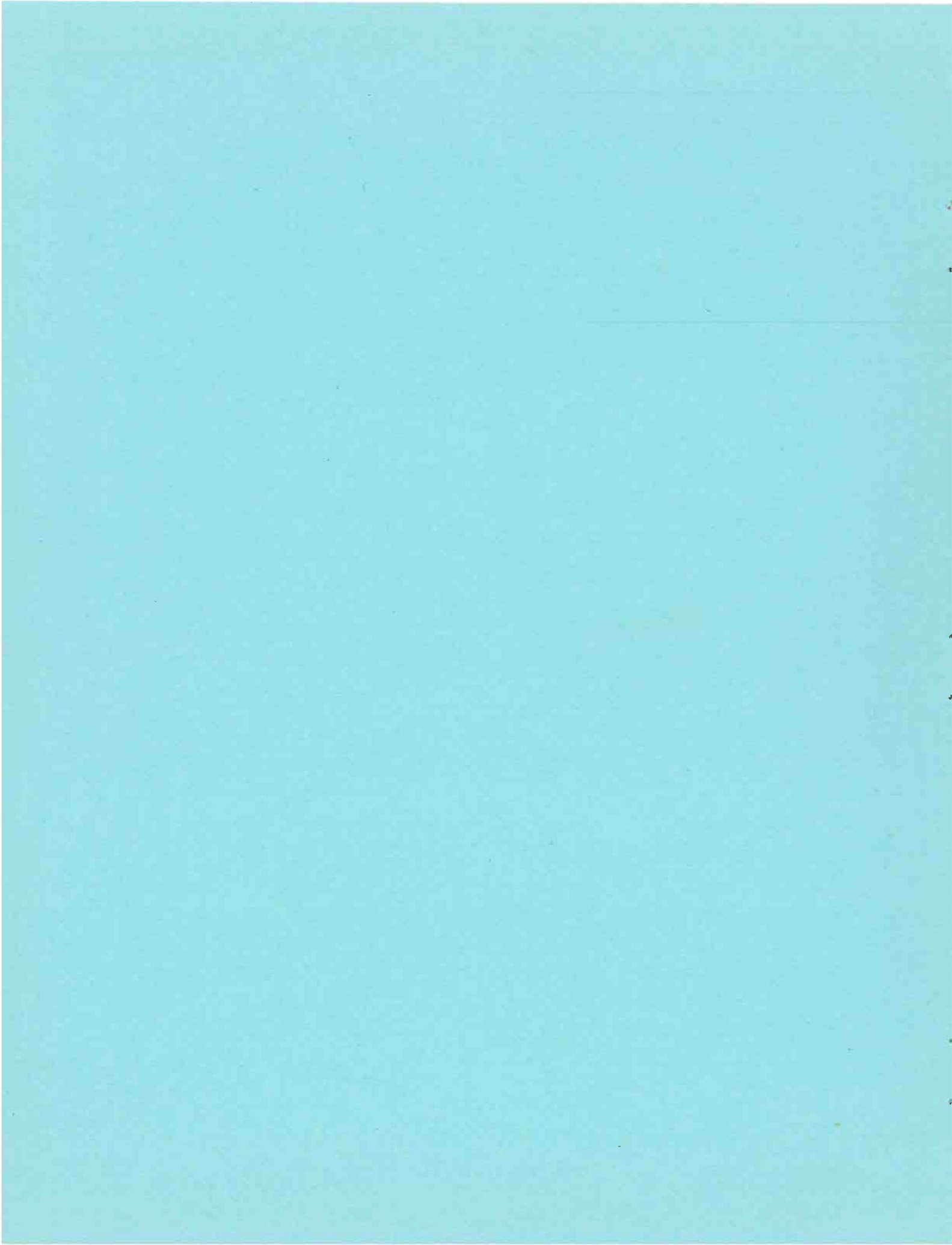


**FIFTH INTERNATIONAL
WORKSHOP/CONFERENCE
on the
TEACHING OF PHILOSOPHY**



**THE UNIVERSITY OF TOLEDO
13-17 AUGUST 1984**





W E L C O M E !

On behalf of the American Association of Philosophy Teachers and the Philosophy Department of The University of Toledo, we would like to welcome you to the Fifth International Workshop/Conference on the Teaching of Philosophy.

We have done all that we could to help make your time here well-spent. We hope that you will find this Workshop/Conference to be a stimulating intellectual experience, and one that will aid your advance as a philosophy teacher. We also hope that your stay in Toledo will be an enjoyable one.

Should you need any further assistance, do not hesitate to contact us.

James Campbell

James Campbell
Program

Richard A. Wright

Richard A. Wright
Local Arrangements

2 INFORMATION

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ROOMS

All Conference participants who are staying at The University of Toledo will be housed in Parks Tower. One set of clean linens will be provided to each participant upon arrival and should be used for the entire stay.

Although the Conference is officially over on Friday afternoon, August 17th, participants may stay in their rooms until Saturday morning, August 18th at no extra charge. (Meals will not be served after Friday lunch, however.)

MEALS

Each Conference participant who selected a meal plan will be issued an ID card which will serve as a meal ticket for all meals beginning with dinner on Monday, August 13th. Meals will be served in the Student Union Cafeteria on the following schedule:

Breakfast	7AM	-	8:30AM
Lunch	12noon	-	1:30PM
Dinner	5PM	-	6:30PM

The last meal at the Conference will be lunch on Friday, August 17th. Participants who plan to stay over will need to find a restaurant.

PARKING

All Conference participants who have cars with them should park them in the Parks Tower parking lot and prominently display the parking permit issued at registration.

CHILD CARE

Information on child care -- location, hours, cost, etc. -- can be found on the special child care flyer.

ASSISTANCE AND EMERGENCIES

For assistance with minor problems, contact the Continuing Education Office during business hours: x 2922. For serious emergencies or assistance at other times, contact Campus Security: x 2222.

For medical emergencies, call x 2222, or drive to the Emergency Room of the Toledo Hospital. (From the campus, drive two blocks north on Douglas Road, turn right onto Kenwood Avenue and go four blocks).

Other important phone numbers:

Campus Police: x 2600

Toledo Fire Dept.: 241-1221

Toledo Police: 243-4141

Toledo Poison Center: 381-3897

BANKING & CURRENCY EXCHANGE

The Campus Branch of the First National Bank of Toledo is located just west of the University at Bancroft and Middlesex.

Hours: Monday-Thursday, 9AM-4PM

Friday, 9AM-7PM

Phone: 531-0656

BOOKSTORE

The University Bookstore is located at the east end of the Student Union.

Hours: Monday-Friday 8AM-5PM

Phone: x 2516

COPY MACHINES

There are several copy machines in the Carlson Library: one by the check-out desk, four on the second floor. There is also a dollar bill changer on the second floor.

Kinko's Copy Service is located just west of campus on Bancroft.

Hours: Monday-Thursday, 7:30AM-8PM

Friday, 7:30AM-6PM

Saturday, 9AM-6PM

Phone: 535-5679

DIVERSIONS

Downtown Toledo is undergoing a rebirth. The Maumee River-front area, including PORTSIDE and PROMENADE PARK is worth a visit. Also, there are several tourist boats that leave from the miniature lighthouse. For information, call: 693-BOAT

The TOLEDO MUSEUM OF ART is located at 2445 Monroe Street. accessible by car, cab, or bus.

Hours: Tuesday-Saturday, 9-5

Sunday, 1-5

Phone: 255-8000

There are several nature areas - METROPARKS -- located in and around Toledo, as detailed in the "Guide" you received.

Hours: daily, 8AM - dark.

The TOLEDO ZOO is located at 2700 Broadway (north of Glendale).

Hours: daily, 10AM-5PM

Phone: 385-5721, 385-4040

We have tentatively scheduled a tour of the JEEP ASSEMBLY PLANT for Wednesday afternoon. See the special flyer.

The TOLEDO MUD HENS return home to the Lucas County Recreation Center on Thursday evening. See the special flyer.

4 INFORMATION

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EXHIBITS

Participants are encouraged to visit the book and materials exhibited in the lounge area on the second floor of the Continuing Education Center. Please do not remove any materials unless they are so marked. (The books, for example, are to be returned). If you wish to order a book, use the available order form.

As the Workshop/Conference proceeds, there will be tables for you to make your own materials available to others. Please be careful to mark whether they are for distribution or for display only.

FILMS

The films to be shown during the Workshop/Conference were provided without charge through the courtesy of New Yorker Films.

SOCRATES, by Roberto Rossellini: Tuesday 7:30 PM
Cont. Educ. Cntr. Auditorium

MY DINNER WITH ANDRE, by Louis Malle: Thursday, 7:30 PM
Parks Tower Conference Room, Second Floor

A catalogue listing these and other films available from New Yorker Films (16 W. 61st St.; NYC NY 10023) may be found in the display area.

LIBRARY

Registrants and their family members may use Carlson Library. All materials must be used within the Library.

Hours: Monday-Thursday, 8AM - 10PM

Friday, 8AM - 5PM

Saturday, 10AM - 5PM

Phone: x 2324

MEDICAL PROBLEMS

Routine medical problems can be brought to the Campus Health Center, located in the basement of White Hall.

Hours: Monday-Friday, 8:30AM - 5PM

Phone: x 2307

EMERGENCIES: call x 2222

PHILOSOPHY DEPARTMENT

The Philosophy Department is located at the northwest corner of the campus in Scott Hall, Room 110 (x 2619).

POST OFFICE

A U.S. Post Office sub-station is located on the second floor of University Hall (room 2340) [one flight of stairs down from the Bancroft Street level].

Hours: 8:45AM - 3PM

Phone: x 2921

RECREATION - ON CAMPUS

Campus recreation facilities are available to holders of a Sports Pass (obtainable for \$1/day at the Continuing Education Office). The facilities include:

GYMNASIUM (Health Educ. Bldg.): 7PM - 9PM

OUTDOOR TRACK (behind Health Educ. Bldg.)

SWIMMING POOL (Health Educ. Bldg.): Family Swim: Monday-Friday, 6PM - 7PM

TENNIS COURTS (whenever not in use for classes)

RECREATION - OFF CAMPUS

The Ottawa Park Municipal GOLF Course is located just east of campus, north of Bancroft on Parkside. Green fees are \$7/18 holes. Call 472-2059 for reservations.

There is a paved JOGGING/BICYCLE trail surrounding the golf course. It can be entered from Bancroft just beyond the train testle east of the campus.

RESTAURANTS & EATERIES - ON CAMPUS

The Mediterranean Room is a fine restaurant serving Greek and American food. It is located in the Student Union (room 3022).

Hours: Monday, 11AM - 6PM

Tuesday-Friday, 11AM - 8PM

Phone: x 2151

The Snack Bar and Cafeteria are open from 7AM - 2:30PM.

RESTAURANTS & EATERIES - OFF CAMPUS

Within walking distance, there is a small sandwich shop, a restaurant, and a bar just west of campus on Bancroft.

A short drive (or a long walk) will bring you to the standard array of fast food places that cluster around the intersection of Dorr and Secor (southwest of campus).

Those more dedicated to restauranting will find that Toledo is an excellent city for eating out. Consult the "Restaurant" section of the Yellow Pages.

SHOPPING

Just west of campus there is a small shopping area that includes a supermarket, a drug store, an ice cream store, a few eateries, a bank, a copy-center, a bar, a gas station, a barber shop, etc. On Bancroft, about 1/4 mile east of campus, is a 7-Eleven.

For more serious shopping, start with the area around Secor and Central.

TRANSPORTATION

You have been given a route map for the Toledo Area Regional Transit Authority (TARTA). The fare is 65¢; transfers are 10¢. Exact change is required.

To get a cab, see the Yellow Pages under "taxicabs".

NOTES OF APPRECIATION

The members of the Program Committee would like to express their thanks and appreciation to the Philosophy Department of The University of Toledo for being host and sponsor of the Fifth International Workshop/Conference. We would also like to offer special thanks to Dr. Alfred A. Cave, Dean of the College of Arts and Sciences of The University of Toledo, and to the University as a whole, for encouragement, support and facilities that have made this Workshop/Conference possible.

A further note of thanks is due to Leonore Johnson and Rita Sarver, the secretaries of the Philosophy Department of The University of Toledo, without whose tireless efforts this Workshop/Conference would have remained only an ideal.

T H E P R O G R A M

MONDAY, AUGUST 13th

Arrival & Registration - Parks Tower

5:00 - 6:30 - Dinner, Student Union Cafeteria

7:30 - - Plenary Session, Cont. Educ. Cntr. Auditorium

Official Welcome: Dean A. A. Cave

Keynote Address: John Lachs,

PHILOSOPHY AS THE HEART OF THE CURRICULUM

- Ice Cream Social, Cont. Educ. Cntr., Rooms A & B

The first part of the paper discusses the importance of maintaining accurate records of all transactions. It is essential for the business to have a clear and concise record of all income and expenses, as this will be necessary for the preparation of the tax return. The second part of the paper discusses the importance of maintaining accurate records of all assets and liabilities. This is also essential for the preparation of the tax return, as it will be necessary to report the value of all assets and liabilities. The third part of the paper discusses the importance of maintaining accurate records of all tax payments. This is also essential for the preparation of the tax return, as it will be necessary to report the amount of all tax payments. The fourth part of the paper discusses the importance of maintaining accurate records of all tax credits. This is also essential for the preparation of the tax return, as it will be necessary to report the amount of all tax credits. The fifth part of the paper discusses the importance of maintaining accurate records of all tax deductions. This is also essential for the preparation of the tax return, as it will be necessary to report the amount of all tax deductions. The sixth part of the paper discusses the importance of maintaining accurate records of all tax credits and deductions. This is also essential for the preparation of the tax return, as it will be necessary to report the amount of all tax credits and deductions. The seventh part of the paper discusses the importance of maintaining accurate records of all tax credits and deductions. This is also essential for the preparation of the tax return, as it will be necessary to report the amount of all tax credits and deductions. The eighth part of the paper discusses the importance of maintaining accurate records of all tax credits and deductions. This is also essential for the preparation of the tax return, as it will be necessary to report the amount of all tax credits and deductions. The ninth part of the paper discusses the importance of maintaining accurate records of all tax credits and deductions. This is also essential for the preparation of the tax return, as it will be necessary to report the amount of all tax credits and deductions. The tenth part of the paper discusses the importance of maintaining accurate records of all tax credits and deductions. This is also essential for the preparation of the tax return, as it will be necessary to report the amount of all tax credits and deductions.

TUESDAY, AUGUST 14th

- 7:00 - 8:30 - Breakfast, Student Union Cafeteria
- 9:00 - 9:45 - Plenary Session, Cont. Educ. Cntr. Auditorium
Organizational Meeting
Campus Orientation
Introduction of Ongoing Session Coordinators
- 9:00 - 9:45 - Family Activity Coordination, (location TBA)
- 9:45 - 10:00 - Coffee Break, Con. Educ. Cntr. Lounge
- 10:00 - 12:00 - Concurrent Single Sessions, Cont. Educ. Cntr.

TEACHING THE INFERENCE IN INFERENTIAL STATISTICS

Daryl Close

Intended as a model for use in the logic or philosophy of science classroom, this workshop begins with a brief (but gentle!) overview of statistical inference. The focus is on the argument in inferential statistics, something which rarely shows up in mathematics or philosophy courses. A classroom-tested protocol for hypothesis testing is introduced which isolates the inferential components as well as the mathematical components. No math beyond high school algebra is assumed.

Room B

TEACHING EASTERN PHILOSOPHY AT THE COMMUNITY COLLEGE

Robert W. Smith

This workshop will give the participants a chance to survey instructional materials related to the teaching of Eastern Philosophy and/or Philosophy of the World Religions. A videotape THE ZEN WAY will be used as the basis for symposium discussion centering on how to teach Eastern themes. Special emphasis given to student study/travel tours, examination profile design, a My Religion project, and textbook selection procedures. Statement of workshop goals, videotape, analysis of critical components, symposium discussion, abundant instructional handouts: Shinto, Zen, Taoism, Confucianism, Buddhism, Hinduism, Jainism, and Heart Purity traditions.

Room 11

TEACHING THE SURVEY CLASS IN THE HISTORY OF
PHILOSOPHY

George J. Marshall

The teaching of undergraduate survey classes in the history of philosophy presents both the teacher and student with the danger of the course being transformed into a history course. This workshop will investigate this danger by examining four problems: (1) How do we create a philosophical attitude in our students? (2) Given the limitations of time, ought we to use primary or secondary materials? (3) In a survey situation, how does one achieve a balance between depth and breadth? (4) Should the practice of giving long term paper assignments be stopped and what are the alternatives? It will be argued that these questions cannot be properly answered without considering the danger of turning the history of philosophy into history.

Room 6

DISCUSSION/DIALOGUE

Neil Rossman

The activity of dialogue is central to philosophical analysis both historically and in conception. If Philosophy involves making sense of experience, systematic dialogue is almost certainly a necessary means to the creation of such sense. Yet techniques of conducting proper, fruitful dialogue are scarcely, if ever, discussed and still less are they taught--assuming they can be taught. This workshop will attempt to get clear on the nature, importance and dynamics of "dialogue making." Attention will be focused on the objectives of dialogue, the role of the teacher in conducting dialogue, the elements that are central in dialogue, the elements the teacher seeks to bring to awareness, what works and, particularly, what prevents on-going, constructive dialogue from occurring. Workshop participants will engage in exercises in "dialogue making."

Room 10

THE USE OF STUDENT JOURNALS

Matthew McConnell

This workshop will examine the use of Marcus Aurelius' Meditations as a model for students in writing their own personal journals in an introductory philosophy class which stresses the idea that philosophy is the "art of wondering", and that all of us are called to become philosophers. Since I encourage my students to look within themselves in their journals, and to examine what they believe and why, I think that Marcus Aurelius is a good writer for students to study because he is easy to read, is consistently introspective, is wide ranging in his thoughts and interests, and because he places such a high value on philosophic inquiry. Participants in this workshop might well suggest other writers and works that could serve as guides for the personal writing of students new to the study of philosophy.

Room 9

PUZZLES, PARADOXES, AND PEDAGOGY

Daniel H. Cohen

For many academic philosophers, paradoxes are something of an obsession. The roots of this can be found in the fascination paradoxes hold for even more normal minds. This phenomenon can be fruitfully exploited in introductory courses in both logic and general philosophy. Fruitful exploitation can occur at three different stages in the teaching of philosophy: as a means of attracting students to philosophy classes and keeping their interest piqued once they are there, as valuable, specifically philosophical, intellectual exercises in their own right, and, most importantly, as a vehicle for presenting and approaching many of the more standard problems in philosophy. In particular, discussion of paradoxes is perhaps the best way of isolating and focusing on the logical structure of a philosophical problem and the likely avenues of response. The major concern of this workshop is the link between some specific paradoxes and philosophical problems.

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TEACHING PHILOSOPHY THROUGH THE EXPERIENTIAL MODE

Jerry Canning

Techniques for adding the affective dimension to the cognitive, in the teaching of philosophy, will be explained, demonstrated, and critically analyzed. The centerpiece of this workshop will be the viewing of part of a film of an actual philosophy class, in which these techniques were used. Following the viewing, there will be a presentation of the different "trade-offs" that such an approach entails and a discussion of them by the workshop participants. Then, switching from what was done in the class that was filmed, to what could be done in the "mini-class" now constituted by the workshop, the participants will have an opportunity to volunteer for experiencing some of these techniques themselves. The workshop will close with a debriefing and evaluation of what it was like for the professors who volunteered to be "students" under the approach in question, and a brainstorming of what practical steps participants might take if desirous of actually trying any of the techniques in their own classes.

(To be repeated on Friday morning as part of the ongoing workshop: TEACHING INTRODUCTION TO PHILOSOPHY).

Room A

RELATIVISM IN THE CLASSROOM

Dennis Charles Holt

In the introductory philosophy classroom, relativism poses both a philosophical and a pedagogical problem. Students who declare that "it's all relative" or that "what is true for you is true for you" etc., are in some instances, perhaps, expressing a philosophical position, and hence presenting remarks which are suitable subjects for philosophical discussion. But we cannot overlook the extent to which relativism is also an obstacle to philosophical discussion, expressing the attitude that no amount of discussion "in this class" can uncover error or result in progress. The purpose of this workshop is to reflect on student relativism as a position distinct from, though related to, philosophical relativism, and to share and develop strategies for contending with it fruitfully in the classroom.

(Room TBA)

- 12:00 - 1:30 - Lunch, Student Union Cafeteria
- 2:00 - 5:00 - Concurrent Single Sessions, Cont. Educ. Cntr.
- [3:00 - 4:00 - Coffee Break, Cont. Educ. Cntr. Lounge]

TEACHING THE HOLOCAUST

Alan Rosenberg

It seems to me that the most valuable thing that I can offer is an over view of the problems that I have encountered in my own teaching experience relevant to the Holocaust. It should come as no surprise that a number of philosophical problems and issues arise in connection with study of the Holocaust, problems ranging from epistemology and historiography to issues such as the "uniqueness" of the event and its implications for the future issues that have occasioned some surprising divisions of opinion and controversial interpretations. I have found that teaching the Holocaust is an exciting way of showing the relevance of philosophical inquiry to the "real world" of our own time and the world in which our students will have to live in the future.

Room 6

TEACHING A COURSE ON PEACE AND WAR

Norm Freund and Leonard Grob

This workshop will consist of three fifty-minute sessions which examine the dynamics of "philosophy and peace" from various perspectives. In the first hour the theme of philosophy as peacemaking will be discussed and analyzed. In the second hour the usefulness of traditional analytic approaches to war and peace studies will be surveyed (just war theory, nuclear deterrence, etc.). In the final hour methods by which philosophy courses in peace and war can develop interest in, and commitment to, nonviolent alternatives will be explored.

Room 9

TEACHING PHILOSOPHY THROUGH DRAMA

Christopher W. Gowans

The purpose of the workshop is to show the value of using drama to teach philosophy, and to suggest in some detail how this can be done. I'll begin by offering some background on the nature and history of drama. Then, I'll attempt to show, not only that drama frequently contains philosophical themes, but that it can itself be a form of philosophy. And I'll suggest that the unique features of drama make it especially valuable as a means of encouraging philosophical reflection and discussion. Finally, I'll discuss various ways of using drama in the classroom, including suggestions about specific plays that could be used in a variety of courses to bring out themes in a concrete way that are treated more abstractly by philosophers. Throughout, participants will be encouraged to share their ideas, suggestions, experiences, etc. I hope to learn as much as I teach.

Room 10

TEACHING NEWS MEDIA ETHICS

Edward I. Pitts

News Media Ethics is a largely neglected area of applied ethics which deserves more attention from teachers of philosophy for four reasons: (1) there is an expanding awareness within departments of journalism of the need for improved courses in this area, (2) present course offerings, taught by journalism educators, lack sufficient attention to ethical analysis, (3) journalism educators usually have insufficient backgrounds in ethics to offer successful courses in this area, and (4) methods already successfully in use by philosophers teaching applied ethics can be readily adapted for use in this area. I will present a brief argument for philosophical teaching of news media ethics, review some of the basic areas covered by such a course, and share a sample syllabus, and explore ways to develop cooperative arrangements with local media outlets. We will then examine three of the tools I have developed for teaching in this area: the media ethics audit, the media log, and a hypothetical case analysis.

Room 11

TEACHING THE PROBLEMS OF AGRICULTURAL TECHNOLOGY IN
THE TECHNOLOGY AND SOCIETY COURSE

Paul B. Thompson

The health, social and moral problems associated with agricultural chemicals, food safety, and appropriate technology for developing nations have been an important part of the content for courses in technology and human values (as well as courses in environmental ethics) since their inception. Many of us who have discussed these issues, however, have done so without thinking much about their specifically agricultural character. The problems have become classic case studies for unintended consequences of technology, yet the intentions which led to the development and implementation of agricultural technology are seldom evaluated with respect to the goals, interests, and social structure of the agricultural institutions in which they were originally formed. The purpose of this workshop is to discover whether inquiry into the structure of agricultural systems and into the significance of agriculture for the culture of a society at large can provide fresh insights into the philosophical dimensions of these classic cases in the problems of modern technology. A discussion of film and text bibliography will be included.

Room 12

PUBLICIZING PHILOSOPHY COURSES

Frans van der Bogert

The workshop will examine the practical and moral issues surrounding course publicity for philosophy offerings. It will provide information concerning media, production procedures and relative costs of various types of advertisements. Participants will develop ads for one or more of their own courses, estimate the costs in money and time involved in ad production, propose ways of getting ads to an audience and discuss the ethics of each others' ads.

Room B

INVOLVING THE WHOLE PERSON IN THE PHILOSOPHY CLASSROOM
(Part I)

Philip T. Shepard, Ben Bohnhorst, Phil Hamlin, and
Marianne R. Woodside

The workshop aims to explore and refine person-centered methods of teaching philosophy and to assess their appropriateness to participants' needs and goals, while involving participants as whole persons in the two workshop sessions. They will be encouraged to share with each other their frustrations and aspirations as teachers, to air their doubts, questions and experiences with person-centered approaches and to explore together ways of overcoming obstacles.

In the second session participants will have a structured opportunity to confirm first hand how self-disclosure and feedback can lead to new understanding in interpersonal relations and to take a more detailed look at personal teaching styles. The workshop will provide instruction sheets and materials for structured exercises, experienced facilitators for exercises and open discussions, a list of simple ways to engage your students and yourself more fully as whole persons in the learning process, and an annotated bibliography on person-centered teaching.

(Part II will be Thursday afternoon)

Room A

5:00 - 6:30 - Dinner, Student Union Cafeteria

7:30 - - Film: SOCRATES, Roberto Rossellini
Cont. Educ. Cntr. Auditorium

WEDNESDAY, AUGUST 15th

7:00 - 8:30 - Breakfast, Student Union Cafeteria

9:00 - 12:00 - Concurrent Ongoing Sessions: First Meeting
Cont. Educ. Cntr.

These Ongoing Sessions are designed to allow for a thorough examination of the topics under considerations during the nine hours. Because the three day's sessions build upon each other, it is recommended that you stay with a single Ongoing Workshop. It is, of course, by no means required that you do so.

[10:00 - 11:00 - Coffee Break, Cont. Educ. Cntr. Lounge]

COMPUTER MANAGED INSTRUCTION IN PHILOSOPHY

Nelson Pole, Coordinator

The three sessions will include demonstrations and hands-on experience of various uses of the microcomputer as a teaching aid in philosophy courses. Among the themes to be considered are: conditions under which computerized instruction is (in)appropriate, choosing the 'right' computer, some introductory instruction in programming and the evaluation of programs, how computers are being used in logic and other courses, word processing and the teaching of writing, etc.

Participants include: Robert J. Cavalier, Marvin J. Croy, Christopher Dreisbach, Nelson Pole, and Richard A. Wright.

(For technical reasons, the exact order of presentations and the locations of the sessions were not finalized by printing time. Please check with Nelson Pole, or with the Conference organizers, for more specific information).

INTEGRATING FEMINIST PERSPECTIVES INTO MAINSTREAM CURRICULA

S. Stueber Bishop, S. Kate Lindemann, and
Judith Andre, Co-leaders

Our objectives will include actually assembling a notebook of feminist and non-sexist teaching materials to be duplicated for workshop's members after workshop ends. It is emphasized that this is WORK IN PROGRESS; there is not yet an institutionally established way of doing what the workshop proposes.

WEDNESDAY, Introduction to Philosophy, Central Problems. After a thirty minute joint agenda review and individualized goal setting, Kate will share her methodologies and some substantive tools she has used in teaching courses in introductory philosophy using feminist resources. Active discussion and joint sharing of resources will occur. This workshop has planned space for as many of those who have not taught with these resources in the past as of those who have. Abilities and perspectives of women in the lives of the philosophy teachers involved will be drawn out, and plans and techniques suggested which maximize inclusion of women's concerns. In this initial session, we will also come to define what we are talking about when we say we are concerned to include feminism's insights--especially as research suggests that there is no such thing as "women's thinking" or "women's language" per se, but rather a plurality of women's experiences in societies, over which we can generalize only tentatively and with empirical accuracy and circumspection. Tasks will be divided and members assigned specific work related to their needs.

THURSDAY: The Upper Level Courses, esp. Philosophy of Science, Epistemology, Metaphysics, Philosophy of the Social Sciences & Medicine. On this day, short reviews will be given by special invited guests and workshop members on works by women in the more advanced fields of philosophy above, and attention will be directed toward syllabi preparation and instructional method and content in such courses. This is an extremely new field, one demanding new forms of Piaget's old notion of cooperation as autonomy. Other members will be asked for their comments on the reviews, and their proposals for substantive integration into curricula. In addition, the problem of defining the curriculum in philosophy will be discussed. Does academic freedom prevent a department or a college's pre- and proscribing certain content? Other business of departments in course scheduling will also be attended to here, as decided on Day One.

FRIDAY: An Introductory Text in Philosophy which includes feminist material will be sketched, and contributions solicited. Follow through on Wednesday's activities will occur, as well as prioritizing feminist curricular imperatives given difficulties arising on Day Two. Members will finish compiling the workshop notebook, and arrangements will be made to share the work of editing and distributing a final product.

Room 6

TEACHING INTRODUCTION TO ETHICS

Richard E. Hart, Coordinator

This series of workshops is designed as a thorough examination of general topics of interest to all teachers of introductory ethics. Our specific theme, to the extent that we have a more narrow theme, will be an examination of the role of moral theory in introductory ethics courses.

WEDNESDAY will begin with a brief introduction followed by two presentations on the question of alternatives to a primary emphasis upon teaching moral theories. R. W. Krutzen will begin by defending the thesis that ethics should not be taught as implying the identification of morality and rationality. Then, Steven A. Smith will present a defense of focussing the introductory ethics course on 'the good life'. Discussion to clarify these and other alternatives and complements to a focus upon moral theories will fill out the rest of the session.

THURSDAY will offer a consideration of the practical element in the introductory ethics course. David E. Cooper and Richard E. Hart will explore with the attendees the importance of maintaining a proper balance between the practical and the theoretical in an ethics course. Among the topics to be considered are such questions as are there 'practical' people and 'theoretical' people?; is moral 'intuition' adequate?; is there a practical element to moral theory?; (how) do case studies work?; etc.

FRIDAY will be a round-table discussion of the various themes considered so far followed by a general discussion.

Room 9

TEACHING INTRODUCTION TO LOGIC

Arnold Johanson, Coordinator

WEDNESDAY will focus on adaptations of traditional formal and modern symbolic logic, with workshops on: Adapting Formal Logic to the Informal Logic Course, led by John Hoaglund; and Logic as a Conceptual Discipline, led by John Plecnik. John Hoaglund's workshop is concerned with adapting material from traditional formal logic and modern symbolic logic to the needs of courses in informal logic and critical thinking. These adaptations all operate on the principle of using natural language in preference to symbols or abbreviations. John Plecnik's workshop approaches logic as a purely conceptual discipline, which eliminates the problem of existential import and the paradox of material implication.

THURSDAY will focus on argument analysis in informal logic, with workshops on: Teaching Practical Logic, led by Daryl Close; and Find the Missing Premises, led by David Hitchcock. Daryl Close's workshop will acquaint logic teachers with methods of non-formal argument analysis, evaluation, and identification which could be incorporated directly into existing introductory logic courses. David Hitchcock's workshop will simulate a game in which participants practice the skill of argument reconstruction: setting out a piece of real-life argument in standard form, then supplying reasonable additional premises for the enthymematic arguments.

FRIDAY will focus on inductive logic, with a workshop on Undergraduate Inductive Logic, led by Anthony Coyne; and on quantification, with a workshop by Thomas McKay on Relativized Quantification in Introductory Logic. Anthony Coyne's workshop is designed to increase awareness of inductive logic as an area of philosophy and to exchange ideas about issues of importance in teaching inductive logic. Thomas McKay will outline methods and materials he has used in teaching relativized quantification. Relativized quantification, because of its relationship to English logical symbols, is much easier to learn than standard quantification, as well as being both apt for a general theory of quantifiers and workable as a basis for representation of noun phrases in logical form.

TEACHING INTRODUCTION TO PHILOSOPHY

Mark Lenssen, Coordinator

Courses in "Introduction to Philosophy" usually serve many more general students than philosophy majors. Students take the course either as a specific general education requirement or as a distribution option in an area such as the Humanities. Unfortunately, such students are likely to be recalcitrant. Each workshop will, with its own specific emphases, address the problems recalcitrant students present for successful teaching, and each will introduce strategies and techniques providing for more and better learning.

WEDNESDAY will be devoted to the basics, beginning with George Luckey's examination of teaching style. Topics to be considered include (1) physical conditions in the classroom, (2) methods for increasing student interaction, (3) instructor's body language, and (4) his/her verbal behavior. Those in attendance will be urged to participate through commenting on and extending recommendations of the presenter. Then Phyllis Woloshin will offer a workshop designed to give teachers a clear perspective on course design, implementation, evaluation, and satisfaction. Emphases will include what goes on the first day of class as well as testing strategies. Workshop participants will be actively engaged through evaluating their own goals and course expectations by matching them with actual practice.

THURSDAY we will begin with William Reese's workshop on teaching "Introduction to Philosophy" as a large class tutorial. A video-tape of such a class (25 minutes) will be shown; the course emphasizes discussion and writing (students keep journals) rather than lecture and test taking. The workshop group will select one of the topics from the course syllabus, and the presenter will lead a discussion, putting the workshop participants in the role of students in this kind of class. Then Albert Randall will offer an absurdist approach to the introductory course. The existential concept of absurdity will be examined as a tool for introducing the nature of philosophy to the student. "Doing exercises" for introducing students to the study of epistemology, the philosophy of religion, and ethics will be presented. Workshop participants will move back and forth between two roles: introductory students and peer evaluators.

FRIDAY Jerry Canning will offer an extended presentation of his earlier workshop "Teaching Philosophy through the Experimental Mode". With the additional time available, the approach's value in introductory courses will be addressed, and volunteers from amongst workshop participants will be solicited to play roles that students sometimes do in this sort of class (e.g. take on the persona of an inference rule).

Room 11

TEACHING PROFESSIONAL ETHICS

John E. Atwell, Coordinator

One of the general questions to be considered throughout the entire three-day period is whether there is, or can be, such a thing as professional ethics, as distinct, say, from both ethics in general and business or medical or engineering ethics and the like. In other words, what set of issues (if any) demarcates so-called professional ethics? Are there issues which run across medical, legal, police, military, and nursing ethics, such that one may speak meaningfully of professional ethics? Also, are there special issues in "professional ethics" which would not be fully appropriate for, say, "occupational (or work) ethics?"

On WEDNESDAY, we will begin with Joanne Ciulla, who will lead an introductory session in which, among other things, attendees will be invited to describe their experiences and special problems in teaching professional ethics. She will contribute and ask attendees to contribute to the matter of enlivening the teaching of professional ethics. If time permits, she will also say a bit about the work being done and planned at Harvard Business School. In the second half, John Atwell will introduce a discussion on the virtues and goods applicable to the professions, focusing especially on MacIntyre's After Virtue. He will raise the question as to whether a virtue-based ethics might not be most appropriate for professions ethics.

On THURSDAY, J. Anthony Blair and James Greene will conduct a session, called "On Developing Students' Reasoning and Argumentative Skills (especially through writing) in Professional Ethics." Participants will be asked to "play the role" of students, plan an "argumentative essay" on an assigned or chosen topic, and--either in small groups or singly--report on the problems they encounter and the questions which arise--all of this in the effort to appreciate better the difficulties students actually face and to improve their own instructional methods. Jack Meiland's College Thinking, chapter four, provides a useful reference for this session.

On FRIDAY, we will begin with Henry F. Nardone who will lead a session on "Team Teaching," based on his experiences in that method of instruction. Emphasis will be placed on such matters as the rationale of team teaching, selection of textbooks, the course syllabus, exams, etc., along with an examination of students' analyses of ethical issues in business and professional ethics. Immediately following Terry Pence, Glen Mazis, and Jerald R. Richards will conduct a session on "Applied Philosophy Internship." The workshop leaders will report on the success they have had at Northern Kentucky University in introducing an internship at the undergraduate level (modeled on the graduate internship at Bowling Green State University), and they will suggest that a similar program might well be initiated, with equally good results, in other schools. Among the good results at NKU is a general increase in philosophy course enrollments along with an interest in and justification of upper level philosophy courses.

Room A

12:00 - 1:30 - Lunch, Student Union Cafeteria

2:00 - 5:00 - Concurrent Single Sessions, Cont. Educ. Cntr.

[3:00 - 4:00 - Coffee Break, Cont. Educ. Cntr. Lounge]

USING WRITING IN THE TEACHING OF PHILOSOPHY

Kathleen M. Haney

The theme of this workshop is the advantages which accrue to both teacher and student through the introduction of writing as an integral part of a philosophy course. Obviously, written assignments ensure that required reading is done. A more subtle advantage to the use of regular writing is that it provides an opportunity for an ongoing dialogue between the teacher and each student. This workshop will provide an introduction to some means which maximize the benefits of writing without unduly burdening the teacher. The workshop will present some techniques and exercises to unfold a philosophic text through written dialectic. Some of these exercises are done with groups, as the product of discussion; others are done individually. I have found this approach to be very helpful for the comprehension of abstract material and also for improving the language skills so essential to our enterprise.

Room 6

RESEARCH STUDIES ON TRADITIONAL TEACHING

William Huggett

I begin by assuming that many college and university instructors will be, like me, unfamiliar with some major research studies on teaching and learning. Two important but largely neglected studies will be examined in the workshop. One of them concludes that the traditional lecture-discussion format does not provide a satisfactory environment for learning because of the 'disruptive affect' it unavoidably affords for students. The other is an extensive inquiry into the role of grades and grading in a traditional university, where they are shown to reduce learning. Between them the studies demonstrate that something is seriously amiss where traditional methods are employed. In the light of this evidence, how might one best modify one's practices in order to maximize student learning? This will be the main concern of the workshop.

Room 12

TEACHING A COURSE ON WORK AND LEISURE

Sr. Mary Catharine Baseheart

The goal of the workshop will be to engage the participants in devising content and methodology appropriate for getting students to reflect on their beliefs, attitudes, and values regarding work and leisure; and to investigate what insights history, philosophy, religion, psychology, and the arts can provide in dealing with contemporary problems of dehumanization in these vital dimensions of human life, as well as to reach toward the formation of a viable philosophy of work and leisure that is vitalized and verified by historical, psychological, and artistic experience. The workshop will include a description of an experimental, interdisciplinary seminar, designed and taught this year by a team of four professors from the disciplines of philosophy, psychology, history, and the arts, as a general-education course for upper-division students (a 16 page outline and bibliography will be distributed to participants); and an open-ended discussion by workshop participants: positive and negative feed-back regarding the plan proposed; sharing of experiences of participants who teach similar or related courses; suggestions of additional ideas, approaches, sources, and methods of implementation.

Room 9

TEACHING COURSES IN PHILOSOPHY AND LITERATURE

Gerald C. Hay, Jr.

Although courses in philosophy and literature have been standard in universities for many years, instructors are presently facing challenges from several directions. On the one hand, a restrictive notion of "doing philosophy" seems to render such courses unprofessional; on the other, the acknowledged importance of interdisciplinary studies points toward the importance of such undertakings while also requiring a broader and deeper knowledge of the fields in question. These developments indicate that a stricter definition of the field of philosophy and literature is required. Once these issues have been addressed, the workshop will consider more practical issues. What kinds of literary texts are best suited to these courses? How does one achieve a proper balance between teaching literature and teaching philosophy? What does an instructor do in class? What sorts of tests and papers are most effective? Other questions should arise from a full discussion.

Room 10

THE TOPIC OF HUMAN AND ANIMAL EXPERIMENTATION
IN THE MEDICAL ETHICS COURSE

Stephen M. Knaster

There has been much recent interest in and expanding opportunities to teach Medical Ethics at both the undergraduate and graduate levels. But, since many of the students who enroll in Medical Ethics courses are students in nursing and other allied health programs, courses are often geared around the clinical interests of these particular students (e.g. truth-telling, confidentiality, refusal of treatment, etc.) while other important topics such as human and animal experimentation are, I suspect, often neglected. The topic of human and animal experimentation remains, however, an interesting and important context within which to raise such central issues as the nature and scope of informed consent, the application of the principles of autonomy and beneficence, the conflicting demands between Utilitarian ethical theory and other ethical theories, the treatment of the mentally impaired, and the conflicting obligations of health care professionals in their roles as healers and scientists. Participants may wish to broaden the discussion to include other (perhaps neglected) topics, and offer insights regarding how these topics might best be handled as part of a Medical Ethics course. In the second half of our meeting, depending upon the interests of participants, we may view either Stanley Milgram's film Obedience or the PBS Hard Choices Film Human Experimentation, and can discuss the use of films as a teaching tool in Medical Ethics courses. A bibliography of books, articles, and films will be made available for distribution.

Room 11

TEACHING AGRICULTURAL ETHICS

Charlie Blatz and S. J. Dundon

Philosophical research and curricular offerings focused on ethical issues in agriculture are emerging across the country. This workshop brings together two individuals who are actively engaged in such work. The workshop will start off with a report on these activities and then move to an open discussion of curricular development and teaching within the area. The participants are working within institutional settings interestingly different from each other, and each faces a somewhat different student population. Thus the workshop will share and discuss several different perspectives on such issues as: course content and format, placement of ag ethics efforts within existing philosophy curricula, the relation of ag ethics to business and environmental ethics, and the interdisciplinary aspects of developing and presenting courses on ethical issues in agriculture.

Room A

ETHICAL RELATIVISM

Bruce B. Suttle, Nelson Pole, and Pieter Mostert

Initially, the presenters will outline traditional accounts that have been offered as to the causes, nature and possible remedies for students' affliction with ethical relativism. These accounts will then be subjected to critical analyses by the participants, drawing from their own experiences and insights. It will be taken for granted that merely to teach students that ethical relativism is faulty will be ineffectual in converting them away from ethical relativism. Rather, it will be assumed that only by addressing the students' apparent needs -- needs that students take ethical relativism sufficient to satisfy -- will there be a chance to demonstrate to them that on their own terms ethical relativism is not worthy of adoption. We will limit our efforts to ways of properly discrediting ethical relativism among our students, and therefore will not discuss which ethical positions are more worthy of adoption. The workshop, accordingly, will consist of attempting to achieve a consensus as to the causes of students adopting ethical relativism, and then will proceed to examine and develop alternative strategies for combating ethical relativism.

Room B

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TEACHING AMERICAN PHILOSOPHY

James Campbell

America is one of the few cultures that does not attempt deliberately to pass on its intellectual and philosophical past. Although there are no doubt many reasons for this failing, one of the primary ones is that most American philosophers simply do not know their past well enough to offer a sympathetic yet critical presentation of American philosophy to their students. This workshop is designed for teachers interested in acquiring or developing such a critical sympathy. (Others are, of course, welcome.) We will examine ways to structure courses in American philosophy, materials which are available for classroom use, other materials which will be of assistance to teachers of American philosophy, and the introduction of some topics from American philosophy into other courses.

(Room TBA)

5:00 - 6:30 - Dinner, Student Union Cafeteria

7:30 - - Plenary Session, Cont. Educ. Cntr. Auditorium
AAPT Business Meeting, Frans van der Bogert
AAPT Presidential Address, Philip A. Pecorino:
ETHICS AND PHILOSOPHY TEACHING
- Wine & Cheese Party, Cont. Educ. Cntr. Rooms A & B

THURSDAY, AUGUST 16th

- 7:00 - 8:30 - Breakfast, Student Union Cafeteria
- 9:00 - 12:00 - Concurrent Ongoing Sessions: Second Meeting
(See Wednesday AM for details and locations)
- [10:00 - 11:00 - Coffee Break, Cont. Educ. Cntr. Lounge]
- 12:00 - 1:30 - Lunch, Student Union Cafeteria
- 2:00 - 5:00 - Concurrent Single Sessions, Cont. Educ. Cntr.
- [3:00 - 4:00 - Coffee Break, Cont. Educ. Cntr. Lounge]

TEACHING A COURSE IN FEMINISM AND PHILOSOPHY

S. Stueber Bishop, et al.

This workshop will explore a series of possible approaches to a course on 'Feminism and Philosophy'. Although ultimately less significant than the question to be explored in the ongoing workshop -- INTEGRATING FEMINIST PERSPECTIVES INTO MAINSTREAM CURRICULA -- this course still plays an important role in our contemporary curriculum; and much good can be done when it is taught well. We will consider a series of practical and theoretical questions that focus upon enhancing the effectiveness of teachers of this course.

Room 6

INVOLVING THE WHOLE PERSON IN THE PHILOSOPHY CLASSROOM
(Part II)

Philip T. Shepard, Ben Bohnhorst, Phil Hamlin, and
Marianne R. Woodside

For a description of this workshop, see Tuesday
afternoon.

Room A

TEACHING THE PHILOSOPHY OF RELIGION

Robert S. Corrington

This workshop will examine ways to structure an introductory course in the philosophy of religion, with an emphasis upon ways to help students make the separation between their religious upbringing and credal traditions and the philosophical examination of religion. We will consider the use of such topical considerations as: the nature of religious experience, the epistemological claims of religion, the nature of religious symbolism, and others that participants suggest. We will also consider the importance of developing in students a sense of the historical progress of the philosophical examination of religion over time. Although the approach suggested operates within the Western intellectual tradition (from Kant to Tillich and Hartshorne), the application of this approach for wider contexts will be considered, along with other themes of interest to participants.

Room 9

TEACHING MARXIST PHILOSOPHY

John Ryder

This session will focus on various strategies for teaching Marxism, particularly to those students who have not had a previous systematic exposure to the Marxian world view. We will consider the relative merits and disadvantages of teaching Marxism historically or thematically. The former strategy would focus on the emergence and historical development of Marxian thought and its relations to other trends in 19th Century European philosophy. The latter strategy focuses instead on the components of Marxist philosophy - ontology, epistemology, philosophy of history, social theory, political theory, and ethics. In addition to general strategies, we will discuss a number of the problems or objections students are likely to raise. One can usually count on there being a confusion between personal and private property, or objections to the "dictatorship" of the proletariat, or the charge Marxism is "out of date." It will also be useful for us to discuss teaching materials - anthologies, secondary sources, films, etc.

Room 11

WHAT SHOULD HAPPEN IN INTRODUCTORY LOGIC?

Arnold Johanson, et al.

This workshop is designed to explore the nature of an ideal introductory logic course, with an emphasis upon content and objectives. Our aim will be to direct consideration to the questions of the proper balance of informal, formal, induction, etc., in the introductory course. Our format will be a series of presentations of ideals followed by evaluative discussion of each. Those in attendance will be asked to offer their own ideals as well.

(This workshop is intended to be independent of the morning sessions on TEACHING INTRODUCTION TO LOGIC, of interest whether or not you are attending those sessions).

Room 10

TEACHING ENGINEERING ETHICS

Stephen R. Dickerson

The goal of this workshop is to provide practical suggestions that will be useful in designing and teaching a course in engineering ethics. In particular, we will focus on the resources that are especially helpful for one who is designing an engineering ethics course, and we will discuss, and attempt to suggest solutions for, problems that arise in teaching ethics to science and engineering students. The workshop will be conducted as an open discussion in which I will share the materials and techniques I have found to be successful in the engineering ethics course I have been teaching for the last three years.

Room B

PHILOSOPHY FOR CHILDREN

Philip A. Pecorino

This workshop will consist of a philosophical discussion of the nature of philosophy, its value and tradition.

This discussion is limited to the CHILDREN of philosophers, from about the ages of 8-15, who will be expected to utilize their own experiences while being drawn into a philosophical discussion by the workshop leader.

(Room TBA)

VISUAL PHILOSOPHY: HELPING STUDENTS "SEE"

Clyde Ebenreck

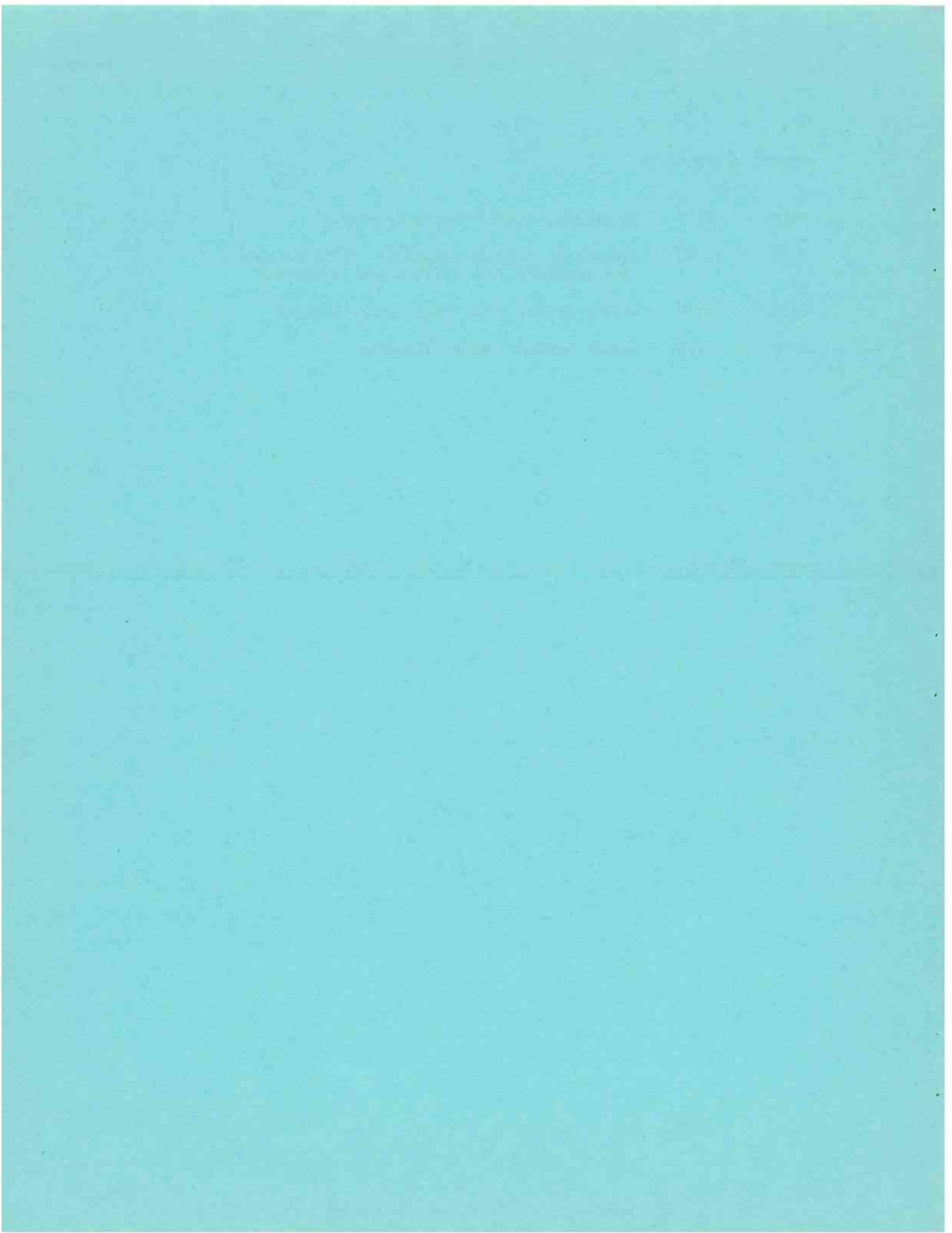
When the student says, "I see" does s/he? It is my contention that philosophy is essentially visual in its self-understanding (from Plato's "enlightened one" to Heidegger's "unveiling of truth") and it is only derivatively verbal. Thus we fail the students if there is no explicit recognition of the visual dimensions of knowing and understanding. The students may also fail to be able to come to grips with the essence of philosophical wonder without a strong visual presentation of the philosophical notions of your course. This workshop is designed to explore the visual dimensions of philosophy. It will include sharing with you some of the visual tools I use in my introductory classes, and then to discuss the strengths and weaknesses of using the visual as the prime entry into philosophical inquiry.

Room 12

- 5:00 - 7:00 - Picnic, Parks Tower Lawn
- 7:30 - - Film: MY DINNER WITH ANDRE, Louis Malle
Parks Tower Conference Room, Second Floor
- 7:30 - - Baseball: Toledo Mud Hens v. Tidewater Tides
Lucas County Recreation Cntr.

FRIDAY, AUGUST 17th

- 7:00 - 8:30 - Breakfast, Student Union Cafeteria
- 9:00 - 12:00 - Concurrent Ongoing Sessions: Third Meeting
(See Wednesday for details and locations)
- [10:00 - 11:00 - Coffee Break, Cont. Educ. Cntr. Lounge]
- 12:00 - 1:30 - Lunch, Student Union Cafeteria



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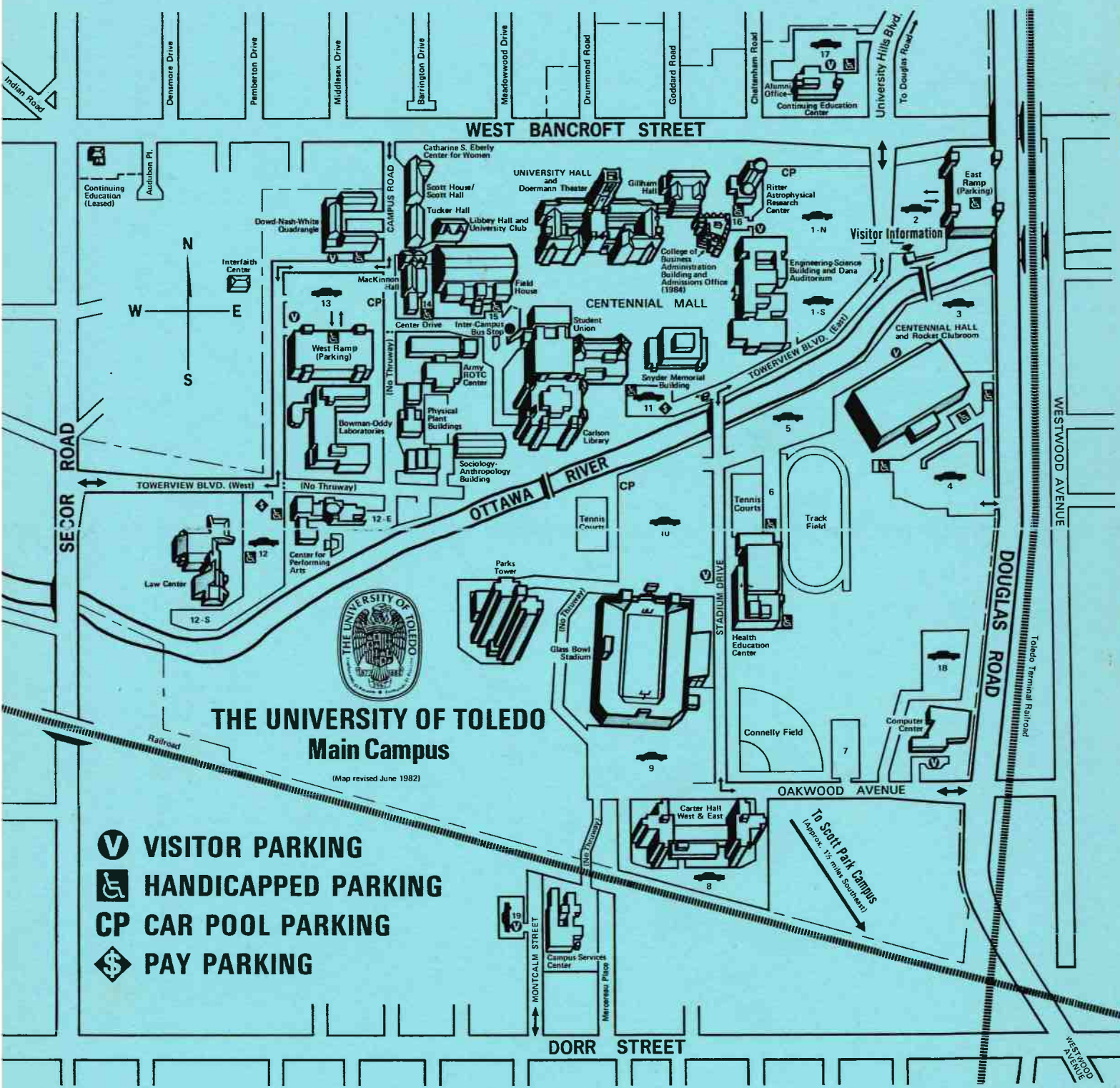
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THE UNIVERSITY OF TOLEDO
Main Campus

(Map revised June 1982)

- V VISITOR PARKING**
- H HANDICAPPED PARKING**
- CP CAR POOL PARKING**
- \$ PAY PARKING**