

business 101- computer
IV 1:30-6:00 17th St Pool \$1.20

park pool 11 → 7 PM m-Th \$2.00

wed evening A Thousand Clowns:

The 8th International Workshop-Conference on Teaching Philosophy

**August 6-10, 1990
Bloomington, IN**



*Sponsored by the American Association
of Philosophy Teachers (AAPT)*

The First International Workshop on Teaching Philosophy

April 7-12, 1995
University of
California, San Diego

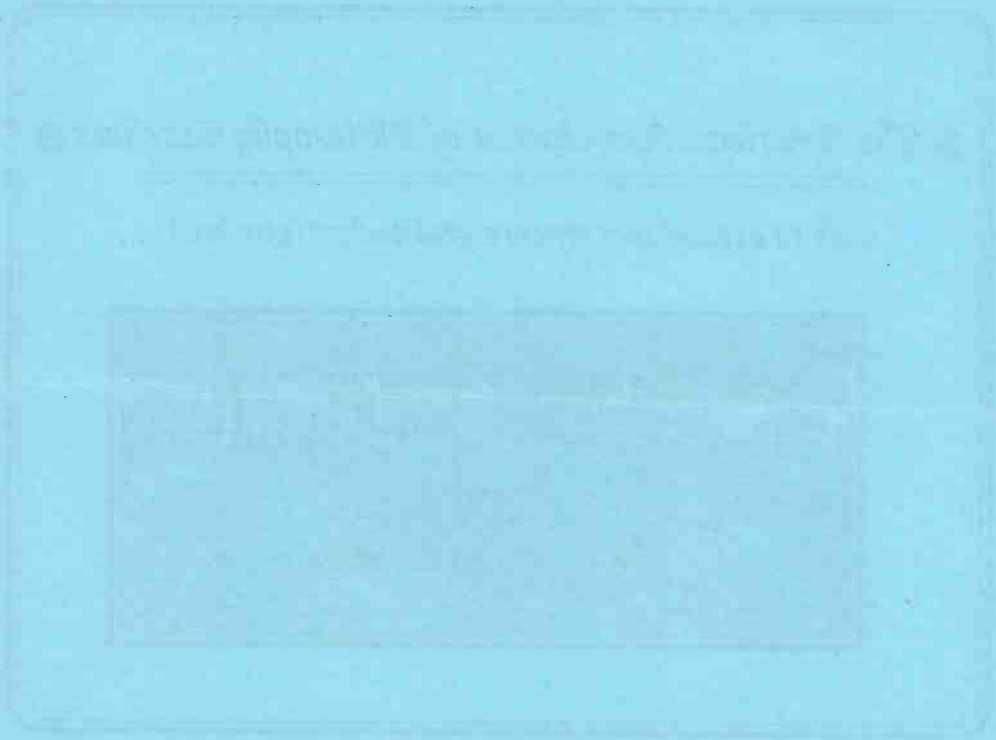
Workshop on Teaching Philosophy
April 7-12, 1995



 *The American Association of Philosophy Teachers* 

wish to extend our sincere gratitude to our host. . .

Indiana University
Department of Philosophy
and
Paul Eisenberg



American Association of Philosophy Teachers

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8th (1990) International Workshop-Conference on Teaching Philosophy

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A Special Thanks to All Our Program Presenters. . .

John Alexander	Jack Hanford	John C. Moskop
David B. Annis	Albert W. Hayward	Ira H. Peak, Jr.
Peter D. Asquith	Joseph P. Hester	William J. Pedtke
Norman J. Bauer	Phil Hoebing	Nelson Pole
Martin Benjamin	John Hoenig	Phil Quinn
Wayne Borody	Baylor Johnson	William Reinsmith
Rob Brady	John Immerwahr	Thomas Schwen
Terry Bynum	James S. Kelly	Anita Silvers
James P. Cadello	Ellen R. Klein	Eric W. Snider
Robert Cavalier	Jane Y. Koenen	Kenneth Stickers
Daryl Close	John Kultgen	Bruce B. Suttle
Grant H. Cornwell	John Ladd	Neil Thomason
Anthony M. Coyne	Rosalind Ladd	Ed Thompson
Betsy Newell Decyk	Joe Losco	R. M. Timko
Sara Ebenreck	Krishna Mallick	William Vitek
Paul D. Eisenberg	George J. Marshall	Arnold Wilson
Tanya Evanoff	Matthew McConnell	Eddy Wilson
Thomas R. Foster	Joan Middendorf	Marianne Woodside
Norm Freund	Pam Miller	Dr. Daniel L. Zins
Phil Hamlin	Alan Momeyer	
John J. Hanagan	Alan Moore	



Conference Agenda



Monday, August 6

9 a.m. - 9 p.m. - *Registration*
3 p.m. - 5 p.m. - *Sessions*

Session I

- 3 p.m. - 4:30 p.m. - Cornwell, Grant. *The Big Picture: The Goals and Structure of Philosophy Department Curricula*. (Formal Lounge)
3 p.m. - 4 p.m. - Woodside, Marianne R. *Advising: A Spotlight on Students "at Risk."* (Conference Room)
3 p.m. - 4:30 p.m. - Foster, Thomas R.; Losco, Joe; Miller, Pam. *The Roots of Human Nature: Report of an Interdisciplinary Team-Taught Course*. (Dining Hall B)
3 p.m. - 5 p.m. - Alexander, John. *Teaching Applied Ethics to Returning Adult Students*. (Formal Lounge A)
3 p.m. - 5 p.m. - Decyk, Betsy N. *Columbus, The Quincentenary, and Philosophy Courses: Columbus and Critical Thinking*. (Dining Hall A)
4 p.m. - 5 p.m. - Coyne, Anthony M. *Teaching Philosophy and Human Sexuality*. (Library)
4 p.m. - 5 p.m. - Benjamin, Martin. *A College Philosophy Course for High Achieving High School Students*. (Library)
4 p.m. - 5 p.m. - McConnell, Matthew. *The Use of Poetry in the Introductory Philosophy Class*. (Conference Room)
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5:15 p.m. - 6:15 p.m. - *Dinner*
7 p.m. - 9 p.m. - *Keynote Address, "Improving Teaching in Philosophy" by Arnold Wilson, Editor of Teaching Philosophy*
9 p.m. - *Reception/Ice Cream Social*

Tuesday, August 7

6:45 a.m. - 8:15 a.m. - *Breakfast*

8 a.m. - 5 p.m. - *Registration*

8:30 *Dean Welcome*

8:30 a.m. - 9:30 a.m. - *Open Meeting/Welcome Session, Paul Eisenberg & Phil Hamlin.*

9:30 a.m. - Noon - *Sessions*

Session II

9:30 a.m. - 10:30 a.m. - **Brady, Rob.** *Teaching with The LogicWorks: Computer Assisted Instruction in Introductory Logic Classes.* (Computer Lab)

9:30 a.m. - 11 a.m. - **Cadello, James P.** *Teaching Business Ethics Without Selling Out.* (Formal Lounge A)

9:30 a.m. - 11 a.m. - **Vitek, William.** *Environmental Ethics: Expanding the Moral Circle.* (Conference Room)

9:30 a.m. - 11:30 a.m. - **Thomason, Neil.** *Getting Students to Philosophize With Each Other -- To Teach is to Learn Twice.* (Formal Lounge B)

9:30 a.m. - 11:00 a.m. - **Zins, Daniel L.** *Making and Unmaking Enemies: Reflections of the Hostile Imagination.* (Dining Hall A)

9:30 a.m. - Noon - **Benjamin, Martin.** *An Intensive Seminar for Beginning Teachers and Advanced Graduate Students.* (Library)

11 a.m. - Noon - **Cornwell, Grant.** *The Big Picture: The Goals and Structure of Philosophy Department Curricula.* (Conference Room)

11 a.m. - Noon - **Peak, Ira H.** - *The 'Evaluation Menu': Humanizing the Assessment of Student Performance/ Student Learning in Ethics Courses.* (Formal Lounge A)

Noon - 1 p.m. - *Lunch*

1 p.m. - 4 p.m. - *Sessions*

Session III

* 1 p.m. - 2 p.m. - **Cavalier, Robert.** *Project THEORIA -- The Ethics Videodisc.* (Formal Lounge A)

1 p.m. - 2 p.m. - **Hester, Joseph P.** *Cartoons for Thinking - Utilizing Political Cartoons and Small Group Interactions to Teach Issues in Ethics.* (Formal Lounge B)

1 p.m. - 2:30 p.m. - **Freund, Norm.** *The Role of Philosophy in Justice and Peace Studies Programs.* (Dining Hall A)

1 p.m. - 2:30 p.m. - **Kelly, James S.** *Makers of Meaning - Students as Active Participants.* (Conference Room)

1 p.m. - 2:30 p.m. - **Quinn, Phil.** *The Ethics of Academic Employment.* (Dining Hall B)

2 p.m. - 4 p.m. - **Close, Daryl.** *Keeping a Gradebook in a Spreadsheet.* (Formal Lounge A)

2:30 p.m. - 4 p.m. - **Ebenreck, Sara.** *Interviews as an Investigative Technique for Ethics Courses.* (Conference Room)

2:30 p.m. - 4 p.m. - **Hamlin, H. Phillips.** *Participation and Interaction in Aesthetics Classes.* (Dining Hall A)

2:30 p.m. - 4 p.m. - **Reinsmith, William A.** *Bioethical Issues in Pharmaceutical Education.* (Dining Hall B)

3 p.m. - 4 p.m. - **Snider, Eric W.** *Teaching Ancient Philosophy at the Undergraduate Level.* (Formal Lounge B)

4 p.m. - *Special Address* by Anita Silver, "The Philosophy Major as a Higher Education Artifice and What We Can Do About It."

5:15 p.m. - 7 p.m. - *Barbecue.*

Evening - *Videos, Discussion Groups, Theater. Movie: "Breaking Away."*

Wednesday, August 8

6:45 a.m. - 8:15 a.m. - *Breakfast*

8:30 a.m. - 9:30 a.m. - *Theme Talk: "Student Relativism"*

9:30 a.m. - Noon - *Sessions*

Session IV

- 9:30 a.m. - 10:30 a.m. - Hanagan, John J. *Nurturing Quality in a Philosophy Classroom*. (Formal Lounge B)
9:30 a.m. - 11 a.m. - Annis, David B. *Teaching a General Ethics Course: Its Goals, and What the Empirical Research in Moral Psychology Implies for Effectively Teaching an Ethics Course*. (Dining Hall B)
→ 9:30 a.m. - 11:30 a.m. - Thomason, Neil. *Philosophy Discussions Without (Much) B.S.* (Dining Hall A)
9:30 a.m. - 11:30 a.m. - Zins, Daniel L. *Nuclear Weapons After the Cold War: What are the Questions and Who Should Ask Them?* (Conference Room)
9:30 a.m. - Noon - Benjamin, Martin. *An Intensive Seminar for Beginning Teachers and Advanced Graduate Students*. (Library)
* 11 a.m. - Noon - Hanford, Jack. *Teaching Strategies for Increasing Student Motivation*. (Formal Lounge B)
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Noon - 1 p.m. - *Lunch*

1 p.m. - 4 p.m. - *Sessions*

Session V

- * 1 p.m. - 2 p.m. - Decyk, Betsy N. *Columbus, The Quincentenary, and Philosophy Courses: Ideas in Action*. (Formal Lounge A)
1 p.m. - 2 p.m. - Hester, Joseph P. *Philosophy for Young Thinkers - An Integrative/Multidisciplinary Precollege Philosophy-based Curriculum*. (Dining Hall A)
1 p.m. - 2 p.m. - Immerwahr, John. *Asking Questions: Techniques for Enhancing (and Destroying) Class Discussions*. (Formal Lounge B)
1 p.m. - 2:30 p.m. - Wilson, Arnold. *The Logic Portfolio*. (Conference Room)
1 p.m. - 2:30 p.m. - Asquith, Peter D. *Evaluating Arguments in Introductory Logic*. (Dining Hall B)
2 p.m. - 4 p.m. - Hoebing, Phil. *Philosophy for Children*. (Dining Hall A)
2 p.m. - 4 p.m. - Johnson, Baylor. *Liberalizing the Curriculum: The Epistemological Justification*. (Formal Lounge B)
2 p.m. - 4 p.m. - Stickers, Kenneth W. *Teaching American Philosophy: Mainstream and Oppressed Voices in the American Tradition*. (Formal Lounge A)
* 2:30 p.m. - 4:00 p.m. - Bauer, Norman J. *Physical Representatives of Philosophic Views*. (Dining Hall B)
2:30 p.m. - 4 p.m. - Bynum, Terry. *Teaching Computer Ethics -- Two Approaches*. (Conference Room)
To Be Arranged - Evanoff, Tanya - *A New Method of Teaching Philosophy*. (Library)

4 p.m. - 5 p.m. - *Special Session. "Using Enriched Learning Environments for Teaching Philosophy." I.U. Learning Resources.*
5:15 p.m. - 6:15 p.m. - *Dinner*
Evening - *Sports, Theater, Individual Arrangements, Folk Dancing, Videos, "Let's Talk About" Sessions,*

Thursday, August 9

6:45 a.m. - 8:15 a.m. - *Breakfast*

8:30 a.m. - 9:30 a.m. - *Theme Talk: "Teaching About Racism" by John Ladd*

9:30 a.m. - Noon - *Sessions*

Session VI

9:30 a.m. - 10:30 a.m. - **Bynum, Terry.** *Using National Computer Networks as Philosophy-Teaching Tools.* (Formal Lounge A)

9:30 a.m. - 10:30 a.m. - **Koenen, Jane Y.** *Feminist Theory and Practice in the Undergraduate Classroom: Examples of Application.* (Conference Room)

9:30 a.m. - 11 a.m. - **Eisenberg, Paul.** *Philosophy and (Auto)Biography.* (Dining Hall A)

9:30 a.m. - 11 a.m. - **Wilson, Eddy.** *Teaching Philosophy in an Isolated Ecclesiastical School.* (Formal Lounge B)

9:30 a.m. - Noon - **Benjamin, Martin.** *An Intensive Seminar for Beginning Teachers and Advanced Graduate Students.* (Library)

10:30 a.m. - Noon - **Graber, Glenn C.** *Beyond the Headlines: A Workshop on Values & Ethics for Officials of City Government.* (Formal Lounge A)

* 10:30 a.m. - Noon - **Mallick, Krishna.** *Philosophy and Nonviolence.* (Conference Room)

11 a.m. - Noon - **Borody, Wayne.** *Introduction to Philosophy: East and West.* (Formal Lounge B)

11 a.m. - Noon - **Hayward, Albert W.** *Aesthetic Experience and Condition-Governed Terms.* (Dining Hall A)

Noon - 1 p.m. - *Lunch*

1 p.m. - 4 p.m. - *Sessions*

Session VII

1 p.m. - 2 p.m. - **Decyk, Betsy N.** *Columbus, The Quincentenary, and Philosophy Courses: The Basis for an Interdisciplinary Course.* (Conference Room)

1 p.m. - 2:30 p.m. - **Hart, Richard E.** *The New Jersey Master Faculty Program: Implications for Philosophy Teaching.* (Dining Hall A)

1 p.m. - 2:30 p.m. - **Pedtke, William J.** *Correct Primary Referent - You Can't Learn Without It.* (Dining Hall B)

1 p.m. - 2:30 - **Timko, Robert M.** *Introducing Philosophy in Composition Classes.* (Library)

1 p.m. - 4 p.m. - **Pole, Nelson.** *CAI in the Logic Classroom.* (Computer Lab)

2:30 p.m. - 4 p.m. - **Marshall, George J.** *Angels.* (Formal Lounge A)

2:30 p.m. - 4 p.m. - **Momeyer, Richard.** *Reaching Students Through Confronting Death.*

2:30 p.m. - 4 p.m. - **Moskop, John C.** *Teaching Bioethics: A Practical Approach.* (Dining Hall A)

2:30 p.m. - 4 p.m. - **Suttle, Bruce B.** *The Ethics of Intolerance or Why One Has a Moral Obligation to be Biased.* (Conference Room)

2:30 p.m. - 4 p.m. - **Thompson, H. Ed., III.** *Facilitating Autonomy in the Classroom.* (Dining Hall B)

5:15 p.m. - 6:15 p.m. - *Dinner*

7 p.m. - 9 p.m. - *Presidential Address by Rosalind Ekman Ladd, "Teaching Philosophy to Jane and Dick."*

Friday, August 10

6:45 a.m. - 8:15 a.m. - *Breakfast*

8:30 a.m. - 9:30 a.m. - *Theme Talk: "Cultural Pluralism and Diversity in the Curriculum"*

9:30 a.m. - Noon - *Sessions*

Session VIII

9:30 a.m. - 10:30 a.m. - Klein, Ellen R. *Feminism and Critical Thinking: Are they Compatible?* (Main Dining Hall)

9:30 a.m. - 11 a.m. - Decyk, Betsy N. *Working with Examples.* (Dining Hall B)

9:30 a.m. - 11:30 a.m. - Eisenberg, Paul. *Philosophy and (Auto)Biography.* (Dining Hall A)

9:30 a.m. - 11:30 a.m. - Moore, Alan. *The Holocaust as a Course in Philosophy: Moral and Epistemological Derangement.* (Teter Formal Lounge)

9:30 a.m. - Noon - Benjamin, Martin. *An Intensive Seminar for Beginning Teachers and Advanced Graduate Students.* (Library)

10:30 a.m. - Noon - Kultgen, John. *Philosophy in Peace Studies Programs.* (Main Dining Hall)

Noon - 1 p.m. - *Lunch and Group Photo* (photo will be mailed to each registered participant)



Session
Abstracts



Session
Abstracts

ALEXANDER, JOHN - *Teaching Applied Ethics to Returning Adult Students* - The teaching of applied ethics to returning adult students in specialized programs such as BSN completion or business programs presents many unique challenges to the philosopher. These challenges center around the fact that the experiential level of returning adults is greater than the experiential level of more "traditional" students. More often than not, these students have already faced problems within their individual life/work experiences that we as philosophers have grappled with only at a theoretical level. This experiential base provides an invaluable arena for interpersonal dialogue on the nature/solution of various difficult moral problems.

This workshop will explore various teaching techniques that have proved effective in facilitating learning for the returning adult student. Among the various topics that will be discussed are the role a "dialogical" approach plays in teaching methodology, and the use of group projects in aiding students to understand the ethical/philosophical dimensions of an issue.

The leader of this workshop has taught over twenty courses in continuing adult educational programs in the areas of business ethics, managerial and professional ethics, bio-ethics, and philosophical methods and perspectives. He also has over twenty years manufacturing experience which has helped shape his "philosophical" outlook on ethical issues. **Session I: Monday, 3-5 p.m.**

ANNIS, DAVID B. - *Teaching a General Ethics Course: Its Goals, and What the Empirical Research in Moral Psychology Implies for Effectively Teaching an Ethics Course* - The past Secretary of Education, William J. Bennett (a philosopher), sharply criticized schools and universities for their failure to instruct students in moral values. Many business leaders also have complained about the perceived "moral drift" and ethical uncertainty in the nation. Against this background, the workshop primarily will deal with four issues:

1. What should be the goals of a general ethics course within a liberal education curriculum?
2. Can these goals be made precise enough so that we can determine whether they are being satisfied?
3. What does the empirical research in "moral psychology" indicate about moral development and moral conduct?
4. What are the implications of this empirical research for the goals of an ethics course and the most effective ways for achieving these goals? How may we improve our teaching of ethics in the light of this empirical evidence?

Obviously these are not easy questions; they are both controversial and complicated. Hence the workshop is discussion oriented. Various materials and information will be provided, but it will be the task of the workshop participants to critically discuss and help refine the material. **Session IV: Wednesday, 9:30 a.m. - Noon.**

ASQUITH, PETER D. - *Evaluating Arguments in Introductory Logic* - Argument evaluation is one of the main focal points of introductory logic courses. Deductive validity of single simple arguments usually receives the most attention. Paying attention to one's own argument evaluation habits should quickly convince one that this particular aspect of argument evaluation is at best only one and most likely not the most frequently employed feature of argument evaluation. This workshop will first call attention to other aspects of argument evaluation and then consider ways of including them in introductory logic courses. **Session V: Wednesday, 1-2:30 p.m.**

BAUER, NORMAN J. - *Physical Representations of Philosophic Views* - The aim of this lecture-workshop proposal is three fold:

1. To reveal physical, three-dimensional models which have been designed and constructed for the purpose of enhancing the pursuit of philosophic understanding. These models will expose observers to the following philosophies: Idealism, Realism, Thomism, Pragmatism and Existentialism.

2. To develop, distribute and present a carefully worked out paper to those in attendance in which the basic framework of each model is clearly described and in which are considered the connections between the components of each model and the respective philosophic positions with which they are associated.

3. To generate interest among those engaged in the teaching of philosophy in the development and use of physical artificats which can help make remarkably clear the concepts and understandings which they want their students to achieve from their teaching. **Session V: Wednesday, 2:30 - 4 p.m.**

BENJAMIN, MARTIN - *An Intensive Seminar for Beginning Teachers and Advanced Graduate Students* - To aid participants in developing their skills, understanding, and identity as philosophy teachers. The seminar will, insofar as possible, address particular concerns of the participants. **Sessions II, IV, VI, VIII: Tues., Wed., Thurs, Fri., 9:30 a.m.- Noon . Restricted to pre-registered participants.**

BENJAMIN, MARTIN - *A College Philosophy Course*

for High Achieving High School Students - As part of a summer program for high achieving high school students Michigan State University is offering a special section of PHL 102 (Introduction to Philosophy: Knowledge and Reality) for selected students in grades 9, 10, and 11. The program is coordinated and funded by the Ingham County Intermediate School District and the University. To qualify students must have a cumulative 3.5 GPA and have taken the SAT and attained minimum scores of 450 Verbal and 850 Total. The workshop will focus on the structure of the course, its success, questions that arose in teaching it, and the desirability and prospects of establishing similar courses in school districts across the country. Session I: Monday, 3 - 4 p.m.

BORODY, WAYNE - Introduction to Philosophy: East and West - A workshop on a first-year Introduction to Philosophy course that is based on representative texts from both the Western and Eastern philosophical traditions. The first-term deals with the person and philosophy of Socrates and then moves on to treat Descartes and Sartre; the class lectures and discussions focus on the Apology and Crito, the Meditations and Gita, Tao Te Ching and Analects. While the course is not comparative, near the end of the second term some attempt is made to draw out similarities and dissimilarities among the representative philosophers and philosophies. Along with this thematic introduction to philosophy, I also introduce definitions of important philosophical terms in the first term and a collection of important fallacies in the second. This course presents the student with a well-rounded introduction to the most basic issues and concerns in both Western and Eastern philosophy and is especially suited to the smaller university or college that is limited in its course offerings. Session VI: Thursday, 11 a.m. - Noon.

BRADY, ROB - Teaching with The LogicWorks: Computer Assisted Instruction in Introductory Logic Classes - The LogicWorks is an educational software package which permits students in introductory logic classes to do most of their homework on the computer. The success of the program in motivating students and increasing the level of their logic skills has been astonishing. The workshop will cover not only how to use the program, but also why one should use some such program. Session VI: Thursday, 11 a.m. - Noon.

BYNUM, TERRY - Teaching Computer Ethics--Two Approaches - This workshop will focus upon two different ways to include computer ethics in the college/university curriculum: (1) offer an entire semester/quarter course devoted to computer ethics, or (2) inte-

grate a "module" of computer ethics into a number of computer science courses. Participants will examine and discuss (i) various computer ethics textbooks currently available, (ii) several different syllabi for college computer ethics courses, and (iii) several key articles on computer ethics as an academic subject. Two different teaching strategies also will be considered: (a) the "case-study" method and (b) the "theory approach". Session V: Wednesday, 2:30 - 4 p.m.

BYNUM, TERRY - Using National Computer Networks as Philosophy-Teaching Tools - This will be an "exploratory, brain-storming workshop" in which participants will share ideas, suggestions, and experiences (if any) regarding the use of national computer networks (like BITNET, for example) as philosophy-teaching tools. The first few minutes of the workshop will be used to explain basic ideas about computer networks for participants who have never used them. Ideas explored will include ways that the teacher can use networks to get information, contact other teachers, try out ideas, get or share test cases, involve distant scholars in their courses, etc. Also covered will be ways that students can use networks to gain information, contact other students or distant scholars, try out ideas, and so on. Session VI: Thursday, 9:30 - 10:30 a.m.

CADELLO, JAMES P. - Teaching Business Ethics Without Selling Out - This workshop will challenge some of the widely accepted ideas about how courses in business be: a questioning of the basic assumptions regarding what topics are appropriate for such a class; a critique of several approaches that are thought to be proper; a study of what texts are relevant to business ethics courses, and an attempt to explain why; and an effort to determine what purposes or functions a class in business or professional ethics should serve, and why. Alternatives to more conventional strategies will be offered. Session II: Tuesday, 9:30 - 11 a.m.

CAVALIER, ROBERT - Project THEORIA - Ethics Videodisc - Project THEORIA is a major interactive multimedia undertaking by Carnegie Mellons's Center for Design of Educational computing. As an acronym, it stands for "Testing Hypotheses in Ethics/Aesthetics: Observation, Realism, Imagination and Affect." The goal of the project is to deepen the practical and theoretical understanding of issues underlying such open-ended areas in the humanities as ethics and aesthetics. The program that will be demonstrated and discussed is "A Right to Die? The Case of Dax Cowart." This program has won the 1989 EDUCOM/NCRIPTAL award for Best Humanities software. Session III: Tuesday, 1 - 2 p.m.

CLOSE, DARYL - Keeping a Gradebook in a Spreadsheet - This PC software workshop will demonstrate how to build and maintain a gradebook in an electronic spreadsheet. Techniques for automatic curving, automatic calculation of current grades, automatic translation of numeric grades to letter grade equivalents, as well as simple statistical analysis will be presented. A Lotus 1-2-3 clone will be used. The workshop will be hands-on, but no previous experience is assumed. Session III: Tuesday, 2 - 4 p.m.

CORNWELL, GRANT - The Big Picture: The Goals and Structure of Philosophy Department Curricula - Appropriately, we spend most of our time thinking about what goes on in our particular classrooms, about what the goals of our individual classes are, and about how best to achieve those goals through our teaching. This two-part workshop is designed to have us step back from these concerns, and consider how our individual work ties in with that of our colleagues. How do the courses offered in your department complement one another? What are the goals of your department's curriculum? How does the structure of offerings foster these goals? Of special concern in this workshop will be the goals and organization of philosophy major programs. What do we hope to achieve with our majors? Is the organization of our curricula consistent with these goals? With what skills, knowledge, and understanding of philosophy do our majors leave our programs? Sessions II: Tuesday, 11 a.m.- Noon; VIII Friday, 9:30 - 11 a.m.

COYNE, ANTHONY M. - Teaching Philosophy and Human Sexuality - Teaching "popular" philosophy courses poses special challenges in maintaining quality while reaching out to non-specialists. This workshop offers an opportunity for participants to share their experiences dealing with philosophical issues relating to human sexuality. The presenter will prime the discussion by describing a course he has been teaching inspired by a workshop given at the 6th IWCTP. This course aims to go beyond questions relating just to sex and sexual ethics and address broader gender-related issues as well. The course has enrolled a wide range of students from traditional freshman undergraduates to non-traditional Master of Liberal Arts students from any academic areas. Session I: Monday, 4 - 5 p.m.

DECYK, BETSY N. - Working with Examples - In spite of the philosopher's commitment to, and reputation for, abstract generalization, a great deal of our philosophical understanding is carried around in the form of paradigm examples. Moreover, a great deal of our philosophical creativity is manifested in comparing and distinguishing among examples. When we are successful teachers, our

success to a large extent shows itself in the ability of our students to repeat, recognize, explain, and generate relevant examples. And yet, we tend to think of examples as secondary, as "merely illustrative", as window dressing. The thesis of this workshop is that examples--and the ability to "play" with them--is much more significant than we normally recognize. We can improve our teaching of philosophy by focussing more intelligently on the examples we teach with, and by developing techniques and strategies for working more self-consciously, deliberately and extensively with examples. Participants in this workshop will explore some ideas and techniques for doing this. Session VIII: Friday, 9:30 - 11 a.m.

DECYK, BETSY N. - Columbus, The Quincentenary, and Philosophy Courses -

I. Columbus and Critical Thinking - The study of Columbus provides new materials for developing and honing critical thinking skills. This workshop will suggest four ways in which the material can be used in critical thinking courses. Participants will articulate and re-examine their own beliefs about Columbus, engage in a simulation of the debate surrounding Columbus' project and analyze arguments that were used both pro and con, learn some of the new theories about Columbus and evaluate the evidence for them; and discuss the significance of calling Columbus' feat a "discovery" or an "encounter." The workshop will end with a discussion of other ways in which the study of Columbus can be used to enhance critical thinking. Session I: Monday, 3 - 5 p.m.

II. Columbus: Ideas in Action - Non-philosophers often question the value of philosophy. They believe philosophy to be an abstract discussion of ideas, and indeed, our traditional way of teaching philosophy, divorced from the lives of the philosophers themselves and their historical context, has contributed to this view of philosophy. Philosophical ideas are not just for the philosophers, however, and in Columbus we have a good example of this. In this workshop we will learn how the books, including philosophy books, that Columbus read gave him a vision, helped him formulate a project and ultimately resulted in his voyages west. By bringing Christopher Columbus into our philosophy courses we can show that philosophy is not just for or about philosophers; we can show the importance of ideas to life. Having suggested that Columbus can be used in this way, participants will be encouraged to think of other examples we might use to bring philosophy to life. Session V: Wednesday, 1 - 2 p.m.

III. Columbus: The Basis for Interdisciplinary Courses - Columbus and the Quincentenary offers us an outstanding opportunity to develop interdisciplinary courses. In

this workshop we will see the slide collection made by the NEH Institute on Columbus (UCLA, West, 1989). This will give the participants an idea of the range of disciplines that could be included in an interdisciplinary course on Columbus. We will then discuss a variety of interdisciplinary links that may be forged and suggest different formats for interdisciplinary courses. Finally, we will brainstorm about how we might use an interdisciplinary course on Columbus as a model to develop other interdisciplinary courses at our own institutions. Session VII: Thursday, 1 - 2 p.m.

EBENRECK, SARA - *Interviews as an Investigative Technique for Ethics Courses* - Interviews conducted by students with their peers, with faculty, and with other adults can be a fruitful way for students to discover how ethical thinking proceeds, how to analyze diverse ethical positions, and how to develop their own ethical positions. The technique of interviewing can provide an experience of philosophy as dialogue that supplements analysis of textual readings and other classroom work. This workshop will present information on the use of interviews as part of student research for course papers. Guidelines for the process will be provided. Workshop participants will conduct one-on-one interviews with other participants and analyze the process to gain a first-hand experience of how such interviewing works. Session III: Tuesday, 2:30 - 4 p.m.

EVANOFF, TANYA - *A New Method of Teaching Philosophy* - This workshop will deal with teaching introduction to philosophy classes using original fiction. With the use of stories about particular issues, philosophy comes alive for and motivates the community college student. In this session, we will reproduce the classroom environment employing actual lectures, original fiction, and readings. The workshop will be broken down as follows: first, a discussion of techniques and class goals; second, an actual presentation of one issue taught with this method. The latter includes a short lecture on the subject, small group work, and general discussion, providing first-hand experience of this method of studying philosophy. Session II: Tuesday, 9:30 - 11:30 a.m.

EISENBERG, PAUL - *Philosophy and (Auto)biography* - This two-part 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 to 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 affected by the actual life-experience of the philosophers studied. Sessions VI: Thursday, 9:30 - 11 a.m. and, VIII: Friday 9:30 - 11.30 a.m.

FOSTER, THOMAS R.; LOSCO, JOE; MILLER, PAM - *The Roots of Human Nature: Report of an Interdisciplinary Team-Taught Course* - This workshop will report the results of an interdisciplinary team-taught course focusing on the impact of evolutionary theory on moral and social philosophy. Thirty-three undergraduates took this course in Spring Semester 1990 at Ball State University. This course was taught by an analytic philosopher, a moral theorist, and a political theorist. Organized around Mary Midgley's volume, *Beast and Man*, the course explored the implications of using an evolutionary perspective in adjudicating among competing theories in moral and social philosophy.

The goal of the session is to exchange views on methods and approaches used in interdisciplinary team-taught philosophy courses. Workshop leaders will begin by reporting on the experience they have just completed and raise larger questions about the significance of such interdisciplinary classes for the advancement of knowledge and interest in philosophic topics among undergraduate students. They will also explore the development of pedagogical tools appropriate for interdisciplinary studies.

Workshop leaders will review materials utilized in teaching the course, report on objective and subjective student assessments of the course, and initiate discussion on the particular advantages and disadvantages of interdisciplinary team-taught courses on philosophic topics. Materials prepared in connection with the course (e.g., syllabus, reading list, questions used for class discussion, exam questions, lecture outlines, etc.) will be made available to all participants and serve to focus workshop discussion. Session I: Monday, 3 - 4:30 p.m.

FREUND, NORM - *The Role of Philosophy in Justice and Peace Studies Programs* - This workshop will explore the role of philosophy in Justice and Peace Studies. The focus will be on analysis of applicable skills which philosophy can bring to bear in such interdisciplinary analysis and on the values which the discipline can offer to such programs. In the workshop a variety of programs will be used as examples with participants sharing in a

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discussion of the place of philosophy in Justice/Peace Studies throughout. Session III: Tuesday, 1-2:30 p.m.

GRABER, GLENN C. - Beyond the Headlines: A Workshop on Values & Ethics for Officials of City Government - The University of Tennessee Center for Applied and Professional Ethics was recently commissioned to develop a half-day workshop for the annual administrative retreat of a Tennessee city. At this session, we will (a) review the goals of such a workshop, (b) examine the design which was developed, including (c) working through one or two of the exercises developed for the workshop, and (d) hear a report on how the session went, as well as follow-up activities in the six months since it was held.

My own goal for this session is to have the participants work together to suggest ways of improving this workshop (since there is a chance we will be asked to hold another for another city government in the near future) and also to think together about how this general format might be extrapolated to other professions and workplace groups. Session VI: Thursday, 10:30 - Noon

HAMLIN, H. PHILLIPS - Participation and Interaction in Aesthetics Classes - An aesthetics course provides a particularly interesting and appropriate setting for the use of techniques which invite and encourage the participation of the students in class. In this workshop, these techniques will be illustrated and demonstrated. Among them are: (1) several varieties of "passes" (written "tickets" for admission/participation); (2) the topical quiz; (3) small group exercises; (4) special ways of encouraging discussion in the whole class. Session III: Tuesday, 2:30 - 4 p.m.

HANAGAN, JOHN J. - Nurturing Quality in a Philosophy Classroom - In this workshop, we will consider some of the more practical insights of Robert Pirsig in *Zen and the Art of Motorcycle Maintenance* and apply them to our classrooms. Specifically, the discussion should build toward the following topics: the classroom as a place of caring and peace; the difference between right answers and good answers; how the gumption traps of ego, value rigidity, anxiety, and boredom block the learning process; the teacher-student relationship as non-adversarial vs. the teacher-as-evaluator; developing a non-traditional canon. The presenter will open with a memory-jogging overview of Pirsig's ideas and a mind-prodding series of suggestions, and then let the rumpus begin. Session IV: Wednesday, 9:30 - 10:30 a.m.

HANFORD, JACK - Teaching Strategies for Increasing Student Motivation - Many in higher education talk about the importance of motivating students for learning:

This workshop will suggest what can be done to enhance motivation. It will provide a review of literature from which I will identify the meaning of and strategies for motivation for learning and offer teaching strategies for enhancing motivation to learn. My plan for achieving this purpose is first to present the research question, second to review the literature, and third to present the teaching strategies to enhance motivation for learning. Session IV: Wednesday, 11 a.m. - Noon.

HART, RICHARD E. - The New Jersey Master Faculty Program: Implications for Philosophy Teaching - For two years (1987-89) I was a participant in the New Jersey Master Faculty Program, an innovative faculty development project conducted by the Woodrow Wilson National Fellowship Foundation under contract with the state Higher Education Department. The voluntary program, eventually adopted by 18 New Jersey institutions of higher learning, involves four key features: 1) the pairing of two instructors, ideally from different disciplines, who work together for one year, alternating from class observer to observed from one semester to the next; 2) both teacher and observer conduct ongoing interviews with students from the class throughout the semester (interviews address general background, learning styles, study habits, what works and does not work in the classroom, etc.); 3) weekly meetings between the two paired faculty members; 4) monthly large group meetings involving all Master Faculty participants on a given campus. The overall goal of the program is to improve the teaching skills of college faculty, mainly by assisting them to hear the student voice. The truly original part of the program, that which makes it personal and gives it special power, is the faculty member's joint interviews with the students and what grows out of them. A recent evaluation conducted by the Carnegie Institute for the Advancement of Teaching concluded that the Master Faculty Program was "brilliantly conceived and has been executed in a thoughtful and sensitive way."

In my IWCTP presentation I will discuss what I have learned from the program about students and teaching. In particular, I will address what I see as the implications for philosophy teaching, exploring such matters as making contact with students, case studies and examples, risk taking as a teacher, experiential learning, advocacy vs. non-advocacy methods, course structure, the essentials of communication, and the challenges of teaching in a multi-racial, multi-cultural environment. Session VII: Thursday, 1-2:30 p.m.

HAYWARD, ALBERT W. - Aesthetic Experience and Condition-Governed Terms - Philosophers and aestheticians have long believed that no unique set of experiences or attitudes can be identified as aesthetic. Despite

these bleak prospects the late Monroe C. Beardsley proposed a quorum of features most of which he believed can be found in experiences vaguely denominated as "aesthetic". These are (a) object directedness, (b) felt freedom, (c) detached effect, (d) active discovery, and (e) wholeness. Whether these notions can be made precise is a question that many have raised. What I take to be significant however is Beardsley's claim that such features are almost always the result of the perception of aesthetic qualities. Since the latter can be identified independently of aesthetic experience, and since people can learn to perceive such qualities, Beardsley's thesis admits of some sort of empirical validation.

I examine and illustrate the first stage in this process, the claim that people can perceive aesthetic qualities independently of whether they are having an aesthetic experience. This involves distinguishing aesthetic from descriptive qualities on the one hand, and from evaluative qualities on the other. The distinction can be drawn with the help of an aesthetic vocabulary. The notion of aesthetic qualities can be further elaborated in terms of the contentiousness of the judgments that identify them. Some judgments easily reflect or elicit consensus, while others are problematic but not unusual, and still others are unique, metaphorical and even questionable. In deciding whether an aesthetic quality has been correctly identified however reference must always be made to perception, and this involves mentioning other qualities upon which the aesthetic quality depends. Such an exercise, while not guaranteed to produce aesthetic experience, may well direct attention to what is relevant to such experience.

I illustrate this thesis using slides, musical excerpts, and literary and poetic examples. The examples demonstrate that aesthetic concepts are condition-governed, that the conditions for their application reside in perception, and that linguistic training and sensitivity to the nuances of words can be effective in encouraging such perception. Session VI: Thursday, 11 a.m.-Noon.

HESTER, JOSEPH P. - Philosophy for Young Thinkers - An Integrative/Multidisciplinary Precollege Philosophy-based Curriculum - The task of adapting present school curricula into dynamic, multidisciplinary activities with an emphasis on critical thinking and abstract concepts calls for a full understanding of the conditions for creative teaching and learning. PYT sets the conditions for such learning for both the teacher and the student. Utilizing the vehicle of Philosophy, PYT tackles the considerable task of blending philosophical problems, critical reasoning skills, values analysis, and teaching methodology into a dynamic whole. The workbooks and teacher guides now on the market offer a blend of

philosophical content and recent psychological findings on cognitive growth and development in presenting this curriculum to the K-12 student. Session V: Wednesday, 1 - 2 p.m.

HESTER, JOSEPH P. - Cartoons for Thinking - Utilizing Political Cartoons and Small Group Interactions to Teach Issues in Ethics - Cartoons for Thinking, now in its second edition, offers an instant motivator to spark student interest in ethical issues, concepts, and reasoning. Now being used by high schools, middle schools, and colleges, this book includes strategies of teaching, discussion topics, suggested activities, and "Mind Builder" exercises for small group interactions. CFT utilizes the political cartoons of award winner Doug Marlette and presents a methodology easily replicated by teachers at all levels. Session III: Tuesday, 1- 2 p.m.

HOEBING, PHIL - Philosophy for Children - This workshop would consist in a presentation on the history of the program to introduce philosophy into the elementary classroom. I will use the program that was developed for the second and third grades (Kio and Gus) to demonstrate the methodology and content of one program. The success of the Philosophy for Children depends to some extent on the support of philosophers and philosophy departments. I have worked with Dr. Lipman at Montclair State College and have trained teachers in Quincy to use the programs in the elementary schools. Although the process of introducing the Philosophy for Children Program into the elementary classroom is not easy, the success of the program justifies the efforts. Session V: Wednesday, 2 - 4 p.m.

IMMERWAHR, JOHN - Asking Questions: Techniques for Enhancing (and Destroying) Class Discussions - Questioning has been a central technique in philosophical pedagogy at least since Socrates interrogated the slave boy. In the contemporary college classroom, questions and answers are the main gateway to class discussion. For many students, however, the classroom is a highly charged emotional setting and there are many obstacles that stand in the way of student participation in class discussions. Some methods for asking questions can help overcome these obstacles while other approaches are detrimental to class discussion. The purpose of this workshop is to analyze question-asking in order to find the types of question which are most likely to enhance class discussion. Some of the factors that will be addressed include: who asks the question; to whom the question is addressed; what kind of answer is permissible; how much time is given to answer the question; what happens once the question is answered. Session V: Wednesday, 1 - 2 p.m.

JOHNSON, BAYLOR - Liberalizing the Curriculum: The Epistemological Justification - Calls to liberalize the curriculum have many sources, as does the opposition. The most philosophically interesting justification for curricular change is given by social constructionism (as represented, for example, by Richard Rorty's recent work), which justifies radical change in both curriculum and pedagogy by attacking traditional conceptions of truth, objectivity and knowledge. This workshop will provide an opportunity to explore the social constructionist arguments and the pedagogy they are used to justify, and to examine these critically. Session V: Wednesday, 2 - 4 p.m.

KELLY, JAMES S. - Makers of Meaning - Students as Active Participants - Many educators are frustrated by our students' inability to engage in sustained and rigorous thinking. They seem to suffer, we complain, from "episodic consciousness". And to make matters worse, it is not only our students' lack of skill that is so troubling but also their failure to recognize the need or point of the critical thinking we seek to impart. The one-critical-thinking-course-approach to curriculum innovation is, of course, not sufficient. As an aid to lessening the above difficulties I propose, as an adjunct to the lecture focussed course, a structured discussion format which aids the 1-800-syndrome where students seek certainty and expect to learn TRUTHS from authorities who dispense FACTS. The structured discussion format enables students to become agents by developing the requisite (process) skills, as opposed to their remaining passive recipients of knowledge (content). Session III: Tuesday, 1 - 2:30 p.m.

KLEIN, ELLEN R. - Feminism and Critical Thinking: Are they Compatible? - I will assume that for many of us rationality is at the heart of philosophy and therefore critical thinking, the educational cognate of rationality, is our most important pedagogical ideal. That is, we are committed to teaching our students not only what, for example, Plato said, but how to examine critically what he said; how to assess his reasons and their warranting force. Furthermore, we believe these philosophical skills should not be limited to the student's ability to examine the claims of philosophers; they should be extended to all areas of their lives. Our goal as philosophy teachers has been reached when our students have become committed to critical thinking in general--when they are ready to take an unbiased, rational stance on political and social issues, and to supply the requisite justification.

But this notion of a philosophical education, via critical thinking, is being threatened. One such

threat is being posed by some feminist philosophers by way of their attack on rationality in general. Some feminists claim the very concept of rationality is male biased: not only has the concept been developed independently of women as well as used to subjugate women, it is essentially sexist. On this view, the traditional concept of philosophy is essentially sexist "in its privileging of reason and in the way that it has construed rationality--its fetishizing of epistemological detachment and "objectivity"..." (Jagger, 1988). The relevance of these accusations to critical thinking as an educational ideal is immediate and obvious.

What is not so obvious is what we, as non-sexist (and anti-sexist) teachers of philosophy, ought to do in response to these charges. Ought we replace the goal of critical thinking with some other more modest (possibly historical) goal in our philosophy classrooms? If so, at what stage in the student's education? Would the elimination of this method of analysis do justice to philosophy? To our students? To the world community? These, and other related questions, will be the focus of this workshop. Session VIII: Friday, 9:30-10:30 a.m.

KOENEN, JANE Y. - Feminist Theory and Practice in the Undergraduate Classroom: Examples of Application - This workshop would seek to enable participants to experience some of the specific theories and practices that dominate current feminist perspectives on teaching philosophy. Through engaging in work on a particular experience, the group will see the possibilities for raising non-traditional issues that nonetheless have philosophic import, as well as explore elements currently seen as feminist teaching practice. Session VI: Thursday, 9:30 - 10:30 a.m.

KULTGEN, JOHN - Philosophy in Peace Studies Programs - A workshop with illustrative materials on the proper issues and balance of materials and approaches for a course exploring issues of war and peace in the nuclear age, in the context of an interdisciplinary campus program of peace studies. Attention will be devoted to use of artistic and literary materials and historical case studies to give concrete meaning to philosophical issues, visiting speakers and student debates to stimulate dialectic, and philosophical essays of traditional types to provide foundations--and how to integrate such materials into a coherent whole. The role of writing exercises in the course and in the campus writing program will be discussed. Session VIII: Friday, 10:30 a.m. - Noon.

LOSCO, JOE - The Roots of Human Nature: Report of an Interdisciplinary Team - Taught course - See Foster, Thomas R., above.

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MALLICK, KRISHNA - *Philosophy and Nonviolence* - This workshop will focus on the techniques and the teaching methods of using nonviolence as a way to change one's attitude in this world where violence has been a part of regular life. The workshop will be run in three parts: first, there will be a discussion of the course syllabus of the course entitled "Philosophy and Nonviolence", the teaching aids, and the textbook used for this course; second, handouts with moral dilemmas which can be solved in a nonviolent way; finally, there will be time for questions and discussion. Session VI: Thursday, 10:30 a.m. - Noon.

MARSHALL, GEORGE J. - *Angels* - This workshop will consider the nature and value of a philosophical study of angels as a subject matter of an undergraduate course in philosophy. While the workshop will describe in detail such practical things as readings, assignments, lecture topics, etc., the major concern of the workshop will be a defense of this topic's suitability in any philosophy program. In doing so, we will consider such questions as: Why a course on angels? Why a philosophy course? How does it fit within traditional programs? Does it presuppose a religious commitment? etc. It is hoped that by taking a stand on these issues, a dialogue with the participants will be established which will produce thoughtful insights into the possibilities and limitations of such a course. Session VII: Thursday, 2:30 - 4 p.m.

MCCONNELL, MATTHEW - *The Use of Poetry in the Introductory Philosophy Class* - The workshop will detail the value of using poetry, especially lyric (short) poetry in the introductory philosophy class. There is a tremendous range of poetry to call on, dealing with everything from birth to death, nature, the cosmos, love, etc. Individual poems are very easy to run off, and brief forms give the students a very condensed insight into topics being discussed in class. Also, students can be encouraged to bring poems that they find relevant, including poems of their own (there are a lot of closet poets out there). If the students are required to keep a philosophical journal, the use of poetry can also be useful there. Generally, I think that poetry can provide good insight into a number of philosophical topics. Session I: Monday, 4 - 5 p.m.

MIDDENDORE, JOAN; SCHWEN, THOMAS - *The Future of Education* - This workshop will present some provocative ideas about the future of education. It will contrast traditional assumptions about teaching that have been influenced by constructivist theories. Examples of instructional materials designed on traditional views of teaching and learning will be compared with those based

on more recent theories. Implications for teaching philosophy will also be discussed. Session V: Wednesday, 4 - 5 p.m.

MILLER, PAM - *The Roots of Human Nature: Report of an Interdisciplinary Team* - Taught course - See Foster, Thomas R., above.

MOMEYER, RICHARD - *Reaching Students Through Confronting Death* - In this workshop, I will show how using issues surrounding euthanasia, suicide, and death can enable a teacher to make better connections with their students, thus enabling them to become more reflective about themselves, their values, and their choices. Session VII: Thursday, 2:30 - 4 p.m.

MOORE, ALAN - *The Holocaust as a Course in Philosophy: Moral and Epistemological Derangement* - The Holocaust presents the most serious moral problem in the history of the West, for it must be understood as an attempt by the Nazis at a permanent reversal of basic human values, as the logical culmination of a deliberate program of wholesale philosophic redefinition. In one of Europe's most philosophically steeped countries, it became agreeable to hold a notion of good that replaced justice with violent domination, and to jettison thereby any sense of a public morality. In this determination to destroy the tradition of moral limits, the Nazis wreaked havoc on the life of the mind. The precariousness of liberal ideals has always been evident, but no other event has so radically assaulted the liberal moral pretensions meant to sanctify the worth of the individual life as has the Holocaust. Session VIII: Friday, 9:30 - 11:30 a.m.

MOSKOP, JOHN C. - *Teaching Bioethics: A Practical Approach* - Over the past eleven years, my colleagues and I at the East Carolina University School of Medicine have taught required courses on moral and social issues in health care in each of the first two years of the medical curriculum. Our courses have the dual goal of focussing medical students' attention on central moral and policy problems in health care and engaging them in critical reflection on these issues. Our experience has been that medical students have little tolerance for what they perceive as purely academic exercises out of touch with the realities of medical practice. Moreover, our courses must compete for student attention with very demanding courses in the basic medical sciences (anatomy, biochemistry, microbiology, pharmacology, etc.).

Despite these potential problems, our courses have become a standard, and, we believe, successful part of the curriculum in our medical school. In this workshop, I will outline and discuss some features of the

courses which have contributed to their success. These features include: (1) Course Topics. The courses are organized around topics that are of fundamental practical importance (e.g., informed consent, truthfulness, confidentiality, physician autonomy, care of dying) or of great current interest (e.g., abortion, AIDS, transplantation, cost containment and the distribution of health care) to physicians. (2) Course Readings. Most readings are chosen from leading medical journals, thus illustrating the importance of moral issues in medicine. Other readings are drawn from the law (short stories and poems about medicine, often by physician-authors like Chekhov, Conan Doyle, and W.C. Williams), as well as medical ethics. (3) Seminar Format. The courses are taught in small-group, graduate-style seminars of ten-twelve students each. This format relies on active student participation and enables students to engage one another directly in discussion of the issues. (4) Team Teaching. In each small group, a faculty member from our department is joined by a physician colleague. These clinician-instructors help to guide the discussion, often by pointing out the application of a particular problem to their practices. Session VII: Thursday, 2:30 - 4 p.m.

PEAK, IRA H. - The 'Evaluation Menu': Humanizing the Assessment of Student Performance/Student Learning in Ethics Courses - This workshop introduces a flexible model for evaluating student learning and grading student performance by linking performance to learning. It proposes guidelines or principles for implementing the "Individualized Program of Evaluation", describing its use in an undergraduate course in "Social Ethics". The principles are linked to specific course objective. In turn, the objectives are developed explicitly and analyzed axiologically (as well as pedagogically). The model presented here, it should be noted, is based upon the assumption that no student will complete a course with complete mastery of all course content. Some material will be taken more seriously by a given student than other material; and more will be processed effectively in one manner rather than another by any given student. The model provides, therefore, that most of this "sorting" be conscious, deliberate and responsible. It also provides that students make informed decisions about learning in terms of their (individual) predominant learning styles. Thereby the individual student is able to decide intelligently and "up front" what content she/he plans to emphasize and how she/he plans to master it. The range of assignments from which students choose is detailed in a two-part "Evaluation Menu" (both "Academic-Theoretical" and "Involvement-Reflection" Assignments). Session II: Tuesday, 11:00 a.m. - Noon.

PEDTKE, WILLIAM J. - Correct Primary Referent -

You Can't Learn Without It - This workshop proposes that, more than expected, the typical student of philosophy fails to move beyond words to their referents in the world of actual experience. This failure to focus on referents of words rather than words causes a number of undesirable results in the student of philosophy, including: tendencies to memorize; a belief that any positions which employ the same word have equal validity (the worst sense of democracy); a belief that proficiency with words alone reflects a competent position (as in "everyone knows what a human being is"); an inclination to judge positions as true or false in terms of how commonly the position is held; and, if philosophy is to generate knowledge of experience, an outright failure to acquire philosophical knowledge. Drawing on a number of classical distinctions that force a clearer vision of the difference between nominal definitions and real or essential definitions, this workshop will present and work out some techniques that show not only that the referents of words (something in actual experience) should be the focus of attention for arriving at positions, but that one of the usually multiple referents of a word is primary in relation to the others. By locating the referent which can explain the other uses of the word, one can identify the Correct Primary Referent of a word, which in turn provides the proper focal point of study for a sound position on any issue. In short, the techniques bring students to confront this question: "When I arrive at a position on a given issue, what in the world should I study?" as a fundamental starting point. The techniques sometimes generate dramatic results in bringing a student to realize that there is no sound derivation for a presently held position, but they provide, at the same time, some sound therapeutic direction. Session VII: Thursday, 1 - 2:30 p.m.

POLE, NELSON - CAI in the Logic Classroom - I have written a program for supplementing the instruction of symbolic logic courses. It is packaged with Howard Kahane's Logic and Philosophy, sixth edition (Belmont, California: Wadsworth Publishing Company, 1990). I would like to demonstrate the program and explain how it and similar programs can be used to improve the effectiveness of logic instruction. Among the suggestions are its use as a tutor, as a homework checker, and as a quiz generator. Among the more unusual possibilities are the use of such programs to enable students to master logic without attending class and as an aid for physically handicapped students.

As someone who is actively developing instructional programs, I know most of the people who are working on philosophy courseware and I am familiar with their products. We have regular conferences at which we compare notes. What we do not do is get much opportunity to talk with the faculty who use courseware. I would

like to talk with users of such programs to find out what features they would like removed and what features they would like to have added. I am especially interested in finding out how to make the programs more inviting to students who are frightened of symbolic material and/or computers.

This workshop, then, would be a two way exchange. Courseware developers will explain what they are trying to do with programs and how the programs might be used. Courseware users can explain how the programs both enable and disable instruction. The goal would be better software that more clearly meets the needs of instructors. Session VII: Thursday, 1 - 4 p.m.

QUINN, PHIL - The Ethics of Academic Employment

- It is a striking fact that the applied turn in recent philosophy has produced little reflection on ethical problems in the academy. Philosophers have eagerly tackled ethical problems in the professions of medicine, law and business. They have argued vigorously about the ethical treatment of nonhuman animals and even of the environment as a whole. Yet they have, with a few notable exceptions such as Steven Cahn, been curiously reluctant in both teaching and writing to examine ethical issues closer to home, specifically, those that arise in the academic setting in which most of them work. Such issues cry out for philosophical analysis, and this workshop is meant to be a partial answer to that cry. It will focus on moral problems in academic employment and will range from initial hiring decisions, through promotion and tenure decisions, to decisions to terminate employment for cause. The topic is, of course, of great practical moment for philosophers: graduate students would like to be decently treated when they go on the job market; assistant professors would like the tenure process to be fair and open; and all of us who participate in making such decisions would like to do so in an ethically responsible manner. In addition, however, the workshop will try to show that philosophical reflection on academic ethics can help to inform the teaching of professional ethics generally by providing a stock of interesting problems, useful analogies and vivid examples. Those intending to participate in the workshop might wish to prepare by reading Steven Cahn's Saints and Scamps. Session III: Tuesday, 1 - 2:30 p.m.

REINSMITH, WILLIAM A. - Bioethical Issues in Pharmaceutical Education

- Confidentiality and substance abuse, the pharmacist's religious beliefs and the dispensing of contraceptives, pharmacists and referral fees, preparing drugs for the death penalty, etc.: my proposal is a workshop wherein I would present some of these exploding new issues for examination and discussion, along with other materials from the course (contract

grading system, exams, assignments for papers, research projects, articles, etc.) I would also like to discuss what students claim they take away from this course, as well as limitations to its effectiveness. Session III: Tuesday, 2:30 - 4 p.m.

SILVERS, ANITA - The Philosophy Degree as a Higher Education Artifact, and What We Can Do About It--

In a recent project, the Association of American Colleges asked representatives of twelve letters and science disciplines how their baccalaureate degree programs are, and should be, structured. The philosophers who participated observed that philosophy differs from most other academic disciplines in several ways: e.g., it has been taught in the academy for more than 2,000 years and has yet to replace its initial textbooks (those Plato devised for his pupils); it has a unique relation to its own history and canons; its study violates the precepts of "cognitive development: and probably attracts students for this reason. In my presentation to the AAPT, I will summarize the document which the philosophers participating in this AAC project prepared. I will highlight recommendations which promote structured study but defend the field's traditional diversity, and even its perversity, against the kinds of programmatic constraints cultivated since the end of the 19th century when undergraduate education was reorganized into specialized "majors." Special Address: Tuesday, 4 p.m.

SNIDER, ERIC W. - Teaching Ancient Philosophy at the Undergraduate Level

- Many of us teaching philosophy now spend much of our time on "service" courses where we meet few students interested in philosophy who in turn could stimulate us to becoming better philosophers. So when we come to teach upper level courses in our specialization we are like dogs in a desert coming to water. Still there may be a tendency to become discouraged again when we discover that of the twenty students enrolled in our course, only eight are philosophy majors. We may have, for example, business, pre-med, nursing, history, literature, art, religion, mathematics, political science, and chemistry majors all in our course at the same time with the eight philosophy majors. How can we teach, in such a setting, an Ancient Philosophy course which is both philosophically respectable and pedagogically sound? This is the question I want to raise for discussion in the workshop. A central purpose for a workshop on this issue is to learn what people have attempted, what has worked, and what has not. The workshop will be useful not only for those teaching Ancient Philosophy courses enrolled predominantly by non-philosophy majors. I think that many suggestions and approaches that will be raised in the workshop will be generalizable to a variety of kinds of upper level

philosophy courses—including those enrolled predominantly by philosophy majors. Session III: Tuesday, 3 - 4 p.m.

STIKKERS, KENNETH W. - *Teaching American Philosophy: Mainstream and Oppressed Voices in the American Tradition* - The American philosophical tradition is a pluralistic one, whose diversity is generally ignored or minimized in standard American philosophy courses. This workshop would, first, provide an overview of a course in American philosophy that is organized around a set of themes identifying places of dialogue and comparison between mainstream and oppressed voices (e.g., Native Americans, Afro-Americans, women). These themes are: freedom, nature, soul and experience, ethics, and community. Second, the workshop will engage participants in small group discussion of some sample lessons from such a course, followed by large group discussion to evaluate the general concept of this course and to offer suggestions for it. The workshop aims to contribute to the improvement of the teaching of philosophy in at least two ways. First, it will contribute to the teaching of American philosophy in particular by mining the rich, largely unexplored diversity within the American tradition and giving consideration to some of those voices that have been ignored and silenced in large part because they have not been part of the mainstream. Second, it will contribute to the improvement of the teaching of philosophy in general by suggesting strategies for incorporating into our courses ignored and silenced voices so as to enhance student understanding of them as well as of the voices of the mainstream. Session V: Wednesday, 2 - 4 p.m.

SUTTLE, BRUCE B. - *The Ethics of Intolerance or Why One Has a Moral Obligation to be Biased* - I will propose the thesis that responsible teachers of philosophy cannot be unbiased and yet equally cannot be dogmatic. Furthermore, I will propose that being tolerant of alternative views is either not possible or reduces to endorsing relativism. Finally, I will conclude that in teaching Philosophy not only is indoctrination often necessary, but tolerance is seldom a virtue. Once this thesis is presented (20 minutes), I will invite the participants to a lively, productive exchange. Session VII: Thursday, 2.30 - 4 p.m.

THOMASON, NEIL - *Getting Students to Philosophize With Each Other--To Teach is To Learn Twice* - It is a platitude that teaching is a wonderful way to learn. There is considerable experimental evidence that this is true for students as well--students working in small (3 to 5 person) groups learn very rapidly. Insofar as a(the?) main goal in teaching philosophy is that the students

learn to articulate and evaluate their beliefs, such small student group discussions should be of particular value. After reviewing the evidence on co-operative learning, we will discuss a number of techniques structured so that almost all learn from each other. Session II: Tuesday, 9:30 - 11:30 p.m.

THOMASON, NEIL - *Philosophy Discussions Without (Much) B.S.* - Philosophy "discussions" with ill-prepared students are often a waste of almost everyone's time. The workshop would deal with how to get students to carefully do the assigned reading before class begins. My proposals range from mini-papers to starting discussion by randomly choosing students to summarize the readings. I am sure that there is a number of effective techniques I do not know about, and would be particularly interested in discussing which techniques are viable and valuable for different subject matters and students. Session IV: Wednesday, 9:30 - 11:30 a.m.

THOMPSON, H. Ed., III - *Facilitating Autonomy in the Classroom* - The goal of this workshop is to describe and demonstrate a five-stage learning process in which method and content have internal relations. I use this to get students to begin taking responsibility for their own philosophizing and learning right away, starting on Day One. I employ the process during the first three weeks and it involves a mixture of extensive student writing, small groups, peer- and professor-feedback, and specific lecture points and techniques. Session VII: Thursday, 2:30 - 4 p.m.

TIMKO, ROBERT M. - *Introducing Philosophy in Composition Classes* - This workshop will explore the opportunities for introducing both philosophical content and methodology in traditional college composition courses. The rationale for the workshop is that in many smaller colleges philosophy instructors are often called to teaching writing and composition classes. We will explore how philosophical content can be integrated with the teaching of the traditional rhetorical modes of narration, description, definition, classification, comparison and contrast, cause/effect analysis, and persuasion. Also addressed will be how philosophical material can be used in demonstrating the conventions of style, tone, aim and audience. Participants will be encouraged to actively engage in developing materials for a sample syllabus in Composition and Philosophy. Session VII: Thursday, 1 - 2:30 p.m.

VITEK, WILLIAM - *Environmental Ethics: Expanding the Moral Circle* - This workshop outlines a three stage approach to environmental ethics. The first stage, awareness, has two parts: awareness of the environment,

and self-awareness. Environmental awareness helps students see the current state of the natural world and their impact on it. It shows them how all life is interconnected on the planet, and how those of us higher up on the food chain are utterly dependent upon those organisms lower on the food chain. It shows them the dangers of dirtying our nests, and of constant consumption and expansion on a finite planet. In short, environmental awareness reconnects students to the natural world, and to their natural place in it.

Self-awareness encourages students to examine their habits in relationship to the environment. How do they use water? What do they throw away? How do they shop? What do they eat? How do they spend their free time? How do they treat the environment in their daily routines? With this awareness of habits students begin to see the underlying, and sometimes unconscious, set of beliefs and values which support their habits. These beliefs include: (1) that humans are superior to the rest of creation; (2) that our moral obligations do not extend to the natural world; (3) that nature is a machine, and science our way of dissecting and controlling it; (4) that the Earth has been given to us to populate, subdue and dominate; (5) that land only has value if it is developed; and (6) that economic well-being depends upon consumption and expansion. We can help students see this by pointing out alternative traditions--Native American and Asian, for example--and by showing them how these traditions generate a different set of beliefs and actions.

The second stage, articulation, is a deeper process whereby one takes control of one's beliefs through the use of language. Here the instructor uses language to bring out and analyze student beliefs. Once their thoughts become public, students can criticize, reject, or reinforce them. The most important step in articulation comes in providing alternative ways of thinking, arguing and speaking. Through stories, myths, and the writings of environmental philosophers and thinkers across the disciplinary spectrum, the instructor can provide a new environmental vocabulary. This vocabulary will liberate students to frame, articulate, and defend new ways of thinking.

The third and final stage is the call to action. Environmental issues are, at root, moral issues; and all practical reasoning about moral issues ends in action. When we become aware of our actions, failure to act becomes a moral failure, one for which we can be held responsible. Here the instructor can outline a range of possible activities open to students. **Session II: Tuesday, 9:30 - 11 a.m.**

WILSON, ARNOLD- *The Logic Portfolio* - Students demonstrate their logic skills by producing a portfolio that 'showcases' skills obviously useful: argument sum-

mary, rebuttal, adjudication; evaluation of ads, graphs, sampling arts, etc; and effective argument in 'original' brief essays on topics of their concern. (Student as confident artisan vice consumer of argument.) Handouts, samples, for 4-5 week student/teacher project. **Session V: Wednesday, 1 - 2:30 p.m.**

WILSON, EDDY- *Teaching Philosophy in an Isolated Ecclesiastical School* - This workshop will endeavor to alert the interested teacher of philosophy to the potential pitfalls he/she may encounter in a new environment, especially an ecclesiastical school. Four scenarios will be used to focus attention on potential conflicts that may arise on four levels: the student-teacher level, the inter-departmental level, the cross-departmental level, and the community-wide level. The specific conflicts I identify relate to the institutional and professional distance between students and teachers, inter-departmental power struggles regarding course offerings, participation in institutional objectives, maintaining credibility in the face of community values. The scenarios offered to the workshop participants are intended both to stimulate awareness of the problem and to elicit possible solutions to the problems. The entire discussion will attempt to embody a spirit of sensitivity to the peculiar role played by a philosophy teacher who is a self-reflective and self-critical participant in his social relations. **Session VI: Thursday, 9:30-11:00 a.m.**

WOODSIDE, MARIANNER. - *Advising: A Spotlight on Students "at Risk"* - There are students that you will encounter in your advising who are vulnerable and in need of special assistance. These students will often approach you for help or you will be tempted to intervene. But, oftentimes there is some reluctance to plunge headlong into a helping situation. The reluctance may stem from a lack of expertise or an unwillingness to commit the time and energy to a major relationship with a student.

This workshop will present a plan of action for working with students in trouble. This plan, based upon the problem-solving approach, allows you and the student to identify the problem(s), propose a plan of action, and provide feedback and follow-up to the implementation process. An important value in this problem solving process is that the student retains the responsibility and remains self-determined.

The session will include a discussion of common problems encountered by the undergraduate student; presentation of a contract made between student and faculty member; description of guidelines for conducting the advising conference; guidelines for making referrals; and the sharing of special materials developed for the freshman student. There will also be a role play

of an effective advising conference. Session I: Monday, 3 - 4 p.m.

ZINS, DANIEL L. - Making and Unmaking Enemies: Reflections of the Hostile Imagination -

In our murderous century, human beings have killed more than a hundred million of their fellow human beings, and of course we now have the technology to dwarf even that number. Thus educators have perhaps no more important task than to help their students to understand the various ways human beings dehumanize and demonize other human beings, and to explore with them how we might be able to end this now prohibitively dangerous practice. We will view and discuss a video version of Sam Keen's *Faces of the Enemy: Reflections of the Hostile Imagination*, and then discuss how Keen's book and a number of other texts (including some from the visual arts) can help us to see the humanity of those individuals, groups, and nations we are taught to devalue and despise. We will explore how dehumanizing propaganda paved the way for the Nazi Holocaust, and how more recent demonization can make a nuclear holocaust more likely. Some attention will also be given to U.S. and Japanese stereotypes of each other (and their enormous consequences) during World War II, and to the role of the mass media in making and unmaking enemies. Session IV: Wednesday, 9:30-11:30 a.m.

ZINS, DANIEL L. - Nuclear Weapons After the Cold War: What are the Questions and Who Should Ask Them?

- Even if the Cold War is finally ending, the nuclear predicament itself has hardly been resolved. Although the chief dangers that need to be confronted may not be the ones that we have been led to believe are most crucial, the possibility of nuclear war remains very real. A number of thoughtful and provocative recent writings on nuclear weapons issues have suggested that virtually everyone in the nuclear debate--right, center, and left--has not been asked the most important questions, and thus we have failed to focus on the issues that really matter. In this workshop we will look at some of the work that concerned philosophers have done (particularly during the past decade) on the nuclear predicament, and then compare the central concerns in these writings with what a number of recent thinkers believe are the cardinal issues. Particular attention will be given to the discourse of those who have framed the nuclear debate thus far, and to the kind of discourse that might help us to more effectively discern where the real threats to our security lie. The role of recent feminist scholarship in helping us to rethink these issues will also be emphasized. Session II: Tuesday, 9:30 - 11:30 a.m.

The 8th International Workshop- Conference on Teaching Philosophy

Session Offerings

Aesthetics:

- Hamlin, Phil. *Participation and Interaction in Aesthetics Classes.*
Hayward, Albert W. *Aesthetic Experience and Condition-Governed Terms.*

Children:

- Hester, Joseph P. *Philosophy for Young Thinkers - An Integrative/Multidisciplinary Precollege Philosophy-Based Curriculum.*
Hoebing, Phil. *Philosophy for Children.*

Computer:

- Brady, Rob. *Logic Works.*
Brady, Rob. *Computerized Grading in Logic.*
Bynum, Terry. *Teaching Computer Ethics -- Two Approaches.*
Bynum, Terry. *Using National Computer Networks as Philosophy-Teaching Tools.*
Pole, Nelson. *Teaching Logic with a Supplemental Computer Program.*

Critical Thinking:

- Decyk, Betsy N. *Working with Examples.*
Klein, Ellen R. *Feminism and Critical Thinking: Are They Compatible?*
Wilson, Arnold. *Students' Critical Thinking Portfolio.*

Ethics:

- Annis, David B. *Teaching a General Ethics Course: Its Goals, and What the Empirical Research in Moral Psychology Implies for Effectively Teaching an Ethics Course.*
Bynum, Terry. *Teaching Computer Ethics -- Two Approaches.*
Cavalier, Robert. *Project Theoria - The Ethics Videodisc.*
Ebenreck, Sara. *Interviews as an Investigative Technique for Ethics Courses.*
Grabner, Glenn. *Beyond the Headlines: A Workshop on Values & Ethics for Officials of City Government.*
Moakop, John C. *Teaching Bioethics: A Practical Approach.*
Peak, Ira H. *The Evaluation Menu: Humanizing the Assessment of Student Performance/Student Learning in Ethics Courses.*
Reinsmith, William A. *Ethics in Health Care.*
Suttle, Bruce B. *The Ethics of Intolerance or Why One Has a Moral Obligation to be Biased.*
Vitek, William. *Environmental Ethics: Expanding the Moral Circle.*

Evaluation:

- Peak, Ira H. *The Evaluation Menu: Humanizing the Assessment of Student Performance/Student Learning in Ethics Courses.*
Pettke, William J. *Correct Primary Referent - You Can't Learn Without It.*

Feminism:

- Klein, Ellen R. *Feminism and Critical Thinking: Are They Compatible?*
Koenen, Jane Y. *Feminist Theory and Practice in the Undergraduate Classroom: Examples of Application.*
Poland, Helen Dwyer. *Teaching Feminist Material to Males.*

Grading:

- Brady, Rob. *Computerized Grading in Logic.*
Close, Daryl. *Keeping a Gradebook in a Spreadsheet.*

History:

- Decyk, Betsy N. *Columbus, The Quincentenary, and Philosophy Courses.*
Snider, Eric W. *Teaching Ancient Philosophy at the Undergraduate Level.*
Stikkens, Kenneth W. *Teaching American Philosophy: Mainstream and Oppressed Voices in the American Tradition.*

Introductory Philosophy:

- Borody, Wayne. *Introduction to Philosophy: East and West.*
McConnell, Matthew. *The Use of Poetry in the Introductory Philosophy Class.*
Timko, Robert M. *Introducing Philosophy in Composition Classes.*

Logic:

- Asquith, Peter D. *Evaluating Arguments in Introductory Logic.*
Blatz, Charlie. *Teaching the "Big Questions" While Teaching Critical Thinking.*
Brady, Rob. *Logic Works.*
Brady, Rob. *Computerized Grading in Logic.*
Pole, Nelson. *Teaching Logic with a Supplemental Computer Program.*
Wilson, Arnold. *Students' Critical Thinking Portfolio.*

Methods:

- Bynum, Terry. *Using National Computer Networks as Philosophy-Teaching Tools.*
Evanoff, Tanya. *New Method of Teaching Philosophy.*
Hanagan, John J. *Nurturing Quality in a Philosophy Classroom.*
Hanford, Jack. *Teaching Strategies for Increasing Student Motivation.*
Immerwahr, John. *Asking Questions: Techniques for Enhancing (and Destroying) Class Discussions.*
Kelly, James S. *Makers of Meaning - Students as Active Participants.*

Session Offerings (Continued)

Methods (Cont.):

- Poland, Helene Dwyer. *Teaching Feminist Material to Males.*
 Suttle, Bruce B. *The Ethics of Intolerance or Why One Has a Moral Obligation to be Biased.*
 Thomason, Neil. *Philosophy Discussions Without (Much) B.S.*
 Thomason, Neil. *Getting Students to Philosophize with Each Other - To Teach is to Learn Twice.*
 Thompson, Ed. *Facilitating Autonomy: A Process Approach to Teaching Philosophy.*
 Wilson, Eddy. *Teaching Philosophy in an Ecclesiastical School Which is a Relatively Closed Community.*

Social/Political:

- Freund, Norm. *The Role of Philosophy in Justice and Peace Studies Programs.*
 Hester, Joseph P. *Cartoons for Thinking Utilizing Political Cartoons and Small Group Interactions to Teach Issues in Ethics.*
 Kultgen, John. *Philosophy in Peace Studies Programs.*
 Mallick, Krishna. *Philosophy and Nonviolence.*
 Moore, Alan. *Philosophy and the Holocaust.*
 Zins, Daniel L. *Making and Unmaking Enemies: Reflections of the Hostile Imagination and Nuclear Weapons After the Cold War: What are the Questions and Who Should Ask Them?*

Other:

- Bauer, Norman. *Physical Representations of Philosophic Views.*
 Cornwell, Grant. *The Big Picture: The Goals and Structure of Philosophy Department Curricula.*
 Coyne, Anthony M. *Teaching Philosophy and Human Sexuality.*
 Decyk, Betsy N. *Working with Examples.*
 Foster, Thomas R. *The Roots of Human Nature: Report of an Interdisciplinary Team-Taught Course.*
 Marshall, George. *Angels (A Unique Class Offering and its Problems).*
 Woodside, Marianne. *Advising Philosophy Students and Majors - The Larger Perspective.*

Conference Agenda

Monday, August 6

- 9 a.m. - 9 p.m. - *Registration*
 3 p.m. - 5 p.m. - *Sessions*
 5:15 p.m. - 6:15 p.m. - *Dinner*
 7 p.m. - 9 p.m. - *Keynote Address, "Improving Teaching in Philosophy" by Arnold Wilson, Editor of Teaching Philosophy.*
 9 p.m. - *Reception/Ice Cream Social*

Tuesday, August 7

- 8 a.m. - 5 p.m. - *Registration*
 8:30 a.m. - 9:30 a.m. - *Open Meeting/Welcoming Session, Paul Elsenberg & Phil Hamlin*
 Noon - 1 p.m. - *Lunch*
 4 p.m. - *Special Address by Anita Silver, "The Philosophy Major as a Higher Education Artifice and What We Can Do About It."*
 5:15 p.m. - 7 p.m. - *Barbecue*
 Evening - *Videos, Discussion Groups, Theater.*
 Movie: *"Breaking Away"*

Wednesday, August 8

- 8:30 a.m. - 9:30 a.m. - *Theme Talk: "Student Relativism"*
 9:30 a.m. - Noon - *Sessions*
 Noon - 1 p.m. - *Lunch*
 1 p.m. - 4 p.m. - *Sessions*

- 4 p.m. - 5 p.m. - *Special Session. "Using Enriched Learning Environments for Teaching Philosophy." I.U. Learning Resources.*
 5:15 p.m. - 6:15 p.m. - *Dinner*
 Evening - *Sports, Theater, Individual Arrangements, Folk Dancing, Videos, "Let's Talk About" Sessions, Music (bring your own instruments)*

Thursday, August 9

- 8:30 a.m. - 9:30 a.m. - *Theme Talk: "Teaching About Racism" by John Ladd*
 Noon - 1 p.m. - *Lunch*
 4 p.m. - 5 p.m. - *"Meet the Authors"*
 5:15 p.m. - 6:15 p.m. - *Dinner*
 7 p.m. - 9 p.m. - *Presidential Address by Rosalind Ekman Ladd, "Teaching Philosophy to Jane and Dick." Business Meeting Follows*
 9 p.m. - *Wine & Cheese Party*

Friday, August 10

- 8:30 a.m. - 9:30 a.m. - *Theme Talk: "Cultural Pluralism and Diversity in the Curriculum"*
 9 a.m. - 10:30 a.m. - *Sessions*
 Noon - 1 p.m. - *Lunch and Group Photo (to be mailed to each registered participant)*

NOTE: This preliminary agenda, as well as the advertised sessions, may be subject to unforeseen changes.

