**The American Association
of Philosophy Teachers**

AAPT

**Twenty-Fourth Biennial
Workshop-Conference
on Teaching Philosophy**

July 24 – 28, 2024
Otterbein University

#AAPT24

Registration and Conference Check-In

Conference Registration and check-in will be on the first floor of Roush Hall
Room Check-in (Wed 5p-9p and Thurs 9a-12p) will take place at DeVore Hall

Registration desk will be open:
Wednesday evening, 5:00-9:00, Thursday, 9:00-4:00, Friday 9:00-4:00,
Saturday 9:00-4:00, and Sunday 8:00-11:00
(Contact Alexandra Bradner at alexandrabradner@gmail.com to make
late-arrival or special arrangements)

Meals

(All meals except Friday dinner are included if you paid for meals at Registration)

Breakfast will be served at the Cardinal's Nest Dining Hall
Breakfast hours (Thurs - Sun) are 7:30 – 8:30
Lunch will be served buffet-style in Roush Hall
Lunch hours (Thurs - Sat) are 11:45-1:00
Dinner options vary by day
Thursday: Heavy Hors D'Oeuvres before Trivia Night
Friday: Find a group and head out to local restaurants
Saturday: Banquet at The Point

Coffee will be available in the morning and afternoon

Other Questions? Problems? How do I…?

If you have any questions during the workshop-conference, visit the info table, or contact:
Alexandra Bradner, Executive Director of the AAPT, alexandrabradner@gmail.com
Andrew Mills, On-Site Coordinator, Accomodations Contact, and
Conference Program Committee Chair, amills@otterbein.edu
David W. Concepción, Teaching and Learning Seminar, dwconcepcion@bsu.edu

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Need a Break? Visit
The Chill Room

Located in Roush 424, the Chill Room is a place to take a break from the
chaos of the conference. Come in to catch up with a friend, choose your next
conference session, discuss a new SoTL collaboration, text your family, work
on your fall syllabi, or sit quietly and relax.

Conference Theme: Philosophy Amplified

The theme of this year's conference is Philosophy Amplified. Sessions on this theme focus on expanding our work to deepen the impact, extend the reach, and demonstrate the value of philosophy into new pedagogies (open source, ChatGPT, new genres and styles of text, new voices, alternative assessments, new ways of organizing classroom activities); into new academic spaces (building our majors and making interdisciplinary connections); into new communities (mentoring, experiential learning, public philosophy, K–12 philosophy, and philosophy in prisons); into the workplace (career competencies, transferable skills, and unexpected careers); and into the unfamiliar! While many sessions, unsurprisingly, include aspects of, or are examples of, amplifying philosophy into new directions, sessions which specifically focus on this theme are marked by ** in the program.

Program at a Glance
(Unless otherwise noted, all events are in Roush Hall)

Wednesday July 24

6:00p – 7:30   Open Board Meeting, Roush Hall 114
All conference attendees are welcome to attend the open board meeting

Thursday, July 25

7:30a   First-Timer Breakfast (Dining Hall)
8:30 – 9:15   Welcome (Roush Hall 114)
9:30 – 10:30   Parallel Session #1
10:45 – 11:45 Parallel Session #2
11:45 – 1:00   Lunch/Birds of a Feather Groups
1:00 – 2:30   Parallel Session #3
3:00 – 4:00   Parallel Session #4
4:15 – 5:15   **Plenary Session: APA/AAPT/TPA Teaching Excellence Award Winners**
6:00   **Opening Night Reception & Philosophy Trivia**
               (Philomathean Room, 3rd Floor, Towers Hall)
               Reception Hosted by the Otterbein Department of Philosophy and Religion

Friday, July 26

8:15a – 9:15   Members Meeting (Roush Hall 114)
9:30 – 11:00   Parallel Session #5
11:15 – 11:45 Parallel Session #6
11:45 - 1:00   Lunch
1:00 – 2:00   Parallel Session #7
2:30 – 4:00   Parallel Session #8
4:15 – 5:15   **Plenary Panel: Amplifying Philosophy**
5:30 – 6:30   **Making Philosophy Indispensable**
               Special Reception Hosted by the Council of Independent Colleges
7:00 – 9:30   Dinner on Main Street

Saturday, July 27

9:30a – 10:30 Parallel Session #10
10:45 – 11:45 Parallel Session #11
11:45 – 1:00   Lunch
1:00 – 2:30   Parallel Session #12
3:00 – 4:00   Parallel Session #13
4:15 – 5:45   **Keynote Address: Nancy Chick**
               "Demystifying Philosophy"
7:00   **Banquet and Presidential Address: Russell Marcus**
               (The Point)
               "Collaboration and Serious Engagement in the Philosophy Classroom"

Sunday, July 28

9:30-11:00   **Teaching Spotlight: Mo Janzen & Ramona Ilea**
               "Organizing an Activity: Developing Skills to Change Ourselves and the World"

Sessions, Titles, Locations

Wednesday, July 24

AAPT Open Board Meeting   **Wednesday, 6:00pm**
All conference attendees are welcome to attend   Roush Hall, Room 114

Thursday, July 25

First-Timer Breakfast   **Thursday, 7:30am**

Welcome Session   **Thursday, 8:30am**
                                                               Roush 114

Session #1 (60 minutes)   **Thursday, 9:30am – 10:30am**

	Joshua Horn, Philosophy as Wonder: A Methodological Approach to Teaching "Introduction to Philosophy" with Intentional Engagement	Roush 116
**	Monica Gerrek & Oliver Schirokauer, A Call for Help: How Philosophy Teachers Can Improve Healthcare	Roush 117
**	Keilee Bessho, Should We Teach Philosophical Self-Help?	Roush 118
	Courtney Morris, The Phenomenology of Reading Philosophy: An Experiment	Roush 204
**	Jay McKinney, Putting "AI" Pedagogy in Context with Games	Roush 213

Session #2 (60 minutes)   **Thursday, 10:45am – 11:45am**

	Alida Liberman, The Joyful Classroom: Exploring Alternative Standards of Excellence	Roush 116
	Darren Domsky, Deathbed Regrets: How They Happen, and How We Can Help Our Students Avoid Them	Roush 117
	Mark Christman & Meredith Gilman, Teaching Philosophy in Intergenerational Classrooms	Roush 118
**	Moya Mapps & Maria Mejia, Social Justice and Course Design: Beyond Add & Stir	Roush 204
**	Jennifer Wilson Mulnix, Teaching Philosophical Living *2020 AAPT Presidential Address*	Roush 213

Lunch Break/Birds of a Feather Groups   **Thursday, 11:45am – 1:00pm**
   Birds of a Feather interest groups will meet in classrooms. Look for the signs and join a room that features a topic you are interested in discussing!

Session #3 (90 minutes)   **Thursday, 1:00pm – 2:30pm**

	Stephen Bloch-Schulman, Claire Lockard & Giancarlo Tarantino, Turning the Critical Lens Inward: Ethics of/in the Classroom	Roush 116
	Jane Drexler, Melissa Jacquart, Nicole Fice, How to use Posters to Facilitate Undergraduate Research (60 minute session)	Roush 117
**	Kimberly Van Orman, Creative Thinking for Responsible AI	Roush 118
**	Bailey Szustak, Designing Pedagogical Change to Support Neurodivergent Students	Roush 204
	Rory Kraft, Thinking and Grading Outside the Box: Moving Away from Rubric Grading	Roush 213

Session #4 (60 minutes)   **Thursday, 3:00pm – 4:00pm**

	Jerry Green, Introducing Philosophy Through the Hidden Curriculum	Roush 116
**	Alan Penczek, East Meets West in the Ethics Classroom: How Do Buddhist Precepts Map onto Western Ethical Theories?	Roush 117
**	Abbylynn Helgevold, Making Our Walls More Porous: Pedagogical Methods that Amplify via Interaction	Roush 118
	Kelly Salsbery, Mapping Philosophy	Roush 204
	Tricia Van Dyk, Active Learning vs. Inclusive Learning: Finding Resonant Frequencies	Roush 213

**Plenary Session: APA/AAPT/TPA Teaching
Excellence Award Winners (60 minutes)**   **Thursday, 4:15pm – 5:15pm**
                                                              Roush 114

Opening Night Reception & Philosophy Trivia   **Thursday, 6:00pm**
Heavy Hors D'Oeuvres   Philomathean Room
Hosted by Otterbein Philosophy and Religion Department   Towers Hall, 3rd Floor

Friday, July 26

Members Meeting   **Friday, 8:15am – 9:15am**
                                                                           Roush 114

Session #5 (90 minutes)   **Friday, 9:30am – 11:00am**

	Alexandra Bradner, Jigsaws, Jigsaws Everywhere	Roush 116
**	Christine Darr, Death at the Dive Bar: Teaching Critical Thinking and Intellectual Virtue through Murder Mystery	Roush 117
**	Sarah Vincent, Tracie Mahaffey, Abigail L. Levin, & David Emmanuel Gray The Real World: Philosophy	Roush 118
**	J. Robert Loftis, Do the Critical Thinking Skills We Teach Help Students Cope with Propaganda?	Roush 204

Session #6 (30 minutes)   **Friday, 11:15am – 11:45am**

	Margie Jones, Philosophical Dialogues in Education: Enhancing Classroom Management Practices	Roush 116
**	Karl Aho, Amplifying Philosophy Courses Through Open Educational Resources	Roush 117
	Scott Simmons, A Conversation about Due Dates	Roush 118
**	Mark Herman, Should We Teach Practical, "Day-to-Day," Non-Paternalistic Ethics Education in Critical Thinking and/or Ethics Courses?	Roush 204

Lunch   **Friday, 11:45am – 1:00pm**

Special Lunch Breakout Session: Crushing Community College Bring your lunch to Roush 116 and join some Community College faculty for a conversation about life at a Community College!

Session #7 (60 minutes)   **Friday, 1:00pm – 2:00pm**

Sarah K. Donovan, Mo Janzen & Andrew P. Mills, Teaching Personas and Instructional Design: How Choosing a Teaching Persona Can Help You Achieve Your Course Goals	Roush 116
Francisco Calderon, Thomas Colclough & Helen Meskhidze, Feminist and Trauma-Informed Approaches to Formal Philosophy	Roush 117
Colleen Bowlan, Philosophy as a Way of Student Life	Roush 118
Rodger Jackson & Melanie McLeod, Teaching Logic Backwards and Sideways	Roush 204
Renée Smith, Promoting Self Regulative Practices in Philosophy Classes	Roush 213

Session #8 (90 minutes)   **Friday, 2:30pm – 4:00pm**

       Abram Capone, Emily Lange & Claire Lockard, "Good Enough" Pedagogy: Roush 116
       Meta-reflection on Implicitly "Ideal Pedagogy" and the AAPT

       David W. Concepción, Novelty vs. Repetition: What Is the Right Balance for   Roush 117
       Maximal Learning?

  ** Zach Srivastava, Gamifying Ethical Education   Roush 118

       Kelly Salsbery, Mapping Arguments   Roush 204

       Sarah Vitale, Philosophy and Critical Service Learning (60 minute session)   Roush 213

Plenary Session: Amplifying Philosophy   **Friday, 4:15pm – 5:15pm**
                                                                            Roush 114

Special Reception: Making Philosophy Indispensable   **Friday, 5:30pm – 6:30pm**
Hosted by the Council of Independent Colleges   Roush Hall, Fisher Gallery

Dinner in Uptown Westerville   **Friday, 7:00pm**
Sign Up Sheets and Group Meet-Ups   Roush Lobby

Saturday, July 27

Session #9   **Saturday, 9:30am – 10:30am**

  ** Alfonso Capone & Sandra Soucy, Student Led Inquiry, From Preschool to   Roush 116
       Plato

       Taylor Broder, Eva Cadavid & Sam Merritt, Creating an Inclusive Learning   Roush 117
       Community in the Philosophy Classroom.

  ** Clint Jones, Philosophy and Fantasy Role-Playing Games as Alternative   Roush 118
       Texts

       Lisa Schoenberg, Doubling the Discussion   Roush 204

       Rebecca Scott, Teaching Philosophical Curiosity 'Styles'   Roush 213

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

	Jane Drexler, Socrates Cafe: a Student-Led Discussion Model on a Budget	Roush 116
**	Irem Kurtsal, Community-Engaged Learning Through Digital Experience Design	Roush 117
	Moya Mapps, Knowing at a Glance: Can Perceptual Learning Modules Help Teach Philosophy?	Roush 118
**	Jonathan Spelman, Teaching Students to Apply Ethical Theories	Roush 204
	Vaughn Baltzly, Alida Liberman & Renee Smith, Lenssen Prize Winners Panel	Roush 213

Lunch   **Saturday, 11:45am – 1:00pm**

Session #11   **Saturday, 1:00pm – 2:30pm**

	David W. Concepción, Mara Harrell, Alida Liberman, Kristopher Phillips, Emma Prendergast & Brynn Welch, The Art of Teaching Philosophy: A Quick Chat in the Hall	Roush 116
	~~Emma McClure, The Lookism Game~~	Roush 117
**	Michael Otteson, The Potential and Drawbacks of Large Language Models in the Classroom	Roush 118
**	Melissa Jacquart, Learner-Centered Approach to Doing Publicly Engaged Philosophy	Roush 204
	James William Lincoln, Attending to the Ethical Costs of Philosophical Spaces	Roush 213

Session #12   **Saturday, 3:00pm – 4:00pm**

	Kelly Burns, Motivating Students in a Post-COVID Environment	Roush 116
**	~~Trystan Goetze, Scenario-Based Teaching for the Ethics of Science and Technology~~	Roush 117
**	Charles Irving, Academic Springboard: Launching into Non-Academic Opportunities with Teaching and Research	Roush 118
**	Erica Stonestreet, An AI Assignment Experiment and Lessons Learned	Roush 204
	Carissa Phillips-Garrett, Tensions in Student Autonomy and Concrete Transparency in Assessment Design	Roush 213

Keynote Address: Nancy Chick Saturday, 4:15pm – 5:45pm
Demystifying Philosophy Roush 114

Conference Banquet Saturday, 7:00pm
The Point Event Forum

Presidential Address: Russell Marcus Following the Banquet
Collaboration and Serious Engagement in the Philosophy Classroom The Point Event Forum

Sunday, July 28

Teaching Spotlight: Mo Janzen and Ramona Ilea Sunday, 9:30am – 11:00am
Organizing an Activity: Developing Skills to Change Ourselves and the World Roush 114

Concurrent Programs

Concurrent with the Twenty-fourth Biennial AAPT Workshop-Conference on Teaching Philosophy is the **AAPT Seminar on Teaching and Learning in Philosophy** and the **AAPT Facilitator Training Seminar**

AAPT Seminar on Teaching and Learning Philosophy

The AAPT, with some sponsorship from the Teaching Philosophy Association (TPA), offers an intensive faculty development seminar focused on teaching and learning, and running concurrently with the biennial workshop-conference. Applications are accepted from current graduate students and new faculty whose Ph.D. was conferred within two years of the seminar. The seminar helps participants improve their skills as learning-centered teachers. Participants study how to identify and select challenging and transformative learning objectives. By understanding the principles of integrated course design, participants appreciate how to best guide students to the successful achievement of these learning goals. Further, participants develop educative assessment strategies that allow them to measure success, continue to innovate, and create even deeper learning.

> **Thursday–Sunday, 8:00am-12:00pm**
> Roush Hall, Room 330
>
> **Seminar Directors/Facilitators**
> Stephen Bloch-Schulman, Elon University, sschulman@elon.edu
> David W. Concepción (lead), Ball State University, dwconcepcion@bsu.edu
> Sarah Donovan, Wagner College, sdonovan@wagner.edu
> Jerry Green, University of Central Oklahoma, jgreen67@uco.edu
> Mo Janzen, Anoka-Ramsey Community College, monica.janzen@anokaramsey.edu

AAPT Facilitator Training Seminar

The primary purpose of the Facilitator Training Seminar is to prepare experienced teachers to facilitate AAPT workshops and seminars. Participants will engage with faculty development theory, learn about the structure and logistics of AAPT workshops and seminars, reflect on their own development as a pedagogue, practice workshop facilitation techniques, and peer review workshop design.

This seminar assumes participants are experienced and scholarly teachers and have some history of service/leadership in teaching and learning activities (e.g., leading workshops, presenting at conferences, facilitating reading groups).

Note: Participation in the Facilitator Training Seminar is required to facilitate workshops; decisions about who facilitates any specific AAPT workshop is determined by the AAPT Committee on Teaching and Learning after a call for facilitators is sent to everyone who has been through the AAPT Facilitator Training Seminar.

> **Thursday–Sunday, 8:00am-12:00pm**
> Roush Hall, Room 210
>
> **Seminar Facilitator**
> Stephen Bloch-Schulman, Elon University, sschulman@elon.edu

Keynote Speaker
Saturday, 4:15pm – 5:45pm
Roush Hall, Room 114

Nancy Chick

Nancy Chick is the Director of the Endeavor Foundation Center for Faculty Development at Rollins College in Winter Park, Florida. In addition to teaching courses on American literature, women's and gender studies, how learning works in higher education, literary pedagogy, and feminist pedagogy, she has authored and co-authored numerous articles and book chapters on the results of SoTL projects and on the field of SoTL. She is currently writing (with Peter Felten & Katarina Mårtensson) *The SoTL Guide: An Introduction to Doing and Understanding the Scholarship of Teaching and Learning.* She is the founding co-editor (with Gary Poole) of Teaching & Learning Inquiry, the journal of the International Society for the Scholarship of Teaching and Learning/ ISSOTL, and has co-edited numerous volumes in faculty development. From 2019-22, she served on the ISSOTL Presidential team and (with Chng Huang Hoon) as ISSOTL Co-President during 2020-21

Keynote Address

"Demystifying Philosophy"

"Unprecedented" is an overused but accurate term to describe teaching in recent years. In the wake of the murder of George Floyd and the Black Lives Matter movement, efforts focused on diversity, equity, inclusion, and belonging (DEIB) became ubiquitous, at least for a moment—until a handful of politicians rendered all things DEIB in essence illegal, chilling the best of intentions across the country. At the same time, the COVID pandemic, the subsequent learning losses, and what's been described as a mental health crisis among students has forced content and pedagogy experts to also act as pseudo-therapists. This teaching and learning environment is untenable. And there's no easy fix. This context is the backdrop for your teaching and for Nancy Chick's active keynote. She will begin by proposing the principle and practice of demystification as a promising salve that might ease the pain of both the DEIB standstill and the current generation of pathologized learners. She will then share a few strategies for demystifying philosophy, responding to the specific conditions of teaching philosophy today, and prepare you to go back to your classrooms ready to teach in these unprecedented times.

Teaching Spotlight
Sunday, 9:30am – 11:00am
Roush Hall, Room 114

Mo Janzen & Ramona Ilea

Organizing an Activity:
Developing Skills to Change Ourselves and the World

Over 15 years ago, Ramona Ilea (Pacific University) and Mo Janzen (Anoka Ramsey Community College) developed an approach to transformational learning using civic engagement (CE) projects that require students to use agency or self-authorship to both design and carry out actions in the world. In 2016, they revised this approach and developed what they now call the Experiments in Ethics, a series of small scale, interrelated "experiments" where students "experiment" with different ideas they're learning about in class. Their approach meets learners where they are because it allows them to build skills throughout the semester. Students learn new content, do an experiment related to the content, reflect, and then get feedback. Likewise, students start out with more directive experiments and slowly build to take on more substantive, self-directed work culminating in the Organize an Activity experiment. Their assessments have shown that the Experiment in Ethics achieve their aims; students gain important communication, citizenship, practical, and critical thinking skills. These skills increase student agency and help change student attitudes about what they can accomplish in their own lives and in their communities and develop hope for the future.

Many at the AAPT are familiar with Ilea's and Janzen's ideas and some have adopted specific experiments. Yet, despite their best efforts to encourage others, almost no one tries the Organize an Activity experiment. Perhaps philosophy instructors are nervous about having students do the Organize an Activity because it takes time, students might experience difficulty/trouble, faculty lack support at their institutions, or they just plain do not know how to get students to do this. In this Teaching Spotling, Ilea and Janzen will give us all the chance to learn the "Organize and Activity" exercise by doing it!

The Council of Independent Colleges

Founded in 1956, the Council of Independent Colleges (CIC) is an association of nonprofit independent colleges and universities, state-based councils, and higher education affiliates that works to support college and university leadership, advance institutional excellence, and enhance public understanding of independent higher education's contributions to society. CIC provides conferences, seminars, publications, and other programs and services to leaders of independent colleges and universities and state-based councils to improve educational quality, administrative and financial performance, student outcomes, and institutional visibility. Eligibility for CIC membership is open to all small and mid-sized private, nonprofit colleges and universities in the United States that show a commitment to the liberal arts, similar institutions located outside the United States, and two-year independent institutions.

Through a generous grant, the Council of Independent Colleges is able to fund travel to the AAPT conference for some attendees from CIC member institutions. It is also sponsoring a special reception on the topic of "Making Philosophy Indispensable." The AAPT is grateful to the CIC and Philip M. Katz, the Senior Director of Projects for the CIC for making the travel grants and the reception possible.

AAPT Code of Ethics and Conduct

The American Association of Philosophy Teachers is dedicated to an inclusive, supportive, welcoming, and harassment-free conference experience for everyone. We do not tolerate harassment of or discrimination against conference participants in any form, including on the basis of race, color, or ethnicity; sex; gender identity or expression; sexual orientation; disability; age; religion; place of origin; language; pregnancy or parental status; marital or family status; genetic information; or physical appearance, including body size. Discriminatory language of any kind is not appropriate. Sexual language and imagery are not appropriate for any conference venue, including workshop sessions, unless in the context of an academic discussion of sexual topics. Conference participants violating the code of conduct may be sanctioned or expelled from the conference, potentially without a refund, based on the process described in our conference Code of Conduct, which is available as a handout at the conference, and also online at:
https://philosophyteachers.org/files/AAPT-Code-of-Conduct-22.pdf

13

Detailed Program

Thursday, July 25

First-Timer Breakfast   **Thursday, 7:30am**
Cardinal's Nest Dining

Is this your first time at the AAPT workshop-conference? Join a few old-timers for breakfast at the Cardinal's Nest, where we'll answer your questions and welcome you into the community. Free, for those who purchased the meal plan, and under $10, for those who did not. Find our table flag.

Welcome   **Thursday, 8:30am**
Roush Hall, Room 114

Session #1 (60 minutes)   **Thursday, 9:30am – 10:30am**

Joshua Horn, University of Wisconsin Stevens Point
**Philosophy as Wonder: A Methodological Approach to Teaching
"Introduction to Philosophy" with Intentional Engagement**   Roush 116

This session will show a methodological approach to teaching philosophy grounded in the concept wonder. The group will complete two exercises centered on intentional engagement. The first exercise will demonstrate a way to help students reflect on inequality and distributive justice by playing Monopoly… with some tweaks to the rules. This exercise can help students consider the political philosophy of Rawls's Liberal Egalitarianism and Nozick's Libertarianism. The second exercise will show a way to help students reflect on miracles by doing some interactive magic… with the help of David Copperfield. This exercise can help students consider Hume's criticism of miracles for substantiating revealed religion. This approach can (mostly) avoid some of the recent difficulties of teaching philosophy: those brought on in post-pandemic lack of student engagement on the one hand, and the threat of large language models, like ChatGPT on the other.

Monica Gerrek, Case Western Reserve University
Oliver Schirokauer, Case Western Reserve University
A Call for Help: How Philosophy Teachers can Improve Healthcare   Roush 117

Patients, their loved ones, and healthcare professionals must frequently contend with the uncertainty that permeates illness and medical care. The resulting stress is generally understood to adversely affect the well-being of all involved. During the first part of this workshop, we will provide examples of various kinds of uncertainty related to healthcare and describe a way to approach information processing and decision making that promotes clinical accuracy, partnership-centered care, and ethical practice. The remainder of the session will be devoted to an interactive examination of how philosophy educators may be able to help prepare students to navigate the uncertainty that they will likely encounter as future patients or providers. As part of the discussion, we will ask attendees to talk about their teaching experiences and to engage in several case-based exercises designed to demonstrate how one might incorporate healthcare uncertainty into the teaching of philosophy.

Keilee Bessho, University of California Riverside
Should We Teach Philosophical Self-Help? Roush 118

The connection between personal lives and philosophy is under-explored and under-taught, but it represents a pathway to motivating students to understand the value of philosophy as relevant to their lives. Philosophical "self-help" is a genre of philosophy that provides the cognitive tools and philosophical skills to address issues such as personal well-being, meaning in life, and decision-making about career paths and personal development. These tools are necessary to function in our highly complex and developing world, but professional philosophers rarely discuss or teach how they themselves use philosophy to navigate the practical matters of life. I believe that by sharing our stories and brainstorming together about ways we can model the connection between personal life and philosophy, we can help students recognize the value of philosophy.

Courtney Morris, United States Military Academy, West Point
The Phenomenology of Reading Philosophy: An Experiment Roush 204

This session concerns the phenomenology of reading a philosophy text. Normally, when we teach our students "how" to read a philosophical text, we emphasize critical skills like searching for the author's arguments and formulating counterarguments against them. But this ignores the many other epistemic emotions that arise while reading a thought-provoking text. Here, we will experiment engaging in a type of reading practice that encourages one to be self-aware and metacognitive while one reads, noticing and responding to the various states of mind provoked by the text. This method should inspire a student to be a self-directed reader rather than an other-directed reader. The hope is that by practicing this type of reading, the student will eventually have the optimal experience of excitement or awe, which allows her to glimpse her true philosophical interests.

Jay McKinney, Carleton College
Putting "AI" Pedagogy in Context with Games Roush 213

"AI" or "Generative AI" in the form of Large Language Models (LLMs) like ChatGPT have collided with the classroom, especially in writing heavy fields like philosophy. Our pedagogy must adapt. Unfortunately, these systems are biased, notoriously difficult to understand, and the information we have about them is unreliable. There is hope. It takes the form of historical context from the origins of Artificial Intelligence as a discipline and from monumental works in AI Ethics. In this talk I will outline a lesson plan for contextualizing current "AI" systems and provide a toolkit for facilitating engaging with these topics in the classroom. The most exciting of which is from the roleplaying game Dialect, where students play the part of robots on an abandoned Earth. This activity provides students the opportunity to experience the sharp distinction between human and "AI" language use and development. This ties together the relevant theoretical context for current "AI" systems with a more nuanced practice of language and language use. We will dive into the game during this AAPT session and take time to reflect on the benefits of using games to teach philosophy

Session #2 (60 minutes)   Thursday, 10:45am – 11:45am

Alida Liberman, Southern Methodist University
The Joyful Classroom: Exploring Alternative Standards of Excellence   Roush 116

What is valuable about the practice of doing philosophy? In this session, we will think about how we might move beyond traditional, narrow standards of philosophical excellence to incorporate a broader range of aims into our courses (such as cultivating joy, creating community, and engaging in open-ended exploration). We will first collectively engage in a creative activity, then reflect on what made our non-expert practice of this activity good or valuable. We will use this as a jumping-off point for reflection about what traditional standards of philosophical excellence are, and how the practice of philosophy can be worthwhile in ways that go beyond these standards. We will then brainstorm together about how to incorporate some of these expanded sources of philosophical value in our classrooms.

Darren Domsky, Texas A&M University
Deathbed Regrets: How They Happen, and How We Can Help
Our Students Avoid Them   Roush 117

Most human beings do little, if anything, to avoid deathbed regrets. This can be explained. Better, it can be remedied, via a fascinating intervention. At the nine year mark of my 26 years of teaching, I began sharing it with my students. Its effects have been remarkable, and unmistakable. Before, I had three office hour visits (in nine years!). Since, I haven't had a single minute of unattended office hour time. Before, I received occasional emails from past students. Since, I have received hundreds per year. Before, no past student ever returned to visit me in person. Since, students have returned in droves. I wish I could take credit for any of this, but I can't. It's the intervention. In this session, this intervention will be our appetizer. Our main course will be everyone sharing personal experiences--and anticipated experiences--of regret. Our dessert will be something absolutely magical.

Mark Christman, School One
Meredith Gilman, Brown University
Teaching Philosophy in Intergenerational Classrooms   Roush 118

Traditional classrooms often exhibit extremely limited diversity in terms of age. Typically, the only felt difference in age is that between instructor and student, meaning that an increase in age is always accompanied by increased experience with and mastery of the course material. On this sort of model, learning is constitutive of one stage of life, and teaching of another, with no overlap or interplay between the two. Intergenerational classrooms challenge this structure, highlighting the diverse relationship between lived and academic experience and demonstrating that learning and doing philosophy are lifelong pursuits which benefit all. Students and teachers alike get the opportunity to encounter a wide range of perspectives that are often absent from more insular academic contexts, to cultivate broader community bonds, and to nurture lifelong attitudes of curiosity both in and outside of the classroom.

Moya Mapps, Stanford University
Maria Mejia, Elon University
Social Justice and Course Design: Beyond Add & Stir   Roush 204

Philosophy is undergoing a tectonic shift. Our discipline has a long history of exclusions and erasures, especially along lines of gender and race. In recent years, as the critiques of feminist philosophers and philosophers of race have gained traction, philosophy professors have been radically rethinking the way we teach. How should we relate to the Western canon(s)? How can we teach history of philosophy courses that do justice to non-European intellectual traditions? How can we make philosophy more inclusive and epistemically just? Over the past year, both presenters have taught undergraduate courses designed to address such concerns. In this workshop, we will discuss successes and challenges from each course.

Jennifer Wilson Mulnix, University of Massachusetts, Dartmouth
Teaching Philosophical Living   Roush 213
2020 AAPT Presidential Address
Jennifer Wilson Mulnix was the AAPT President from 2018-2020, and, because the 2020 conference was canceled, did not get an opportunity to deliver her Presidential Address. This session, while not a traditional address, is an opportunity for Jennifer to present some of her recent work to the AAPT community.

Throughout my 20 years of teaching (and membership in the AAPT), my overarching teaching goal has remained the same: To produce a transformational, sustained influence on how students understand their lives and what it means for them to live well. The goal is to teach philosophy as an art of living by applying philosophical ideas to the living of a student's life. I aim for my students to see that philosophical views and ideas are deeply relevant and important to their lives. In this session, I share examples of activities and assignments that I have used that ask students to connect what they are learning in class to their own lives in ways that show why these topics matter and why students should concern themselves with these ideas and issues. We will also collaborate together on other possible strategies and activities for philosophical living.

Lunch Break/Birds of a Feather   **Thursday, 11:45am – 1:00pm**
                                                            Roush Hall Lobby

Birds of a Feather Groups: Teaching Issues
Extend the conversation! Meet in small groups with like-minded conference participants during the lunch break to seek and share support for some of our biggest challenges. Each birds-of-a-feather group has a dedicated room, so look for the sign that matches your preferred topic.

Session #3 (90 minutes)   **Thursday, 1:00pm – 2:30pm**

Stephen Bloch-Schulman, Elon University
Claire Lockard, Mount Mary University
Giancarlo Tarantino, Loyola University Chicago
Turning the Critical Lens Inward: Ethics of/in the Classroom   Roush 116

What happens when we turn a critical ethical lens on the very classrooms and institutions we are a part of during our classes? When we ask, what are we doing here? In this workshop, we offer three examples of how we have done this, and we also engage in doing it in the workshop itself. In addition to introducing these three pedagogies, session participants will also have an opportunity to develop their own version of an "ethics of/in the classroom" pedagogy for their own context.

Kimberly Van Orman, University of Georgia
Creative Thinking for Responsible AI   Roush 118

Working with the National Humanities Center's Responsible AI project, I created an interdisciplinary course, "AI for Humans" that focuses on the core issues of fairness and bias that AI raises along with innovative approaches to creative thinking to help students consider how to build a world in which AI benefits a wider range of people than it currently does. Students in AI courses often present two core teaching challenges: Some believe that AI is "objective," and thus AI Ethics is unnecessary, or alternatively, once they accept that there are serious ethical challenges with AI, that technological progress is inevitable and that there is nothing to be done to stop it. Well-designed activities help students better both engage with the ethical issues and to avoid becoming paralyzed by the thought that nothing can be done. Participants will have the opportunity to engage in improvisation activities and other games and tasks that can be used to help students think more creatively as they also learn about some of the pressing issues in AI ethics. They will also have a chance to reflect on how these activities or topics might work in their own courses (e.g., critical thinking or applied ethics).

Bailey Szustak, University of Illinois Chicago
Designing Pedagogical Change to Support Neurodivergent Students   Roush 204

How do we support neurodivergent students in philosophy classes? Neurodiversity includes any cognitive, neurological, or psychological difference (including ADHD, autism, dyslexia, and much more), which can make the task of designing neuroinclusive teaching daunting. In this workshop, you'll get a head start on where to start. This session will focus on two key areas of neurodivergent difference–motivation and information processing–and how these affect neurodivergent student learning. To put your new knowledge into practice, you'll be introduced to the Designing Pedagogical Change Process. The DPCP is a three-stage cycle of brainstorming, refining, and detailing an individualized and actionable teaching implementation to increase student inclusion built on strengths-based learning and Universal Design for Learning principles. This session will guide you and fellow participants to collaboratively use the DPCP to brainstorm changes to your courses and equip you to continue developing neuroinclusive teaching practices in your home institutions.

Rory Kraft, York College of Pennsylvania
Thinking and Grading Outside the Box: Moving Away from Rubric Grading   Roush 213

The use of rubrics for grading and feedback purposes can be traced back to the 1961 publication by the ETS of Factors in Judgement of Writing Ability, which discussed the creation of standardized metrics for evaluating writing submissions for a variety of ETS tests. At least as early as the 2002 revision of Bloom's Taxonomy it became common for the cognitive domain levels to be associated with individual metrics of evaluation. In 2005 Maralee Harrell published "Grading According to a Rubric". By this time rubrics, sometimes still referred to as grading grids, were common throughout K-12 education. Harrell seems to be the source for most philosophers encountering rubric grading. Today rubrics are commonplace across higher ed and built into most of learning management systems. However, almost from the beginning, there has been pushback on rubric usage. What happens in our attempts to inculcate the methods and content knowledge of the discipline when we use grading rubrics to assess our students' work? Is it possible to inculcate a love of wisdom when our evaluation of student writing emphasizes discrete and measurable criteria? In this session we will discuss grading rubrics in philosophy courses, the underlying assumptions in rubrics, criticisms (and defenses) of rubrics, and work together to navigate a way forward that is less problematic.

Jane Drexler, Salt Lake Community College
Melissa Jacquart, University of Cincinnati
Nicole Fice, Trent University
How to use Posters to Facilitate Undergraduate Research Roush 117

Undergraduate research is a high impact practice leading to student success: it empowers students to take authorship of their education and to recognize and cultivate themselves as leaders and transformers of their lives and their worlds. In this session, we focus on one particularly powerful–and achievable–example of undergraduate research projects: the Research Poster Presentation. Research posters in philosophy offer a unique way for student scholars to share their ideas, visually present their work in a clear and accessible manner, and ground meaningful dialogue with their colleagues and fellow scholars. Moreover, the informal and interactive nature of poster presentations promotes the growth of the philosophical community as a whole. In this session, we share our own experiences–and resources–for creating research poster projects in our classes, even in introductory courses. We pay particular attention to how to scaffold projects in ways that help student identify and formulate philosophical research questions, hone their approach and methods of inquiry, and present their work as scholars. Participants will experiment with some sample scaffolded student-activities, explore sample posters and several resources and handouts, and grapple with some of the challenges–and opportunities–to incorporating research posters into our courses.

Session #4 (60 minutes) Thursday, 3:00pm – 4:00pm

Jerry Green, University of Central Oklahoma
Introducing Philosophy Through the Hidden Curriculum Roush 116

Time is a course designer's most precious resource: there is never enough, and too many demands on how to use it. Even so, this presentation advocates for devoting a significant amount of course time (up to 20% of a semester) to an introductory unit addressing the hidden curriculum: the unstated standards and norms of college in general, but also of philosophy as a discipline, and of your class specifically. I argue the time investment is well worth it: costs can be less than expected, and the benefits (logistical and ethical) are many. We will discuss strategies to get the most out of a three-week (nine-session) intro-to-intro-to-philosophy unit, and how this material prepares students to be more successful in class and makes the instructor's life easier, all while introducing philosophical methods and values used throughout the course. We will conclude with ways to adapt this approach to other kinds of classes.

Alan Penczek, Stevenson University (Retired)
**East Meets West in the Ethics Classroom: How Do Buddhist Precepts
Map onto Western Ethical Theories?** Roush 117

Survey texts for introductory ethics courses typically devote little space to Eastern ethical traditions, or none at all. Eastern philosophy in general is often found only under departments of religion. This workshop aims to address this concern in a small way through an exercise involving both Western and Eastern thought, using Buddhism as an example, and which can be carried over into the participants' own classrooms. The exercise involves the mapping of Buddhist ethical precepts onto traditional Western ethical theories. It also draws attention to cases where this is difficult or impossible to do. The activity exposes students to a more diverse selection of ethical beliefs as well as giving them practice in applying Western concepts. It also suggests how our own ethical perspectives are not exhaustive, and how other traditions may provide alternative viewpoints that cut across our own categorization.

Abbylynn Helgevold, Wartburg College
**Making Our Walls More Porous: Pedagogical Methods
that Amplify via Interaction**   Roush 118

This session is oriented toward exploring ways that we can strengthen experiential learning and contribute to greater public awareness of the value of philosophy by opening up our learning spaces for increased interaction with our communities. Drawing on experiences of inviting various community "outsiders" into the classroom and bringing the learning "out" into non-classroom spaces, this session will invite participants to think creatively about assignment design and their teaching environment to encourage a more interactive approach to teaching. The session will also address challenges and distinctive vulnerabilities associated with this approach and give participants an opportunity to examine pedagogical assumptions and the impact of the systems we are a part of on creativity and risk-taking in our teaching.

Kelly Salsbery, Stephen F. Austin State University
Mapping Philosophy   Roush 204

This session will focus on some of the theory behind (and applications of) so-called cognitive mapping for both teaching and learning philosophy. These techniques include what is known as mind-mapping (or idea mapping), concept mapping, and argument mapping. The main focus will be on how we can use these techniques in our classes to present and examine various philosophical issues. Additionally, it shall address the ways we can use these techniques to facilitate our own class preparation (and research) as well as student writing and research.

Tricia Van Dyk, LCC International University
Active Learning vs. Inclusive Learning: Finding Resonant Frequencies   Roush 213

How can we use high-engagement, active learning strategies and inclusive, trauma-informed pedagogies so that they work together rather than against each other? Active learning strategies often involve principles such as limited time in which to complete a task, non-optional competitive or theatrical components, and multiple sensory inputs happening simultaneously. Inclusive and trauma-informed pedagogies emphasize transparency and predictability, a classroom that feels safe and supportive, and choices regarding how students engage. In this session, participants will participate in two brief contrasting activities to encourage experiential thinking about the differences between these approaches, then explore what kinds of pedagogical differences complement each other and what kinds cancel each other out. Finally, space for conversation will invite participants to share insights, and I will contribute some tips based on my own experiments with trying to bring together active and inclusive learning strategies for my trauma-affected students, drawing on insights from disability studies.

Plenary Session: Recent Winners of the APA/AAPT/TPA Prize for Excellence in Philosophy Teaching (90 minutes)   **Thursday, 4:15pm – 5:15pm**

<div align="right">Roush 114</div>

Alida Liberman, Southern Methodist University, 2023 winner
Kristopher Phillips, Eastern Michigan University, 2024 winner
Rebecca Scott, Harper College, 2024 winner
David W. Concepción, Ball State University, Panel Chair

The Prize for Excellence in Philosophy Teaching recognizes a philosophy teacher who has had a profound impact on student learning of philosophy in undergraduate and/or pre-college settings. For this plenary session, we gather to meet and learn from three recent winners of the APA/AAPT/TPA Prize for Excellence in Philosophy Teaching.

Wine and Cheese Reception and Philosophy Trivia   **Thursday, 6:00pm-9:30pm**

<div align="right">Philomathean Room,
Towers Hall, 3rd Floor</div>

Join us for heavy appetizers, a cash bar, and a rousing session of Philosophy Trivia created and hosted by AAPT President Russell Marcus. Join with other conference attendees to demonstrate all the trivial knowledge you have accumulated over the years! Win or lose, it's always a great time!

Friday, July 26

Members Meeting   **Friday, 8:15am**

<div align="right">Roush Hall, Room 114</div>

Session #5 (90 minutes)   **Friday, 9:30am – 11:00am**

Alexandra Bradner, Kenyon College
Jigsaws, Jigsaws Everywhere   Roush 116

The jigsaw is an active, collaborative form of learning in which small groups of students are given a concrete task and then held accountable for their work. In this interactive workshop, participants will learn how to design jigsaws for their philosophy classes by participating in a real-time jigsaw, exploring the history of jigsaws, and discussing the benefits and costs of a range of successful jigsaws designed for both upper-level and introductory philosophy courses. Participants will leave with materials to run jigsaws in logic, moral psychology, philosophy of science, bioethics, philosophy of evolutionary biology, analytic epistemology, experimental philosophy, introduction to philosophy, and several other courses.

Christine Darr, University of Dubuque
**Death at the Dive Bar: Teaching Critical Thinking and
Intellectual Virtue through Murder Mystery**   Roush 117

Like many of us, I am continually looking for ways to meaningfully engage my students — particularly in my critical thinking courses. And because my students are largely non-majors, I strive to make my courses as accessible and as applicable to the real world as I can. Recently, I have begun incorporating a murder mystery game into my unit on evaluating evidence. and it is delightful. My delight with the experience of incorporating a murder mystery into this course is three-fold. First,

the game fosters collaborative problem-solving through the evaluation of evidence. Second, students were fully engaged and excited throughout the process, even bringing it up as a reference point during the rest of the semester. And third, it offers a concrete way to engage in thoroughness and open-mindedness — two intellectual virtues that are central to my course. During this session, we will attempt to solve the murder mystery together, consider the benefits and drawbacks of this approach, and discuss potential applications within and outside of logic courses.

Sarah Vincent, University at Buffalo
Tracie Mahaffey, Florida State University
Abigail L. Levin, Niagara University
David Emmanuel Gray, University at Buffalo
The Real World: Philosophy   Roush 118

To our undergrads, philosophy can feel just about as 'real' as reality television. This panel is here to help dispel that stereotype, instead providing concrete examples of activities we have successfully implemented to bring philosophy into non-academic spaces (e.g., medical policy, art galleries, local communities, global communities). We are interested in facilitating an interactive session in which identifying our challenges and sharing our sample activities can help our session attendees to brainstorm about other ways to extend philosophy's reach beyond the classroom, even if they can't leave it due to situational factors like class-size. And for those who can actually move their classes into non-academic spaces, two of our four panelists will share information about obtaining funding for their projects. Ultimately, let's work together to make an even better next season of "The Real World: Philosophy."

J. Robert Loftis, Lorain County Community College
Do the Critical Thinking Skills we Teach Help Students Cope with Propaganda?   Roush 204

We live at a time when large numbers of people are embracing dangerously false beliefs, such as the Qanon conspiracy theory, vaccine denialism, or climate change denialism, on the basis of widespread propaganda campaigns. These movements represent failures of critical thinking, to the extent that critical thinkers should not believe these things. But it is not clear that critical thinking education, as we currently engage in it, actually equips students to resist propaganda campaigns. The focus of this session will be a sequence of three interactive discussions: one on how propaganda works, one on how we currently teach critical thinking, and one revising the way we teach critical thinking to align better with the problem of propaganda. Each session will be preceded by a short presentation, one on examples of propaganda campaigns, one on theories of propaganda, and one on the history of critical thinking and propaganda.

Session #6 (30 minutes)   Friday, 11:15am – 11:45am

Margie Jones, Mercer University
**Philosophical Dialogues in Education: Enhancing Classroom
Management Practices**   Roush 116

In the realm of education, the integration of philosophy holds immense potential for shaping transformative classroom management practices. This presentation delves into the pivotal role that philosophy plays in the pedagogical journey, particularly for teachers in training. By infusing philosophical principles into their approach, educators can not only enhance academic instruction but also foster effective classroom management techniques. Central to this exploration are the relational theories of Nell Noddings and Martha Nussbaum, which offer valuable insights into

establishing a robust foundation for novice teachers. By embracing these theories, educators can delineate their worldview and navigate behavior-related challenges within the classroom environment. This session will delve into the potential impact of philosophy on classroom management and empower educators to cultivate a reflective and principled approach to teaching.

Karl Aho, Tarleton State University
Amplifying Philosophy Courses through Open Educational Resources   Roush 117

Campus Teaching and Learning Centers—as well as AAPT members!—often encourage using OER. However, those supporting OER (especially at the institutional level) tend to see promoting OER as their only goal. However, OER are not a one size fits all solutions. Using them effectively can only take place in the broader context of each instructor's work. Accordingly, using OER well may require instructors to change both their teaching and how they talk with others about their pedagogical work, e.g. in the context of one's annual review. This session will engage participants in four elements of using OER:
1. how to find them (including introducing a brand new OER, the Philosophy Teaching Library
2. how to use them to help students access materials
3. how using OER may change classroom activities or homework assignments,
4. how to share one's OER work with department heads or review committees.

Scott Simmons, Indian River State College
A Conversation about Due Dates   Roush 118

Due dates are driven by education's hidden curriculum—the values and practices students learn tacitly rather than through explicit lessons and can often generate barriers to equity. Strict due date policies are often explicitly defended as necessary to teach students responsible time management and the realities of workplace expectations. But are they really necessary for these reasons? This session is about what our due date policies should be and why. Its centerpiece is the presentation and defense of my own No Questions Asked extension policy. Under this policy, assignments have default due dates, but these may be changed upon student request. Moreover, under this policy, requests should generally always be granted regardless of the students' reasons. I maintain that the No Questions Asked policy retains traditional concerns for responsible time management but has many benefits. Notably it: provides a safety net against life emergencies, preserves student privacy, and non-invasively accommodates the holidays and special occasions for students from non-socially dominant traditions. While the presentation of the No Questions Asked policy is the session's centerpiece, the session situates this within a broader conversation about due dates and the bulk of the session will be discussion-based.

Mark Herman, Arkansas State University
Should We Teach Practical, "Day-to-Day," Non-Paternalistic Ethics
Education in Critical Thinking and/or Ethics Courses?   Roush 204

Ethics education is "practical," in the sense used here, insofar as it equips students to be more ethical—i.e., improve their ethical judgment, decision-making, and behavior. "Day-to-day" ethics education concerns students' "real lives" outside academic activities. These foci favor techniques tailored to empirical psychology's non-ideal models of human moral psychology (vis-à-vis typical critical thinking textbooks' techniques, which presuppose highly rational moral psychologies). "Non-paternalistic" ethics education refrains from dictating ethical correctness, which befits college-level education wherein students are adults. Given these orientations and constraints, the

most appropriate conception of ethical improvement in education is reducing "subjective ethical errors," which enhances moral agency and likely yields non-subjective ethical improvement. This session presents such ethics education and emphasizes critical discussion—e.g., Is such education desirable? Something participants might want to incorporate? Is non-paternalism appropriate? Is (equipping for) subjective ethical improvement a worthwhile learning objective? Resources provided, including textbook recommendations and classroom-ready online materials.

Lunch Break   Friday, 11:45am – 1:00pm

Roush Hall Lobby

Special Lunch Breakout Session: Crushing Community College Bring your lunch to Roush 116 and join some Community College faculty for a conversation about life at a Community College!

Session #7 (60 minutes)   Friday, 1:00pm – 2:00pm

Sarah K. Donovan, Wagner College
Mo Janzen, Anoka-Ramsey Community College
Andrew P. Mills, Otterbein University
**Teaching Personas and Instructional Design: How Choosing a
Teaching Persona Can Help You Achieve Your Course Goals**   Roush 116

We think the instructional design literature has overlooked a critical element: how the choice professors make about who they are in the classroom--what persona they present to the students--can help (or hinder) their students' ability to meet the course's learning goals. We believe that the persona instructors embody when they are teaching is an important part of the instructional design process: pedagogical personas can be chosen by faculty (with caveats), and must be chosen with an eye to how those personas connect to the other essential elements of a course, such as learning goals, assessments, and pedagogies. In this session we will discuss the role personas play in instructional design, introduce seven archetypical personas, and work with the attendees to see how various teaching challenges can be addressed by the careful, deliberate choice of a teaching persona.

Francisco Calderon, University of Michigan
Thomas Colclough, University of California, Irvine
Helen Meskhidze, Harvard University
Feminist and Trauma-Informed Approaches to Formal Philosophy   Roush 117

There is significant interest in addressing underrepresentation/associated effects of structural injustice of various groups in philosophy, but minimal research into strategies for addressing this by philosophical subfield. Yet, there is a need: women, for example, are especially underrepresented in subfields considered formal, like logic. Addressing this need is not as simple as recruiting more underserved populations. Instead, we advocate for a student-centered approach, promoting inclusive pedagogy. In this presentation, we share a case study, in which we implemented feminist- and trauma-informed interventions in two undergraduate formal logic courses, and investigated the impact with respect to elements of structural injustice. By sharing our interventions, we hope to provide educators with practical tools and ideas for implementing similar approaches in their own classrooms. By sharing our results, we invite educators to reflect on the potential impact of similar approaches in logic courses, and to reflect on tools for measuring that impact.

Colleen Bowlan, Western New Mexico University/Peninsula High School
Philosophy as a Way of Student Life   Roush 118

In this age of mental health crises, disengagement, and pop philosophy as self-help, intro philosophy classes have a singular opportunity to set the record straight, both teaching students about ancient philosophical theories and helping them utilize philosophical practices to enhance their own social emotional development. Recent increases in mental health issues and declines in attendance, engagement, and academic performance are strongly associated with social emotional skills like decision-making, problem-solving, and social engagement. Instead of watching students turn to watered down, out-of-context versions of Stoic practices they find on Tik Tok and Instagram, we can teach them the true philosophical theories behind ancient philosophical practices, carve out a small amount of time to implement them in class, and improve students' social emotional skills alongside their academic knowledge, helping students improve their lives inside and outside the classroom.

Rodger Jackson, Stockton University
Melanie McLeod, Stockton University
Teaching Logic Backwards and Sideways   Roush 204

In this presentation we detail our experiences over the past 15 years in teaching an introductory symbolic logic course in a way that flips the prevailing approach. Rather than starting with arguments and prioritizing them throughout the course, we begin by focusing entirely on translation. Once students have learned everything up to logic of identity we then move to the analysis of statements, then the relationship between statements and only at the last third of the course do we introduce arguments. We will outline the advantages that this seemingly backward approach has, which we believe warrant its unconventional structure

Renée Smith, Coastal Carolina University
Promoting Self Regulative Practices in Philosophy Classes   Roush 213

This session will be a discussion of promoting students' self-regulative practices in philosophy classes. Self-regulating learners deliberately manage their learning behaviors and environments. Self-regulation techniques help learners engage in distinct steps in the learning process including planning and goal setting, monitoring and self-evaluation, and reflection and self-correction. Instructors can provide distinct self-regulative activities in their classes or incorporate self-regulating activities into content-related assignments. This session will introduce the concept of self-regulation, the benefits of helping students cultivate self-regulative practices, and some examples of assignments and activities that promote self-regulation. Participants will then design activities they could use in their classes to promote student learning by making self-regulation a distinct student learning outcome.

Session #8 (90 minutes)   Friday, 2:30pm – 4:00pm

Abram Capone, Marquette University
Emily Lange, Marquette University
Claire Lockard, Mount Mary University
"Good Enough" Pedagogy: Meta-reflection on Implicitly
"Ideal Pedagogy" and the AAPT   Roush 116

As philosophers, teachers, and workers, we believe that (1) philosophy is a vocation or, if not, something quite like it; (2) teaching is philosophy; and (3) teaching is labor. However, these commitments often conflict—pedagogical practices that recognize the economic and personal boundaries of graduate students, adjunct faculty, and increasingly-overworked tenure-track and tenured faculty often run against our desires to implement 'best practices' in the classroom. We argue that students are unlikely to benefit from, and teachers should not attempt to practice, ideal pedagogy (if such a thing even exists). We instead hope to develop actionable strategies for identifying, sitting with, and operating within the tension between 'best' and 'good enough' pedagogical strategies. During our session, we will reflect from our three different career positions (graduate student, tenure-track professor, and non-tenure track instructor) on the ways that these commitments come into conflict during philosophers' careers, how we learn to balance each against the others, and the ways these tensions operate within and beyond the AAPT as an institution.

David W. Concepción, Ball State University
Novelty vs. Repetition: What is the Right Balance for Maximal Learning?   Roush 117

Attendees will play a game, hear a brief presentation regarding myelination, and participate in discussion of the implications of the activity and the lecture. Attendees should leave with a sharper way of thinking through how much students should repeat something before moving on to the next thing. Repetition increases the rate and quality of new skill acquisition and initial content retention. However, too much repetition is boring, reducing motivation and time spent learning. And, curiosity and engagement increase with novelty. Yet, too much novelty creates anxiety, which reduces motivation and total time spent learning. So, what is the right balance of novelty and repetition to maximize learning? There is no single answer, but brain biology, specifically myelination, suggests that more repetition than seems typical is warranted. Participate in this session and decide for yourself what the right balance is for your students

Zach Srivastava, University of Cincinnati
Gamifying Ethical Education   Roush 118

Gamification is an effective way to increase students' motivation and participation in educational activities. I adopt C. Thi Nguyen's view that gamification involves a shift in the goals of an activity to promote some further aim to distinguish pernicious gamification. This is when the value shift places a higher value on the outcome of the game than on the benefits one ordinarily obtains through play. For example, in Lincoln-Douglas (LD) debate, students provide ethical positions on which their case is evaluated. This leads to students selecting theories based on what will earn the most points rather than how well the theory aligns with their argument. I compare this with moral dialogues in Dungeons and Dragons (D&D) which encourage cooperative gameplay. On this basis, I argue gamification methods can be designed which are more or less likely to avoid pernicious gamification depending on how the game encourages players to interact.

Kelly Salsbery, Stephen F. Austin State University
Mapping Arguments   Roush 204

This session will address argument mapping for both teaching and learning philosophy. Argument mapping involves using diagrams to analyze the detailed structure of arguments or the overall structure of debates. First, this session will note some of the history and theory behind argument mapping techniques and how they can be applied in philosophy. Second, this session will address how we can use these diagrams specifically in teaching critical thinking, logic, and philosophy. The main focus will be on how we can use these techniques in our classes to present and examine the process of argumentation and the logical structure of various philosophical issues and arguments. Third, this session shall address the ways we can use these techniques to facilitate our own class preparation as well as student writing and research. Overall, this session seeks to familiarize the participants with some of the theory and applications of argument mapping, and to act as a basis for them to investigate these techniques further. During the session, participants will have an opportunity to engage in argument mapping and discuss some of the issues involved in argument mapping.

Sarah Vitale, Ball State University
Philosophy and Critical Service Learning (60 minute session)   Roush 213

Service learning is what the AAC&U calls a "high-impact practice." However, many in the field of community engagement hold that service learning should have social justice as a guiding principle. A critical service-learning class should "encourage students to see themselves as agents of social change, and use the experience of service to address and respond to injustice in communities" (Mitchell 2008, p. 51). In this session, participants will consider in what ways philosophy classes might become critical service-learning classes. Because of the high premium placed on objectivity in philosophy, and because of the current political backlash against progressive educators, many have been wary of foregrounding social justice in their classes. We do not want to appear dogmatic, and we do not want any student to fear that our political orientation will impact our ability to teach them. In addition, service-learning requires a partnership with a community organization. Such partnerships are not typical for philosophy projects. With these concerns in mind and considering how best to engage in philosophy outside of the academy, we will spend the workshop investigating in what ways philosophy is well-suited to critical service learning and how we might design critical service-learning classes at our institutions.

Plenary Session (90 minutes)   **Friday, 4:15pm – 5:15pm**
Amplifying Philosophy   **Roush 114**

Emily Esch, College of St. Benedict and St. John's University
David Gray, University at Buffalo
James Lincoln, Lasell University
Kelly Salsbery, Stephen F. Austin State University
David Sackris, Arapahoe Community College
Erica Stonestreet, College of St. Benedict and St. John's University

As many of us are painfully aware, philosophy has been facing a number of "existential threats" as humanities enrollments decline. Philosophy departments around the country—in a wide variety of schools—have been facing program reduction. In this session, five panelists from a variety of institutions will discuss their experiences with surviving reduction processes or building programs that not only survive but thrive.

Special Reception: Making Philosophy Indispensable Friday, 5:30pm – 6:30 pm
Hosted by the Council of Independent Colleges   Roush Hall, Fisher Gallery
Roush 114

Dinner Uptown   **Friday, 7:00 pm**

Dinner in Uptown Westerville
Friday, July 26, starting at 7 p.m.

At Registration table you can
sign up for group meet-ups and see restaurant choices

Here is a list of restaurants in Uptown Westerville, all a short walk from campus:
https://www.visitwesterville.org/eat/restaurants-in-uptown-westerville/

Saturday, July 27

Session #9 (60 minutes)   **Saturday, 9:30am – 10:30am**

Alphonso Capone, Champlain College
Sandra Soucy, Poker Hill Preschool
Student Led Inquiry, From Preschool to Plato   Roush 116

In this session a preschool director and a philosophy professor will present strategies for encouraging student led inquiry from opposite ends of the schooling spectrum. Attendees will have the opportunity to discuss techniques that encourage students to generate, evaluate, and pursue their own questions in response to experiential and textual provocations. While the term provocation originates in early childhood education, attendees will apply this concept to their own philosophy classrooms. Understanding how provocations function in the preschool setting opens many possibilities for using this technique to provoke college students towards a deeper level of engagement with philosophical questions and texts. The strength of this approach lies in encouraging students to make cross-curricular and experiential connections. Attendees will workshop provocations for use in their own classrooms.

Taylor Broder, Centre College
Eva Cadavid, Centre College
Sam Merritt, Centre College
Creating an Inclusive Learning Community in the Philosophy Classroom   Roush 117

This session consists of three parts. First, we will share literature on current research on belongingness, specifically for students of difference. Studies show that with minimal changes to classroom interacts, we can have great success in student retention and sense of belonging. We believe that undergraduate Philosophy classrooms are already using some of these inclusive practices. In the second part, we invite participants to think through their own classroom practices and to share what they are successfully doing to foster equity and inclusion. We encourage participants to bring a syllabus or an activity. In small groups, participants will get a chance to discuss what they currently do as well as think of ways to make their classrooms more inclusive and

student-centered. Lastly, groups will prepare a poster (on large Post-Its) on their discussion to share with others via a "gallery walk".

Clint Jones, Capital University
Philosophy and Fantasy Role-Playing Games as Alternative Texts   Roush 118

My presentation will demonstrate a method for improving student learning by utilizing Fantasy Role-Playing Games (FRPGs) as the text for a course. My example course will use pirates as philosophical interlocutors to showcase how ethical questions, for instance, can be made more real for students than the usual hypothetical problems relied on in classes. Additionally, I will highlight how the use of FRPGs can extend and deepen students' experiences of diversity and inclusion in the classroom and for situating critical questions in historical contexts. It is my belief, and I believe my presentation will show, that the inclusion of FRPGs into classroom pedagogies will amplify the philosophical experience by making the classroom experience more creative and fun for the students while simultaneously broadening the reach of philosophy classes to students that would normally not consider a philosophy course.

Lisa Schoenberg, Slippery Rock University of Pennsylvania
Doubling the Discussion   Roush 204

This session presents a method intended originally to prompt discussion in large pandemic-era zoom classes, but which improved the quality of student participation after returning to a common physical space. Key to the method is a pre-discussion discussion in the learning platform's discussion boards, using questions written by a panel of students who then help moderate the class session. The pre-discussion aspect of the method had an unexpected benefit which may be of use to other faculty who, like me, find it difficult to cold call students, or faculty who object to cold calling on principle. Questions can be framed as invitations to restate, clarify, defend, extend, and apply excellent points already made. Additional benefits include improving gender equity in participation as well as ameliorating student anxiety about public speaking. During the session I will model this method, using "Your Hand's Not Raised? Too Bad: I'm Calling on You Anyway" by Alfie Kohn as the source material for the demonstration.

Rebecca Scott, Harper College
Teaching Philosophical Curiosity 'Styles'   Roush 213

In "Philosophical Curiosity: What and Who is it For?" Perry Zurn notes that, while curiosity is often recognized to lie at the heart of what it means to do philosophy, curiosity as an object of philosophical and pedagogical analysis remains rare. In this session, I will offer several strategies for explicitly teaching the skills and habits of curiosity. Drawing on Stephen Bloch-Schulman and Anthony Weston's textbook, Thinking Through Questions and Zurn's own description of "curiosity styles," I will share several activities and assignments that I use in my social justice themed Critical Thinking course to help students identify and grow their curiosity.

Session #10 (60 minutes)   **Saturday, 10:45am – 11:45am**

Jane Drexler, Salt Lake Community College
Socrates Cafe: a Student-Led Discussion Model on a Budget   Roush 116

In this session, I will share a student-led dialogue model that I designed for my intro to philosophy course, called "The Socrates Café," inspired by Philosophy-as-a-Way-of-Life pedagogy, but applicable to any introductory philosophy courses aiming to create a community of scholarly inquiry as a foundation of a student's first experience in philosophy, at regional, underfunded, commuter campuses which largely serve students who work, have families, and/or otherwise have limited time and resources for extra work. In this hour-long session, I will share the specific goals, designs, instructions and assessments of The Socrates Café, with some samples of "Café Menus" (the primary "deliverable" that each student produces for their café leadership day, and that guides discussion). Participants will engage in a mini-workshop to design a "fast food menu" (a variation of the menu I came up with for emergencies when there was a no-show on Café day, but which I happily discovered was a great way to scaffold menu-design and café dialogue leadership, and an effective activity for teaching critical analysis and question-development, in itself). We will end this session with a Q&A, including a reflection and brainstorm about some of the challenges and strategies of embedding this café format into a class. Participants will be provided with assignment handouts and other resources to take with them for creating Socrates Cafés in their own classes or clubs.

Irem Kurtsal, Allegheny College
Community-Engaged Learning Through Digital Experience Design   Roush 117

Community-engagement in courses has well-established pedagogical benefits. But while students benefit from applying philosophical skills and knowledge to the needs of our communities, they should recognize and respect the community partners' central role in their education, and community partners should benefit from the outcome of the partnership. Can students taking their first course in philosophy do anything that fits the bill? In this workshop, I will lay out the way I incorporated community involvement in my course Freedom, Addiction, and the Opioid Crisis (a second year philosophy course open to all students, without prerequisites). Students design a digital experience geared to create awareness about the sorts of challenges a person with a substance use disorder (SUD) in recovery faces while they maintain sobriety.

Moya Mapps, Stanford University
**Knowing at a Glance: Can Perceptual Learning Modules Help
Teach Philosophy?**   Roush 118

In many domains, expertise has a perceptual or quasi-perceptual aspect. Consider the way an expert chess player can "read" a chess board at a glance, for example, or the way an expert radiologist can "read" an X-ray. The perceptual learning module is a tool to help students see (or hear or feel or taste or smell) like an expert. These modules have been developed for a strikingly diverse range of fields: radiology, dermatology, algebra, geometry, flight training, language learning, art history… But what about philosophy? Could perceptual learning modules be useful in our classrooms? If so, what might that look like? And if not, what does that tell us about philosophy as a discipline?

Jonathan Spelman, Ohio Northern University
Teaching Students to Apply Ethical Theories Roush 204

One method for answering questions in applied ethics is to identify a moral principle and then apply that principle to the case in question. Accordingly, many of us who teach applied ethics teach students how to apply act utilitarianism, Kant's principle of humanity, etc. In this session, I describe some reasons why I think it's valuable to teach this skill, namely, because it promotes a kind of intellectual empathy. I also demonstrate how I teach it. I share examples of practice problems I use to help students develop this skill and examples of exam questions I use to assess it. Finally, we discuss this practice. Is it valuable to teach students to apply ethical theories? If so, what is the best way to do it? If not, why not?

Vaughn Baltzly, Texas State University
Alida Liberman, Southern Methodist University
Renée Smith (Award Committee Chair), Coastal Carolina University
Lenssen Prize Winners Panel Roush 213

The winners of the Lenssen Prize in 2022 (Baltzly) and 2024 (Liberman) will discuss their papers: "Trolleyology as First Philosophy: A Puzzle-Centered Approach to Introducing the Discipline" and "In Defense of Doing Philosophy 'Badly' or: How I Learned to Stop Worrying and Love Imperfection."

Lunch Break **Saturday, 11:45am – 1:00pm**
Roush Hall Lobby

Session #11 (90 minutes) **Saturday, 1:00pm – 2:30pm**

David W. Concepción, Ball State University
Mara Harrell, University of California, San Diego
Alida Liberman, Southern Methodist University
Kristopher Phillips, Eastern Michigan University
Emma Prendergast, Utah Tech University
Brynn Welch, Univesrity of Alabama at Birmingham
The Art of Teaching Philosophy: A Quick Chat in the Hall Roush 116

Some of the best teaching advice we get happens in hallway chats. Here, five teachers offer their "bite-sized" hallway chat tips incorporating both reflective values and practical advice about how to promote those values. The tips range from addressing in-class dynamics to thinking through broad goals for the class and how to assess for progress toward those goals. One speaker will offer strategies for fairly and effectively running a class in which students have not done the assigned readings. Another will present ways to use argument diagramming as a tool that can help students learn to read, write, and even collaborate better. A third speaker addresses how we think about the project of philosophy and what that means for how we structure assignments and frame our feedback. The fourth considers the challenge of whether dispositional growth is fair game for the assessment administrators seek from departments and offers ideas about how to assess such growth. And the final speaker presents ideas for philosophy beyond the classroom, especially why and how philosophy professors are particularly well suited to serve as mentors. All participants and panelists are invited to discuss how to use/modify/combine these ideas in their own classes.

The Lookism Game is an immersive philosophical game, based on Ted Chiang's short story, "Liking What You See." Chiang's story explores the issue of lookism—discrimination based on attractiveness—by imagining a technology, calliagnosia, that can turn off our ability to perceive attractiveness, and having students on a fictional university campus debate its pros and cons. The Lookism Game reproduces this debate in the classroom: reimagining Chiang's story at your own university and assigning students roles within a student council tasked with voting on the calliagnosia mandate. Attendees at this session will play a shortened version of the Lookism Game. They will experience firsthand the benefits of these kinds of role-playing games and be provided with the materials to play the game in their own classes. They will also be directed towards other, similar games that might be better suited to different courses.

Michael Otteson, Utah State University
The Potential and Drawbacks of Large Language Models in the Classroom   Roush 118

The goal of this session is to explore how to use Large Language Models (LLMs) in the context of philosophy. The advent of LLMs presents challenges to philosopher instructors that are novel in the history of the discipline. This session will explore how to potentially "lean in" to the technology as well as potential alternative assignments. The discussion will consider 1) assignments that require students to analyze the output of LLMs and 2) assignments where the use of LLMs to produce multiple choice in-class exams. The session should allow faculty to discuss potential prompts for these assignments and workshop them to improve them to maximize student learning. It will also involve attempting to use LLMs in the session in small groups to test the prompts to see what potential weaknesses of the assignments are.

Melissa Jacquart, University of Cincinnati
Learner-centered Approach to Doing Publicly Engaged Philosophy   Roush 204

Public philosophy is experiencing a surge in popularity. However, many philosophers have little to no formal training in how to do effective publicly engaged philosophy. In this session, I provide a beginner's guide for philosophers interested in perusing publicly engaged philosophy, either for themselves or as part of their courses. I first provide a theoretical framework for pursuing publicly engaged philosophy which draws significantly on integrated course design and learner-centered education. Next, participants will be guided through the framework's application, answering key questions aimed toward facilitating the development of the participants' own public philosophy project. Finally, participants will discuss how to translate these principles and best practices into undergraduate philosophy classroom settings and into non-traditional modes of assessment (e.g. students doing public philosophy & outreach themselves). Participants walk away from this session with actionable steps to begin their first public engagement endeavor or expand an existing project.

James William Lincoln, Lasell University
Attending to the Ethical Costs of Philosophical Spaces   Roush 213

Does 'doing philosophy' impose ethical costs as we teach it in the classroom? Does philosophical practice impose ethical costs on philosophers themselves? Background: Philosopher Jennifer Morton's (2019) Moving Up without Losing Your Way observes that, for many students, pursuing higher education often facilitates the weakening or losing of identity-forming relationships with family and friends for the sake of upward mobility - especially for minoritized populations. For

Morton, trading aspects of one's life that are deeply meaningful (like relationships, connection to community, or aspects of one's identity) for a perceived good (like upward mobility) is an ethical cost. Given that, we should ask ourselves: Does philosophy and philosophy teaching have a role in this phenomenon? If so, how? If not, what should we do? Modality: This session includes a sharing/listening circle following a short introduction. Objective: to foster awareness and initiate a broader conversation on the ethical implications of philosophical teaching.

Session #12 (60 minutes)   Saturday, 3:00pm-4:00pm

Kelly Burns, Dominican University
Motivating Students in a Post-COVID Environment   Roush 116

Over the last few years, many of us have seen a variety of changes in our students, whether in their classroom behaviors, skills and preparation for college, or general disposition. Many of us are struggling to help students learn and are being met with indifference or even hostility from students. How can we understand our students' changing needs? What can we do to meet the many new and changing challenges we face? In this session, we will identify the variety of issues we are seeing, categorize them, and use motivational theories in order to develop effective responses to these issues.

~~Trystan Goetze, Cornell University~~
~~**Scenario-Based Teaching for the Ethics of Science and Technology**~~   Roush 117

Philosophical teaching is increasingly sought both as an intervention within STEM courses (e.g. guest sessions in engineering, science, or computing courses), and as standalone philosophy of science, medicine, and technology courses that complement STEM curricula. However, these contexts introduce distinctive pedagogical challenges, such as student buy-in and direct practical relevance to technical STEM content. After a brief introduction to these challenges, this session demonstrates a teaching method designed to overcome them, based on Anthony Weston's scenario-based approach and Thi Nguyen's insight that games can teach us new ways of using our agency. Using character-building, role-playing, and outcome resolution techniques from tabletop games, the scenario unfolds as participants make ethical choices before, during, and after an ethically complex situation, followed by reflection on those choices. The specific scenario in this demo concerns humanitarian relief projects and engineered living materials (i.e. building materials that incorporate living organisms).

Charles Irving, Independent Scholar
Academic Springboard: Launching into Non-Academic Opportunities
with Teaching and Research   Roush 118

If you teach and conduct research on teaching philosophy, you are in an advantageous position to find a non-academic job. You already have and/or are ready to further develop most of the skills and experience that non-academic jobs look for. In this session, I will demonstrate how I (accidentally) developed such skills and experience and landed a non-academic job. You will also have the opportunity to identify and further develop your skills and experience for a non-academic career.

Erica Stonestreet, College of St. Benedict and St. John's University
An AI Assignment Experiment and Lessons Learned   Roush 204

This session has the practical aim of offering early-career instructors (and anyone else) one example of how to incorporate AI into an assignment. I'll present an experimental AI version of an assignment I give in my intro course, along with the results and my thoughts on where to go from here. The AI assignment has two aims. The first is to help students develop the skills of introducing a philosophical question, (charitably) articulating others' arguments, and reflecting philosophically; the second is to reveal to students the limitations of AI as a philosophical writing tool. After the presentation, participants will have a chance to workshop their own assignments to incorporate AI, and we'll brainstorm other ways to use AI productively.

Carissa Phillips-Garrett, Loyola Marymount University
Tensions in Student Autonomy and Concrete Transparency
in Assessment Design   Roush 213

Learning-centered teaching encourages us to get students invested by giving them choices to exercise their own autonomy creatively. At the same time, to scaffold the necessary skills and provide transparency about exactly what students are being expected to do, assessments are often encouraged to involve narrow, specific prompts that give students supportive structure. These each seem laudable in abstract, but seem to be in tension with one another when it comes to assessment design, since it is often difficult to provide concrete expectations or scaffolding for assignments that give students a lot of space to be creative in choosing how to fulfill the expectations. This session will engage participants in a conversation about how to incorporate and weigh the trade-offs that occur when goals of choice and concrete structure conflict. We will discuss where the tension arises, the value of each of these goals, and the pedagogical contexts and learning goals where these strategies are most important. Throughout the session, the aim will be to use concrete examples of specific assessments to reflect on how thinking through these questions should inform our own assessment design.

Keynote Address   **Saturday, 4:15pm – 5:45pm**
                                                                         Roush 114

Nancy Chick, "Demystifying Philosophy"

"Unprecedented" is an overused but accurate term to describe teaching in recent years. In the wake of the murder of George Floyd and the Black Lives Matter movement, efforts focused on diversity, equity, inclusion, and belonging (DEIB) became ubiquitous, at least for a moment—until a handful of politicians rendered all things DEIB in essence illegal, chilling the best of intentions across the country. At the same time, the COVID pandemic, the subsequent learning losses, and what's been described as a mental health crisis among students has forced content and pedagogy experts to also act as pseudo-therapists. This teaching and learning environment is untenable. And there's no easy fix. This context is the backdrop for your teaching and for Nancy Chick's active keynote. She will begin by proposing the principle and practice of demystification as a promising salve that might ease the pain of both the DEIB standstill and the current generation of pathologized learners. She will then share a few strategies for demystifying philosophy, responding to the specific conditions of teaching philosophy today, and prepare you to go back to your classrooms ready to teach in these unprecedented times.

– Conference Banquet – Presidential Address –
and presentation of Prizes and Awards
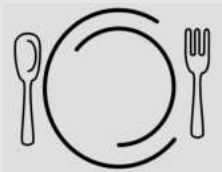
The Point Event Forum at Otterbein
Banquet begins at 7 p.m.

Presidential Address

Russell Marcus

President, American Association of Philosophy Teachers
Professor of Philosophy, Hamilton College

"Collaboration and Serious Engagement in the Philosophy Classroom"

Sunday, July 31

Mo Janzen & Ramona Ilea
Organizing an Activity: Developing Skills to Change Ourselves and the World

Over 15 years ago, Ramona Ilea (Pacific University) and Mo Janzen (Anoka Ramsey Community College) developed an approach to transformational learning using civic engagement (CE) projects that require students to use agency or self-authorship to both design and carry out actions in the world. In 2016, they revised this approach and developed what they now call the Experiments in Ethics, a series of small scale, interrelated "experiments" where students "experiment" with different ideas they're learning about in class. Their approach meets learners where they are because it allows them to build skills throughout the semester. Students learn new content, do an experiment related to the content, reflect, and then get feedback. Likewise, students start out with more directive experiments and slowly build to take on more substantive, self-directed work. Their assessments have shown that the Experiment in Ethics achieve their aims; students gain important communication, citizenship, practical, and critical thinking skills. These skills increase student agency and help change student attitudes about what they can accomplish in their own lives and in their communities and develop hope for the future.

Many at the AAPT are familiar with Ilea's and Janzen's ideas and some have adopted specific experiments. Yet, despite their best efforts to encourage others, almost no one tries the Organize an Activity exercise. Perhaps philosophy instructors are nervous about having students do this exercise because it takes time, students might experience difficulty/trouble, faculty lack support at their institutions, or they just plain do not know how to get students to do this. In this Teaching Spotlight, Ilea and Janzen will give us all the chance to learn the "Organize and Activity" exercise by doing it!

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.

The AAPT Board of Directors

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

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

The **Treasurer** 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** is charged with facilitation of 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 **Immediate Past President** continues to serve on the Board of Directors after their term as President has ended.

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.

2022-24 Board of Directors

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Ex Officio Member
Fritz McDonald (Oakland University), mcdonal4@oakland.edu
Chair of the APA Committee on the Teaching of Philosophy

AAPT Standing Committees

The **Executive Committee** is composed of the President, Vice President, Treasurer, Communications Director, and Executive Director. The Executive Committee develops agendas for Board Meetings and manages the operations of the organization.

The *AAPT Studies in Pedagogy* **Editorial Board**, typically eight-to-eleven members, chooses the journal Editor-in-chief; develops the operating policies and procedures for the journal in consultation with the Editor-in-Chief; is consulted during the development of volume topics and potential volume editors and the Editorial Board's approval of these is required; and referees submitted papers.

The **AAPT Teaching Hub Committee** (formerly the Sessions Committee), typically about ten members, organizes AAPT meetings outside of the biennial workshop-conference. Their main responsibility is to contribute, along with the APA's Committee on Teaching Philosophy (CTP), to the joint APA/AAPT Teaching Hub subcommittee, which organizes the Teaching Hubs at each of the three APA Division meetings (Eastern, Central, Pacific). The AAPT Teaching Hub Committee also supports teaching hubs at other conferences. The AAPT Teaching Hub Committee includes a virtual programming designee to seek engagement or collaborations with other organizations' virtual programming offerings including the American Philosophical Association (APA), the Philosophers for Sustainability, Cogtweeto, and Philosophy Learning and Teaching organization (PLATO).

The **Awards Committee**, typically eight-to-twelve members, is charged with handling all awards given by AAPT, including the Lenssen Prize (awarded to the best essay published on the general theme of philosophy teaching); the Grants for Innovations in Pedagogy; and the Award of Merit. The Awards Committee also works with the APA and TPA on the Prize for Teaching Excellence. The Awards Committee is chaired by the Vice President.

The **Communications Committee**, typically five-to-seven members, takes the leading role in maintaining the public image of the AAPT and communicating with its members, which includes the direction and maintenance of the AAPT's website, listserv management, and social media outreach.

The **Conference Programming Committee**, typically twenty-to-thirty members, organizes the biennial workshop-conference. They solicit and vet presentation proposals, find speakers and plenary sessions for the conference, and manage scheduling and creating the program.

The **Development Committee**, typically about five members, is charged with fundraising in all its forms, including fundraising, membership targets and fees, grant writing, and endowment oversight. The AAPT Past President is automatically appointed to Development, with an option to chair.

The **Finance Committee**, typically about five members, is mandated by our bylaws and chaired by the AAPT Treasurer. The primary duty of the Finance Committee is oversight of the financial activities of the Board. Additionally, the Finance Committee prepares an annual report for the annual Board and membership meetings, which includes revenues and expenditures and a suggested budget. In addition to the Treasurer, it consists of the President, Executive Director, and two AAPT members who are not Board members.

The **Diversity, Outreach, and Engagement Committee**, typically about five members, is charged with growing the number and diversity of our membership and ensuring that the organization has a pipeline of active members who are interested and prepared to serve as directors, committee chairs, and committee members. The DOE helps to solicit and include volunteers and works with the Vice President to populate committees. The DOE also works with all other committees to develop and implement a broader vision and procedures for recruiting new members, increasing the diverse inclusivity of our membership, and attracting existing members to leadership roles.

The **Teaching and Learning Committee**, typically eight-to-ten members, solicits and vets applications for facilitators for the teaching and learning seminar held at the biannual workshop-conference. This committee also organizes the one-day regional teaching and learning workshops held throughout the year and manages weekly Talking/Teaching initiatives. The Teaching and Learning Committee includes a virtual programming designee to seek engagement or collaborations with other organizations' virtual programming offerings including the American Philosophical Association (APA), the Philosophers for Sustainability, Cogtweeto, and Philosophy Learning and Teaching organization (PLATO).

The **Nominations and Elections Committee**, typically four-to-six members, manages the biennial elections for Vice President and Board members. The work of the committee is done at the conference and the months succeeding. The members of the committee are chosen at the conference.

How Can I Participate in the AAPT?

The vitality and strength of the American Association of Philosophy Teachers is deeply rooted in the dedication of the people who step forward to participate in it. The AAPT welcomes participation by all its members, including people who have just joined. If you are interested in being active in one of the above AAPT committees or in other ways, visit this link: https://tinyurl.com/aaptvolunteer. Or come to the Members Meeting on Friday and nominate yourself for a committee or to run for the Board. Here are some of the many ways you can get involved:

Collaborate with us
- Participate in our free online Talking/Teaching discussion series (Most Mondays during Fall and Spring)
- Submit a paper to our journal, *AAPT Studies in Pedagogy*
- Apply for an AAPT Grant for Innovation in Teaching
- Volunteer to serve on on an AAPT committee

Conference with us
- Join us at a Teaching Hub–at each APA Division meeting, and with other partner organizations
- Attend our biennial workshop-conference

Celebrate with us
- Nominate someone for the Prize for Excellence in Philosophy Teaching (which we cosponsor with the APA and the Teaching Philosophy Association)
- Nominate a recent paper on teaching philosophy for the Lenssen Prize
- Let us know if you've received a major award for teaching philosophy so that we can celebrate your achievement

Connect with us
- Join our free email listserv to send/receive teaching-relevant content (typically a few emails/month)
- Become a member for online access to a variety of teaching-focused philosophy journals, discounts on conference fees, and to support high-quality teaching in philosophy. An annual membership is $25-90, with tiers based on income.

AAPT Studies in Pedagogy

AAPT Studies in Pedagogy is a peer-reviewed annual dedicated to publishing thematically focused volumes of original works on teaching and learning in philosophy. The thematic volumes include a range of contributions, from practical advice to theoretical discussions. Contributions are welcomed from anyone teaching philosophy, including graduate students, new faculty, and tenured professors. For more information, visit: https://aaptstudies.org/ The publication is a benefit of membership to the AAPT.

Editor in Chief: David W. Concepción, dwconcepcion@bsu.edu

Volume 1:   *Practices in Pedagogy*, 2015, edited by Emily Esch and Charles W. Wright
Volume 2:   *Teaching Plato*, 2016, edited by Andrew P. Mills and J. Robert Loftis
Volume 3:   *Inclusive Pedagogies*, 2017, edited by Kelly A. Burns
Volume 4:   *Experiential Learning in Education*, 2018, edited by Andrew Winters.
Volume 5:   *From Research to Learning*, 2019, edited by David W. Concepción
Volume 6:   *Teaching Philosophy as a Way of Life*, 2021, edited by Jane Drexler and Ryan Johnson
Volume 7:   *Who and What is Philosophy For?*, 2022, edited by Stephen Bloch-Schulman and Claire Lockard
Volume 8:   *Welcoming Newcomers: Teaching for Novice Philosophy Students*, 2023, edited by Jake Wright
Volume 9:   *Writing in Philosophy: Pedagogy and Practice*, Forthcoming, edited by Sarah K Donovan and Renée Smith
Volume 10: *Teaching in Hostile Contexts*, Forthcoming, edited by Alida Liberman
Volume 11: *Are We Having Fun Yet? Joy and Playfulness in Teaching & Learning Philosophy*, Forthcoming, edited By Rebecca Scott

Award of Merit for Outstanding Leadership and Achievements in the Teaching of Philosophy

The Award of Merit for Outstanding Leadership and Achievements in the Teaching of Philosophy has be given by the AAPT since 1990 to recognize leaders in the field of philosophy teaching, especially those who have contributed significantly to the development of our organization.

Past Awardees

Martin Benjamin	Emily Esch	Rosalind Ladd
Myles Brand	James Friel	Matthew Lipman
Terry Bynum	Nancy Hancock	Richard Schacht
James Campbell	Kevin Hermberg	Robert Solomon
Daryl Close	Michael Hooker	Robert Timko
David W. Concepción	Tziporah Kasachkoff	William Whisner
Betsy Decyk	Eugene Kelly	Arnold Wilson
Jane Drexler	John Ladd	

The Lenssen Prize

In 2000 the American Association of Philosophy Teachers established the Lenssen Prize for the best essay on 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 Lenssen Prize is offered for the best essay on the general theme of philosophy teaching that has appeared in the two calendar years before the AAPT biennial conference. Criteria used for evaluating essays include significance; struggle (e.g., does the paper have contested ideas?); originality; and quality of writing.

2024 Lenssen Prize Winner

Liberman, Alida. "In Defense of Doing Philosophy 'Badly' or: How I Learned to Stop Worrying and Love Imperfection." *American Association of Philosophy Teachers Studies in Pedagogy* (2023).

Past Recipients of the Lenssen Prize

2022:   Vaughn Bryan Baltsly, "Trolleyology as First Philosophy: A Puzzle-Centered Approach to Introducing the Discipline," *Teaching Philosophy* 44:4 (December 2021).

2020:   Melissa Jacquart, Rebecca Scott, Kevin Hermberg, and Stephen Bloch-Schulman, "Diversity Is Not Enough: The Importance of Inclusive Pedagogy," *Teaching Philosophy* 42, no. 2 (2019).

2018:   (co-winners) Andrew J. Pierce. "Interest Convergence: An Alternative to White Privilege Models of Anti-Racist Pedagogy and Practice." *Teaching Philosophy*, 39, no.4 (2016); and Matt S. Whitt. "Other People's Problems: Student Distancing, Epistemic Responsibility, and Injustice." *Studies in Philosophy and Education*, 35, no. 5 (2016)

2016:   Kate Padgett Walsh, Anastasia Prokos, and Sharon R. Bird. "Building a Better Term Paper: Integrating Scaffolded Writing and Peer Review." *Teaching Philosophy* 37:4

2014:   Ann J. Cahill and Stephen Bloch-Schulman, "Argumentation Step-By-Step: Learning Critical Thinking through Deliberative Practice," *Teaching Philosophy*, 35:1

2012:   John Rudisill, "The Transition from Studying Philosophy to Doing Philosophy," *Teaching Philosophy*, 34:3.

2010:   Daryl Close, "Fair Grades," *Teaching Philosophy*, 32:4.

2008:   No award given

2006:   David W. Concepción, "Reading Philosophy with Background Knowledge and Metacognition," *Teaching Philosophy* 27:4.

2004:   James Campbell, "The Ambivalence Toward Teaching In The Early Years Of The American Philosophical Association," *Teaching Philosophy* 25:1.

2002:   Deborah R. Barnbaum, "Teaching Empathy in Medical Ethics: The Use of Lottery Assignments," *Teaching Philosophy* 24:1.

Prize for Excellence in Philosophy Teaching

The annual Prize for Excellence in Philosophy Teaching, sponsored by the American Philosophical Association (APA), the American Association of Philosophy Teachers (AAPT), and the Teaching Philosophy Association, (TPA) recognizes a philosophy teacher who has had a profound impact on the student learning of philosophy in undergraduate and/or pre-college settings. Open to any APA member who has an impact on student learning in undergraduate and/or pre-college settings.
https://www.apaonline.org/donations/fund.asp?id=15271

Past Winners:

2023:   Kristopher Phillips (Eastern Michigan University
          Rebecca Scott (Harper College)
2022:   Alida Liberman (Southern Methodist University)
2021:   Monica Janzen (Anoka-Ramsey Community College)
2020:   Russell Marcus (Hamilton College)
          Eduardo Villanueva (Pontifical Catholic University of Peru)
2019:   Sandra Dwyer (Georgia State University)
          Claire Katz (Texas A&M University)
2018:   Maralee Harrell (Carnegie Mellon University)
2017:   Stephen Bloch-Schulman (Elon University)

American Association of Philosophy Teachers Grant for Innovations in Teaching
Application Deadline August 31, 2024

Description: The American Association of Philosophy Teachers (AAPT) offers competitive small grants ranging from $250-$1000 to support projects involving innovations in teaching philosophy. Preference will be given to those projects that have a broad appeal. Multiple grants will be awarded, contingent on available funding. Grant applications should specify the aim of the project, its learning goals, criteria of success, and proposed timeline. Projects should be implemented and assessed during the calendar year 2025. Grant recipients are required to submit a final project report, including any relevant qualitative or quantitative data, for posting on the AAPT website.

Eligibility: Open to any instructor teaching at the college-level: full-time, part-time, adjuncts, and grad students are all welcome. Recipients must be current AAPT members. For further information about the American Association of Philosophy Teachers, please visit our website. You may join the AAPT here. For further information about the AAPT Grant, please visit our grants page.

Applications: To request an AAPT Grant for Innovations in Teaching, send:

> **1. A project description, prepared for anonymous review, 500-1000 words, including the following elements**:
> - Overall description;
> - Learning goals and methods for meeting them;
> - Relevant or related previous work and any results;
> - Timeline for project;
> - Criteria for success;
> - How the project will be assessed;
> - Plans to share results (e.g., to present work at the AAPT or other regional or local venues); and
> - Budget: Specific amount requested with an estimated list of expenses. Please include whether one is getting any funding from other sources. Please note that grants cannot include salary or stipend for the recipient.
>
> Please note that AAPT grants cannot include salary or stipend for the recipient.

> **2. A current curriculum vitae, including contact information for one reference.**

Send your completed application materials as pdf attachments with 'AAPT Grant' in the subject line to: grants@philosophyteachers.org. Applications must be received by August 31, 2024.

The AAPT Awards Committee will review applications. Recipients will be notified by October 14, 2024. The final report is due six weeks after the completion of the project and no later than February 1, 2026.

CALL FOR PAPERS
Volume 11
Are We Having Fun Yet?
Joy and Playfulness in Teaching & Learning Philosophy
Edited By **Rebecca Scott**
Paper Submission Deadline: Monday, January 13, 2025

We are seeking traditional essays and short personal reflections on the topic of playfulness and joy in the teaching and learning of philosophy. When, why, and how might we make teaching and learning philosophy fun?

- **Traditional essays** (typically 5000–8000 words, but any length is permitted)
- **Short personal reflections** (approximately 1,500–3,000 words)

Potential topics for exploration include (but are not limited to) the following:

- **Joy and Playfulness**: the role of joy in teaching and learning philosophy; navigating the limits of joy, e.g., when philosophy requires that we be a "killjoy"; whether and how to make philosophy fun; explorations of philosophical play
- **Creativity:** teaching philosophy with art, literature, or music; engaging philosophy through non-traditional genres and media; teaching philosophical creativity
- **Wonder and Curiosity**: explore the cultivation of philosophical dispositions such as curiosity and wonder
- **Humor:** the role of jokes and laughter in learning; strategies for navigating the risks of humor
- **Movement and Corporeality:** teaching philosophy through dance, movement, and sport; attending to the embodied nature of teaching and learning
- **Imagination and Utopia:** teaching philosophy through imagination; teaching with thought experiments; using imagination in social and political philosophy; reimagining social and epistemic norms
- **Game-based Pedagogies:** teaching philosophy with games; adapting games for use in the philosophy classroom; learning through simulation and roleplay; incorporating playful activities and assignments into philosophy classes
- **Joyous Teaching:** What keeps you/teachers happy? How can drudgery be minimized? What makes you laugh/enjoy yourself most while teaching, and how can others achieve more joyous teaching?

To submit an essay, reflection, or practical resource go to https://aaptstudies.org/submissions

Direct inquiries about this call or Volume 11 to Rebecca Scott, rscott1@harpercollege.edu

Acknowledgements

Our sincere thanks to all who helped make the AAPT Twenty-Fourth Biennial Workshop-Conference on Teaching Philosophy happen.

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

Any APA or AAPT member is welcome to help with the programming of the Teaching Hub. Interested volunteers or participants should contact Chair: Melissa Jacquart (University of Cincinnati), jacquama@ucmail.uc.edu

Love the Teaching Hubs? Support the APA Teaching Fund!

By increasing the APA Teaching Fund and explicitly connecting the fund to the Teaching Hubs, the APA aims to provide larger amounts of support for each Teaching Hub—and other teaching activities—every year.

We are reaching out to you to help make the commitment a reality! Your demonstrated passion for teaching has helped to make the Teaching Hubs a vital part of our professional organization. Won't you help now to ensure that they remain a permanent part of the APA experience? Follow the QR code or click here for more information and to donate.

Campus Maps

State Street: Restaurants

32: Roush Hall
31: Towers Hall
44: Dining Hall
55: DeVore Hall
14: Riley Auditorium
30: Library

2: The Point Forum:
   (off of map, to left)