American Association
of Philosophy Teachers

Twentieth Biennial
International Workshop/Conference
on Teaching Philosophy

July 30 - August 3, 2014

Table of Contents

Getting Started With the Workshop-Conference

Welcome to the Twentieth Biennial International Workshop/Conference on Teaching Philosophy, hosted by the College of St. Benedict and St. John's University. If you are using the conference housing, check in is at Mary Hall. Registration for the conference itself is separate and located in Quad 360. SJU's main dining hall, formally called the "Refectory" and less formally the "Reef," is on the ground floor of the Quad. It is open from 7-8:30 for breakfast, 11-1 for lunch, and 5-6:30 for dinner. Coffee and some light breakfast will be available each morning in Quad 360 from 8:30am. In addition to this program, there is a packet with useful information about our host site and the surrounding area.

If you have any questions during the workshop-conference, you can contact Emily Esch, Executive Director of the AAPT, emily.esch@gmail.com; Erica Stonestreet, On-Site Coordinator, estonestreet@csbsju.edu; or Laura Schmitz, administrative assistant, 320.363.3030.

2

Highlights of the 2014 Program

In addition to the many promising presentations and three concurrent programs (see p 6) planned for our 2014 program, we have some exciting special events!

Wednesday, July 30
    Open Board Meeting, 7-8pm

Thursday, July 31
    Todd Zakrajsek's plenary talk, 4-5:30pm
        Title TBA
    Welcome Reception and Founders' Celebration, 7-9pm
        Co-sponsored by AAPT and CSB/SJU

Friday, August 1
    Plenary Panel: *Women Undergraduates, Justice and the Future of Philosophy*, 9-10:30am
        Featuring Kathryn Norlock, Jean Keller, and Jeanine Weekes Schroer
        Chaired by Stephen Bloch-Schulman
    AAPT Members Meeting, 5-6pm
    Banquet and Presidential Address, 6:30-8:30pm
        David Concepción, Title TBA
    Philosophy Trivia, with Russell Marcus, 9pm

Saturday, August 2
    Amy Ferrer's plenary talk, from 4-5:30
        The American Philosophical Association: Past, Present, and Future
    Conference Barbecue, 6-8pm
    Philosophy on Tap, with Matt Lawrence, 8pm

Sunday, August 3
    Get-away Get-Together at Emily Esch's House, 10:30am-2:30pm.

Program At A Glance

Wednesday, July 30
2:00 - 5:00	Conference Registration and Check-In
5:00 - 6:30	Dinner
7:00 - 8:00	Open Board Meeting, Quad 361
	All conference attendees are welcome to attend the open board meeting.

Thursday, July 31
7:00 - 8:30	Breakfast
9:00 - 5:00	Conference Registration and Check-In
9:00 - 9:15	Convocation, Centenary Room
9:30 - 10:30	Concurrent Workshops: Session #1
10:45 - 11:45	Concurrent Workshops: Session #2
11:45 - 1:00	Lunch
1:00 - 2:30	Concurrent Workshops: Session #3
2:45 - 3:45	Concurrent Workshops: Session #4
4:00 - 5:30	Plenary Session: Todd Zakrajsek, Centenary Room
5:00 - 6:30	Dinner
7:00 - 9:00	Welcome Reception and Founders' Celebration, Great Hall
	Co-sponsored by AAPT and CSB/SJU

Friday, August 1
7:00 - 8:30	Breakfast
9:00 - 5:00	Conference Registration and Check-In
9:00 - 10:30	Plenary Session: Women Undergraduates, Justice and the Future of Philosophy, With Kathryn Norlock, Jean Keller, and Jeanine Weekes Schroer Chaired by Stephen Bloch-Schulman, Centenary Room
10:45 - 11:45	Concurrent Workshops: Session #5
11:45 - 1:00	Lunch
1:00 - 2:00	Concurrent Workshops: Session #6
2:15 - 3:15	Concurrent Workshops: Session #7
3:30 - 5:00	Concurrent Workshops: Session #8
5:00 - 6:00	Members Meeting, Quad 361
	All Conference Attendees are encouraged to attend the members meeting.
6:30 - 8:30	Presidential Address by David Concepción, Founders Room
	Followed by Banquet, Great Hall
9:00	Philosophy Trivia Contest, Br. Willie's Pub

Saturday, August 2
7:00 - 8:30	Breakfast
9:00 - 5:00	Conference Registration and Check-In
9:00 - 10:30	Concurrent Workshops: Session #9
10:45 - 11:45	Concurrent Workshops: Session #10
11:45 - 1:00	Lunch
1:00 - 2:00	Concurrent Workshops: Session #11
2:15 - 3:45	Concurrent Workshops: Session #12
4:00 - 5:30	Plenary Address: Amy Ferrer, *The American Philosophical Association: Past, Present, and Future*, Centenary Room
6:00 - 8:00	Barbecue, Sexton Commons
8:00	Philosophy on Tap, with Matt Lawrence, Br. Willie's Pub

Sunday, August 3
7:00 - 8:30	Breakfast
8:00 - 12:00	Check Out
10:30 - 2:30	Get-Away Get Together at Emily Esch's Home

Sessions and Titles
Thursday, July 31

Convocation   **Thursday 9:00am**

Centenary Room

Session #1   **Thursday, 9:30 - 10:30am**

A. Daryl Close: The Parc System of Natural Deduction   Quad 361
B. James Conlon: "The Meaning of Place" as a Short Term Study Abroad Course Utilizing Field Trips   Quad 347
C. Sarah Morales: Increasing "Pre-learning" to Support a Skills-based Philosophy Classroom   Quad 344
D. Michael Schleeter: Teaching Business Ethics with the Worldly Philosophers   Quad 339

Session #2   **Thursday, 10:45 - 11:45am**

A. Kelly Burns: Microaggressions in the Classroom   Quad 361
B. Emily Crookston: Teaching Students to Think Like Philosophers: The Argument Sketch   Quad 347
C. Maralee Harrell: Using Problem-based Learning in Philosophy Courses   Quad 344
D. Janine Marie Idziak: Enriching Bioethics Courses with Experiential Learning   Quad 339
E. Matt Whitt: Situating the Self in Writing-based Courses: Lessons from the Epistemology of Ignorance   Quad 341

Session #3   **Thursday, 1 - 2:30pm**

A. Jeff Johnson, Rhona Leibel, and Garry Pech: Thinking about Theory and Practice in Teaching Ethics   Quad 361
B. Andrew Mills: Reading Together: Using Online Group Annotation to Engage with a Text   Simons G-60
C. Rebecca Scott: Feedback Loop: Facilitating Student Reflection on Assessments   Quad 344
D. Kimberly Van Orman: Engaging Philosophy Students Using Team-based Learning (TBL)   Quad 339
E. Charles Whitmer Wright: Tracking the Development of Philosophical Dispositions   Quad 341

Session #4   **Thursday, 2:45 - 3:45pm**

A. Bill Anelli: Teaching Argument Analysis While Helping Others: The Argument Letter Assignment   Quad 361
B. Nim Batchelor and Stephen Bloch-Schulman: from Classes to a Major: Integrating a Curriculum and Helping Students Synthesize Their Learning   Quad 347
C. Sarah Lublink: the Use of Course Wikis as a Collaborative Class Project: Challenges, Practicalities and Successes   Simons G-60
D. Francisco Miraval: From Heraclitus to Hunger Games: An Empathic-Existential Approach to Teaching Philosophy to Non-Traditional Emerging Adults.   Quad 339
E. Adam M. Rosenfeld: Skin in the Game: Incentive, Fairness, and Assessment in Pedagogical Simulation   Quad 341

Plenary Session: Todd Zakrajsek   **Thursday, 4:00 - 5:30pm**
    Title TBA   Centenary Room

Plenary Session   **Friday, 9:00 - 10:30am**
   Women Undergraduates, Justice and the Future of Philosophy   Centenary Room

Session #5   **Friday, 10:45 - 11:45am**

A. Jed Donelan: The Art of Thinking: Retooling the Introductory Logic Course for General Education   Quad 361
      Learning Outcomes.
B. Landon Hedrick: How to Motivate Your Students with a Book: Integrating Project-based Learning   Quad 347
      in the Philosophy Classroom
C. Christina Hendricks: Doing Philosophy in the Open: Why/Not?   Quad 344
D. Phil Jenkins: Student Presentations: the Pedagogy of Letting Others Do All the Work   Quad 339
E. Christine Wieseler: Perspectives on Disability in Biomedical Ethics   Quad 341

Session #6   **Friday, 1:00 - 2:00pm**

A. Theodore Bach: The New York Times in the Philosophy Classroom   Quad 361
B. Jonathan Buttaci: Thinking Forms in Images: an Aristotelian Insight into the Socratic Method   Quad 347
C. Alissa Elliott: It's Like You're My Mirror: Critical Theory and Popular Culture as Introduction to
      Philosophy   Quad 344
D. Brett Gaul: Hands-on Learning Activities for Philosophy Courses   Quad 339
E. Alden Stout and Chris Weigel: Psychological Influences on Philosophical Questions: Implications   Quad 341
      for Pedagogy

Session #7   **Friday, 2:15 - 3:15pm**

A. Rory E. Kraft, Jr: Using Children's Literature in College Philosophy   Quad 361
B. Daniel Mittag: Why (Not?) To Use Creative Projects in Philosophy   Quad 347
C. Ross Romero, S.J.: Get Rid of Cable and Upgrade to Anselm:using Humorous Commercials to
      Teach the *Reductio Ad Absurdam* Form and the Ontological Argument   Quad 344
D. Ian Stoner: Teaching Philosophical Reading with Small Group Discussion Guides   Quad 339
E. Frances Bottenberg: Authoritative Learning: Reflections on an Experiment in Classroom Power-
      Sharing   Quad 341

Session #8   **Friday, 3:30 - 5:00pm**

A. Marisol Brito and Alexander Fink: Schooled By Those Who Come Before Us: Lessons in
      Pedagogy from Early Childhood Education   Quad 361
B. James Hitt, Aaron Kostko, Brendan Palla, and Lisa S. Tsay: Assessing Student Learning:
      Challenges and Barriers   Quad 347
C. Leslie C. Miller: Philosophical Practice: What it Is, How it Works, and How to Incorporate it into
      Your Philosophical Classroom   Quad 344
D. Kelly Joseph Salsbery: Creating Movies for Teaching in the 21st Century Philosophy Classroom
E. Kristin Schaupp: Trading in Values: Disagreement, Rationality, and Inclusivity   Quad 339
F. Paul Green: Motivating Students: What the Research Shows   Quad 341
      Quad 365

Presidential Address: David Concepción   **Friday, 6:30 - 8:30pm**
    Title   Centenary Room
Banquet, Following Presidential Address   Great Hall

Philosophy Trivia, with Russell Marcus   **Friday, 9pm**
     Br. Willie's Pub

Sessions and Titles
Saturday, August 2

Session #9   **Saturday, 9:00 - 10:30am**

A. James R. Davis: Thinking like an Existentialist: Some Strategies for Making Difficult Texts Accessible   Quad 361

B. Mo Janzen: Beyond Theories: Using Civic Engagement Projects in Online and Traditional Classrooms   Quad 347

C. Rory E. Kraft, Jr: A Philosopher in the Faculty Senate: To Be a Gadfly   Quad 344

D. Scott McElreath: How Much Critical Thinking Is Critical?   Quad 339

E. Jessey Wright: Course Participation: Defining and Evaluating Student Participation   Quad 341

Session #10   **Saturday, 10:45 - 11:45am**

A. Dennis Earl: The Four-Sentence Paper and Templates for Argumentative Writing   Quad 361

B. Debra Jackson and Paul Newberry: Scaling the Step-by-Step Method: A Blended Approach to Critical Thinking   Quad 347

C. Paul Neiman and Linda V. Neiman: Engaging Students in Philosophy Texts   Quad 344

D. Erica Stonestreet: Engaged Seat Time: Using Clickers in the Philosophy Classroom   Quad 339

Session #11   **Saturday, 1:00 - 2:00pm**

A. Bill Anelli: Creating Meaningful Course Learning Outcomes Across a Diversity of Teaching Approaches: Can it Be Done? Can it Be Fair?   Quad 361

B. Danielle Lake: Teaching for Democratic Citizenship: Shifting Power and Fostering Community   Quad 347

C. Curtis Robinson: A Normative Reevaluation of Academic Philosophy: The Dichotomy Between Pedagogical Training and Individual Research   Quad 344

D. Kelly Joseph Salsbery: Creative Projects in Philosophy   Quad 339

E. Renee Smith: Scaffolding Deep Reading Instruction   Quad 341

F. Adam R Thompson: Developing Non-Visual Aids for Philosophy Students Who Are Visually Impaired or Blind   Quad 365

Session #12   **Saturday, 2:15 - 3:45pm**

A. Donna Engelmann and Amy Shapiro: Teaching Philosophy with Emotion in Mind   Quad 361

B. Dahlia Guzman, Javiera Perez-gomez, Sarah Wieten and Andrew Winters: Plagiarism and Unsuccessful Retrieval: Opportunities for Developing Understanding and Character   Quad 347

C. Melissa Jacquart: Lead TAs: A Peer Graduate Student Teacher Training Program   Quad 344

D. Monique Whitaker: Updating Syllabi, Reimagining Assignments, and Encouraging Error: Strategies for Retaining Marginalized Students in Philosophy   Quad 339

E. Jennifer Wilson Mulnix and Michael Mulnix: Building Philosophical Skills   Quad 341

Plenary Session: Amy Ferrer   **Saturday, 4:00 - 5:30pm**
The American Philosophical Association: Past, Present, and Future   Centenary Room

Barbecue   **Sexton Commons**

Philosophy on Tap, with Matt Lawrence   **Saturday, 8:00-9:30pm**
A Guided Tour of Select Beer and Philosophy Pairings   Br. Willie's Pub

<div align="center">**Concurrent Programs**</div>

Concurrent with the 20th Biennial AAPT Conference-Workshop on Teaching Philosophy are three special programs: the American Philosophical Association and American Association of Philosophy Teachers Graduate Student Seminar on Teaching and Learning in Philosophy; the AAPT Facilitator Training Workshop; and the Summer Seminar on Teaching and Learning in Philosophy for High School Teachers, sponsored by The Philosophy Learning and Teaching Organization (PLATO), the AAPT, and the APA. PLATO is a national organization that advocates and supports introducing philosophy to pre-college students.

APA/AAPT Graduate Student Seminar on Teaching and Learning in Philosophy

Thursday - Sunday, 9:00 - 12:00
Room Quad 353
Seminar Directors
Stephen Bloch-Schulman (Elon University)
Donna Engelmann (Alverno College)
Mimi Marinucci (Eastern Washington University)
Seminarians
Patrick Anderson (Texas A&M University); Caroline Buchanon (University of Kentucky); Patrick Clipsham (Winona State University); Katy Fulfer (Hood College); Claire Griffin (Pennsylvania State University); Daniel Hagen (Mount Holyoke College); Dawna Hendricks (University of Arkansas); Krista Hyde (St. Louis University); Melissa Jacquart (Western University); Malcolm Keating (University of Texas at Austin); Paul Kucharski (Manhattanville College); Merritt Rehn-DeBraal (Loyola University Chicago); Patrick Ryan (University of California at Riverside); Peter Seipel (Fordham University); Kenneth Shields (University of Missouri); Giancarlo Tarantino (Loyola University Chicago); Nicholas Tebben (Towson University); Sarah Wieten (University of South Florida); Andrew Winters (University of South Florida); Benjamin Yelle (The University of Miami)

AAPT Facilitator Training Workshop

Thursday - Sunday, 9:00 - 12 noon
Room Quad 342
Facilitator Training Director
David Concepción
New Facilitators
Bill Anelli, Modesto Junior College; Paul Green, Mount St. Mary's College (CA); John Koolage, Eastern Michigan University; Adam Thompson, University of Nebraska

The Summer Seminar on Teaching and Learning in Philosophy for High School Teachers

Thursday - Sunday, 9:00 - 12 noon
Room Quad 349
Facilitators
Wendy Turgeon (St. Joseph's College, New York)
Steven Goldberg (Oak Park and River Forest High School, Illinois)
Participants
Jason Cruze (Arete Preparatory Academy), Lee Droege (Smoky Hill High School), Dan Fouts (Maine West High School), David Fremo (Saint John's Preparatory School), Bryan Haffey (Bishop Kenny High School), James Hahn (Arete Preparatory Academy), Mary Moran (Jericho High School), Chris Powers (Shorecrest Preparatory School), Dario Prepelitchi (Archimedean Middle Conservatory)

The Lenssen Prize

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

The Winner of the 2014 Lenssen Prize is:

> Ann J. Cahill and Stephen Bloch-Schulman, "Argumentation Step-By-Step: Learning Critical Thinking through Deliberative Practice," *Teaching Philosophy*, 35:1

Honorable Mentions go to:

> Emily Esch, "A Cognitive Approach to Teaching Philosophy," *Teaching Philosophy*, 36:2.
> Jeffrey Maynes, "Thinking about Critical Thinking," *Teaching Philosophy*, 36:4.
> Patrick Stokes, "Philosophy Has Consequences! Developing Metacognition and Active Learning in the Ethics Classroom," *Teaching Philosophy*, 35:2.

Each of these papers is well worth your study. Congratulations to the winners and honorable mentions. Thank you each for your contribution to teaching and learning!

Past Recipients of the Lenssen Prize

> 2012: John Rudisill, "The Transition from Studying Philosophy to Doing Philosophy," *Teaching Philosophy*, 34:3.
> 2010: Daryl Close, "Fair Grades," *Teaching Philosophy*, 32:4.
> 2008: No award given
> 2006: David W. Concepción, "Reading Philosophy with Background Knowledge and Metacognition," *Teaching Philosophy* 27:4.
> 2004: James Campbell, "The Ambivalence Toward Teaching In The Early Years Of The American Philosophical Association," *Teaching Philosophy* 25:1.
> 2002: Deborah R. Barnbaum, "Teaching Empathy in Medical Ethics: The Use of Lottery Assignments," *Teaching Philosophy* 24:1.

Philosophy Through Teaching

In commemoration of our anniversary year, the AAPT Board commissioned a book dedicated to pedagogical scholarship. This became *Philosophy Through Teaching* edited by Emily Esch, Kevin Hermberg, and Rory Kraft. The volume republishes five Lenssen Prize winners alongside multiple commentaries and authors' responses. The structure of the volume is meant to reflect the conversational nature that is the heart of the AAPT. We hope you enjoy the book and will encourage your home libraries to purchase it.

Convocation   **Thursday, 9:00am**
                                                                                                Centenary Room

Session #1   **Thursday, 9:30 - 10:30am**

A. **Daryl Close,** *The PARC System of Natural Deduction***, Quad 361**
> This workshop presents the "PARC" system of natural deduction that I learned as an undergraduate. The goal of the workshop is to introduce logic instructors to the system's considerable pedagogical advantages. Participants will write simple proofs using the PARC system and I will share my recent work on the history of the system.   The PARC system features explicit "tracking" of premises and assumptions throughout a derivation, the collapsing of indirect proofs into conditional proofs, and a very simple set of quantificational rules—no more tricky exceptions to EI and UG that bedevil our students. The system is also keyboard-friendly in comparison to Jaśkowski/ Fitch-style graphical methods of writing subordinate proofs. Logic teachers who find Jaśkowski/Gentzen-style introduction/elimination rules to be far less "natural" than Copi-style rules will find that PARC offers additional features of naturalness beyond even Copi-style systems.

B. **James Conlon,** *"The Meaning of Place" as a Short Term Study Abroad Course Utilizing Field Trips***, Quad 347**
> My course on the Meaning of Place is based on the conviction that the daily spaces we inhabit, deeply affect what we value and who we become. I have taught the course in Rome three times utilizing daily field trips in a short term (3-4 weeks) study abroad format. This workshop will present the conceptual template I have used for this course. Although the template was designed for urban experience, it should work equally well for wild places and might even apply to field trips inserted into a regular semester structure. Sample syllabi, discussion questions, field trip questions and practical experience with the course will be provided. Discussion with others who use field trips and similar instructional experiences is welcome. My goal is to encourage others to experiment with teaching philosophy courses as study abroad opportunities and to consider field trips as a philosophical tool in their regular courses.

C. **Sarah Morales,** *Increasing "Pre-Learning" to Support a Skills-Based Philosophy Classroom***, Quad 344**
> Many philosophy instructors argue that one benefit of the introductory philosophy course is that it allows students an opportunity to develop fundamentally useful cognitive skills. According to this view, all undergraduate students can benefit from introductory philosophy courses, because philosophers are particularly well-positioned to teach students to how to make coherent arguments, assess competing knowledge claims, and successfully communicate their ideas. However, while most instructors agree that skill development is at least part of the benefit of taking an introductory philosophy class, many of us find ourselves devoting most of our class time to teaching basic course content. Conversely, we might reluctantly decide to cut valuable content in order to focus on skills development. In this 60 minute interactive workshop, attendees will discuss strategies for increasing genuine "pre-learning" of basic course content, so that we can use "structured" in-class time helping students develop core critical reasoning and communication skills.

D. **Michael Schleeter,** *Teaching Business Ethics with the Worldly Philosophers***, Quad 339**
> In this session, I want to present and workshop an approach to teaching business ethics that I have been developing over the past several years, which involves teaching students to evaluate business practices in terms of values drawn not only from the ethical theories of such figures as Aristotle, the classical utilitarians, and Kant, but also from the theories of the great political economists or "the worldly philosophers," as Robert Heilbroner famously called them. The session will begin with an open discussion about the experiences session participants have had teaching business ethics in the traditional way; proceed with a highly interactive presentation of the alternative approach that I have been developing, both its philosophical content and its pedagogical methodology; and conclude with another open discussion about this approach in general, relating how it has been received by my students, and soliciting reactions, reservations, and recommendations from other experienced teachers.

A. **Kelly Burns,** *Microaggressions in the Classroom***, Quad 361**

Discussing highly charged topics like race and gender can be a daunting task. Even when we mean well and try hard, we can easily make mistakes that can have serious consequences for our students, especially those in targeted/oppressed groups. After a brief review of microaggressions and their consequences for students, we will discuss strategies for preventing microaggressions and for handling them when they inevitably occur.

B. **Emily Crookston,** *Teaching Students To Think Like Philosophers: The Argument Sketch***, Quad 347**

It is relatively easy to teach students what a particular philosopher thinks about a particular puzzle in philosophy (e.g., how the mind relates to the body) and why she thinks what she thinks. This kind of thing is an important part of any philosophy class, but as far as justifying to students, parents, and administrators why they should keep philosophy departments around, our ability to teach this kind of thing should not be high on anyone's the list of priorities. What should be high on everyone's list of valuable skills every college student should gain, however, is the skill of thinking philosophically. I've spent a little bit of time thinking and discussing with other instructors how to teach this skill. During my proposed session, I hope to share with and get feedback from participants on one strategy that I use to get my students to think like philosophers, the argument sketch.

C. **Maralee Harrell,** *Using Problem-Based Learning in Philosophy Courses***, Quad 344**

A very common way of teaching new material in a variety of disciplines is the "case-study method." The drawbacks of this type of teaching, however, are well-known. Problem-based learning (PBL) is the pedagogical approach that reverses this way of teaching new material. In the basic PBL cycle students are given the problems first, and are encouraged to struggle through the initial phase of determining a) what they know, b) what else they need to know, and c) how they are going to learn it.

The key to PBL is, of course, the problems and accompanying assignments. The problems must be pitched at the appropriate level, and well-designed to foster the learning of the desired outcomes. Additionally, the associated assignments must genuinely target the learning of these outcomes, but also be manageable for the students. This takes a lot of time on the part of the instructor before the semester starts.

The first objective of this workshop is to share my experiences with teaching PBL in three different Philosophy courses. The second is to engage in a brainstorming discussion about kinds of problems, as well as kinds of problem assignments and grading rubrics that would be appropriate for Philosophy courses.

D. **Janine Marie Idziak,** *Enriching Bioethics Courses with Experiential Learning***, Quad 339**

After an overview of experiential learning theory from Wurdinger and Carlson (2010), participants will be invited to share experiences with experiential learning on their own campuses.   In the discipline of philosophy, bioethics courses lend themselves particularly well to the inclusion of experiential learning projects because of the existence of ethics committees at health care facilities and because of community agencies and laws and public policies pertaining to health care which have an ethical dimension. The value, logistics, and pedagogy of including experiential learning projects in undergraduate bioethics courses will be discussed. A sample course syllabus will be provided as well as a listing of possible experiential learning projects to accompany the various issues typically covered in a survey course in bioethics. Workshop participants will have the opportunity to work in small groups to plan their own experiential learning activities for bioethics courses.

E. **Matt Whitt,** *Situating the Self in Writing-Based Courses: Lessons from the Epistemology of Ignorance***, Quad 341**

We will explore ways to introduce students to social problems such as global poverty, structural racism, and gender-based inequality. We will focus on provoking students to investigate how their own histories, experience, and philosophical activity might be shaped by, or complicit in, the very problems that they critically engage. In order to conceptualize obstacles to such investigation, we will consider insights from the epistemology of ignorance, which examines how ignorance is actively produced and maintained in contexts of social difference. In particular, we will explore how various forms of privilege may prevent us from adequately understanding social problems, and we will generate learning objectives and assignments intended to ameliorate this situation. Although the workshop will focus on writing assignments, the discussion will be of interest to instructors of ethics, social and political philosophy, human nature, and various critical theory (i.e., feminist, critical race, queer theory) courses.

A. **Jeff Johnson, Rhona Leibel, Garry Pech,** *Thinking About Theory and Practice in Teaching Ethics*, **Quad 361**
> We raise for consideration the adequacy of theory in being able to identify and work with what we may call the ordinary materials of our ethical lives. Are those more familiar aspects of our moral lives, often raised in classroom discussions or presented in novels, devalued or distorted when framed in terms of standard ethical theory? And is the typical way of drawing the distinction between theory and practice in ethics a useful one? Ought we assume that all the conceptual heavy lifting is done at the theoretical level, where the theory of value and theory of right action are taken to be already established, and their application is what is left as the 'work' of ethics? Our discussion will focus on our changing understanding of ethics given what is fast becoming our disinclination to employ or at least rely on traditional ethical theories to ground our claims. Given this emerging picture of ethics, we will discuss what implications we think this has for teaching ethics both inside and outside the classroom. As part of the discussion we invite others to describe their thinking and work in this area.

B. **Andrew Mills,** *Reading Together: Using Online Group Annotation to Engage with a Text*, **Simons G-60**
> Using Google Drive, a widely -available cloud computing platform, an entire classroom of students can make marginal annotations on the very same text-- even engage in conversations with each other using those marginal annotations --and this offers philosophy instructors a potentially powerful tool for helping their students learn how to actively and critically engage with a text, and with each other. This interactive session will introduce participants to Google Drive, and the ways in which the group annotation features can be used in the philosophy classroom. The session leader will share ways in which he has used group annotations, and session participants are encouraged to offer further ways in which group annotations could be used to improve philosophy teaching and the assessment of student learning.

C. **Rebecca Scott,** *Feedback Loop: Facilitating Student Reflection on Assessments*, **Quad 344**
> The goal of this workshop will be to develop strategies for helping students to reflect on and integrate feedback that they receive on their work. The importance of reflection for student learning has been long been recognized, and giving students time to reflect on feedback is essential for students to improve. Participants in the workshop will develop feedback reflection assignments that focus on helping students to deal with a variety of barriers to the incorporation of feedback. We will consider how to help students 1) recognize the need for incorporating feedback, 2) process and understand feedback, and 3) make a plan for how to incorporate feedback into future work.

D. **Kimberly Van Orman,** *Engaging Philosophy Students using Team-Based Learning (TBL)*, **Quad 339**
> Team Based Learning is a course design method that takes advantage of research into students learning. Like the "flipped classroom," much content coverage is moved outside of class and course meetings are organized around application exercises. The use of permanent teams pressures students to perform (largely for fear of embarrassing themselves in front of their teammates), and the design balances grade weights, including peer evaluations, to strongly discourage "free riding." The application exercises are particularly valuable for helping students develop philosophical skills and allow us to see our students' understanding earlier so that we can give them feedback before their grade is affected. The careful use of teams can also directly benefit students who are underrepresented in philosophy. In this highly interactive session, participants will experience a model TBL unit and learn active learning techniques that they can adopt in any classroom while learning the basics of the TBL method.

E. **Charles Whitmer Wright,** *Tracking the Development of Philosophical Dispositions*, **Quad 341**
> Members of the Department of Philosophy at the College of Saint Benedict and Saint John's University have agreed that they seek to cultivate four intellectual dispositions in their students: comfort with ambiguity, charitable reading, resisting the urge to settle for quick and easy answers, and taking pleasure in the struggle with difficult ideas. Following this decision indirect, questionnaire based measures were developed to provide evidence of whether or not students taking classes offered by the Department tend to develop these dispositions, and whether or not Department minors and majors tend to develop these dispositions to a greater extent than do students majoring in other disciplines. The goal of this session will be to introduce participants to the process by which these measures were developed, to share some of the outcomes that have been obtained, and to provide them with an opportunity to develop preliminary measures of their own.

A. **Bill Anelli,** *Teaching Argument Analysis While Helping Others: The Argument Letter Assignment*, **Quad 361**

Can a paper assignment effect real-world change and motivate students towards mastery of argument analysis and evaluation? This presentation will focus on an argument letter paper assignment that I have developed for my critical reasoning courses. The assignment has three main components: 1) a letter containing an argument addressed to "a person of power" who can implement a student's specific proposal; 2) an argument outline or analysis of the letter, including all inferences and basic premises; and 3) a detailed evaluation by the student of their own argument. Participants will be invited to discuss the pros and cons of such an assignment, including discussion of the merits and comparative advantages of my "MC-P" argument outline approach in contrast to standard models of argument mapping or analysis. We will also discuss meta-cognition and scaffolding in light of this assignment.

B. **Nim Batchelor and Stephen Bloch-Schulman,** *From Classes to a Major: Integrating a Curriculum and Helping Students Synthesize Their Learning*, **Quad 347**

The Elon University Philosophy department has a surprisingly diverse set of faculty, given its small size (6 full time, long term faculty). While we have always seen this as a tremendous source of strength, it brings significant challenges for students who are both trying to learn core philosophical skills and trying to make sense of philosophy as a whole. We will start by describing how we used our senior capstone course and a focus group to discover the kinds of struggles that our students were encountering. We will then describe three initiatives that we have adopted: (1) the implementation of a methods class, (2) the inclusion of semester student reports, and (3) narrative evaluations for each major in each of their courses. We will look at examples of some of the semester reports, discuss what elements of our initiatives we think work, and address the challenges we encountered in trying to utilize them fully. We will engage with workshop participants both to closely examine some examples of student work and to discuss ways they have adopted regarding the need to integrate the philosophy major.

C. **Sarah Lublink,** *Use of Course Wikis as a Collaborative Class Project: Challenges, Practicalities Successes*, **Simons G-60**

In this workshop I will lead participants through the creation of a wiki, using wikispaces.com, which offers free wikis for educational purposes. Each participant will be added as a member to the wiki and as a workshop, we will build a wiki together. My intention is to show each participant the basics of how wikis work and to demonstrate the ways in which I have used wikis in my classes. The wiki that is created during the workshop will be an ongoing resource for participants. The workshop's goals are to demonstrate how wikis can achieve philosophy teaching goals, to encourage their use as course assignments, to brainstorm best practices, and to address any questions or concerns that participants may have about the practicalities involved.

D. **Francisco Miraval,** *From Heraclitus to Hunger Games: An Empathic-Existential Approach to Teaching Philosophy to Non-Traditional Emerging Adults*, **Quad 339**

This session introduces the empathic-existential approach to teaching Philosophy and Humanities as a methodology to non-traditional emerging adult college students, promoting and facilitating their integration into the academic environment and helping them to overcome the prevalent attitude of self-exclusion. The "empathic" approach focuses on recognizing the emerging adult as "another one like me." The "existential" approach means starting the philosophical dialogue in the context of the life-stage emerging adult is facing at that particular moment of life. The philosophical/pedagogical is based on The Sophist (248c) where Plato explains "knowledge" in terms of (paraphrasing) the "capability to create and to be created. The sociological base for our approach is the work of Jeffrey Arnett and Christian Smith about emerging adulthood. The practical implementation is based on the methodology developed by Bartholomae and Petrosky. This approach has been successfully implemented since 2011 at a small private college in Colorado.

E. **Adam M. Rosenfeld,** *Skin in the Game: Incentive, Fairness, and Assessment in Pedagogical Simulation*, **Quad 341**

In this session, participants will be challenged to consider the value of engineering situations with the real possibility of injustice in the classroom, specifically, unjust grading. Simulation games are an effective tool for experiential learning but I argue that the importance of demanding that students have some "skin in the game" in order to be genuinely invested/engaged in a make-believe experience is underappreciated. Participants will examine this general question through a particular case involving a modified "Prisoner's Dilemma" simulation in which the individual and collective actions of students determine how grade points are assigned. I will argue that there are unique pedagogical possibilities for using similar sorts of simulation games to expose and work through conflicting altruistic and egoistic moral intuitions. However, given the incentive for students to act in ways that benefit themselves at the expense of their classmates, the unique instructional value of these activities seems inextricably linked to the potential for unfair grading. We will consider whether there are strategies for mitigating such unfairness without sacrificing the instructional value in this and other similar activities, as well as navigating value pluralism in assessment and the possibility that fairness in grading might be sacrificed for other pedagogical values.

Plenary Session

Thursday, 4:00 - 5:30pm
Centenary Room

Todd Zakrajsek
Associate Professor and Associate Director of Fellowship Programs
Department of Family Medicine at UNC-Chapel Hill
and
Executive Director, Academy of Educators
School of Medicine, UNC-Chapel Hill

Title and Abstract TBA

Reception Honoring the AAPT Founders

Thursday, 7:00 - 9:00pm
Great Hall

In celebration of the AAPT's 20th conference, we have invited those who were involved in the early years of the organization. It is because of their energy and dedication that the organization is thriving 40 years later.

Please join us to honor the founders and celebrate the future of AAPT.

Co-sponsored by AAPT and CSB/SJU

Plenary Session

Women Undergraduates, Justice and the Future of Philosophy
Friday, 9:00 - 10:30am
Centenary Room

**Kathryn Norlock (Kenneth Mark Drain Endowed Chair in
Ethics and Chair of Philosophy Trent University)
Jean Keller (College of St. Benedict/St. John's University)
Jeanine Weekes Schroer (University of Minnesota Duluth)
chaired by Stephen Bloch-Schulman (Elon University)**

That women are wildly underrepresented in philosophy in the United States, at every level above introductory classes, is beyond dispute. Paxton, et al., offer important data to help us understand the nature and scope of the problem; in a survey of 56 institutions they found that women dropped out of philosophy more frequently than men at every stage, from introductory classes to majors, from majors to graduate students, and from graduate students to faculty. Comparing the levels that these numbers decrease at each stage, they further found that the largest drop occurred from introductory classes to majors. This panel will articulate why the underrepresentation of women in philosophy matters, examine what research shows and what has yet to be researched, focusing on both what is happening and why it might be happening. The panelists will articulate what they view as the most promising ways to alleviate the problem as it presents itself in the undergraduate setting and open up a discussion about what we as pedagogues can do about this problem on our campuses and in our classes.

A. **Jed Donelan,** *The Art of Thinking: Retooling the Introductory Logic Course for General Education Learning Outcomes*, **Quad 361**

This session will describe and demonstrate techniques to engage general education students in an introductory logic course that meets the learning outcomes (LOs) of Critical Thinking, Applied Knowledge, and Teamwork. As Critical Thinking is a traditional LO of the introductory logic course, this presentation will concentrate on Applied Knowledge and Teamwork. This presentation will explain and demonstrate how work from other courses is utilized as the "artifacts" to be investigated, how this investigation is done through student teams, and how this is managed through an online learning management system. Session participants will also be placed into teams, so that they can experience the exercises and techniques utilized in this course. Therefore, conferencees looking to participate in this workshop have homework! Please bring to this session one outrageous statement, one inductive argument, one informal fallacy, one propositional argument, and one categorical syllogism that you encounter during your conference participation.

B. **Landon Hedrick,** *How to Motivate Your Students With a Book: Integrating Project-Based Learning in the Philosophy Classroom*, **Quad 347**

If we want our students to have deep learning experiences, we should help foster their intrinsic motivation in our classes. One promising proposal for how we can do this is to integrate Project-Based Learning into the curriculum. In this session we'll address the following question: How might a philosophy teacher implement Project-Based Learning in his or her classes? First, I'll explain how I motivate my students with a book. In particular, I frame the term paper assignment as a student's contribution to a class book, which is subsequently compiled, formatted, edited, and (self-)published. The resulting product is a high-quality, affordable paperback book, which students can purchase. The second component of the session is a workshop designed to allow participants to discover the ways in which this project can be aligned with their goals as instructors, as well as different ways in which the project can be implemented in different classes.

C. **Christina Hendricks,** *Doing Philosophy in the Open: Why/Not?*, **Quad 344**

Open education has been much in the news lately in the form of Massive, Open, Online Courses (MOOCs). While MOOCs certainly have value by providing free courses to anyone with an internet connection, their use within institutions has been met with important criticisms (see, e.g., the open letter from SJSU Philosophy department to Professor Michael Sandel). But there are numerous ways to engage in "open education," many of them lost in the MOOC-hype of late. In this session we will discuss several ways in which one might open up one's philosophy courses, ranging from putting course materials online, to assigning texts that are free to use, reuse and revise, to inviting people outside the university to participate in one's on-campus course in limited ways. We will also engage in a discussion of why (or why not) one might consider doing so.

D. **Phil Jenkins,** *Student Presentations: The Pedagogy of Letting Others Do All the Work*, **Quad 339**

Ordinarily, we philosophy teachers are so enthusiastic about our subject that it doesn't take much for us to get up and talk for hours. The problems with teaching philosophy tend to become noticeable only when one realizes that college students can be pretty good at looking like they are paying attention even when they aren't. I teach philosophy at a small university that has a two philosophy course requirement for all undergraduates, with the result that most of the students are reluctant to look for any benefit in taking a philosophy course. How do we motivate students to learn a subject they don't realize is good for them? The goal of this workshop is to discuss how a successful student presentation driven class might work. It is hoped that this session will result in more ideas about ways students can benefit from a philosophy course by presenting the material themselves.

E. **Christine Wieseler,** *Perspectives on Disability in Biomedical Ethics*, **Quad 341**

Much literature within bioethics adopts the medical model of disability without argument and fails to consider the social model of disability. The uncritical adoption of the medical model shapes theory and practice in regard to selective abortion, healthcare rationing, and physician-assisted suicide. Many students in bioethics courses plan to become healthcare professionals. Thus, their assumptions about disability may directly affect their ability to provide optimal care. In this workshop, participants will read and discuss case studies from bioethics textbooks. We will explore ways that disability rights perspectives frame the same cases. Participants will be asked to share their own reflections on disability and experiences teaching on this topic. I will share students' responses to the readings I've included in my bioethics course. I will provide a handout with suggestions for readings that I have used in my courses that supplement mainstream bioethics texts.

A. **Theodore Bach,** *The New York Times in the Philosophy Classroom*, **Quad 361**

For the past several years I have used the print version of the New York Times as the core and required text for introductory Ethics. This session describes and critically evaluates this pedagogical approach. The session will cover four primary ways that I employ the newspaper in the philosophy classroom: (1) for framing class discussion of applications of abstract moral principles, (2) for demonstration and practice with argument reconstruction and argument evaluation, (3) as a source of topics for in-class group-work, and (4) as a source of topics for in-class student presentations. The session describes these uses, reports on past successes and failures, and facilitates a group discussion of how best to integrate this media into the philosophy classroom.

B. **Jonathan Buttaci,** *Thinking Forms in Images: An Aristotelian Insight into the Socratic Method*, **Quad 347**

I suggest the Socratic Method is not simply a method of questioning and point to the necessity of images, citing Aristotle's theory of cognition as helpful in understanding Plato's Socrates' pedagogical practice. The lesson in the Meno proceeds by manipulating geometrical diagrams, and, according to Aristotle, humans always think intelligible forms in images. Without suitable images, Socratic questions have little material to work on. So, we teachers should lead students to see the abstract form in concrete images and be familiar with the appropriate images to elucidate philosophical ideas. This comes in stages: images can help introduce an idea, test students' recognition, deepen their engagement, and encourage them to develop their own objections and arguments. I consider practical considerations (e.g. translation difficulties and classroom time constraints) as well as strategies for which sorts of images best suit each stage in the process. I engage with participants' thoughts and experiences throughout.

C. **Alissa Elliott,** *It's Like You're My Mirror: Critical Theory and Popular Culture as Introduction to Philosophy*, **Quad 344**

My high school Theory of Knowledge students were apathetic in the face of a traditional, chronological survey of philosophy but became more engaged when I shifted our focus to a critical analysis of subjectivization, commodity, and desire drawing upon the writings of Zizek, Jameson, and others. They have performed Lacanian readings of texts for English class and pop songs on the radio, brought Hegel to the history classroom, and talked about whether Kirkegaard would consider Marvel superheroes to be geniuses or apostles. This interactive workshop will feature a discussion of how and why to use critical theory and pop culture as an introduction to philosophy and we'll be playing, discussing, and expanding a game, ready for classroom use, that brings together excerpts from canonical texts and examples from film, song, and advertising.

D. **Brett Gaul,** *Hands-On Learning Activities for Philosophy Courses*, **Quad 339**

Have you ever wished you could do some hands-on activities to foster active learning in your philosophy courses? I did, and so I developed four activities—The Lego Man of Theseus, Goldilocks and the Three Buckets, The Trolley Problem Reenactment, and The Argument From Disagreement Box—to attempt to improve student learning. The activities cover the topics of identity, perception, right and wrong, as well as soundness, and can be used in such college-level philosophy courses as Introduction to Philosophy, Critical Thinking, Logic, Ethics, Metaphysics, and Epistemology. During this session I will explain the activities and their level of success. I will also present one of the activities. Session participants will then brainstorm and share possible hands-on activities for their own courses.

E. **Alden Stout and Chris Weigel,** *Psychological Influences on Philosophical Questions: Implications for Pedagogy*, **Quad 341**

Psychological mechanisms can greatly influence how students (and not just students) think about philosophical problems. Philosophers, (especially experimental philosophers), cognitive scientists and psychologists are gaining an increased understanding of these mechanisms, in particular, as to how they influence presentations of philosophical questions. This new understanding raises pedagogical questions. What is the pedagogical value of this knowledge? What responsibilities does this knowledge bring; what ethical dilemmas does this knowledge raise? This interactive panel workshop will take participants through simulations of ways of presenting questions that students encounter in philosophy 101 courses. It will first demonstrate the ways that psychology influences responses to philosophical questions, and it will then present the research that supports the claims. Finally, the authors' conclusions about the moral questions will be presented in a discussion format similar to a classroom discussion format.

A. **Rory E. Kraft, Jr,** *Using Children's Literature in College Philosophy*, **Quad 361**

From ethics to philosophy of language, aesthetics to political philosophy it possible to find good children's texts which can capture students' interests and, perhaps, display that philosophical problems are not reserved for the intellectuals in ivory towers. As children they were (or could have been) fascinated by these same problems. The use of these texts allows us to recapture their interest and bring them into a fuller, more serious examination of the issues themselves. In my presentation I draw on the literature of philosophy for children and relevant pedagogical philosophy work to show the ways in which traditional children's literature can be integrated into our philosophy classes. After an initial discussion of the methods I've used and the reactions from students, colleagues, and administrators, we will workshop together how to use a specific children's literature text, then turn to brainstorming and expanding a provided list of texts and problems distributed.

B. **Daniel Mittag,** *Why (Not?) to Use Creative Projects in Philosophy*, **Quad 347**

This session will be an interactive workshop on using creative projects in philosophy courses. As I am using the term, a creative project is any project that is completed in a format other than those we would recognize as "traditional" academic work—e.g., producing a video or a short graphic novel, writing a short story or a play, producing a painting or an etching, etc. We consider the challenges that creative projects pose, given common learning outcomes of philosophy classes, and how we might go about addressing those challenges.

C. **Ross Romero, S.J.,** *Get Rid of Cable and Upgrade to Anselm: Using Humorous Commercials to Teach the Reductio ad Absurdam Form and the Ontological Argument*, **Quad 344**

In this interactive session, I will lead participants through an experience of analyzing the commercials from DIRECTV using the reductio form, much as I do my own students. We will then discuss the differences between this form and the fallacy of absurd extension. Finally, we will place Anselm's argument for the existence of God into a reductio form. As a result, we will be in a position to discuss the pedagogical value of using commercials and short video in teaching Introduction to Philosophy and share pedagogical strategies for teaching Anselm.

D. **Ian Stoner,** *Teaching Philosophical Reading With Small Group Discussion Guides*, **Quad 339**

One goal of philosophy instruction, especially at the lower-division college level, is to introduce students to the deep reading techniques characteristic of philosophers. Students, who sometimes arrive skilled in speedy, superficial, information-sifting approaches to reading, are usually new to the slow, interrogative, critical style of reading appropriate for philosophical texts. In this workshop I will present a method for teaching philosophical reading: small-group discussion guides. Discussion guides are reading- and course-specific. They walk students through a given text, prompting them to discuss, at each step of the way, the kinds of questions expert readers would ask of the text. Through the guide, I can help structure the reading for novice readers and direct their responses to it. This allows students to practice philosophical reading—to do philosophy—with the support of peers, in a way that reduces the risk of outright failure, unproductive confusion, and the illusion of understanding.

E. **Frances Bottenberg,** *Authoritative Learning: Reflections on an Experiment in Classroom Power-Sharing*, **Quad 341**

In this session, participants will be encouraged to think about the benefits and the possible pitfalls of power-sharing in the philosophy classroom. In that power-sharing processes such as syllabus coauthoring and peer-grading disrupt students' status as objects, clients or spectators, power-sharing in the philosophy classroom can be a powerful tool for tuning students in to their own growth and self-determination – a means to create authoritative learning. In the presentation, I develop authoritative learning as a threshold concept particularly relevant to student learning in philosophy classes, drawing on examples from my own teaching practices. Participants will be invited to critically consider the ideas of well-known voices in the campaign to democratize the classroom, including John Dewey, Paolo Freire and Martha Nussbaum, and will be introduced to a variety of techniques to try in their own classrooms

A. **Marisol Brito and Alexander Fink,** *Schooled by Those Who Come Before Us: Lessons in Pedagogy from Early Childhood Education***, Quad 361**

> This workshop will examine the wealth of pedagogical knowledge present in early childhood education and the power such knowledge has to support successes and explain failures to "practice what we preach" as ethics and philosophy teachers in college and university classrooms. In particular, we will explore the Montessori influenced practice of praise vs. encouragement. Further, building on the group's work with praise vs. encouragement, we will discuss student agency in the classroom, and the ways early childhood education can help us to better embody in our teaching the kind of ethical practices we teach from our texts.

B. **James Hitt, Aaron Kostko, Brendan Palla, Lisa Tsay,** *Assessing Student Learning: Challenges and Barriers***, Quad 347**

> Participants may choose one of four workshops on strategies to assess student learning within philosophy. Workshop one focuses on overcoming hurdles within Performance Task (PT) measures (or Collegiate Learning Assessment (CLA)): PTs favor statistical reasoning over informal/formal logic; PTs need formative assessment support. Workshop two focuses on challenges in developing CLA-Style PT measures for integrated learning courses that have discipline-specific criteria, cross-disciplinary assessment, and assessment of results within a curriculum committee. Workshop three focuses on the importance of integrated curricula, barriers to developing and implementing an integrated curriculum, and designing assessment strategies that reflect the integrative nature of the curriculum while also respecting disciplinary integrity. Workshop four will address challenges in using evidence-based approaches to classroom assessment and discuss coping strategies to overcome them. Participants will have hands-on experience with evidence-based tactics and take home their own innovations. Material for each approach will be shared.

C. **Leslie C. Miller,** *Philosophical Practice: What it Is, How it Works, and How to Incorporate it into Your Philosophical Classroom***, Quad 344**

> The Socratic ideal of philosophy as an active and applied discipline that guides its votaries in utilizing philosophy in their daily lives seems to have lost favor with academic philosophers, and thus has disappeared from the philosophy classroom. As a certified Philosophical Practitioner, I find this to be a disservice to both students of philosophy and their professors. In this hands-on workshop, I will present an approach to lower-division philosophy courses that is informed by Philosophical Practice that is designed to bring the Socratic ideal back to classroom as a means of engaging students and providing even the most philosophy-resistant among them benefits that improve their lives outside of the course. Participants will receive a brief explanation of Philosophical Practice and its methods, participate in sessions, examine and discuss several assignments based on Practical Philosophy, and then work together to create their own assignments based on the workshop material.

D. **Kelly Joseph Salsbery,** *Creating Movies for Teaching in the 21st Century Philosophy Classroom***, Quad 339**

> College faculty have faced a multifaceted problem of how to integrate digital technology into their teaching. First, the cost of many of the software programs has been prohibitive. Second, the learning-curve with respect to these programs has been rather steep (especially for those lacking a technical background). Third, the investment of time needed to create media and applications seemed too large. Over the last decade, however, these barriers have been mitigated to a large degree. This session will focus on the use of affordable computer software to create movies for use in the classroom and online. We will first explore the pedagogical benefits of creating movies for this use and then address some of the nuts and bolts of particular movie making tools. The use of such technology is especially relevant to introductory philosophy, logic, and critical thinking courses, however, all levels and areas of philosophy can benefit from it.

E. **Kristin Schaupp,** *Trading in Values: Disagreement, Rationality, and Inclusivity***, Quad 341**

> Philosophers often teach topics which are controversial and where value-laden content plays a significant role. Whether we choose to facilitate discussions from a value-neutral or a value-transparent position, various problems arise. A recent epistemological debate poses an even greater threat by questioning the very possibility for rational disagreement. In this session, we will look at the various challenges this debate poses for the philosophy classroom including the potential problems it creates for inclusivity. Participants will consider their individual responses to the debate and draw on their own experience in the classroom to brainstorm solutions to the issues that arise.

F. **Paul Green,** *Motivating Students: What The Research Shows***, Quad 365**

> What motivates students to learn? The answers might surprise you. In this session we will work through what psychologists have learned about human motivation, and how we can use it in the classroom. Participants will learn some basic principles to use when evaluating how effective their course design and instructional activities are in motivating students to learn.

Members Meeting

All Conference Attendees are invited to attend the AAPT Members Meeting

---

Presidential Address

David Concepción

Friday, 6:30 - 8:30
Centenary Room

Title TBA

**Our Banquet Follows the Presidential Address
in the
Great Hall**

Philosophy Trivia   **Friday 9pm**
Br. Willie's Pub

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

A. **James R. Davis,** *Thinking Like An Existentialist: Some Strategies For Making Difficult Texts Accessible***, Quad 361**

Reading existentialist philosophy can be a daunting task for students, particularly those who have no background in philosophy. Translating the "word soup" of Kierkegaard or Sartre into ideas that students understand and can use to approach the questions and decisions that face them in everyday life can be a challenge. Incorporating novels, film, journals, and a culminating assignment that asks them to create their own existentialist work of art, helps students in my Introduction to Existentialism course gain a concrete foothold on some of the key abstract concepts of existential philosophers and develop a personal understanding of how these ideas can empower them to take hold of their day-to-day lives. In my presentation, I will discuss some of the strategies and assignments I have used, and give examples of how students have responded.

B. **Mo Janzen,** *Beyond Theories: Using Civic Engagement Projects in Online and Traditional Classrooms***, Quad 347**

In this presentation, I will discuss how civic engagement projects in both traditional and online philosophy classes can help students move beyond a theoretical comprehension of philosophy to a rich understanding of its applications in their lives and the community in which they live. These projects help students gain philosophical skills, capacities for agency and social change, and practical skills (such as time management). As part of the presentation, attendees of the discussion will learn about this "assignment" and how they might "select" a project. I will also share a website I developed along with my colleagues, that has resources to help faculty implement civic engagement projects in their own classes.

C. **Rory E. Kraft, Jr,** *A Philosopher in the Faculty Senate: To Be a Gadfly***, Quad 344**

A common defense of philosophy is that through the examination of arguments and consideration of concepts we come to be better people. Further, we point to Socrates' activities in Athens' agora as a manner of publicly being a philosopher – a gadfly testing those we encounter. Yet, there is scant attention paid to the role of philosophers on campus. The workshop will primarily be composed of sharing what we have experienced to both encourage the continued gadfly-ness of attendees and provide insight into what methods of philosophical work have proven to be successful in shaping conversations on campus. In starting the conversation, I'll share how philosophical consideration of rule following informs my service as faculty parliamentarian, how philosophical concept analysis assists in determining what is "general" in general education, and how the Euthyphro allows us to consider if something is an outcome because it's assessable, or assessable because it's the outcome.

D. **Scott McElreath,** *How Much Critical Thinking is Critical?***, Quad 339**

Almost all of our students will take only one philosophy course. We want them to learn theories or concepts that are needed for them to acquire critical thinking skills. But, unless the course is one devoted entirely to critical thinking such as Introduction to Logic or Critical Thinking, we have to juggle this desire with our goal to cover the rest of the course content. In this presentation, I intend to facilitate a discussion of how to decide how much critical thinking is critical in courses that do not primarily focus on critical thinking. I will start with the principles that guide me when I make that decision, show how I try to follow those principles in a fully developed course, and then use a group exercise that offers participants the opportunity to apply those principles to a course of their choosing, to create alternative principles, and to share their findings.

E. **Jessey Wright,** *Course Participation: Defining and Evaluating Student Participation***, Quad 341**

Students in philosophy are expected to develop their ability to critically and productively engage with the studied literature and peers. Class participation and active engagement is critical to student success in this setting. Requiring participation in class is a common strategy for encouraging the development of relevant skills. This workshop begins with an overview of research into different strategies for effectively encouraging student participation and recommendations for broadening our definition of participation in the classroom to participation in the course (which includes participation outside of the classroom). Then a method for assessing participation will be presented and discussed. The assessment requires students to write a short paper explaining what they have done to participate in the course and how their involvement has impacted their learning. This encourages students to take ownership of their own involvement, and requires them to present a clear, concise argument that is supported by adequate justification.

A. **Dennis Earl,** *The Four-Sentence Paper and Templates for Argumentative Writing***, Quad 361**

    An ideal thesis-defense paper not only defends its thesis, but also considers and replies to an objection. Yet students find such standard argumentative "moves" unfamiliar, especially students in introductory-level courses. Graff and Birkenstein suggest using templates to help students recognize and employ such moves, and they emphasize framing one's own views (what "I say") in terms of the views of others (or what "they say"). A useful short exercise I've developed extends this approach. I call it "the four-sentence paper," which follows this template: They say _____. I say _____. One might object that _____. I reply that _____. The exercise reinforces the components of a good thesis-defense paper, especially that of considering objections. This session gives examples of the exercise applied to various topics in philosophy. Participants will practice the exercise too, with discussion geared toward improving the exercise and extending it to other types of writing assignments.

B. **Debra Jackson and Paul Newberry,** *Scaling the Step-by-Step Method: A Blended Approach to Critical Thinking***, Quad 347**

    Many faculty are confident that student success in critical thinking courses requires significant one-on-one attention from their instructor. Yet, on many campuses, budgetary pressures have reduced faculty lines and increased class sizes, and as a result students perform worse than ever. So, we wonder, is it possible to increase class size without sacrificing individual attention to students? In this session, we will briefly summarize Cahill and Bloch-Schulman's "Argumentation Step-by-Step" method for critical thinking instruction and explain how we modified this method to accommodate large classes using a blend of online and face-to-face components. Then, participants will apply this approach to their own context, which may include campus pressures for larger class sizes or online instruction, various program and general-education assessment needs, and/or differing institutional definitions of 'critical thinking'.

C. **Paul Neiman and Linda V. Neiman,** *Engaging Students in Philosophy Texts***, Quad 344**

    Nothing is as frustrating as students who come to class unprepared. Merely assigning reading does not ensure that students will do it; neither does pop quizzes. This workshop will explore the reasons students do not read assigned texts prior to coming to class, and present instructors with teaching techniques designed to engage students in texts by providing them with a purpose to read. These techniques create a framework for students to follow as they read, which enable students to find texts more approachable, engaging, and understandable. Providing a purpose to read can increase the number of students who complete reading assignments and are ready for class discussions. Explore three strategies that will engage students in reading text, that are easy to implement, and that ultimately increase student retention.

D. **Erica Stonestreet,** *Engaged Seat Time: Using Clickers in the Philosophy Classroom***, Quad 339**

    Clicker technology is designed to make students more active participants during their "seat time" in class. Engagement is more likely when they interact with peers and wrestle with the material, and clickers (student response systems) are useful in facilitating these activities. Clicker questions invite students to first think for themselves, then discuss their reasoning with peers—thus encouraging active thinking and reasoning as an integral part of class, and not just as part of their homework. This session will center on the uses and design of clicker questions to enhance both logic courses and more traditional discussion and lecture courses. Participants will get to use clickers and spend time designing questions they might use in their own courses.

A. **Bill Anelli,** *Creating Meaningful Course Learning Outcomes Across a Diversity of Teaching Approaches: Can It Be Done? Can It Be Fair?***, Quad 361**

Is it possible to create meaningfully measurable course learning outcomes across multiple sections of an introductory philosophy course while maximizing instructor freedom of content and form? If instructor freedom should be limited, in what way should it be limited? This presentation will begin with a matrix of related lists: 1) types of introduction to philosophy courses; 2) common instructor pedagogies; 3) a sample list of course learning outcomes for introduction to philosophy courses; and finally, 4) a list of outcome measurement approaches. At this point we will stop to briefly assess my lists and discuss. The session will conclude with a discussion of how course learning outcomes may be unfairly biased by certain pedagogical approaches or kinds of course structures. I will also make suggestions about how to maximize the meaningfulness of these outcomes given the diversity of teaching approaches.

B. **Danielle Lake,** *Teaching for Democratic Citizenship: Shifting Power and Fostering Community***, Quad 347**

This session begins with the premise that teaching effective democratic thinking and action for an engaged citizenry is essential for the kinds of social problems we face ahead. I thus suggest traditional philosophy instruction could better prepare students for these challenges by 1) more intentionally pursuing pedagogical techniques that encourage students to co-develop participatory virtues, 2) fostering opportunities for community-building within the classroom, and 3) creating assignments which encourage students take more ownership in the class. Thus, opportunities for community-building, assignments encouraging leadership, and strategies for collaboration will all be addressed within the session. Examples will be provided along with opportunities to design and implement classroom activities and assignments in your course. Ultimately, this session seeks to provide ideas for more intentionally preparing students to not simply think democratically, but to act democratically.

C. **Curtis Robinson,** *A Normative Reevaluation of Academic Philosophy: The Dichotomy Between Pedagogical Training and Individual Research***, Quad 344**

The goal of this workshop is to facilitate a conversation concerning the current value system in academic philosophy regarding the role novel research and pedagogical development play in the evaluation of students. The primary question of this presentation is 'what is the optimal relation between novel research and pedagogical development in philosophy graduate programs that will best advance philosophy as a discipline'? Through a collective exploration of this question, one fundamental element that will be addressed is the nature, quality, and subsequent product of the faculty of imagination. Since the imagination seems to play a pivotal role in the creation of innovative research, communally evaluating the imagination will help cement our perspective of academic philosophy. Once we have explored possible theories concerning the optimal relation between research and pedagogical development, we will conclude by introducing some possible methodological procedures or institutional alterations that could achieve such a relation.

D. **Kelly Joseph Salsbery,** *Creative Projects in Philosophy***, Quad 339**

This session will focus on the use of creative projects in a philosophy course. One way of doing this involves a student completing a creative work of some sort that focuses on ideas and issues relevant to the course and then writing a 5-6 page paper which explains in detail the nature of their creative work, what it means, and how this is relevant to the course. Creative works include things such as paintings, drawings, sculptures, short stories, excerpts from novels, collections of poems, plays, films/videos, music, and computer presentations or games. During the session, participants will have an opportunity to see examples of creative projects and how they are evaluated. Also, they will have an opportunity to discuss some of the issues involved in using creative projects.

E. **Reneé Smith,** *Scaffolding Deep Reading Instruction***, Quad 341**

What has been called reading to learn or deep reading is an integral part of the content of a philosophy course. This session will present a "scaffolded" approach to explicit reading instruction, specifically, one whereby instructors first model the stages of reading philosophy, then support students as they employ these techniques, and finally assess and provide feedback on students' attempts. Participants will generate ideas for using the scaffolded approach to deep reading instruction in their own courses.

F. **Adam R. Thompson,** *Developing Non-Visual Aids for Philosophy Students who are Visually Impaired or Blind***, Quad 365**

In general, the aim of the project and session is to further our understanding of how to create tools for learning philosophy that can help us as educators meet the needs of all our students. In particular, my focus is on the development of non-standard learning aids for persons who are visually impaired or blind that preserve the educational value of the many visual aids we typically use in our philosophy classrooms. I hope, then, that this interactive workshop will establish a foundation that can help us meet a moral (and legal) obligation--namely, to develop and implement non-visual aids that do the work of valuable visual aids for individuals in our classrooms who cannot benefit from the text alone nor from visual aids qua visual aids.

A. **Donna Engelmann and Amy Shapiro,** *Teaching Philosophy with Emotion in Mind***, Quad 361**

In this session, participants will consider the role of emotion in teaching philosophy, share their own course outcomes, learning experiences and assessments which incorporate the affective dimension of learning, and suggest new strategies to effectively address affective dimensions of learning philosophy. The facilitators will share their own experiences of teaching for learning outcomes and creating learning experiences and assessments which elicit students' emotional response to course materials, toward the end of learning that is transformative for students. They will suggest that creating systematic reflection processes in philosophy courses is central to successfully integrating the cognitive and affective dimensions of learning.

B. **Dahlia Guzman, Javiera Perez-Gomez, Sarah Wieten and Andrew Winters,** *Plagiarism and Unsuccessful Retrieval: Opportunities for Developing Understanding and Character***, Quad 347**

We believe traditional methods for dealing with plagiarism and failed assignments avoid possible learning opportunities. In particular, novel responses to plagiarism will allow students to take ownership of their education so they become cognizant of their abilities and make fruitful contributions. Some of the novel approaches to be discussed include: using pre-testing exercises, repetitious retrieval exercises, and revisiting failed assignments. Approaches like these have received empirical support from experimental psychologists and neurobiologists. In light of such approaches we recommend moving beyond explaining how to provide accurate citations, to seeing plagiarism as an opportunity to foster a stronger relationship between the student and the course work. This panel will explore new avenues for dealing with these "problem cases", and help educators better envision themselves as facilitators of the learning process—thereby promoting a learning environment in which students are likely to be more willing to take risks and participate in learning.

C. **Melissa Jacquart, Lead TA,** *A Peer Graduate Student Teacher Training Program***, Quad 344**

This workshop will discuss one approach to graduate student teacher training: peer training of TAs by a fellow graduate student, or "Lead TA". I will provide an informative introduction to Western University's Lead TA program, and its implementation in our philosophy department. The remainder of the workshop will focus on how the Lead TA program utilizes an active learning approach in TA training, as well as how it includes strategies for prioritizing inclusivity in the undergraduate philosophy classroom. Participants will receive a variety of TA resources, as well as resources useful for developing their own TA training program.

D. **Monique Whitaker, Updating Syllabi, Reimagining Assignments, and Encouraging Error,** *Strategies for Retaining Marginalized Students in Philosophy***, Quad 339**

This workshop will give participants practical tools to tackle the precipitous drop-off in students of color and women after introductory-level philosophy classes, by addressing things like syllabi composition, stereotype threat, and inadequate educational preparation. We'll discuss how to source more representative material to update syllabi, without dramatically changing the focus of one's existing class; how to use creative assignments and improvement-focused grading to teach critical analysis of texts, while bypassing pre-existing student belief in their lack of ability; and how to encourage error to further break down student expectations of failure. As well as sharing strategies I've employed in my own teaching, I'll draw on participants' teaching experience to help revise and improve these further—to collaborate on creating a short reading list, try out alternative reading assignments, and help develop effective responses to student mistakes.

E. **Jennifer Wilson Mulnix and Michael Mulnix,** *Building Philosophical Skills***, Quad 341**

This interactive workshop will discuss different strategies for building philosophical skills into course curriculum through staged assignments. The hope is that the session will provide examples of how this can be done for different course levels so that the skills associated with doing philosophy are introduced, reintroduced, and reinforced throughout. To this end, the session will start by articulating what we take the central skills of philosophy. Drawing upon the four philosophical skills highlighted in John Rudisill's Teaching Philosophy article, these include the skills of interpretation and analysis, argumentation, philosophical knowledge and methodology, and communication; and we also add the fifth skill of using the conclusions reached from the exercise of these other skills in the service of living well. Second, the session will provide sample assignments aimed at developing these skills at varying levels of proficiency. Finally, the session will end with group discussion and collaboration on other sorts of staged assignments used by others to develop the skills of philosophy in our students.

Plenary Session

Saturday, 4:00 - 5:30pm
Centenary Room

Amy Ferrer

The American Philosophical Association: Past, Present, and Future

---

Conference Barbecue

Saturday, 6:00 - 8:00pm
Sexton Commons

Philosophy on Tap, with Matt Lawrence   **Saturday, 8:00-9:30pm**
A Guided Tour of Select Beer and Philosophy Pairings   Br. Willie's Pub

Author Matt Lawrence will take us on a guided beer tasting of five great craft brews, while discussing several of the philosophical conundrums from his book Philosophy on Tap: Pint-Sized Puzzles for the Pub Philosopher. Topics will include *The Beer Goggles Paradox: Why Do People Become More Beautiful with Each Beer You Drink?*, and *What Mary Didn't Know About Lager: A Pub-Twist on Frank Jackson's Famous Case.*

And don't forget...

The Get-Away Get-Together at Emily Esch's Home

Sunday, 10:30am - 2:30pm

Everyone is invited to Emily Esch's home in St. Cloud on the Mississippi River.
Drop by anytime on Sunday between 10:30 and 2:30.
Food and beverages will be provided.
See the conference registration desk for details.

Presenter Contact Information

Presenter	Session	Institutional Affiliation	Contact Information
Bill Anelli	4, 11	Philosophy, Modesto Jr. College	philosopherbill@gmail.com 430 Magnolia Ave. Modesto CA 95354
Theodore Bach	6	Bowling Green State University: Firelands College	1 University Dr. Huron OH 44839
Nim Batchelor	4	Philosophy, Elon University	batchelo@elon.edu 100 Haggard Ave. Dept. of Philosophy Elon University Elon NC 27244
Stephen Bloch-Schulman	4, Friday Morning Plenary	Philosophy, Elon University	sschulman@elon.edu 2340 Campus Box Elon University Elon NC 27244
Frances Bottenberg	7	Philosophy, Elon University	fbottenberg@elon.edu 2340 Campus Box Elon University Elon NC 27244
Marisol Brito	8	Philosophy, University of Minnesota	marisol.brito@gmail.com
Kelly Burns	2	Philosophy, Dominican University	kburns@dom.edu Dominican University 7900 W. Division St. River Forest IL 60305
Jonathan Buttaci	6	Philosophy, University of Pittsburgh	jbuttaci@gmail.com
Daryl Close	1	Philosophy, Heidelberg University	dclose@heidelberg.edu 310 E. Market St. Tiffin OH 44883
James Conlon	1	Philosophy, Mount Mary University	conlonj@mtmary.edu Mount Mary University 2900 N. Menomonee River Pkwy Milwaukee WI 53222
David W. Concepción	Friday Evening Plenary	Philosophy and Religious Studies, Ball State University	dwconcepcion@bsu.edu Department of Philosophy, NQ 204 Muncie IN 47306
Emily Crookston	2	Philosophy and Religious Studies, Coastal Carolina University	ecrooksto@coastal.edu 619 Woodmoor Dr. #201 Murrells Inlet SC 29576
James R. Davis	9	Boston University Academy	jdavis@bu.edu 23 Cliff St., Apt. 2 Beverly MA 01915

Presenter	Session	Institutional Affiliation	Contact Information
Jed Donelan	5	Philosophy, Franklin Pierce University	donelanj@franklinpierce.edu Franklin Pierce University 40 Univeristy Drive Rindge NH 03461
Dennis Earl	10	Philosophy and Religious Studies, Coastal Carolina University	dearl@coastal.edu Department of Philosophy and Religious Studies P.O. Box 261954 Coastal Carolina University Conway SC 29528-6054
Alissa Elliott	10	English, Rainard School	alissa.bouler@gmail.com 108 White St. Huntsville AL 35801
Donna Engelmann	12	Philosophy, Alverno College	donna.engelmann@alverno.edu Alverno College Department of Philosophy 3400 S. 43rd Street Milwaukee WI 53234-3922
Amy Ferrer	Saturday Afternoon Plenary		
Alexander Fink	8	Youth Studies, University of Minnesota	finkx082@umn.edu
Brett Gaul	6	Philosophy, Southwest Minnesota State University	brett.gaul@smsu.edu Southwest Minnesota State University Philosophy Program 1501 State Street Marshall MN 56258
Paul Green	8	Philosophy, Mount St. Mary's College	pgreen@msmc.la.edu Department of Philosophy Mount St. Mary's College 12001 Chalon Road Los Angeles CA 90049
Dahlia Guzman	12	Philosophy, University of South Florida	dahlia1@mail.usf.edu
Maralee Harrell	2	Philosophy, Carnegie Mellon University	mharrell@cmu.edu Carnegie Mellon University Philosophy Department 135 Baker Hall Pittsburgh PA 15213
Landon Hedrick	5	Philosophy, University of Nebraska- Lincoln	landon.hedrick@huskers.unl.edu 5611 Abbey Ct. #9 Lincoln NE 68505
Christina Hendricks	5	Philosophy, University of British Columbia	c.hendricks@ubc.ca Dept. of Philosophy University of British Columbia 1866 Main Mall, E370 Vancouver BC V6T 1Z1 Canada

Presenter	Session	Institutional Affiliation	Contact Information
James Hitt	8	Philosophy, Saginaw Valley State University	jhitt@svsu.edu Saginaw Valley State University Department of Philosophy Brown Hall 350 University Center MI 48710
Janine Marie Idziak	2	Philosophy, Loras College	Janine.Idziak@loras.edu Loras College 1450 Alta Vista Dubuque IA 52001
Debra Jackson	10	Philosophy and Religious Studies, CSU Bakersfield	djackson9@csub.edu CSU Bakersfield Department of Philosophy and Religious Studies 9001 Stockdale Hwy Bakersfield CA 93311
Melissa Jacquart	12	Rotman Institute of Philosophy, Western University	mjacquar@uwo.ca 1151 Richmond St. Stevenson Hall, Philosophy Dept London ON N6A 5B8 Canada
Mo Janzen	9	Philosophy, Hennepin Technical College	mojanzen@gmail.com 5519 45th Ave South Minneapolis MN 55417
Phil Jenkins	5	Philosophy, Marywood University	pjenkins@marywood.edu 2300 Adams Scranton PA 18509
Jeff Johnson	3	Philosophy, St. Catherine University	jtjohnson@stkate.edu St. Catherine University 2004 Randolph Ave Box 4284 Saint Paul MN 55105
Jean Keller	Plenary	Philosophy, College of Saint Benedict and Saint John's University	jkeller@csbsju.edu Dept. of Philosophy St. John's University Collegeville MN 56321
Aaron Kostko	8	Center for Learning Innovation, University of Minnesota Rochester	atkostko@r.umn.edu
Rory E. Kraft, Jr	7, 9	English and Humanities, York College of Pennsylvania	rkraft1@ycp.edu York College of Pennsylvania English and Humanities Dept. York PA 17403
Danielle Lake	11	Liberal Studies, Grand Valley State University	lakeda@gvsu.edu
Matt Lawrence	Saturday Night	Philosophy, Long Beach City College	mlawrence@lbcc.edu

Presenter	Session	Institutional Affiliation	Contact Information
Rhona Leibel	3	Philosophy, Metropolitan State University	Rhona.Leibel@metrostate.edu Metropolitan State University 700 East Seventh Street St Paul MN 55106
Sarah Lublink	4	Humanities and Fine Arts, Edison State College	slublink@edison.edu Edison State College Department of Humanities and Fine Arts 8099 College Parkway Fort Myers FL 33919
Russell Marcus	Friday Night	Philosophy, Hamilton College	rmarcus1@hamilton.edu Hamilton College Clinton NY 13323
Scott McElreath	9	Liberal Studies, William Peace University	smcelreath@peace.edu William Peace University 15 East Peace Street Raleigh NC 27604
Leslie C. Miller	8	Languages, Literature, and Mass Communication, Colorado Mesa University	lmiller@coloradomesa.edu Colorado Mesa University 1100 North Avenue Languages, Literature, and Mass Communications Grand Junction CO 81501
Andrew Mills	3	Religion and Philosophy, Otterbein University	amills@otterbein.edu Dept of Religion and Philosophy Otterbein University 1 South Grove St Westerville OH 43081
Francisco Miraval	4	Colorado Heights University	fmiraval@chu.edu 18121 E. Hampden Avenue 120-C Aurora CO 80013
Daniel Mittag	7	Philosophy, Albion College	dmittag@albion.edu Department of Philosophy Albion College 611 E. Porter St. Albion MI 49224
Sarah Morales	1	Philosophy, Community College of Baltimore County	
Michael Mulnix	12	Philosophy, Salem State University	mmulnix@salemstate.edu 352 Lafayette St. Salem MA 01970
Jennifer Wilson Mulnix	12	Philosophy, University of Massachusetts Dartmouth	jmulnix@umassd.edu UMass Dartmouth 285 Old Westport Rd. North Dartmouth MA 02747
Paul Neiman	10	Philosophy, St. Cloud State University	pgneiman@stcloudstate.edu

Presenter	Session	Institutional Affiliation	Contact Information
Linda V. Neiman	10	School of Education, Cardinal Stritch University	lvneiman@gmail.com 4120 S Lake Dr Unit 167 St Francis WI 53235
Paul Newberry	10	Philosophy and Religious Studies, California State University, Bakersfield	pnewberry@csub.edu Dept. of Philosophy and Religious Studies 9001 Stockdale Hwy Bakersfield CA 93311-1022
Kathery Norlock	Friday Morning Plenary	Philosophy, Trent University	kathrynnorlock@trentu.ca
Brendan Palla	8	Philosophy, University of Great Falls	bpalla01@ugf.edu 308 2nd St. N Great Falls MT 59401
Garry Pech	3	Philosophy, St. Catherine University	gpech@stkate.edu St. Catherine University 2004 Randolph Ave. St. Paul MN 55105
Javiera Perez-Gomez	12	Philosophy, University of Maryland , College Park	perezgomezjm@gmail.com
Curtis Robinson	11	Philosophy, University of Guelph	crobin08@uoguelph.ca
Ross Romero, S.J.	7	Philosophy, Creighton University	rossromero@creighton.edu 2500 California Plaza Creighton University Omaha NE 68178
Adam M. Rosenfeld	4	History, North Carolina A&T State University	arosenfe@ncat.edu
Kelly Joseph Salsbery	8, 11	Multidisciplinary Programs, Stephen F. Austin State University	ksalsbery@sfasu.edu Stephen F. Austin State University Division of Multidisciplinary Programs Philosophy Nacogdoches TX 75962
Kristin Schaupp	8	Philosophy, University of Wisconsin - Eau Claire	schaupkp@uwec.edu University of Wisconsin-Eau Claire Dept of Philosophy and Religious Studies 105 Garfield Ave Eau Claire WI 54702-4004
Michael Schleeter	1	Philosophy, Pacific Lutheran University	schleemt@plu.edu 207 Hauge Pacific Lutheran University Tacoma WA 98447
Jeanine Weekes Schroer	Friday Morning Plenary	Philosophy, University of Minnesota Duluth	jschroer@d.umn.edu

Presenter	Session	Institutional Affiliation	Contact Information
Rebecca Scott	3	Philosophy, Loyola University Chicago	rscott@luc.edu
Amy Shapiro	12	Philosophy, Alverno College	amy.shapiro@alverno.edu
Reneé Smith	11	Philosophy and Religious Studies, Coastal Carolina University	rsmith@coastal.edu Department of Philosophy and Religious Studies, PO Box 261954 Coastal Carolina University Conway SC 29528-6054
Ian Stoner	7	Philosophy, University of Minnesota	ston0235@umn.edu
Erica Stonestreet	10	Philosophy, College of Saint Benedict and Saint John's University	estonestreet@csbsju.edu
Alden Stout	6	Philosophy, Morningside College	stoutj@morningside.edu 1501 Morningside Ave Sioux City IA 51106
Adam R Thompson	11	Philosophy, University of Nebraska-Lincoln	adamrosst@gmail.com 348 S. 28th Street Lincoln NE 68510
Lisa S. Tsay	8	Philosophy, Saginaw Valley State University	stsay@svsu.edu Department of Philosophy Saginaw Valley State University University Center MI 48710
Kimberly Van Orman	3	Institute for Teaching, Learning and Academic Leadership, University at Albany, SUNY	kvanorman@albany.edu ITLAL, Library-B69 1400 Washington Ave Albany NY 12020
Chris Weigel	6	Philosophy, Utah Valley University	weigelch@gmail.com 800 W. University Parkway Orem UT 84058
Monique Whitaker	12	Philosophy, City University of New York Graduate Center	mwhitaker@gc.cuny.edu
Matt Whitt	2	Thompson Writing Program, Duke University	matt.whitt@duke.edu Box 90025 Duke University Durham NC 27708
Christine Wieseler	5	Philosophy, University of South Florida	wieseler@mail.usf.edu
Sarah Wieten	12	Philosophy, University of South Florida	wietens@mail.usf.edu

Presenter	Session	Institutional Affiliation	Contact Information
Andrew M. Winters	12	Philosophy, University of South Florida	wintersa@mail.usf.edu University of South Florida 4202 East Fowler Avenue FAO 236 Tampa FL 33620
Charles Whitmer Wright	3	College of Saint Benedict and Saint John's University	cwright@csbsju.edu Quad 359C Saint John's University 2850 Abbey Plaza Collegeville MN 56321
Jessey Wright	9	Philosophy, University of Western Ontario	jwrig25@uwo.ca
Todd Zakrajsek	Thursday Afternoon Plenary	UNC-Chapel Hill	

Acknowledgements

Our sincere thanks to all who helped make the Twentieth Biennial International Workshop/Conference on Teaching Philosophy happen.

AAPT Program Committee
>Dave Concepción
>James Davis
>Betsy Decyk
>Jed Donelan
>Donna Engelmann
>Emily Esch
>Galen Foresman
>Paul Green
>Kevin Hermberg
>Rory E. Kraft, Jr
>Russell Marcus (co-chair)
>Mimi Marinucci
>Scott McElreath
>Andrew Mills
>Dan Mittag
>Jennifer Mulnix
>Mike Mulnix (co-chair)
>Tom Riley

At CSB/SJU
>Emily Esch
>Erica Stonestreet
>Laura Schmitz
>Jeff Wubbels

Thanks to our hosts, **The College of St. Benedict and St. John's University**, and to **the American Philosophical Association** for their support.

Thanks to Andrew Mills for organizing AAPT's sessions at the APA Divisional meetings for the last two years.

Thanks to Nathan Nobis and Galen Foresman for organizing the American Association of Philosophy Teachers Workshop on Teaching and Learning in Philosophy, Saturday, June 1, 2013, at Morehouse College, Atlanta, GA.

Thanks to the 2012-2014 AAPT Board for their service.

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

About the AAPT

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

AAPT Board of Directors

Executive Director
  Emily Esch (College of St. Benedict/St. John's University)
  eesch@csbsju.edu

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

Vice President
  Andy Carpenter (John Hancock University)
  andy@andrewcarpenter.net

Immediate Past President
  Nils Rauhut (Coastal Carolina University)
  nrauhut@coastal.edu

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

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

At-Large Members
  Bill Anelli (Modesto Junior College)
  anellib@mjc.edu

  Mimi Marinucci (Eastern Washington University)
  mmarinucci@ewu.edu

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

  Andrew Mills (Otterbein College)
  AMills@otterbein.edu

  Jennifer Wilson Mulnix (University of Massachusetts Dartmouth)
  jmulnix@umassd.edu

AAPT Committee Chairs

Communications Committee
  Kevin Hermberg (Dominican College)
  kevin.hermberg@dc.edu

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

Lenssen Prize Committee
  Andy Carpenter (John Hancock University)
  andy@andrewcarpenter.net

Nominating Committee
  Rob Loftis (Lorain County Community College)
  jloftis@lorainccc.edu

Program Committee
  Russell Marcus (Hamilton College)
  rmarcus1@hamilton.edu

  Michael Mulnix (Salem State University)
  michael.mulnix@salemstate.edu

Speaker and Awards Committee
  Scott McElreath (William Peace University)
  scott.mcelreath@peace.edu

Teaching and Learning Seminar Committee
  Donna Engelmann (Alverno College)
  Donna.Engelmann@alverno.edu

How Can You Participate in the AAPT?

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

The Board of Directors

The President. The President is the chief executive officer of the corporation. She/he presides at all meetings of the members and of the Board, manages affairs of the corporation, and sees that all orders and resolutions of the Board are carried into effect.

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

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

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

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

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

The Standing Committees

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

The Finance Committee is charged with oversight of the financial activities of the Board.

The Lenssen Prize Committee is responsible for reviewing the work of the candidates for the Lenssen prize according to the criteria developed by the Board. The Lenssen prize is for the best essay written on the teaching of philosophy.

The Nominating Committee consists of four members of the AAPT elected by a majority vote of members present at regular full meetings of the AAPT and serving two (2) year terms. This committee is responsible for (1) nominating people for the positions of Vice-President and AtLarge Board Member, and (2) overseeing the (mail ballot) election which fills those positions.

The Program Committee is charged will all aspects of the workshop-conference program, including but not necessarily limited to: the solicitation and selection of workshop-conference proposals; the scheduling of sessions; the production of the program guide for attendees.

The Speakers and Awards Committee develops and recommends policies and procedures regarding all AAPT awards, including policies and procedures regarding stipends and honoraria for speakers at the biennial workshop-conferences.

The Teaching and Learning Committee is responsible for developing the APA/AAPT Seminar, including choosing the facilitators.

Additional Opportunities for Being Active in the AAPT

Conference Host/Conference Site Coordinator is a person at the chosen conference site who has taken responsibility on behalf of the Site Institution for hosting the AAPT workshopconference and for making local arrangements.

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

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

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

Organize an Off-Year Conference. The AAPT often hosts a small conference during the odd years.

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

If you have any questions, please contact Emily Esch, Executive Director, emily.esch@gmail.com, or any of the Board Directors.

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

Vist our Website at http://philosophyteachers.org.

Insert
PLATO's Membership Form