practice strategies and skills to cope with wicked problems. For example, instead of focusing on



expert knowledge that provides objective answers to ethical dilemmas, the platform instructs students to start with a clear formulation of the problem in question, and then to perform a stakeholder analysis to understand the positions of all those affected by decisions regarding the problem. This way students learn how decisions might harm the interests of particular populations or violate their values. The workshop will introduce this educational innovation and provide a hands-on team experience with the platform.

### C. 30-minute “Flipped Video” Discussions

**Zoom Room #3**

Rebecca Scott

1:30p – 2:00p

“Introducing Philosophy as Dialogue: Reimagining Introductory Courses Through Conversations with Living Philosophers”

This session focuses on a project that I undertook in an honors Introduction to Philosophy class designed to introduce students to philosophy through interactions with living philosophers. In the class, students read four recently published books by philosophers who agreed to interact with the students in some way (either in person or via video conference). During the course, students spent 3-4 weeks studying each work and developing questions before having the chance to interact with the authors themselves at the end of each unit. In the session, I will present my findings from a pre-post survey conducted with students and invite a discussion on what introductory classes can and should be.

Lisa Schoenberg

2:00p – 2:30p

“Prioritizing Listening: Lessons Learned from Teaching a Philosophical Version of Civil Discourse”

AAC&U defines collaborative learning as having two goals: “learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences.” But how to teach listening? It is difficult to see how courses in philosophy can achieve key goals without giving students significant opportunity to (a) engage in projects in which the point is genuine dialogue, not monologue, or at the most serial monologue; (b) participate in this dialogue not merely in the curated environment of the classroom, but away from the professor’s gaze, or at least not primarily for the professor’s gaze; and (c) experience the dialogue as having stakes rather than existing as a mere exercise, and not solely in the sense of being attached to grades, but rather in the sense of having a meaningful purpose. This session will consider lessons learned from teaching a philosophical version of civil discourse—an alternative to the more traditional offering of the communications department—which fulfills the oral communication and civil discourse outcomes of our general education program, and additionally has earned a High-Impact Learning Practice designation for its incorporation of collaborative learning.

#### D. 20-minute “Flipped Video” Discussions

Zoom Room #4

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

Alfredo McLaughlin

1:30p – 1:50p

“This is the Best Thing I’ve Done this Semester!: Using Journaling to Make Philosophical Ideas Relevant”

Looking for a way to have my students experience the application of philosophical ideas outside of the classroom, I assigned them 7-day “Stoic Journals,” “Virtues Journals” and “Wonder Journals.” The degree to which students have committed to this activity – both to the “tasks” assigned and their reflection on the tasks – is something I’d never seen before; even more encouraging was their feedback, as for many students this was the push they needed to sit and reflect, take stock, plan ahead, even make difficult calls, apply for jobs and mend relationships! In this workshop we will look at a basic framework for this technique, and discuss ways of adapting it to various areas of philosophical teaching.

Seth Robertson

1:50p – 2:10p

“Application Papers – 10 Lessons Learned”

At first glance, Application Essays (see Schultz-Bergin 2019) might not seem distinct from familiar undergraduate philosophy writing assignments: they ask students to apply some critical insight from course readings to an audience unfamiliar with them. However, Application Essays (as I use them) take on a distinctive form that separates them from more familiar philosophy writing assignments. In particular, they aim to be pieces of public philosophy, aimed at an audience explicitly unfamiliar with and not antecedently interested in the projects in question. The students’ goal is to make the case that some philosophical idea, claim, argument, theory, or perspective is not only applicable outside the philosophy classroom, but to do so in a way that is engaging to the intended audience. In this session, I’ll describe how I use Application Essays in my courses, lessons I’ve learned from doing so, and we’ll practice together giving the type of feedback and information required for successful Application Essays.

Amanda Roth

2:10p – 2:30p

“Developing a Moral Reasoning Toolbox Through Case-Based Progressive Writing Assignments in the Bioethics Classroom”

I present an approach to a semester-long case-based writing assignment in an introductory philosophical bioethics course with a mixed student enrollment. In the session, I will present what I have used as an assignment for three semesters, along with the motivation for this kind of approach to teaching bioethics. The session will be interactive, presenting the audience with an opportunity to formulate their own “reasoning toolbox” as it might relate to the areas of philosophy in which they teach, their course learning outcomes, and existing (or potentially new) assignments. The session will also involve my reflections upon what has worked, what tweaks I have made, and what refinements might be called for going forward. It will conclude with an open discussion among audience members about potential improvements and modifications that might be appropriate for other subfields of philosophy.

**2:30p – 2:45p Break**

## 2:45p – 3:45p Concurrent Session #3

### A. 60-minute Presentation/Workshop

Zoom Room #1

Chris Martin

“Belonging, Transparency, and a Growth-Mindset in First Year Philosophy Courses”

Greater transparency and a sense of belonging help foster in students a growth as opposed to fixed mindset about learning. We can best promote the worth of these concepts by not just explaining them to students but, more so, infusing them within the course. In this workshop I will review the meaning and promise of each of these concepts, share my own journey for best promoting them in my own courses, work with you to include them in yours, and explain why I think introductory Philosophy courses are uniquely suited to advance these ideals, and why advancing these in first-year courses serves the interests of our students, programs, and academic discipline of study.

### B. 30-minute Presentation/Workshops

Zoom Room #2

Emma McClure and Alex Koo

2:45p – 3:15p

“Building Philosophical Reading and Writing Skills”

This workshop demonstrates a set of weekly activities designed to build reading and writing skills in introductory philosophy classes. Existing pedagogical materials tend to be general lists of advice or time-consuming graded activities, unsuitable for use in large classes. We’ve created a series of in-class activities, approximately 20 minutes each, that do not require outside grading time or changes to existing course readings. We’ve tested the activities during the discussion sections of two introductory courses (ranging from 250-400 students, with distinct reading lists, and six different discussion section leaders). We’ve seen improvements in student writing, particularly when combined with scaffolded assessments. In this workshop, we’ll discuss the pedagogical background for these activities and train participants to teach the first four activities in the skill building progression-- Skimming, Summarizing, Reading Critically, and Objecting. Participants will then break into small groups to discuss how to incorporate these activities into their own courses.

Brian Land

3:15p – 3:45p

“Non-Required Readings and the Empowered Student”

In this presentation I will explain and defend the pedagogical practice of recommending specific secondary readings to students as optional sources. I begin by describing the impact this practice has had on me, both as an educator and as a student. I then detail various ways that I have implemented this practice, defending the practice as closely related to positive educational outcomes. I then move to a small-group activity designed to help instructors to think about and develop their own bank of resources. I close with a brief large-group reflection and compilation of ideas noticed in small-group discussion.

**C. 30-minute Presentations/Workshops****Zoom Room #3**

Sean Driscoll

2:45p – 3:15p

**“Intellectual Charity and Breaking the Barriers to Critical Thinking”**

Most philosophy course syllabi contain a goal or learning outcome focusing on critical thinking. In fact, this goal is frequently a main focus of the course—and not just for logic courses. With this goal in view, this session will focus on one aspect of pedagogy that is not frequently viewed in relation to critical thinking: intellectual charity. We will discuss the concept of intellectual charity and why its lack should be seen as an impediment to students’ development of critical thinking skills. Participants in this session will then do one of my in-class activities designed specifically for the development of intellectual charity and discuss how to develop their own activities for this purpose.

Mark Herman

3:15p – 3:45p

**“A Pedagogical Case for Ethics First and Epistemology Last in Intro Phil ”**

In Introduction to Philosophy courses, in what order should standard topics/units be covered? For example, epistemology first, metaphysics second, and ethics much later? Such “foundationalist” topic-sequences are common (textbook survey in “handout”) but unfortunate. Introductory students are introduced to both philosophical content and methods. With epistemology covered first, students must learn unfamiliar methods using unfamiliar content. This is needlessly difficult (especially for students with less exposure to philosophical thinking-styles, which raises equity considerations); it needlessly risks students’ becoming discouraged and disengaged. However, since students are already familiar with ethics, covering it first facilitates and expedites their securing a basic grasp of philosophical methods, which they can then employ and improve upon throughout the course. Introduction to Philosophy courses (and textbooks) should adopt topic-sequences that open with ethics, not epistemology. In my session, I will briefly present my position and arguments; followed by a group discussion on the pedagogical challenges and advantages of this Ethics-First approach, as well as ideas on how this approach might be developed for attendees’ own courses.

**D. 30-minute “Flipped Video” Discussions****Zoom Room #4***(Please watch the videos for this session beforehand, [at this website](#))*

Celeste Harvey

2:45p – 3:15p

**“Building Skills in Moral Reasoning: Ethics Bowl in the Classroom”**

This session will introduce participants to the Ethics Bowl methodology and demonstrate one way it might be incorporated into introductory ethics classes. Ethics Bowl is an extra-curricular activity for high school and college students that engages teams of students in timed “debate” of ethical case studies. The goal of the method is to encourage students to cultivate the skills of moral reasoning and civil discourse. Using Ethics Bowl in the classroom gives students robust opportunities to practice the skill of moral reasoning by discussing contemporary ethical issues with their peers and applying the basic concepts underlying the major moral theories to real life situations (e.g. duties, consequences, virtues and natural law). The Ethics Bowl discussion method also helps students to recognize and reason about competing moral considerations as they arise in real life contexts. The highly structured nature of Ethics Bowl has the added advantage of making the classroom more inclusive by encouraging many students to participate, and it gives instructors an opportunity to provide formative feedback.

**“Should You Assign Group Projects in Philosophy Courses?”**

This session invites participants to incorporate group projects in their courses as effective means of satisfying student learning outcomes. Participants will explore the value of assigning group projects in philosophy courses, including a discussion of the relevant advantages and disadvantages. This session is informed in part by the results of an AAPT grant-funded study assessing the efficacy of group projects. The study, completed in conjunction with a Spring 2019 course called “Social Dimensions of Equality,” involved analysis of institutional assessment data of student learning as well as information gathered from student surveys gauging their impressions of the group project. By the end of the session, participants will be able to appeal to data, as well as reflections on personal experience, to affirmatively answer the question “Should you assign group projects in philosophy courses?”

**3:45p – 4:15p [Closing Session](#)****[Zoom Main Room](#)****Signature Cocktail Recipes**

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

*The What Russian*

This drink is inspired by the classic White Russian, and is the perfect combination of sweet, creamy and ice cold for a hot summer day. Cheers to the end of our second day of the AAPT Summer Series!

**Ingredients**

- 1.5 oz vodka (or white rum)
- 1.5 oz Kahlua (or your favorite coffee liqueur)
- 1.5 oz (more or less) lite coconut cream (shake can before opening).

**Directions**

Fill a glass with ice. Add vodka/rum and coffee liqueur. Give a quick stir, then slowly pour coconut cream over the top.

*The What Russian Non-Alcoholic Alternative***Ingredients**

- 1.5 oz espresso (or coffee)
- 1 oz simple syrup
- 1.5 oz. lite coconut cream (shake can before opening).

**Directions**

Fill a glass with ice. Add coffee and simple syrup. Give a quick stir, then slowly pour coconut cream over the top.

## Presenter Contact Information

Presenter	Sessions	Institutional Affiliation	Contact Information
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Jonathan Spelman	Session 1, Room 4	Department of Philosophy Ohio Northern University	<a href="mailto:j-spelman@onu.edu">j-spelman@onu.edu</a>



# About the AAPT

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

## How Can I Participate in the AAPT?

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

## AAPT Standing Committees

The Communications Committee facilitates the AAPT's communication within itself, the AAPT's communication with the rest of the world and communications between the Board of Directors and the chairs of committees. Chairs: Karl Aho (Tarleton State University), [kaho@tarleton.edu](mailto:kaho@tarleton.edu); and Kevin Hermberg (Dominican College), [kevin.hermberg@dc.edu](mailto: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](mailto:rkraft1@ycp.edu)

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

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

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

The APA Sessions Committee is responsible for coordinating the Teaching Hub sessions at the American Philosophical Association meetings, in collaboration with the APA committee on the Teaching of Philosophy. Chair: Renée Smith (Coastal Carolina University), [rsmith@coastal.edu](mailto:rsmith@coastal.edu)  
The Development Committee is responsible for the strategic planning, mission and vision of the AAPT, and works directly with the Executive Board. Chair: Jack Musselman (St. Edwards University), [jackgm@stedwards.edu](mailto:jackgm@stedwards.edu)

## The AAPT Board of Directors

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

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

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

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

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

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

### **President**

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

### **Vice-President**

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

### **Executive Director**

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

### **Treasurer**

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

### **Communications Director**

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

### **Immediate Past-President**

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



## At-Large Members

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

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

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

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

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

## 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](mailto:alexandrabradner@gmail.com), or any of the Board Directors. Visit our Website at <https://philosophyteachers.org/>.

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



## *Studies in Pedagogy*

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

Editor in Chief:

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

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

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

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

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

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

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

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

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

# The Lenssen Prize

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

## The Winners of the 2020 Lenssen Prize are:

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

## Past Recipients of the Lenssen Prize:

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

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

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

## **Award**

Frequency: Annual

Award Amount: \$1,000 and a plaque

Next Deadline: August 5, 2021

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

## **Eligibility**

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

Visit [https://www.apaonline.org/page/teaching\\_prize](https://www.apaonline.org/page/teaching_prize) for more information

## **Awardees**

The Winners of the 2020 Teaching Prize are:

Russell Marcus (Hamilton College)

Eduardo Villanueva (Pontifical Catholic University of Peru)

## **Prior Winners**

2019: Sandra Dwyer (Georgia State University)

Claire Katz (Texas A&M University)

2018: Maralee Harrell (Carnegie Mellon University)

2017: Stephen Bloch-Schulman (Elon University)

# AAPT Grant for Innovations in Teaching

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

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

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

## Eligibility

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

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

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

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

## Recent Recipients:

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

## More information:

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



# Teaching and Learning Workshops/Seminars

## 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"*

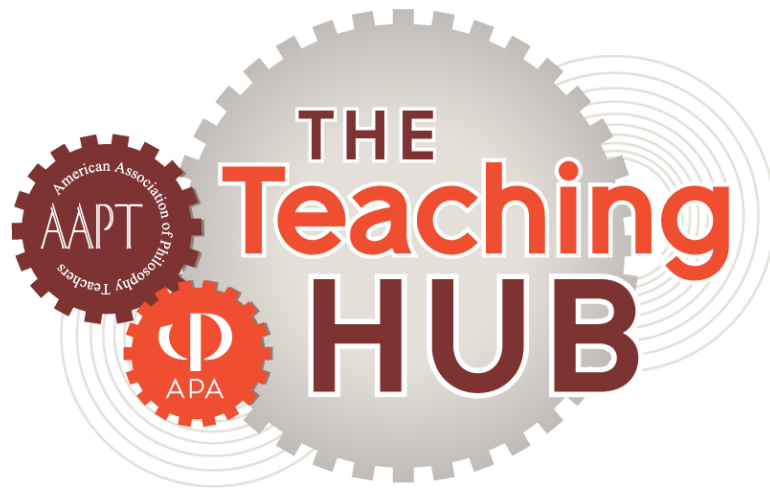
*"Not at all like the typical (mostly useless) 'teaching orientation' that most graduate students get"*

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

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

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

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

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

# Acknowledgements

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

## AAPT 2020 and Summer Series 2021 Conference Programming Committee

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

## 2021 Summer Series Committee Chairs

Series Chair: Jane Drexler, [jane.drexler@slcc.edu](mailto:jane.drexler@slcc.edu)

“Who We Teach” – June 9, 2021

Chairs: Rebecca Scott, [rebecca.g.scott@gmail.com](mailto:rebecca.g.scott@gmail.com)  
Andrew Mills, [andrewpmills@gmail.com](mailto:andrewpmills@gmail.com)

“What We Teach” – June 23, 2021

Chairs: Sarah Donovan, [sdonovan@wagner.edu](mailto:sdonovan@wagner.edu)  
Christina Hendricks, [christina.hendricks@ubc.ca](mailto:christina.hendricks@ubc.ca)

“How We Teach” – July 14, 2021

Chairs: Kimberly Van Orman, [kvanorman@uga.edu](mailto:kvanorman@uga.edu)  
Renée Smith, [rsmith@coastal.edu](mailto:rsmith@coastal.edu)

“Why We Teach” – July 28, 2021

Chairs: Russell Marcus, [rmarcus1@hamilton.edu](mailto:rmarcus1@hamilton.edu)  
Rebecca Millsop, [rmillsop@uri.edu](mailto:rmillsop@uri.edu)

## Proposal Readers

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

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

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