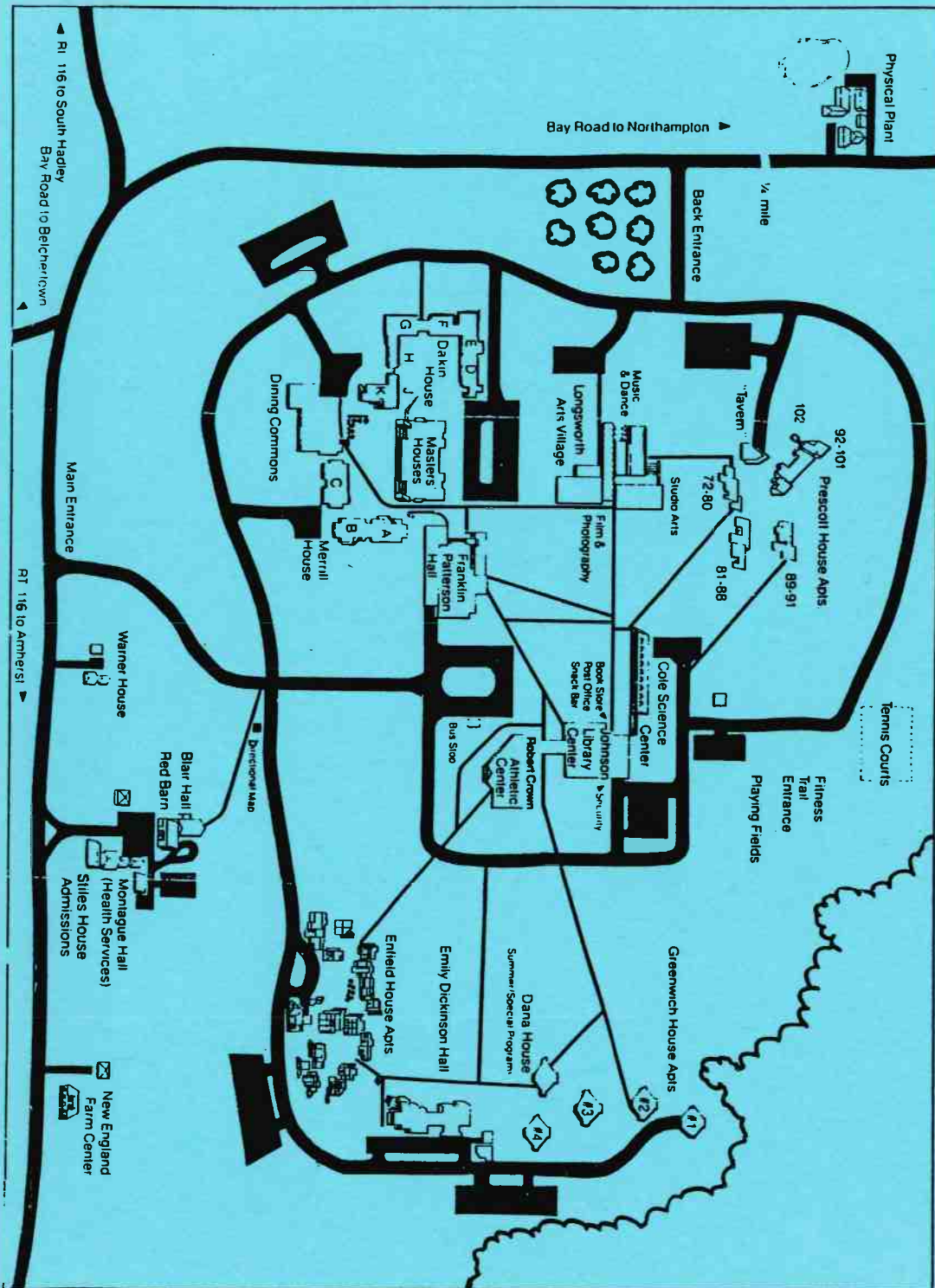
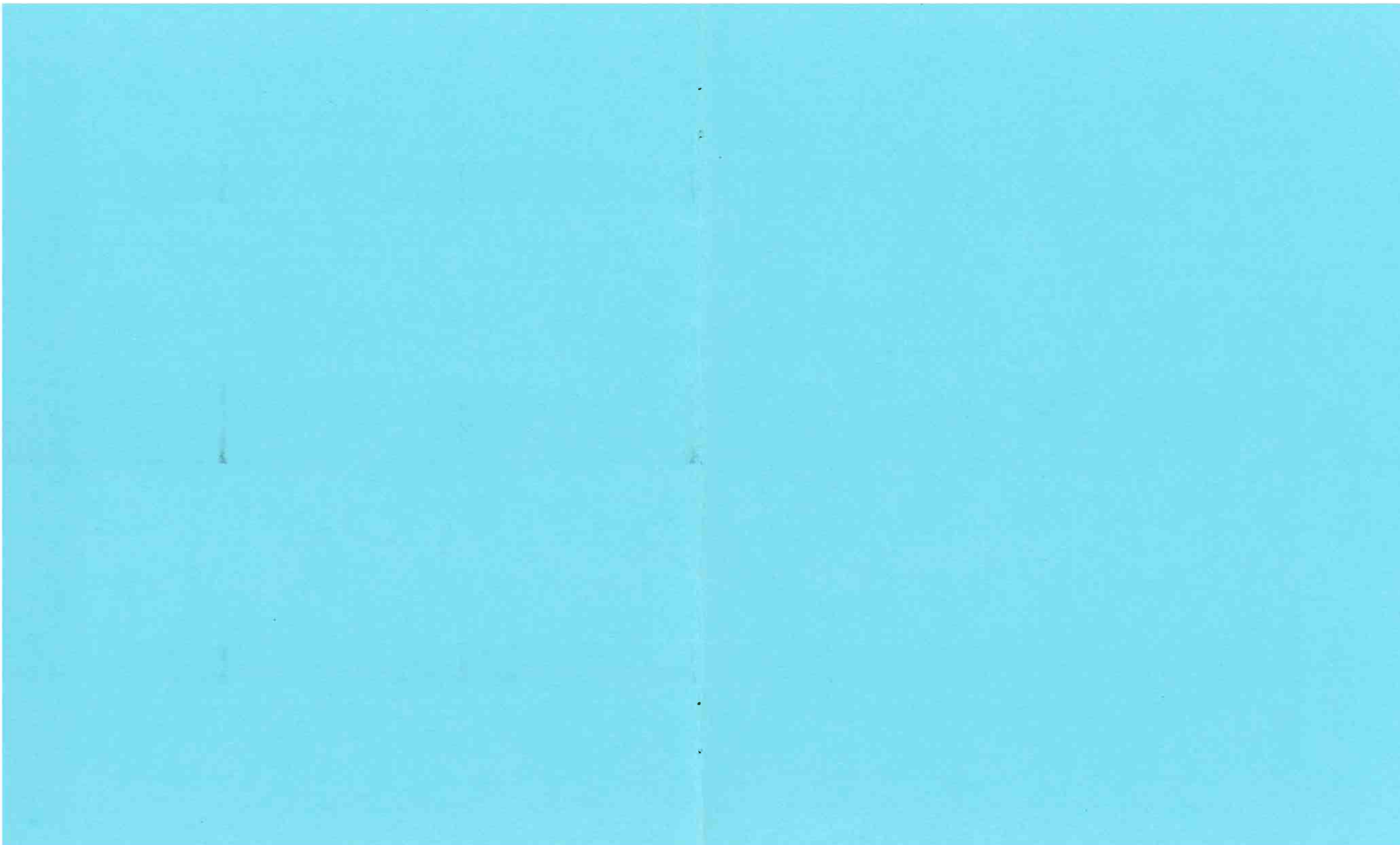

SEVENTH INTERNATIONAL WORKSHOP/CONFERENCE on the TEACHING OF PHILOSOPHY

**Hampshire College
Amherst, Massachussets**

8-12 August 1988

H A M P S H I R E C O L L E G E C A M P U S M A P





grasp of both the philosopher and the geometer. The distinction between science and philosophy is ours, after all, and I suspect we would know the Greeks better to the extent that we used their pidgeon-holes rather than ours.

I also found that the gap between our knowledge and that of the Greeks could be the source of some great discussions. After overcoming the students' initial tendency to dismiss the material as naive, stupid, or credulous, it became possible to ask why the Greeks saw things so differently. It isn't, of course, just a matter of their not having better instruments or enough NSF money; they had different goals for scientific activity than ours. Forcing the students to consider why a Greek did not even ask a question as we would or why what he would accept as an answer looks so different from what we seek allowed us to begin to recognize how we ourselves do science and to see our own priorities, presuppositions, and biases.

Wilson, Arnold
University College
University of Cincinnati
Cincinnati, OH 45221-0206

Wednesday, 10:30-11:45 am, Classroom 2, Film & Photo Bldg.

Title: DEMONSTRATING ISOMORPHISM

I will demonstrate how to teach concepts of metatheory in logic through two isomorphic card games (which are also isomorphic to tic-tac-toe). Suitable for logic courses, this game also has application elsewhere (wherever the concept of "formal" knowledge is useful), including schools.

To explain the game and its uses takes about 20 minutes: to explain and to play the game takes about 35 minutes (with a class of faculty).

I will bring about 20 decks of cards to demonstrate game. Participants may take a deck home plus a copy of the explanatory article.

Wilson, Arnold
University College
University of Cincinnati
Cincinnati, OH 45221-0206

Wednesday, 8:30-10:00 AM, Classroom 2, Film & Photo Bldg.

Title: THE LOGIC PORTFOLIO

Students demonstrate their logic skills by producing a portfolio that 'showcases' skills obviously useful: argument summary, rebuttal, adjudication; evaluation of ads, graphs, sampling args, etc; and effective argument in 'original' brief essays on topics of their concern. (Students as confident artisans, vice consumers of arguments.) Handouts, samples, for 4-5 week student/teacher project.

Woodside, Marianne W.
Advising Coordinator
The University of Tennessee
Knoxville, TN 37996-0154

Wednesday, 10:30-11:45 AM, Recital Hall, Music Bldg.

Title: ACADEMIC ADVISING IN PHILOSOPHY; A DEVELOPMENTAL APPROACH

Academic advising is a complex intense activity involving student and faculty members in a teaching/learning relationship. This advising activity is designed to assist the student to be a successful college participant by helping the student (1) address the myriad of concerns faced in the college years, (2) develop a curriculum plan that meets personal and professional goals, and (3) choose a major and a career. This workshop is designed to introduce the participants to the broad definitions of academic advising, a rationale for strong advising and the special needs of advising the philosophy student and the philosophy major. Handouts will be available for session participants.

WELCOME!

On behalf of The American Association of Philosophy Teachers, welcome to the Seventh International Workshop Conference on Teaching Philosophy.

Our goal is a lively, stimulating conference from which we will all gain as teachers, philosophers, and persons.

We appreciate your attendance and participation. Let us know if there is anything we can do to assist you.

Judith Collison
Local Arrangements

H. Phillips Hamlin
Program Chair

THE AMERICAN ASSOCIATION OF PHILOSOPHY TEACHERS

Nelson Pole, President
Rosalind Ladd, Vice-President
Richard Wright, Executive Director
Frans van der Bogert, Treasurer
Terry Bynum, At-Large Board Member
Sally Bishop Merrill, At-Large Board Member
Phil Pecorino, Membership Committee
Richard Hart, Nominating Committee
Daryl Close
Mark Lenssen Co-editors, Newsletter
Phil Hamlin, Program Chair, 1988 Conference

NOTE OF APPRECIATION

Many persons have made this conference possible, and I cannot even remember all of them. The program committee was, by and large, helpful and prompt. The officers are AAPT were unfailingly helpful and encouraging. Judith Collison volunteered and worked long and hard on local arrangements. Rosalind Ladd was a gold mine of suggestions and help. Terry Bynum provided encouragement, information, and arranged for our keynote address. Phil Pecorino arranged the sessions on critical thinking which are sponsored by the Association for Informal Logic and Critical Thinking.

In Knoxville, where the program was put together, revised, and copied, several persons were especially helpful: Dolores Scares and Lori Lay, secretaries to the Department of Philosophy at the University of Tennessee, and Glenn C. Graber, Professor of Philosophy, whose expertise with WordPerfect 5.0 yielded the printed program which follows.

THE PROGRAM COMMITTEE

Robert Cavalier
Anthony Coyne
Marvin Croy
Paul Eisenberg
Joe Givvin
Leonard Grob
Phil Hamlin (Chair)
Bill Huggett
John Kultgen
Rosalind Ladd

Mark Lenssen
Mike Lewis
George Marshall
John Modschiedler
Phil Pecorino
Helene Poland
Eric Snider
Frans van der Bogert
Frank Williams

designing robot circuits, reorganizing an office's workflow, interpreting and improving a definition of "full professor," and filling out an IRS form.

van der Bogert, Frans
Department of Philosophy and Religion
Appalachian State University
Boone, NC 28608

Wednesday, 1:00-3:00 PM, Main Lecture Hall, Franklin Patterson

Title: TEACHING AESTHETICS: COURT CASES AND LAWS INVOLVING ART

This workshop consists of a demonstration class in Applied Aesthetics. Participants will meet once at a pre-workshop session to get a "homework assignment" consisting of two U.S. Statues containing definitions of art. All participants should have read these Laws before coming to the workshop. During the workshop, small group discussion methods will be used to generate a set of improved definitions. The participants will then receive a copy of the judge's decision in *Brancusi vs. United States*, a 1928 court case where Constantin Brancusi successfully contested the U.S. Customs Court classification of one of his sculptures as an "object of metal manufacture" rather than as fine art. Discussion of the case will follow. The workshop will conclude with a discussion of other applied aesthetics problems (there are many) suitable for use in an introductory Aesthetics course.

Vitek, William
Hunter College
Department of Philosophy
695 Park Avenue
New York, NY 10021

Tuesday, 1:15-3:15 PM, 104 Franklin Patterson

Title: THE RIGHTS APPROACH TO TEACHING INTRODUCTORY ETHICS

There are, I believe, a number of problems with traditional approaches to teaching ethics. I would outline what I take those problems to be, and suggest how these problems are somewhat reduced by using the rights approach. I would then go on to outline the rights approach and provide a sample syllabus.

Wall, Barbara
Department of Philosophy
Villanova University
Villanova University, Penn.

Tuesday, 8:30-10:00 AM, East Lecture Hall, Franklin Patterson

Title: FEMINIST THEORY AND PRACTICE

An overview of the feminist materials regarding the influence of Christian religious tradition on the nature of women. There will be an exploration of the attempt made by feminist writers in spirituality to overcome the dualism in Christian sources and misogyny in ritual. Participants are encouraged to bring materials of current practice for examination.

Wians, William
College Division of the Humanities
The University of Chicago
5811 Ellis Ave.
Chicago, IL 60637

Tuesday, 8:30-10:00 AM, Recital Hall, Music Bldg.

Title: USING GREEK SCIENTIFIC LITERATURE IN A COURSE ON GREEK PHILOSOPHY

Inspired by a successful year long course on "Greek Thought and Experience," this workshop will focus on how Greek scientific writing might be integrated into a Greek philosophy course. My strong sense is that moving outside a syllabus narrowed by our own conception of philosophy provides new insights into familiar philosophical texts. Reading Plato's *Phaedo* with the Hippocratic assault on the method of hypothesis in mind makes one see the dialogue in a new way, just as comparing the first book of Euclid with remarks in the *Republic* can give the class a fuller

Richmond, Sheldon
17 Jonathan Gate
Thornhill, ON L4J 3T9
Canada

Wednesday, 8:30-10:00 AM, Main Lecture Hall, Franklin Patterson

Title: TOWARDS AN EMPIRICAL APPROACH TO THE STUDY OF EXPERT TEACHING IN PHILOSOPHY

The aim of this workshop is twofold:

- 1) To learn how to apply the methodology of cognitive science and information processing theory to the discovery of the strategies and heuristics used by expert teachers in philosophy.
- 2) To actually apply this methodology in the workshop where we could make some discoveries about the actual teaching strategies various individuals use.

The methodology that will be used is involves the analysis of 'protocols' (or, 'think-alouds') from expert teachers and beginning teachers. I have completed a study of expert socratic teaching which I will present as a prototype of the empirical study of socratic methods in teaching. The results of my study counters the unexamined idea that socratic teaching involves asking leading-questions. Expert socratic teachers have a tacit heuristics which involves focussing on side-issues with the goal of removing the student's motivational and intellectual blocks to pursuing his own thinking and questioning. What other misconceptions about expert teaching strategies do we have for alternative methodologies such as lecturing and tutoring? We can make some headway into exploring this question through applying the empirical techniques of cognitive science to different models of expert teaching in philosophy. Specifically, in this workshop, we can learn how to use this very simple and straightforward technique for learning about what we do when teaching as opposed to what we theorize or rationalize. The best way to learn how to use this technique is to actually use it. (Participants are requested to bring a 60-minute cassette tape.)

Sherman, Ernest
Pace University
Bedford Road
Pleasantville, NY 10570

Tuesday, 1:15-3:15 PM, 105 Franklin Patterson

Title: TEACHING THE PHILOSOPHY OF LOVE: BASIC RELEVANCE AND WIDER APPLICATION

The workshop will issue a loving invitation to consider the importance and possible extensions of teaching the Philosophy of Love. Specifically two course ingredients will be described that have proven to be extremely valuable, and general feedback will be elicited. These ingredients are (1) a central emphasis through text, video tape, and lecture on the notion of unconditional love as exemplified in such figures as Gandhi, Buber, and Buscaglia; and (2) a series of deceptively simple "field work" exercises that risk applying love to every-day situations.

Assuming these ideas are good arguments for the course in question, some related issues will be examined: SHOULD the course be made a basic part of the Philosophy curriculum? DOES it have wider implications for teaching any branch of Philosophy? FOR educating at all levels? FOR building world-community? Finally, can its ideas and techniques enhance workshops on teaching Philosophy, (including, of course, THIS workshop)?

van der Bogert, Frans
Department of Philosophy and Religion
Appalachian State University
Boone, NC 28608

Tuesday, 3:30-5:00 PM, East Lecture Hall, Franklin Patterson

Title: HOW TO ANSWER WHEN STUDENTS SAY THAT FORMAL LOGIC IS INTERESTING BUT WONDER IF "YOU CAN USE IT FOR ANYTHING."

This workshop consists of a 60 Minute Lecture/Discussion on the Uses of Formal Logic, plus a 60 Minute Laboratory Session where some Applications of Formal Logic will be explored using gaming and simulation techniques. Students often find the abstract nature of Formal Logic baffling. In this workshop the move from an interpreted logic system (one with a single dominant interpretation) to the concept of a "purely formal" or uninterpreted system (which can support a multiplicity of interpretations) will be shown to make the system much more useful for practical problem-solving. Practical problems available for exploration in the laboratory session include computer graphics problems,

INFORMATION

Parking. All vehicles parked on campus must display a parking sticker on the left rear window and must be parked in approved areas.

Services. On campus are a variety of services:

Bookstore. Located on the ground floor of the Library Center. Mon.-Fri. 12 noon - 4:30 pm.

Self Service Laundries. Located within each dormitory and apartment complex. Open 24 hours a day. Soap may be purchased in the Snack Bar.

Snack Bar. Located on the first floor of the Library Center. Open Mon.-Fri., 8:30 am - 1 pm.

Post Office. Located on the ground floor of the Library Center. Open Mon.-Fri., 10 am - 4 pm

Assistance and Emergencies.

For assistance with minor problems, contact the Special Programs Office during business hours, 549-4600, extension 524, OR contact the extension given us to use during the conference: 549-4600, extension 242.

Security. 549-4600, ext. 424.

Lock-Outs. If locked out of your room during regular office hours, call the special programs office (ext. 524) to get admission arranged. There is a fee of \$1.00 for each lockout.

If locked out of your room after 4:30 pm, call or go to the Security Office. Security personnel will admit you to your room only at certain times: 6 pm, 8 pm, 10 pm, 1 am, 3 am, 5 am. There may be a higher lock-out fee for admittance to rooms after hours, and no one can be admitted to a room without showing positive identification.

Emergency Situations should be identified as such immediately. Call "Emergency Security" 549-4600, ext. 555.

Child Care will be provided in H-1 lounge (Dakin House), and will be coordinated by Joy Mosher.

Announcements will be made each day in the Dining Commons during breakfast, at 8 am, and during lunch, at 12:30 pm. There will also be an announcement and message board next to the registration desk in the lobby of Dakin House.

Linen. Please keep up with your linen packet. It includes towels, blanket, sheets, and pillowcase.

Medical Information. Each participant will be asked to fill out a form with information about health insurance coverage, an emergency contact person, the name and number of physicians, and a description of any medical condition, which is being treated. We need to have this information in case of an emergency.

Quiet Hours on campus are 10 pm until 7 am.

Insurance. Neither the college nor the American Association of Philosophy Teachers has insurance coverage for your personal possessions and clothing.

Meals will be provided for the conference beginning with Monday evening and ending with Friday breakfast. If you purchased the meal plan you will be given a meal card to show when you go through the line. Meals will be served in the Dining Commons, except for supper on Wednesday which will be held in the Red Barn, 6:30-8:30 pm and will be a barbecue and birthday party. The usual times for meals:

Breakfast	7:15-8:30 am.
Lunch	11:45 am-1:00 pm.
Supper	5:30-6:45 pm.

Rooms and Keys. Most resident participants will be housed in Dakin House. Please keep up with your key! We want to give you back your \$30 deposit check for it at the end of the conference!

Telephoning. Campus phones are located on each dormitory hallway. You may call on

Nolt, John
Department of Philosophy
The University of Tennessee
Knoxville, TN 37996-0480

Wednesday, 1:00-3:00 PM, 101 Franklin Patterson

Title: TEACHING ARGUMENT CONSTRUCTION

Logic courses that teach only argument criticism tend to foster a narrow, cynical sophism. To know the life of reason, students must experience the difficulties and creating and communicating arguments and the surprises of the ensuing dialectic.

I will explain and briefly demonstrate how I teach argument construction in an undergraduate course in informal logic. The method is to show by example how, beginning with a vaguely formulated thesis, we try to articulate its grounds; when these are found to be inadequate (as initially they always are), we work back and forth, reformulating premises and conclusion in turn, ideally until either we achieve a formulation that communicates clear insight, or see that this cannot be done and thereby discover the groundlessness of the original belief. After students have seen examples with both outcomes, I have them apply this procedure in creating, revising and re-revising their own arguments. This method encourages students to reflect philosophically on their beliefs, helps them to clarify their thinking, and brings to light a variety of misconceptions about reasoning that often go undetected in more traditional logic courses.

To my frustration, however, I find that by the end of the course many misconceptions remain and very few of the students can yet compose a good argument. Thus after demonstrating and explaining the method, I'll outline its drawbacks and initiate a discussion of alternatives.

Pecorino, Phil
Social Science Department
Queensborough Community College
The City University of New York
Bayside, NY 11364

Tuesday 3:30-5:00 pm, 101 Franklin Patterson

Title: VARIETIES OF CRITICAL THINKING COURSES

The results of a survey of Critical Thinking and Informal Logic Courses at the college level will be presented. A typology of course designs will be developed and explored and a discussion will follow of the advantages and disadvantages of each approach toward developing critical thinking skills within the structure of a course.

(This workshop is co-sponsored with the Association for Informal Logic and Critical Thinking.)

Poland, Helene D.
Department of Philosophy
University of Wisconsin Center--Baraboo/Sauk County
1006 Connie Road
Baraboo, WI 53913

Wednesday, 8:30-10:00 AM, 105 Franklin Patterson

Title: PHILOSOPHY IN A MULTIDISCIPLINARY COURSE: AN EXPERIMENT IN TEACHING "THE PROBLEM OF EVIL"

When a literature teacher, a philosopher, a psychologist, and a sociologist on my campus joined forces to examine the problem of evil, there was a clash of interpretations but a mutual enlightenment. This workshop will present some difficulties and rewards of multidisciplinary endeavors. And since the texts for this course were literary works, it will also explore the use of narrative and the exploitation of emotional response as tools in teaching philosophy.

discuss what is wrong with the Ontological Argument I ask the students to imagine the following dialog between two newlyweds who are on a tight budget and hence wary of having a child right away.

A: If we have a child, it won't have very nice clothes or toys.

B: But if we don't have a child, it won't have any clothes or toys at all.

From my Critical Thinking Class I'll bring in my file of stories and ads from the National Enquirer, the Weekly World News, and similar tabloids. And from my Aesthetics class I'll discuss sections of my illustrated lectures on Kitsch. I'll also look at the importance of personal anecdotes in teaching philosophy. Throughout the workshop the emphasis will be on how humor in the classroom provides an open atmosphere for critical inquiry, and leaves students with examples that they will remember—even after the final exam.

Mosher, Stephen D.
Department of Exercise and Sport Sciences
Ithaca College
Ithaca, NY 14850

Thursday, 3:30-5:00 PM, West Lecture Hall, Franklin Patterson

Title: TEACHING MORAL DEVELOPMENT IN SPORT: THE CASE OF THE "GOOD" FOUL

This workshop will focus on using sports and games to teach moral reasoning. Examples of moral dilemmas arising in sports will be used in order to enhance a discussion of the functions of rules in sports. Specific attention will be paid to: 1) why the rules of games and sports provide an environment that enhances discussion of moral reasoning; 2) the nature of the "good" foul; 3) the reasons why basketball is the best source for these dilemmas; and 4) how best to obtain examples from real-world games. The workshop will be run in three parts: first, there will be a discussion of the four areas listed above; second, there will be an actual "hands-on" experience concerning one specific moral dilemma (a simplified version of Kohlberg's model of moral development is used); finally, there will be a period for discussion and evaluation of the "hands-on" experience.

Mostert, Pieter
State University Limburg
Maastricht
The Netherlands

Tuesday, 3:30-5:00 PM, 104 Franklin Patterson

Title: TEACHING NIETZSCHE

A workshop on 'teaching Nietzsche' draws attention to several pedagogical and philosophical questions. First of all, why teach Nietzsche at all? What does 'teaching Nietzsche' contribute to the aim of 'doing philosophy'? Other questions concern the content of 'teaching Nietzsche' (what is it that can or should be taught?) and the problem that most teachers will expect to be the most or even the only important one: how to teach Nietzsche?

After a brief introduction I will focus upon three aspects of Nietzsche's philosophy which show how the three questions raised above go together. Text selection and questions have been designed so that the participants of the workshop will be involved in an active manner.

- A. Nietzsche's metaphor of "doing philosophy with a hammer": What does it mean? What does Nietzsche use the hammer for? What can students learn from this metaphor?
- B. Nietzsche's thought experiments: Nietzsche emphasizes that his philosophy consists of 'attempts' or 'essays' (as he echoes Emerson's "Essays") not of elements that build a system. It means that aesthetic criteria, not criteria of truth and consistency determine the value of a philosophical 'experiment'. But is this what we want to teach students? Or should they only know that Nietzsche thinks so? But if so, why should they know that?
- C. Nietzsche's positive turn: What Nietzsche says positively is couched in hypothetical context: what if; suppose that; if we assume that, then What does this tell us about reading and interpreting Nietzsche? Examples are derived from Nietzsche's texts about the concept of 'will to power'.

campus by dialing the 3-digit extension only. To make local calls, dial 9 and then the local number. For information from the college operator, dial either 456 or 9-549-4600. For information from local area operator, dial 9 and 411.

Library. The main circulation desk is open Mon.-Fri., 8:30 am - 4:30 pm.

Recreation Facilities. Children under 16 in the Robert Crown Center must be accompanied by adults. The Center guidelines should be read by anyone who intends to use it. Pool hours are Mon.-Fri., 11:30 am - 8 pm.

NOTES

Meagher, Edward D.
36 Holbrook Road
North Andover, MA 01845
and
Mallick, Krishna
6 Minuteman Drive
Bedford, MA 01730

Tuesday, 8:30-10:00 AM, 105 Franklin Patterson

Title: SHOULD PUBLISHERS DICTATE WHAT WE TEACH: CUSTOM PUBLISHING AS AN OPTION
This workshop will describe how three faculty members at Salem (Mass.) State College developed a book of readings tailored to their students in Business Ethics. (Business Ethics: A Philosophical Approach, Ginn, 1986) How the readings were selected as well as the process of collecting them will be outlined. Some of the teaching aids used by the instructors to enhance the students' understanding of the material in the book will be demonstrated. Students' evaluations of the textbook will be shared. Also to be discussed will be why this approach was taken instead of the more usual practice of purchasing a trade book. Finally, the advantages and disadvantages of custom publishing will be presented and discussed and workshop participants will be asked to critique the textbook.

Modschiedler, John C.
Philosophy & Religious Studies
College of DuPage,
Glen Ellyn, IL 60137-6599

Wednesday, 1:00-3:00 PM, East Lecture Hall, Franklin Patterson

Title: PHILOSOPHY AND WORK: INTRODUCTION TO PHILOSOPHY AS INTRODUCTION TO THINKING ABOUT THE FUTURE OF WORK
The workshop will present the innovative curriculum materials entitled "The Future of Work" developed by The Center for New Work, Flint, Michigan, Prof. Frithjof Bergmann, Director and Professor of Philosophy & Anthropology, University of Michigan, Ann Arbor. These materials are available for philosophy teachers (and others) who would like to use something innovative yet substantive and practical for their students in introductory or advanced courses. The materials to be sampled are a series of ten, professionally produced, color videotapes on the future of work, the accompanying curriculum manual, Bergmann's article one "The Future of Work," reprinted from Praxis International, and his book On Being Free. The rationale for single topic introduction to philosophy courses and for videotape assisted courses as a form of "team teaching" will be presented as well.

Morreall, John
Department of Philosophy
Rochester Institute of Technology
Rochester, NY 14623

Thursday, 1:15-3:15 PM, 104 Franklin Patterson

Title: HUMOR IN TEACHING PHILOSOPHY
Most teachers pay lip service to the idea that it is good to use humor in teaching, just as most people pay lip service to the idea that a sense of humor is a valuable personal trait. Few teachers, however, really understand why humor is important in teaching or in life generally, and fewer still use humor with much success in the classroom. The most common view seems to be that humor is good because it provides comic relief from the dullness of the material being taught. In this approach humor is just light entertainment that has no essential connection to what is taught. In my workshop I'll show that there is a much more important place for humor in teaching, especially in teaching philosophy. The account of humor I will use is a version of the Incongruity Theory of Humor in which humorous amusement is the enjoyment of a "conceptual shift," my term for a sudden change in the way we think about something. Perhaps the most important connection between humor and philosophizing is that both involve conceptual shifts, though philosophizing is usually not done playfully as humor is. A related similarity is the mental flexibility and the use of imaginative perspectives that characterizes the best philosophy and the best humor. I'll explore these connections between philosophy and humor by discussing material from George Carlin, P.L. Heath's The Philosopher's Alice, and J.A. Paulos' I Think, Therefore I Laugh. I'll then show the usefulness of humor in the classroom by discussing several examples from my own teaching and from the participant's teaching. One of mine: When we

Loenz-Hoeche, Michael
Ruhr-Kolleg
Seminarstrasse 9
D-4300 Essen 1
FRG

Thursday, 8:30-10:00 AM, West Lecture Hall, Franklin Patterson

Title: INTRODUCTION TO PHILOSOPHY IN NON-ACADEMIC ADULT EDUCATION
The developments inside modern western societies have important consequences for the tasks and the form of the educational system. One of these consequences is the unquestionable fact of the growing role of non-academic adult education. Within this educational sector we have to distinguish between
a) professionally-orientated life long learning and
b) leisure-time learning as a step to self-determination.
At first glance only leisure-time learning seems to be a possible field for work in philosophical education. But the growth of ethical reflections in human practice, e.g. in business or medical ethics, also shows the importance of philosophical topics in professionally orientated education. In my opinion, the consequences of the age of the students in both sectors of non-academic adult education is more important than the different aims of learning. I should like to prove this in the workshop in which I shall, after some short remarks on the principles of philosophical and of adult education, present an introductory course in philosophical thinking for adult students in non-academic further education. In the course the main point will be the re-thinking of everyday situations in private and professional life. In the second part of the workshop, I shall test with the participants some sections of the course to see if they are suitable subjects for a serious introduction to philosophy.
Marks, Joel
Department of Philosophy
University of New Haven
West Haven, CT 06516
Thursday, 8:30-10:00 AM, Main Lecture Hall, Franklin Patterson

Title: INTEGRATING ORIENTAL PHILOSOPHY INTO THE INTRODUCTORY CURRICULUM
The typical "Introduction to Philosophy" (in the United States and I am sure elsewhere) limits itself to so-called Western Philosophy (ancient Greece, modern Europe, contemporary U.S. et al.). But this is to ignore another great philosophical tradition, that of India, China, Japan and other so-called Eastern nations. In this workshop we will consider various ways for East and West to meet in the introductory philosophy course.
Marshall, George J.
Campion College
Department of Philosophy
University of Regina
Regina, Sask., Canada
S4S 0A2
Thursday, 8:30-10:00 AM, Classroom 1, Film & Photo Bldg.

Title: ASSIGNMENTS AND TESTING IN PHILOSOPHY
For a vast majority of philosophy teachers, assignments and tests are looked upon as intrusions into the teaching process. Marks are required by administrators; and thus tests and assignments, which generate marks, are required. In the real world of teaching, assignments and tests -- making them up, giving them, and correcting them -- are the bane of a teacher's existence. They take so much time away from what is really important -- our teaching. While for most of us there is a real gap between our teaching activities and the assignments and tests that we give, there is also a sense that this is not how it should be. The assignments and tests we give ought to be an integral element of the whole teaching process. We have a sense that when we make up tests, give them, and correct them that we should be teaching in the truest sense of the term. The problem is that there is a real difference between what we deep down sense ought to be the case and what we actually find ourselves doing. The purpose of this workshop is to attempt to overcome the difference between this ideal and what we actually do.

THE SEVENTH INTERNATIONAL WORKSHOP CONFERENCE
ON TEACHING PHILOSOPHY

Hampshire College
August 8-12, 1988
Amherst, Massachusetts

MONDAY, AUGUST 8
REGISTRATION, 3:00-9:00 PM Lobby, Dakin House
SUPPER, 5:30-6:45 PM Dining Commons
PRESIDENT'S RECEPTION, 8:00-11:00 PM Recital Hall, Music Building

TUESDAY, AUGUST 9
REGISTRATION Lobby, Dakin House
BREAKFAST, 7:15-8:30 AM Dining Commons
TUESDAY MORNING SESSION I, 8:30-10:00 AM
Bynum, Teaching Philosophy in a Large Lecture Hall Main Lecture Hall, Franklin Patterson (FP)
Close, What is a Computer Program? West Lecture Hall, FP
Huggett, Teaching Relativism with Affect 114 Cole Science Center
Meagher/Malick, Should Publishers Dictate What We Teach? Custom Publishing as an Option 105, FP
Wall, Feminist Theory and Practice East Lecture Hall, FP
Wians, Using Greek Scientific Literature in a Course on Greek Philosophy Recital Hall, Music Building

BREAK, 10:00-10:30 PM Lobby, FP

KEYNOTE ADDRESS, 10:30-11:45 AM
Steven Cahn, "Ethics in Academia" Main Lecture Hall, FP

LUNCH, 11:45 AM - 1:10 PM Dining Commons

TUESDAY AFTERNOON SESSION I, 1:15-3:15 PM

Cahn, Conversation with Graduate Students101, FP

Chappell, Teaching Engineering Ethics103, FP

Close, PC Software Lab for Teachers I: SpreadsheetsWest Lecture Hall, FP

Eisenberg, Philosophy and (Auto)biography, Part IEast Lecture Hall, FP

Sherman, Teaching the Philosophy of Love: Basic Relevance and Wider Application105, FP

Vitek, The Rights Approach to Teaching Introductory Ethics104, FP

BREAK, 3:15-3:30 PM

Lobby, FP

TUESDAY AFTERNOON SESSION II, 3:30-5:00 PM

Fishman, Writing-to-Learn in Philosophy105, FP

Kelly, Students Facing Uncertainty: Content By Way of Process and the Role of "Programmed" Discussions103, FP

Ladd, J, Teaching the Ethics of War, Defense, and TerrorismWest Lecture Hall, FP

Mostert, Teaching Nietzsche104, FP

Pecorino, Varieties of Critical Thinking Courses101, FP

van der Bogart, How to Answer When Students Say That Formal Logic is Interesting but Wonder if "You Can Use it for Anything"East Lecture Hall, FP

SUPPER, 5:30-6:45 PM

Dining Commons

ICE CREAM SOCIAL, 8:00-10:00 PM

Lobby, FP

VIDEOS, 8:00-10:00 PM

East Lecture Hall, FP

WEDNESDAY, AUGUST 10

REGISTRATION

Lobby, Dakin House

BREAKFAST, 7:15-8:30 AM

Dining Commons

WEDNESDAY MORNING SESSION I, 8:30-10:00 AM

Decyk, Using Analogies and Models to Explain Puzzling Philosophical Texts114 Cole Science Center

Freund, Use of the Practicum in PhilosophyWest Lecture Hall, FP

Kelly, James S.

Tuesday, 3:30-5:00 PM, 103 Franklin Patterson

Department of Philosophy

Elmhurst College

Elmhurst, IL 60126

Title: STUDENTS FACING UNCERTAINTY: CONTENT BY WAY OF PROCESS AND THE ROLE OF "PROGRAMMED" DISCUSSIONS

As undergraduate philosophy teachers we recognize our task as expanding our student's ability to engage in sustained and rigorous thinking. But all too often our students do not know how nor recognize the need or point of such thinking. Typically they seek certainty and expect to learn TRUTHS from authorities who dispense FACTS. That, or they see us as playing "word games". To accomplish our goal we must help students become agents, by developing the requisite (process) skills, as opposed to remaining passive recipients of knowledge (content). We must focus first on how they do think and aid in their development. We must also remember that in the overall curriculum our task is not to merely increase the number of philosophy majors. Our particular brand of critical reasoning rightly aims at shaking them from their alleged metaphysical certainty; but we must pay attention to the next state in their thinking process, "it's all just opinion." What we want is for them to see the role of reason in allowing for progress. But they will not embrace that view just because we say it. We should give up the title of authority dispensing certainty. So to accomplish our goal we must help students become agents/makers of meaning. My suggestion here is that the typical lecture format is, from the student's point of view, content centered and reinforces their passiveness thereby frustrating our attempts. To overcome this I propose a "programmed" discussion format which aids the development of agency and enhances critical thinking and social skills.

Ladd, John

Tuesday, 3:30-5:00 PM, West Lecture Hall, Franklin Patterson

Department of Philosophy

Brown University

Title: TEACHING THE ETHICS OF WAR, DEFENSE, AND TERRORISM

This workshop is based on experiences obtaining from teaching a course on this subject at Brown University. Aspects: clarification of issues from the standpoint of ethics and political philosophy; the logic of political arguments for and aainst war (and, particular wars); viewing the problems of war as real, live problems; coping with a dismal knowledge (the students') of history about wars, and about why they took place and what their outcome was; getting students to put aside preconceived ideas and partisan prejudices.

Ladd, Rosalind Ekman

Thursday, 1:15-3:15 PM, Main Lecture Hall, Franklin Patterson

Wheaton College

Norton, Mass. 02766

Title: DOING PHILOSOPHY IN PUBLIC: GETTING INVOLVED IN STATE HUMANITIES COUNCIL (NEH) PROJECTS

The doing and teaching of philosophy need not be confined to the study or classroom, and the students who learn need not be enrolled in a formal course or curriculum. Every state has a state humanities council, funded by Congress through the National Endowment for the Humanities, which has as its goal the encouragement of the humanities for an out-of-school, adult, public audience. Philosophers have an important role to play in initiating and participating in such programs. This workshop is designed as a "How-To" guide, explaining the goals and purposes of the state councils, looking at samples of successful projects, offering tips on writing grants, and brain-storming for projects that would fit under that state guidelines.

Hart, Richard E.
Division of Humanities
Bloomfield College
Bloomfield, NJ 07003

Wednesday, 8:30-10:00 AM, East Lecture Hall, Franklin Patterson

Title: A PHILOSOPHER'S PARADOX: TEACHING AT A MULTI-RACIAL, MULTI-CULTURAL, GENERAL EDUCATION, LIBERAL ARTS/PROFESSIONAL STUDIES COLLEGE

As the workshop title indicates, philosophers today sometimes find themselves teaching at colleges or universities whose salient characteristics and pervasive themes tend to appear, at best, confused, at worst, contradictory. My institution, Bloomfield College, is one such school. But as we know, appearances are often deceiving. Suspecting that many other philosophers operate in similar settings, my purpose in the workshop will be to guide participants through an exploration of the pros and cons, the critical questions, and the significant challenges faced by philosophical teaching in such contexts. With Bloomfield as my model, I shall illustrate some concrete responses to what appears a puzzling situation, responses in terms of curriculum, teaching techniques and personal style.

Hein, Hilde
College of the Holy Cross
Department of Philosophy
Worcester, MA 01610

Thursday, 3:30-5:00 PM, 103 Franklin Patterson

Title: WORKSHOP ON FEMINIST AESTHETICS

I propose a 90-minute workshop on the topic of feminist aesthetics to be addressed to teachers of aesthetics, feminism and topics in the humanities. This workshop is intended to develop philosophical analytic tools addressed to issues in aesthetics and parallel to those employed in feminist approaches to ethics, epistemology, philosophy of science and political theory.

A primary focus will be on making distinctions e.g. between feminist aesthetic theory and a feminine aesthetic, between feminist criticism and feminist critique of aesthetic theory, between women's art and feminist art theory. A second emphasis will be on feminism as a challenge to conventional aesthetic categories and to such standard concepts as psychic distance, disinterestedness, universality, imposition of form on matter, the artist as creative genius.

A third element will be a critical reflection upon feminist theory itself, its relation to post-modernism and to the possible abandonment of all objective interpretive criteria.

Attention will be given to examples of works of art and representative interpretive and critical analyses of them. Participants are invited to bring their own illustrations for discussion.

Huggett, Bill
Erindale College
University of Toronto
Mississauga, Ont, Canada
L5L 1C6

Tuesday, 8:30-10:00 AM, Classroom 1, Film & Photo Bldg.

Title: TEACHING RELATIVISM WITH AFFECT

Teaching relativism poses both a philosophical and a pedagogical problem. Formally adequate accounts of the cognitive issues often fail to persuade, especially when they are presented out of synch with the realities of student belief and experience and are consequently highly dissonance arousing. A more effective way in which we can 'really convince' our students is to use a discovery approach that pays full attention to the affective experiences that arise in the process of pursuing the enquiry. As the workshop will demonstrate, much of the disruptive affect that impedes philosophical understanding can be overcome by giving full recognition to the true version of moral relativism that is unconsciously embedded in student belief. Once this obstacle is overcome the instructor can recognize and accept the initial student resistance to philosophical antirelativism as a necessary first step on the way to a deeper philosophical understanding.

Hart, A Philosopher's Paradox: Teaching at a Multi-racial, Multi-cultural, General Education, Liberal Arts/Professional Studies College

East Lecture Hall, FP

Poland, Philosophy in a Multidisciplinary Course: An Experiment in Teaching "The Problem of Evil"

105, FP

Richmond, Towards an Empirical Approach to the Study of Expert Teaching in Philosophy

Main Lecture Hall, FP

Wilson, The Logic Portfolio

126 Cole Science Center

BREAK, 10:00-10:30 AM

Lobby, FP

WEDNESDAY MORNING SESSION II, 10:30-11:45 AM

Cornwell, Strategies for Getting Students to Think Clearly About Moral Relativism

West Lecture Hall, FP

Eisenberg, Philosophy and (Auto)biography, Part II

East Lecture Hall, FP

Foster, Philosophy, Literature, and Stanislaw Lem

105, FP

Gray, Short Topics in Philosophy

Main Lecture Hall, FP

Wilson, Demonstrating Isomorphism

126 Cole Science Center

Woodside, Academic Advising in Philosophy: A Developmental Approach

Recital Hall, Music Bldg.

LUNCH, 11:45 AM - 1:00 PM

Dining Commons

WEDNESDAY AFTERNOON SESSION I, 1:00-3:00 PM

Blatz, Teaching the "Big Questions" While Teaching Critical Thinking

105, FP

Close, PC Software Lab for Teachers II: Word Processing

West Lecture Hall, FP

Collison, Critical Thinking in the Classroom: Setting Goals Workshop on Curriculum Organization

103, FP

Friel, Philosophy, the Law and the Citizen

104, FP

Modschiedler, Philosophy and Work: Introduction to Philosophy as Introduction to Thinking About the Future of Work

East Lecture Hall, FP

Nolt, Teaching Argument Construction

101, FP

van der Bogart, Teaching Aesthetics: Court Cases and Laws Involving Art

Main Lecture Hall, FP

BREAK, 3:00-3:15 PM

Lobby, FP

SPECIAL EVENT, 3:15-4:15

East Lecture Hall, FP

A CONVERSATION WITH ALICE AMBROSE LAZEROWITZ

WEDNESDAY AFTERNOON SESSION II, 4:30-6:00 PM

Bynum, Developing a Course in Computer Ethics

Campbell, Teaching American Philosophy, Part I

Croy, The Relevance of Propositional Logic to Natural Language Argument Reconstruction

Egan/Ebisch, Maintaining a Community of Inquiry Using Philosophy for Children Materials

Hamlin, Using Films and Drama in Philosophy Courses

104, FP

105, FP

West Lecture Hall, FP

103, FP

East Lecture Hall, FP

PICNIC AND CONFERENCE 10TH BIRTHDAY PARTY 6:30-9:30 PM

Red Barn

VIDEOS, 8:00-10:00 PM

East Lecture Hall

THURSDAY, AUGUST 11

Lobby, Dakin House

REGISTRATION

Dining Commons

BREAKFAST, 7:15-8:30 AM

Dining Commons

THURSDAY MORNING SESSION I, 8:30-10:00 AM

Campbell, Teaching American Philosophy, Part II

Foa, Explorations in Teaching and Technology

Gray, Human Sexuality

Loenz-Hoeche, Introduction to Philosophy in Non-Academic Adult Education

Marks, Integrating Oriental Philosophy into the Introductory Curriculum

Marshall, Assignments and Teaching in Philosophy

105, FP

East Lecture Hall, FP

126 Cole Science Center

West Lecture Hall, FP

Main Lecture Hall, FP

114 Cole Science Center

BREAK, 10:00-10:30 AM

Lobby, FP

SPECIAL SESSION, 10:30-11:15 AM

PRESIDENTIAL ADDRESS: "Research, Teaching, Racism, and Sexism"

Nelson Pole

Response: Rosalind Ladd

Main Lecture Hall, FP

LUNCH, 11:45 AM - 1:00 PM

Dining Commons

S.F. for short.) S.F. includes also utopian and dystopian works. S.F. can be used to raise important philosophical questions. This workshop is intended to aid teachers of philosophy in using S.F. The handouts will include an extensive bibliography of S.F. referenced in terms of the traditional areas of philosophy. Other handouts will focus on ways to initiate student discussion of the nature of philosophy, the nature of S.F., and the nature of religion. I will discuss with the participants my experience with using S.F. in introducing students to speculative thinking in the areas of ethics, political philosophy, and philosophy of religion. "Errand of Mercy", a Star Trek episode, will be shown and we will discuss the questions it raises and how it can be used in class.

Gray, Bonnie J.

202 Wallace Building

Eastern Kentucky University

Richmond, KY 40475

Wednesday, 10:30-11:45 AM, Main Lecture Hall, Franklin Patterson

Title: SHORT TOPICS IN PHILOSOPHY

In this workshop I will discuss a format for offering 1 hour credit courses in philosophy. I will cover the administrative details of how these courses work, as well as the philosophy behind such a course format. Finally, I will discuss some of the subject areas which our department has taught using this format and talk about how well we think this new format has worked, both educationally and administratively.

Gray, Bonnie J.

202 Wallace Building

Eastern Kentucky University

Richmond, KY 40475

Thursday, 8:30-10:00 AM, Classroom 2, Film & Photo Bldg.

Title: HUMAN SEXUALITY

In this workshop I will discuss the syllabus for a course I teach entitled "Toward a Philosophy of Human Sexuality." I will emphasize two aspects of the course: 1) how the topics covered related to traditional philosophical topics in the area of ethics and social philosophy and 2) how the course helps students to develop traditional philosophical skills of argumentation and discussion.

Hamlin, Phil

Department of Philosophy

The University of Tennessee

Knoxville, TN 37996-0480

Wednesday, 4:30-6:00 PM, East Lecture Hall, Franklin Patterson

Title: USING FILMS AND DRAMA IN PHILOSOPHY COURSES

This workshop is designed to illustrate how films and plays can be used in various kinds of philosophy courses. Participants will watch a dramatization of Flannery O'Connor's famous short story, "Good Country People," and then they will participate in various small group discussions which will show how this dramatization can be used in courses in Introduction to Philosophy, Philosophy of Religion, Aesthetics, Existentialism, and Ethics.

Freeman, James B.
Philosophy Department
Hunter College - CUNY
695 Park Avenue
New York, NY 10021

Thursday, 3:30-5:00 PM, 104 Franklin Patterson

Title: DIAGRAMMING ARGUMENTS
This workshop explores a rationale for distinguishing serial, linked, convergent arguments and for including modalities and rebuttals a la Toulmin explicitly in argument diagrams. Motivation is via basic dialectical situations, argument generating exchanges between a proponent and a challenger - questioner. The situation generates arguments as the proponent successively answers the challenger's questions. Answers to different questions function differently, justifying structural differentiation. A contrast with the approaches of Thomas and Toulmin will be developed by applying them to specific examples.
(This workshop is co-sponsored with the Association for Informal Logic and Critical Thinking)

Freund, Norm
Clarke College
1550 Clarke Drive
Dubuque, Iowa 52001

Wednesday, 8:30-10:00 AM, West Lecture Hall, Franklin Patterson

Title: USE OF THE PRACTICUM IN PHILOSOPHY
This workshop will explore affective learning in two areas of study: feminist philosophy and the philosophy of peace and war. The workshop is based upon the belief that philosophers are both thinkers and doers, therefore academic study of our discipline needs to be integrated with personal experience and activism. In the workshop, course content, learning expectations, specific examples of practicums, and methods of grading will be investigated. Workshop participants will share in a discussion of the role and value of a philosophy practicum throughout the workshop.

Friel, Jim
41 Greenwich Avenue
The Center for Philosophy, Law and
Citizenship, Inc.
New York, NY 10014

Wednesday, 1:00-3:00 PM, 104 Franklin Patterson

Title: PHILOSOPHY, THE LAW AND THE CITIZEN
I have been teaching a course, "Philosophy, the Law and the Citizen," (HU 103) at SUNY Farmingdale, for about fourteen years. It has been adopted elsewhere around the country, and its basic concept, citizen apprenticeship, is being adopted in school systems around the country as well, often under what is called a "practicum," and generally in the social studies area.
What I propose for the workshop is to explain the interrelation between philosophy, the law and the citizen, to explain how I approach the course and to present, in summary form, the content of the course. (Handouts will assist in this goal). I will also focus on the concept of citizen apprenticeship. I will also report on the problems and successes with the course.

Givvin, Joe
Mount Mercy College
1330 Elmhurst Drive NE
Cedar Rapids, Iowa 52402

Thursday, 3:30-5:00 PM, East Lecture Hall, Franklin Patterson

Title: PHILOSOPHY AND SCIENCE FICTION
As philosophy teachers, we are in a constant search for new ways to introduce students in philosophy. One alternative way to introduce philosophy is to step outside of the traditional sources of philosophy to a wealth of resources covered broadly by the term, "science fiction" or perhaps better the title, speculative fiction. (Either way

AAPT BUSINESS MEETING, 11:15-11:45 AM

Main Lecture Hall, FP

THURSDAY AFTERNOON SESSION I, 1:15-3:15 PM
Anderson, Necessity and Unity in the Short Story 103, FP
Close, PC Software for Teachers: Data Base Management West Lecture Hall, FP
Ladd, R., Doing Philosophy in Public: Getting Involved in State Humanities Council (NEH) Projects Main Lecture Hall, FP
Miller, Teaching Students to Think Like Machines: Automating Reasoning in Introductory Logic 105, FP
Morreall, Humor in Teaching Philosophy 104, FP

BREAK, 3:15-3:30 PM Lobby, FP

THURSDAY AFTERNOON SESSION II, 3:30-5:00 PM
Esposito, The Use of Questionnaires for Classic Texts in the Introductory Philosophy Course 105, FP
Fogg, Getting Started: the First Days in an Introduction to Philosophy Course Main Lecture Hall, FP
Freeman, Diagramming Arguments 104, FP
Givvin, Philosophy and Science Fiction East Lecture Hall, FP
Hein, Feminist Aesthetics 103, FP
Mosher, Teaching Moral Development in Sport: The Case of the "Good" Foul West Lecture Hall, FP

SUPPER, 5:30-6:45 PM Dining Commons

VIDEOS, 8:00-10:00 PM East Lecture Hall, FP

FRIDAY, AUGUST 12

BREAKFAST, 7:15-8:30 AM Dining Commons

TURN IN KEYS, GOODBYES Lobby, Dakin House

ABSTRACTS

Anderson, Douglas R.
Wittenberg University
Department of Philosophy
Springfield, OH 45501

Thursday, 1:15-3:15 PM, 103 Franklin Patterson

Title: "PLEASE DON'T TELL ME HOW THE STORY ENDS": NECESSITY AND UNITY IN THE SHORT STORY

This workshop is intended to deal specifically with the question, "what would happen if a short story had an ending other than the one it was originally given"? The philosophical question at stake is whether or not all elements of a given work are absolutely necessary to that work's unity and aesthetic value. The process involved in the workshop is intended not so much to answer the question as to "open it up" in an experiential fashion. Participants will be given a short (mini-) story with the original ending deleted. They will be asked to write their own single paragraph endings. These will then be read aloud (in anonymous fashion) and their fittingness and unfittingness will be discussed with an eye toward constructing a rough and ready list of criteria for the "proper" ending to the story. The program will conclude with a reading of the original ending and a discussion of how it fits with the criteria the group has established. This is a process geared toward getting introductory classes in philosophy of literature to begin asking philosophical questions.

Blatz, Charlie
Visiting Associate Professor
University of Illinois
Department of Educational Policy Studies
Champaign-Urbana, Illinois 61820

Wednesday, 4:30-6:00 PM, 105 Franklin Patterson
Department of Philosophy
University of Wyoming

Title: TEACHING THE "BIG QUESTIONS" WHILE TEACHING CRITICAL THINKING

Part of the debate concerning whether and how to teach critical thinking to college and less advanced students has centered on the possibility of teaching the foundational questions of ethics and epistemology while teaching critical thinking. This workshop aims at stimulating a discussion of the motivation for giving attention to that possibility. Along the way, it will present for discussion textual and other course materials including selected student papers. These materials will illustrate how a consideration of some of the "big questions" may be brought into a course on the elements of formal and informal logic. The workshop will consider various arguments bearing on the possibility and desirability of marrying traditional philosophical questions with a course in critical thinking. Although the approach outlined here will not be defended as serving every purpose of a course in critical thinking, it will be offered as one important alternative open to philosophers and perhaps others.

Bynum, Terrell Ward
Southern Connecticut State University
and the Metaphilosophy Foundation
Department of Philosophy
Southern Connecticut State University
New Haven, CT 06515

Wednesday, 1:00-3:00 PM, 104 Franklin Patterson

Title: DEVELOPING A COURSE IN COMPUTER ETHICS

This workshop will provide advice and materials for starting a sophomore-level introductory course in computer ethics. (The course does not presuppose extensive knowledge in philosophy or in computer science.) The leader will compare computer ethics to other areas of applied ethics such as medical ethics and business ethics. Everyone attending will receive a "starter kit" in computer ethics containing sample syllabi, sample course materials, and a bibliography. Several textbooks will be available for inspection, and a demonstration lecture will be given. The last half hour will be reserved for questions and discussion.

classroom. The classroom model for this workshop utilizes writing to make students more active learners. Although not a panacea for all classroom ills, this model adds to the classical repertoire and takes theoretical support from Dewey's view of learning. When Dewey compares savage and civilized people (Reconstruction in Philosophy, Ch. IV), he finds that the former are passive whereas the latter "hit back." This workshop's goal is to have students "hit back," to see writing as a tool which helps them become more responsible and critical learners. Workshop participants will have an opportunity to practice and discuss a variety of writing techniques. They will also analyze samples of student work from writing-intensive philosophy courses.

Fogg, Walter L.
Northeastern University
Boston, MA 02115

Thursday, 3:30-5:00 PM, Main Lecture Hall, Franklin Patterson

Title: GETTING STARTED: THE FIRST DAYS IN AN INTRODUCTION TO PHILOSOPHY COURSE

This is a workshop for the exchange of ideas about how to get started in an introductory course. The first days are crucial, yet many of us spend too much time presenting definitions and philosophical terminology in the abstract, and/or explaining the language of philosophers and editors as they talk about philosophy. These approaches do nothing to break the stiff formality that often accompanies the first days of classes. It also gives the introductory student the impression that, in philosophy, he or she should just passively absorb the information presented. The workshop will explore alternatives to this approach including the technique of discussing the replies students give to a questionnaire in the opening session.

Foster, Thomas R.
Department of Philosophy
Ball State University
Muncie, Indiana 47306

Wednesday, 10:30-11:45 AM, 105 Franklin Patterson

Title: PHILOSOPHY, LITERATURE, AND STANISLAW LEM

Stanislaw Lem is a contemporary Polish writer and satirist whose work is primarily science fiction. A skilled writer and profound thinker whose work requires both a careful reading and a willingness to take intellectual risks, Lem engages the reader in examining questions and issues in philosophy, science, politics, and religion. Lem's interest in science fiction is that, as a genre, it allows him to probe and explore the phenomenon of intelligence. Lem's major themes are two: one is creation and/or evolution, the other is the limits of knowledge. These are usually intertwined. In some works Lem employs standard science fiction themes, e.g., the intelligence of machines. In others, he will write about the intelligence of things as strange as oceans, entire planets, cosmic clouds, or "personoids" created by the use of a computer.

Participants in the workshop will receive a packet including the following items: a bibliography of Lem's works, with a brief commentary as to the type of work and its value to the teacher of philosophy, a list of some of the philosophical issues expressed in Lem's works, Lem's works that have been made into movies and a commentary on their value. During the workshop we will discuss techniques useful in teaching Lem, the kind of student and class most appropriate for the study of Lem's works, as well as which among Lem's works are the more valuable. We will focus on two main works: "The Mask," and "The New Cosmogony," In the former, problems with our understanding of the nature of personhood and free will are both addressed and embodied by a machine/creature. In the latter, the structure of the present universe is attributed to a network of intelligences, each "intelligence" being an entire civilization. In this, we will contrast Lem with Paley.

Ebisch, Glen A.
Western New England College
-and-
Egan, Maureen
Philosophy Department
Elms College
Chicopee, Massachusetts 01013-2839

Wednesday, 4:30-6:00 PM, 103 Franklin Patterson

Title: MAINTAINING A COMMUNITY OF INQUIRY USING PHILOSOPHY FOR CHILDREN MATERIALS
Using the curriculum materials of the Institute for the Advancement of Philosophy for Children, this session will focus on issues of pedagogy in pre-college philosophy. Participants in the workshop will view a videotaped class of fourth graders discussing the philosophical novel *Pixie* and will consider various techniques for teaching the material effectively. The workshop leaders will introduce for discussion some of the areas most often of concern to classroom teachers. A variety of sample exercises from the teacher's manuals for this program will be presented as examples of different pedagogical approaches.

Eisenberg, Paul
Department of Philosophy
Indiana University
Bloomington, IN 47405

Part I - Tuesday, 1:15-3:15 PM, East Lecture Hall, Franklin Patterson
Part II - Wednesday, 10:30-11:45 AM, East Lecture Hall, Franklin Patterson

Title: PHILOSOPHY AND (AUTO)BIOGRAPHY
The workshop is intended to challenge the pedagogical efficacy and the philosophical plausibility of the traditional view that philosophy is to be viewed and taught as if it were largely autonomous and, hence, that detailed knowledge of the life of a philosopher and of his/her cultural world is largely irrelevant to the philosophical understanding of a given text in philosophy. Instead, it will be suggested that the understanding of at least many philosophical works is not possible or, at the least, is much impoverished if one does not bring such detailed knowledge to the reading of them. Moreover, it will be suggested that one very good way of interesting students in (some of) the traditional "problems of philosophy" is precisely to help them to see how reflection on those problems arises from and is effected by the actual life-experience of the philosophers studied.

Esposito, Joan
Nassau Community College
Garden City, New York 11530

Thursday, 3:30-5:00 PM, 105 Franklin Patterson

Title: THE USE OF QUESTIONNAIRES FOR CLASSIC TEXTS IN THE INTRODUCTORY PHILOSOPHY COURSE

My workshop is a demonstration of preliminary questionnaires that I use to introduce classic texts in my Introduction to Philosophy course. First, participants will fill out some of the questionnaires that I have developed. Second, I will explain how the questionnaires can be used in the classroom. Third, I will explain some guidelines for developing the questionnaires. Fourth, I will give participants a short excerpt from a classic text and ask them to develop a questionnaire to go with it. (Perhaps I will provide a choice of two or three excerpts in order to allow for individual preferences: maybe one paragraph from Nietzsche, one from Epicurus, and one from Hume or Descartes.)

Fishman, Stephen M.
Department of Philosophy
U. of North Carolina at Charlotte
Charlotte, NC 28223

Tuesday, 3:30-5:00 PM, 105 Franklin Patterson

Title: WRITING-TO-LEARN IN PHILOSOPHY
"Writing-To-Learn in Philosophy" is a workshop based upon three principles: (1) writing is a tool of self-discovery; (2) self-discovery is a tool of learning; and (3) extensive teacher-writing is a way to become a learner in one's own

Bynum, Terrell Ward
Southern Connecticut State University
and the Metaphilosophy Foundation
Department of Philosophy
Southern Connecticut State University
New Haven, CT 06515

Tuesday, 8:30-10:30 AM, Main Lecture Hall, Franklin Patterson

Title: TEACHING PHILOSOPHY IN A LARGE LECTURE HALL
This workshop will include a demonstration of various methods of teaching introductory philosophy in a large lecture hall. Included will be, for example, audio-visual "teasers", the "Socratic Donahue", student team activities, and the "right way" to use film or videotape. Also included will be consideration of exams, writing assignments and grading problems for very large classes. The last 45 minutes will be reserved for questions and discussion.

Campbell, James
Department of Philosophy
University of Toledo
Toledo, OH 43606

Part I - Wednesday, 4:30-6:00 PM, 105 Franklin Patterson
Part II - Thursday, 8:30-10:00 AM, 105 Franklin Patterson

Title: TEACHING AMERICAN PHILOSOPHY
We are probably the only culture which 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 we simply do not know our past well enough to offer a sympathetic yet critical presentation of American philosophy to our 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.

Chappell, Vere
Department of Philosophy
University of Massachusetts
Amherst, MA 01003

Tuesday, 1:15-3:15 PM, 103 Franklin Patterson

Title: TEACHING ENGINEERING ETHICS
This workshop will involve a discussion of two issues, one strategic, one substantive: (1) the role of ethical theory in applied ethics; (2) the concept of professionalism -- its content and function as an ethical ideal for working engineers.

Close, Daryl
Department of Philosophy
Department of Computer Systems
Tiffin University
Tiffin, Ohio 44883

Tuesday, 8:30-10:00 AM, West Lecture Hall, Franklin Patterson

Title: WHAT IS A COMPUTER PROGRAM?
This workshop will acquaint participants with the concept of a computer program at both the systems and the applications level, and with the structural components of a program. Program-oriented issues in the philosophy of computing will include a discussion of the difference between an algorithm and a program, the program as intellectual property, and the thesis that the human brain may contain programs. These concepts are presupposed by many of the current issues in the philosophy of computing and will be useful in a philosophy of science or philosophy of technology course.

Close, Daryl
Department of Philosophy
Department of Computer Systems
Tiffin University
Tiffin, Ohio 44883

Tuesday, 1:15-3:15 PM, West Lecture Hall, Franklin Patterson

Title: PC SOFTWARE LAB FOR TEACHERS: SPREADSHEETS

This workshop will present the basics of the electronic spreadsheet, including graphing. The main project will be the construction and maintenance of a grade book. Other applications will be discussed as time permits. No previous knowledge of computers is required.

Close, Daryl
Department of Philosophy
Department of Computer Systems
Tiffin University
Tiffin, Ohio 44883

Wednesday, 1:00-3:00 PM, West Lecture Hall, Franklin Patterson

Title: PC SOFTWARE LAB FOR TEACHERS: WORD PROCESSING

This hands-on workshop combines an introduction to the IBM PC and compatibles and to a popular word processor. No previous knowledge of computers is required. Word processing tips and tricks for classroom/academic writing will be emphasized.

Close, Daryl
Department of Philosophy
Department of Computer Systems
Tiffin University
Tiffin, Ohio 44883

Thursday, 1:15-3:15 PM, West Lecture Hall, Franklin Patterson

Title: PC SOFTWARE LAB FOR TEACHERS: DATA BASE MANAGEMENT

This workshop will present the basics of a popular data base program. While the enormous versatility of the program cannot be treated, we will build record structures for bibliographic files, student advisee files, professional contact files, as well as other "card files" applications. Simple report writing will be included. No previous knowledge of computers is required.

Collison, Judith
University of Massachusetts
Amherst, MA 01003

Wednesday, 1:00-3:00 PM, 103 Franklin Patterson

Title: CRITICAL THINKING IN THE CLASSROOM: SETTING GOALS WORKSHOP ON CURRICULUM ORGANIZATION

Critical thinking needs to be incorporated into classroom instruction in two stages. The first stage is to organize the course in such a way that connections are made explicit. The second stage is the redesigning of actual units or lessons to promote critical thinking.

This workshop is based on the following ideas:

- 1) The goals should be organized around one or few germinal ideas. Information or concepts with internal connections are easier to learn than is unconnected material.
- 2) Learning must be put in perspective to provide continuity with history of ideas, educational history of students and personal experiences of students.
- 3) Curriculum must be geared to encouraging independent and creative thought.
- 4) Goals of instruction need to be clearly stated to the students.

Cornwell, Grant H.
Department of Philosophy
St. Lawrence University
Canton, NY 13617

Wednesday, 10:30-11:45 AM, West Lecture Hall, Franklin Patterson

Title: STRATEGIES FOR GETTING STUDENTS TO THINK CLEARLY ABOUT MORAL RELATIVISM

Students have a difficult time getting moral relativism straight: not its truth or falsity as a doctrine, but simply what it is and what it is not. There are many reasons for this, not the least of which is that many come to us thinking themselves to be relativists. "It's all relative" is a slogan for our times. In this discussion I want to present a strategy for getting students to think clearly about moral relativism. The heart of the approach is a thought experiment wherein students visit various cultures and are asked to make judgments as a perfectly consistent moral relativist. Students find this exercise troubling and enlightening. What is revealed is that true relativism is a very strong doctrine, that commits one to maintaining some surprising positions. The exercise also serves to reveal that most who thought they were relativists, realize that they are not.

Croy, Marvin J.
Department of Philosophy
University of North Carolina
at Charlotte
Charlotte, NC 28223

Wednesday, 4:30-6:00 PM, West Lecture Hall, Franklin Patterson

Title: THE RELEVANCE OF PROPOSITIONAL LOGIC TO NATURAL LANGUAGE ARGUMENT RECONSTRUCTION

With the advent of courses in "critical thinking," the gap between symbolic logic and natural languages may appear larger than ever. Nevertheless, this presentation will explicate a number of ways in which symbolic propositional logic can contribute to the reconstruction of natural language arguments. In particular, this endeavor will apply various proof techniques to the task of explicating implicit premises in the natural language and will focus on the benefits of pressing the limits of relationships between truth functionally defined connectives with their apparent counterparts in English.

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Wednesday, 8:30-10:00 AM, Classroom 1, Film & Photo Bldg.

Title: USING ANALOGIES AND MODELS TO EXPLAIN PUZZLING PHILOSOPHICAL TEXTS: SPINOZA AND KANT

In science it is common to use analogies and models to teach difficult scientific concepts. To give but two familiar examples, radio waves are often explained by an analogy with water waves, and the complicated structure of DNA is represented by a physical model of a double helix. Analogies and models can also be extremely useful in helping students understand difficult philosophical points and passages. We shall see, for example, how an analogy with language can help clarify the distinction that Kant makes between the Categories and the Principles of Pure Understanding and we shall develop a 3-dimensional model to help explain some of the puzzling aspects of Spinoza's philosophy. The purpose of this workshop is to make teachers of philosophy more aware of the explanatory power of analogies and models, so that they can make more effective use of these techniques in their own teaching.