Committee on the Teaching of Philosophy

2018–2019 Membership

David W. Concepcion, chair (2021)
Zachary Barnett (2019)
Mark N. Jensen (2019)
Ruth Boeker (2020)
Robin L. Zebrowski (2020)
Stephen Bloch-Schulman (2021)
Kimberly Van Orman (2021)
Richard Legum, ex officio (2019)
Wendy C. Turgeon, ex officio (2021)
Andrew Mills, ex officio (AAPT, July–December)
Jennifer W. Mulnix, ex officio (AAPT, January–June)
Tziporah Kasachkoff, newsletter editor
Eugene Kelly, newsletter editor
Emma McClure, GSC Liaison (2019)
Major Activities (July 1, 2018–June 30, 2019)

I. Three Teaching Hubs

There are two things I would like readers of this report to know. First, the Teaching Hubs are massive and a tremendous success. Second, while the Teaching Hubs involve many partnerships and many people are to be thanked (below) for helping make them possible, Alexandra Bradner and Russell Marcus, both officers in the American Association of Philosophy Teachers, deserve special praise as the central figures in the creation, expansion, and execution of the Teaching Hubs. Importantly, they developed the Teaching Hub Handbook, a twenty-five page document that explains every aspect of the Teaching Hub. This guide makes it possible for us to seamlessly expand the number of people who contribute to and lead the management of the Teaching Hubs. We are extremely fortunate to have two people with so much talent and drive working to advance the teaching of philosophy.

In partnership, the American Association of Philosophy Teachers and the APA Committee on Teaching offered 27 sessions at divisional meetings, which included 94 individual presentations and 126 individual presenters.

- Eastern: Ten sessions, 40 of individual presentations, and 47 presenters
- Central: Ten sessions, 27 of individual presentations, and 44 presenters
- Pacific: Seven sessions, 27 of individual presentations, and 35 presenters

Many sessions were co-sponsored. The co-sponsors were

- American Association of Philosophy Teachers (AAPT)
- APA Committee on Asian and Asian-American Philosophers and Philosophies
- APA Committee on Philosophy in Two-Year Colleges
- APA Committee on Pre-College Instruction in Philosophy
- Philosophy Teaching and Learning Organization (PLATO)
- Society for Teaching Comparative Philosophy

The 2019 AAPT-APA Teaching Hub Planning Committee

- Ruth Boeker
- Alexandra Bradner, Eastern Sub-committee Co-chair
- David Concepción, Chair
- Christina Hendricks
- Mark Jensen, Pacific Sub-committee Co-Chair
- Russell Marcus, Eastern Sub-committee Co-chair
- Susan Mills
- Kaitlin Louise Pettit
- Rebecca Scott, Central Sub-committee Chair
- Ian Smith, Pacific Sub-committee Co-Chair
Thanks also to all the APA folks who help make the Teaching Hub possible: Becko Copenhaver, Jeff Dunn, Mike Morris, Linda NuOffer, Elyse Purcell, Melissa Smallbrook, and Erin Shepherd.

Thanks also to all of the people who reviewed session proposals not yet mentioned, among whom are:

Karl Aho
Brian Bruya
Julianne Chung
Sara Goering
Roberta Israeloff
Richard Legum
Susan Mills
Geoffrey Sayre-McCord
Brett Fulkerson-Smith
Wendy C. Turgeon

With apologies to additional reviewers not mentioned here.

**Attendee Satisfaction Surveys**

**Eastern**
66 Attendees completed evaluations
(1 = strongly agree; 5 = strongly disagree)

- I’m more likely to register for a future APA if it has a Teaching Hub. 1.95
- The Teaching Hub is one of the reasons why I registered for the conf. 2.29
- The pacing of the sessions was efficient. 1.92
- The content of the sessions was presented effectively. 1.81
- The content was new to me. 2.27
- I plan to incorporate what I learned in the Teaching Hub into my courses. 1.98

**Central**
27 Attendees completed evaluations
(1 = strongly agree; 5 = strongly disagree)

- I’m more likely to register for a future APA if it has a Teaching Hub. 1.52
- The Teaching Hub is one of the reasons why I registered for the conf. 1.59
- The pacing of the sessions was efficient. 1.36
- The content of the sessions was presented effectively. 1.32
- The content was new to me. 2.24
- I plan to incorporate what I learned in the Teaching Hub into my courses. 1.68

**Pacific**
27 Attendees completed evaluations
(1 = strongly agree; 5 = strongly disagree)

- I’m more likely to register for a future APA if it has a Teaching Hub. 2.22
- The Teaching Hub is one of the reasons why I registered for the conf. 3.55
II. The APA Newsletter on Teaching
In anticipation of future need, the CTP has developed a procedure to call for and evaluate nominees for the position of co-editor of the newsletter. Two issues of the newsletter were published in the 2018-2019 year. Thanks to Tziporah Kasachkoff and Eugene Kelly, co-editors of the newsletter.

Newsletter on Teaching Philosophy 18/1 (fall 2018) contains three articles and one book review.
Articles
Susan Mills and Kirsty Keys, “A Teaching-Based Research Assistantship: Why, How, and Results”
Christian B. Miller, “Teaching a Summer Seminar: Reflections from Two Weeks on the Philosophy and Psychology of Character in the Summer of 2018”
Andy Piker, “Building Logic Papers from the Ground Up: Helping Introductory Logic Students Write Argument-Based Papers”
Book Review
Aristotle, Physics (Hackett, 2018), Trans. By C.D.C. Reeve, Reviewed by Nickolas Pappas

Newsletter on Teaching Philosophy 18/2 (spring 2019) contains three articles, three poems, and one book review.
Articles
David McCabe, “Kant Was a Racist. Now What?”
Steven M. Cahn, “Teaching and Testing”
Nimue Ackerman, “Calling All Zingers!”
Poems
- Felicia Nimue Ackerman
  An “A” for Effort?
  Physics Envy?
  A Plea for Critical Thinking
- Felicia Nimue Ackerman Calling All Zingers!
Book Review
Steven M. Cahn, Alexandra Bradner, and Andrew Mills, eds. Philosophers in the Classroom: Essays on Teaching, Reviewed by Nils Ch. Rauhut

III. The Prize for Teaching Excellence in Philosophy Teaching
In 2019 award went to Mara Harrell of Carnegie Mellon University. Of the thirty-eight nominees, four were named finalists: Mara Harrell, P. Justin Kalef, Claire Katz, and Geoffrey Sayre-McCord.
The prize is awarded jointly by the APA, the American Association of Philosophy Teachers and The Teaching Philosophy Association (the non-profit organization behind the journal *Teaching Philosophy*). Members of the prize committee were:

Stephen Bloch-Schulman, AAPT
David Concepción, APA, Chair
Emily Esch, TPA
Rob Loftis, AAPT
Eugene Kelly, APA
John Rudisill, TPA
Wendy Turgeon, APA
Kimberly Van Orman, APA
Aaron Zimmerman, APA

IV. Grant Reviewing
Committee members reviewed APA small grant applications and Chair Concepción reviewed micro-grant applications.

V. Talking Teaching
The APA Committee on Teaching launched a pilot program “Talking Teaching.” In Talking Teaching ten philosophers come together to have a live (via Zoom) conversation about a teaching or learning topic. The conversation is facilitated by a philosopher who is an expert in teaching and learning. The ten sessions in the spring of 2019 were:

“Increasing In-Class Engagement,” David Concepción, Ball State University
“Instilling A Growth Mindset in Students to Help with Tenacity and Retention,” Kimberly Van Orman, University at Albany
“Building an Online Community,” Wendy Turgeon, St Joseph's College (NY)
“Increasing Transparency in The Classroom and Assignments,” Alida Liberman, Southern Methodist University
“Teaching General Education Students,” Andrew Mills, Otterbein University
“Teaching Philosophic Question-Asking,” Stephen Bloch-Schulman, Elon University
“Giving Effective and Supportive Feedback,” Rebecca Scott, Harper College
“Universal Design for Learning; Increasing Accessibility,” Christina Hendricks, University of British Columbia
“Teaching Philosophy Graduate Students About Effective Teaching,” Melissa Jacquart, University of Cincinnati
“Teaching Transferable Skills,” Russell Marcus, Hamilton College

VI. Online Meetings
The CTP meets numerous times during the year, and otherwise conducts its business via email.
APPENDIX
Sessions Offered Through the Teaching Hub

Eastern
(1) STEM Collaborations in the Philosophy Classroom
   Chair: Robin Zebrowski, Beloit College
"Integrating Ethics into STEM Classrooms," Elizabeth Edenberg and August Gorman, Georgetown University
"Philosophy of Technology, Birthing Ethics, and Engineering," Sara Gavrell, Universidad de Puerto Rico
"Philosophy of Science in Science Education: A Case Study of Collaboration," Professor James Ladyman, University of Bristol
"Algorithmic Bias and the 'Objectivity' of Code: Pragmatist and Phenomenological Approaches to IT Ethics Pedagogy," Johnathan Flowers, Worcester State University
"Science Fiction PhilosoPhysics," Barbara Stock and David Snyder, Gallaudet University

(2) Teaching Philosophy at a Two-Year College: Keys to Successfully Finding & Keeping a Job.
   Co-Sponsored by the APA Committee on Philosophy in Two-Year College
   Chair: Richard Legum, Kingsborough Community College of the City Univ. of New York
Presenters:
Aaron Champene, St. Louis Community College
Timothy Davis, The Community College of Baltimore County
Rick Repetti, Kingsborough Community College - City University of New York
Mark Thorsby, Lone Star College
Thomas Urban, Emeritus, Houston Community College

(3) Evaluating Inclusion in Course Design and Syllabi
   Co-Sponsored by the American Association of Philosophy Teachers
   Chair: Kimberly Van Orman, SUNY University at Albany
Presenter: Kelly Burns, Dominican University, editor of AAPT Studies in Pedagogy special volume on inclusive pedagogy

(4) What’s the Value of Pre-college Philosophy? Views from Facilitators and Teachers
   Sponsored by APA Committee on Pre-college Instruction in Philosophy
   Organizers: Wendy C. Turgeon, St. Joseph’s College-NY and Sara Goering, University of Washington
   Chair: John Ryan Torrey, SUNY-Buffalo State
Presenters:
"The Value of Pre-college Philosophy," Chad Miller, University of Hawaii at Manoa
"The Value of Pre-college Philosophy Programming within Cities," Joseph Biehl, Gotham Philosophical Society
"Notes from the Front: Teaching Philosophy in High School," Wendy Way, Bethpage High School
"Philosophy is for Adults! Responding to the Challengers," Wendy C. Turgeon, St. Joseph’s College-NY
"A Student Viewpoint," Cora Drozd, Texas A&M University
(5) New Approaches to Teaching K-12 Philosophy

Sponsored by PLATO (Philosophy Teaching and Learning Organization)
Organizer: Roberta Israeloff, The Squire Foundation
Chair: Wendy C. Turgeon, St. Joseph's College-NY

Presenters:
"Dual-enrollment Programs and Philosophy in High Schools: The Connecticut Model," Mitch Green, University of Connecticut
"Empowering an Ethical Life: The Bioethics Project," Karen Rezach, The Ethics Institute at Kent Place School
"Ethics Across the High School Curriculum - Ethics Bowl as Pedagogy," Allison Cohen, American University and Langley High School (VA)

(6) Introducing Students to Philosophy: New Approaches

Organizer: Karl Aho, Tarleton State University
Chair: Alexandra Bradner, Kenyon College

Presentations:
"Introducing 'HYPE': Hosting Young Philosophy Enthusiasts," Chris Brooks, University of New Hampshire Durham, Kelli Braley and students, Souhegan High School (NH)
"Successfully Engaging Gen-Ed Ethics Students in Philosophical Argumentation & Dialogue," Rebecca Millsp, University of Rhode Island
"Taking on Others’ Perspectives: Bubble Hopping in the Philosophy Classroom," Asia Ferrin, American University

(7) Table Talk: Experiential Learning in Philosophy

Experts in high-impact/engaged learning moderate 30-minute roundtable discussions of best practices.
Chair: Jayme Kerr, George Washington University

"Experiments in Ethics: Scaffolded, Small Scale, Student Designed Activities in Ethics," Ramona Ilea, Pacific University, and Monica Janzen, Anoka-Ramsey Community College
"Hurricanes and Philosophy: When EL Isn’t What You Thought It Would Be," Julinna Oxley, Coastal Carolina University
"Taking It Outside: Teaching Philosophy in the Community," Andrew M. Winters, Yavapai College

(8) Teaching Core Texts: The Gettier Problem

Organizer and Chair: Russell Marcus, Hamilton College

"Should We be Teaching Gettier?," Derek Anderson, Boston University
"Gettier and Metaphilosophy: Intuitions and Empirical Approaches in Epistemology," Kenneth Boyd, University of Toronto at Scarborough
"Teaching Gettier Cases: An Activity-Based Approach," Aaron Champene, St. Louis Community College, Meramec
"Teaching the Gettier Problem: Reflections on teaching Edmund Gettier’s ‘Is Justified True Belief Knowledge?’," Mara Harrell, Carnegie Mellon University
My Top Five: Philosophers Share Their Lists
In the spirit of David Letterman and just for fun, philosophers share top five lists related to teaching.
Susan Brison (Dartmouth College)
L. A. Paul (Yale University)
Geoffrey Sayre-McCord (University of North Carolina at Chapel Hill)

Undergraduate Research and Faculty SoTL Poster Session
Organizer and Chair: Kaitlin Louise Pettit (University of Utah)

Independent Undergraduate Research:
"Words Speak Louder: Right Reason in Aristotle’s Ethics and Rhetoric," Max DuBoff, Rutgers University
"Ownership through Agent Causation," Nate Emerson, Ohio Northern University
"Against Biological Determinism: A Luck Egalitarian Argument," Yimao Liu, Rutgers University–New Brunswick
"Donald on Donald: What Donald Davidson and an Ethic of Care Can Tell Us About Cross-Cultural Communication," Brent Matheny, Kenyon College
"The Schizophrenic as Chiasmus: A Phenomenological Analysis of Schizophrenia and Reciprocity," Noah Valdez, Boston College

Faculty Research on Teaching and Learning:
"Epistemology in Practice: Skepticism, Fake News, and the Ethics of Belief," Laura Callahan, Rutgers University–New Brunswick
"Modified Present/Evaluate/Explain (PEE) Writing Assignment," Rebeka Ferreira, Green River College
"The Value of Teaching Topics that are both Uncomfortable and Everyday," Mark Fortney, The University of Toronto at Scarborough
"Philosophy of Science Education for High School Students: Design and Evaluation of a Summer Workshop Series" Nicholas M.G. Friedman and Eugene Vaynberg, University of Pennsylvania
"'We the Pupils'. Making a Philosophy-Focused Podcast Series in the Classroom," Jules Salomone, The Graduate Center, CUNY
"A Game for Teaching the Tragedy of the Commons in Environmental Ethics," Jonathan Spelman, Ohio Northern University

Central
(1) Teaching Philosophical Writing
Chair: Aaron Champene, St. Louis Community College, Meramec
"A Modified and Scaffolded Present-Explain-Evaluate [PEE] Writing Assignment," Rebeka Ferreira, Green River College
"Writing for Intellectual Charity," Merritt Rehn-DeBraal, Texas A&M University, San Antonio
"The Jigsaw with No Box: A Writing Exercise for Better Continuity and Emphasis," Austin Rooney, Temple University
(2) Walk-In Teaching Consultations: One-on-One Sessions with Expert Teachers
Co-sponsored by the American Association of Philosophy Teachers (AAPT)
Consultants:
David W. Concepción, Ball State University
Merritt Rehn-DeBraal, Texas A&M University, San Antonio
Giancarlo Tarantino, Arrupe College of Loyola University Chicago
Emily Esch, College of St. Benedict and St. John’s University

(3) AAPT Workshop: Innovative Pedagogies for Teaching Sexual Ethics
Chair: Rebecca Scott, Harper College
"Justice in the Classroom: Lessons from the Community of Philosophical Inquiry," Ariel Sykes, Montclair State University and Aaron Yarmel, University of Wisconsin–Madison
"Kant, Nagel, and Pineau: Reframing Date Rape Conversations in the Classroom," Stephanie Adair, Harper College

(4) Jobs and Careers: How to Get and Keep a Full-Time Position at a Community College
Co-sponsored by the APA Committee on Philosophy in Two-Year Colleges
Chair: Richard Legum, Kingsborough Community College, CUNY
Will Behun, McHenry County College
Aaron Champene, St. Louis Community College
David W. Concepción, Ball State University
Kenneth Pike, Arizona State University
Mark D. Sadler, Northeast Lakeview College
Rebecca Scott, Harper College
Heather Wilburn, Tulsa Community College Community College
Kristen Zbikowski, Hibbing Community College

(5) Building and Sustaining Faculty Unions
Chair: Rebecca Scott, Harper College
Larry Alcoff, SEIU Campaign Director
Daniele Manni, Triton College, VP Salary/Welfare Triton College Faculty Association
Ben Laurence, University of Chicago

(6) Non-Western Philosophy for Undergraduate Ethics Courses
Co-sponsored by the Society for Teaching Comparative Philosophy (STCP)
Sarah Mattice, University of North Florida
Leah Kalmanson, Drake University

(7) Teaching Core Texts: Plato’s Apology
Chair: Susan Mills, MacEwan University
"Teaching Plato’s Socrates as Metacognitive Exemplar," Jerry Green, University of Central Oklahoma
"Virtual Elenchus? Teaching Plato’s Apology of Socrates Online," G. T. Smith, Georgia Highlands College
"Teaching the Apology: A Way-of-Life Approach," Jane Drexler, Salt Lake Community College; Caleb Cohoe, Metropolitan State University of Denver; Jacob Stump, University of Toronto–Ontario; Marisa Diaz-Waian, Founder and Director of Merlin CCC; Ryan Johnson, Elon University; Philip Schoenberg, Western New Mexico University; Allison Krile Thornton, University of South Alabama

(8) Best Practices in Teaching Philosophy: Argument Mapping
   Organizer: Brett Fulkerson-Smith, Harper College
   Chair: Michael Horton, Harper College
   Mara Harrell, Carnegie Mellon University
   Charles Rathkopf, Iona College
   Dona Warren, University of Wisconsin–Stevens Point

(9) The National High School Ethics Bowl Program: An Outreach Opportunity for Philosophers
   Co-Sponsored by the APA Committee on Pre-College Instruction in Philosophy
   Organizer: Geoffrey Sayre-McCord, University of North Carolina at Chapel Hill
   Chair: Steven Swartzer, University of North Carolina at Chapel Hill
   David Boonin, University of Colorado, Boulder
   Zoe Johnson King, New York University
   Geoffrey Sayre-McCord, University of North Carolina at Chapel Hill

(10) Undergraduate Research and Faculty SoTL Poster Session
   Organizer and Chair: Kaitlin Louise Pettit (University of Utah)
   Independent Undergraduate Research:
   "Unifying the Conscious Self Through Internalist Reflection on First-Person Memories," Evan Dedolph, University of Colorado, Boulder
   "What Makes a Good Metaphor?: A Neo-Davidsonian Analysis of Metaphor," Brent Matheny, Kenyon College
   "Ignorance and Misconceptions: Understanding Homelessness Through a New Lens," Ahna Neil, St. Catherine University
   "God, Self, and Consciousness Through the Lens of Buddhism," Samantha Walisundara, University of Colorado, Boulder

   Faculty Research on Teaching and Learning:
   "Using Media to Test Normative Ethical Theories," Anthony Ferrucci, South Seattle College
   "Supplemental Instruction for Symbolic Logic," Kevin Graham and Emery Staton, Creighton University
   "F-14s and Phoenix Missiles on the First Day of Logic Class," Daniel Molter, University of Utah
   "Breaking the Lecture Model of Philosophical Pedagogy: Diversity, Humor and Retention," William A. B. Parkhurst, University of South Florida
   "We the Pupils,' A Social-Justice Podcast Recorded in the Classroom," Jules Salomone (City University of New York)
   "Balancing Content Coverage with Philosophical Skill/Disposition Development," Adam Thompson, University of Nebraska
   "Teaching Beyond the Canon: Empowering Students via Self-Selected Texts," Cynthia Tibbetts, University of California, Santa Cruz
Pacific

(1) New Approaches to the Early Modern Survey
   Organizer and Chair: Susan Mills (MacEwan University)
   “How and Why to Include Practical Philosophy in Early Modern Survey Courses,” Charles Goldhaber (University of Pittsburgh)
   “Early Modern Correspondences.” Kathleen Creel (University of Pittsburgh)
   “Introducing Students to Early Modern Debates about Personal Identity,” Ruth Boeker (University College Dublin)

(2) Syllabus Makeover Competition
   Co-sponsored by the Committee on Asian and Asian-American Philosophers and Philosophies
   Chair: Adrian Currie (University of Exeter)
   Presenters:
   Julianne Chung (University of Louisville)
   Alexis McLeod (University of Connecticut)
   Mercedes Valmisa (Gettysburg College)
   Anand Vaidya (San José State University)
   Steven Geisz (University of Tampa)
   Sean Smith (University of Hawaii at Manoa)
   Commentators:
   Liz Goodnick (Metropolitan State University of Denver)
   Susan M. Peppers-Bates (Stetson University)

(3) Philosophy Begins in Apathy: Building Student Curiosity in Introductory Courses
   Co-sponsored by the American Association of Philosophy Teachers
   Chair: Christina Hendricks (University of British Columbia)
   Merritt Rehn-DeBraal (Texas A&M University at San Antonio)

(4) Teaching Core Texts: Thomson’s “A Defense of Abortion”
   Co-sponsored by the American Association of Philosophy Teachers
   Organizer and Chair: Ian Smith (Washburn University)
   “Widespread Violin-se? The Importance of Statistics to Teaching on Abortion,” Nicole Dular (Franklin College)
   “Teaching Thomson with Technology: How iClickers Can Enhance Student Comprehension of Thomson’s Famous Analogies,” Matthew Meyer (University of Wisconsin–Eau Claire)
   “Violinists, People Seeds, and Burglaring Burglars: Helping Students Appreciate Thomson’s Thought Experiments,” Bertha Manninen (Arizona State University)

(5) Diverse Approaches to Dialogue in Public and Precollege Philosophy
   Co-sponsored by the Philosophy Learning and Teaching Organization (PLATO)
   Chair: Michael D. Burroughs (California State University, Bakersfield)
“Liberatory Dialogue,” Myisha Cherry (University of California, Riverside)
“The Use of Narrative in Public Philosophy: A Diagrammatic Guide,” Barry Lam (Vassar College)
“The Kids are Alright: Philosophical Dialogue and the Utah Lyceum,” Kristopher G. Phillips (Southern Utah University)
“Can Philosophy for Children Contribute to Decolonization?,” Amy Reed-Sandoval (University of Texas at El Paso)

(6) “Diving in” to Philosophy for Young People: A Workshop with a Variety of Approaches for Participants to Experience
   Organizer and Chair: Wendy Turgeon (St. Joseph’s College, New York)
“Let’s Talk about Sex: Pre-college Philosophy as a Model for Just, Inclusive, and Comprehensive Sex Education,” Marisol Brito (Metropolitan State University)
“High-stakes Moments in P4C: Navigating Ethical and Political Issues,” Natalie M. Fletcher (Université de Montréal and Brila Youth Projects)
“Immersive Spanish Language P4K,” Amy Reed-Sandoval (University of Texas at El Paso)
“P4C in India,” David A. Shapiro (Cascadia Community College)

(7) Undergraduate Research and Faculty SoTL
   Organizer and Chair: Kaitlin Louise Pettit (University of Utah)

Independent Undergraduate Research:
“Practical Deliberation and the Salience of Available Reasons,” Danielle Guzman (University of Texas at El Paso)
“Refined Inconsistent Belief Revision,” Joshua R. Petersen (Stanford University)
“Subjectivism, Paternalism, and Theories of Reason,” Lauren Viramontes (University of Texas at El Paso)

Faculty Research on Teaching and Learning:
“Using Student Created Crossword Puzzles as Exam Study Guides,” Anthony Ferrucci (South Seattle College)
“Teaching at the Intersection of Philosophy and Science,” Mark Fortney (University of Toronto at Scarborough)
“Teaching Philosophy to Scientists,” Aleta Quinn (University of Idaho, Smithsonian Institution)
“Use of Audio Comments in the Evaluation of Student Philosophy Essays,” Chad Mohler (Truman State University)
“Practising Philosophical Skills,” Ruth Boeker (University College Dublin)
“Course Proposal for Philosophical Issues in Feminism: Lessons from Beyoncé’s Lemonade,” Louise Pedersen (University of Utah)
“Environmental Ethics Activism Project,” Rebeca Ferreira (Green River College)
“The Inquiry Approach to Critical Thinking,” Mark Battersby (Capilano University) and Sharon Bailin (Simon Fraser University)