Committee on the Teaching of Philosophy

2019-2020 Membership

David W. Concepcion, chair (2021)
  Ruth Boeker (2020)
  Robin L. Zebrowski (2020)
  Stephen Bloch-Schulman (2021)
  Kimberly Van Orman (2021)
  Brett Coppenger (2022)
  Jane Drexler (2022)
  Wendy C. Turgeon, ex officio (2021)
  Richard Legum, ex officio (2022)
  Jennifer W. Mulnix, ex officio (AAPT)
  Tziporah Kasachkoff, newsletter editor
  Eugene Kelly, newsletter editor
  Danielle Clevenger, GSC Liaison (2020)
Committee Members
David Concepcion, Chair
Ruth Boeker
Stephen Bloch-Schulman
Brett Coppenger
Jane Drexler
Tziporah Kasachkoff (Newsletter)
Eugene Kelly (Newsletter)
Cecilia Mun
Kimberly Van Orman
Ex-officio
Wendy C. Turgeon (Pre-College)
Richard Legum (Two Year)
Jennifer Mulnix (AAPT)
Danielle Clevenger (GSC Liaison)

Major Activities (July 1, 2019–June 30, 2020)

I. 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 20 sessions at divisional meetings, which included 77 individual presentations and 81 distinct presenters.

- Eastern: Ten sessions, 36 of individual presentations, and 38 presenters
- Central: Ten sessions, 41 of individual presentations, and 43 presenters
- Pacific: Cancelled

Detail of the sessions is provided in Appendix A.

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

American Association of Philosophy Teachers (AAPT)
The 2020 AAPT-APA Teaching Hub Planning Committee
  David Concepción, Chair
  Sarah Donovan
  Jane Drexler
  Russell Marcus, Eastern sub-committee Co-chair and Senior Advisor
  Kaitlin Louise Pettit, Poster Session Organizer (all three divisions)
  Rebecca Scott, Central sub-committee Co-chair
  Ian Smith, Pacific sub-committee Co-chair
  Renée Smith, Pacific sub-committee Co-chair
  Giancarlo Tarantino, Central sub-committee Co-chair
  Wendy C. Turgeon, Eastern 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.

Data about the Hubs worth highlighting
69% of attendees strongly agreed/agrees that they are more likely to register for a future APA if it has a Teaching Hub.
55% of attendees strongly agreed/agreed that the Teaching Hub is one of the reasons why they registered for the conference. A small number of non-philosophers who are faculty developers came to the conference because of the Teaching Hub.
Attendance: Eastern 240 (138 distinct); Central 235 (115 distinct)

Divisional Notes: Eastern
Approximately 240 audience members (97 of which were first time Hub attendees). Of the 240 attendees, 138 were distinct individuals.

Undergraduates 14%
Graduate Students 23%
Assistant Professors 15%
Associate Professors 15%
Full Professors 15%
Other 18% (Post-docs, lecturers, high school teachers, faculty developers, retired, etc.)

Through a generous partnership with Hackett Press, we gave away 20 copies of Philosophers in the Classroom during the event.

Evaluation of Eastern
  Agree/Strongly Agree
I’m more likely to register for a future APA if it has a Teaching Hub. 72%
The Teaching Hub is one of the reasons why I registered for the conf. 58%
First time at a Teaching Hub 66%
The content was new to me. 67%
I plan to incorporate what I learned in the Teaching Hub. 88%

Divisional Notes: Central
Approximately 235 audience members. Of the 235 attendees, approximately 115 were distinct individuals.

Through a generous partnership with Hackett Press, we gave away 20 copies of Philosophers in the Classroom during the event. Books were distributed to people who correctly answered trivia questions about scholarship of teaching and learning or sat in a seat with a book hidden underneath it.

Evaluation of Central
Agree/Strongly Agree
I’m more likely to register for a future APA if it has a Teaching Hub. 66%
The Teaching Hub is one of the reasons why I registered for the conf. 51%
First time at a Teaching Hub 47%
I plan to incorporate what I learned in the Teaching Hub. 90%

II. The APA Newsletter on Teaching
One issue of the newsletter was published in the 2019-2020 year. Thanks to Tziporah Kasachkoff and Eugene Kelly, co-editors of the newsletter.

Newsletter on Teaching Philosophy 19/2 (spring 2020) contains one article, one book review, and five poems.
Tziporah Kasachkoff and Eugene Kelly
Article
“Devoting a Course to the Exploration of a Book: Journeying Intellectually with the Students,” Yakir Levin
Review Essay
C.D.C. Reeve’s Translation of Aristotle: De Anima, Reviewed by Rosemary Twomey
Poems
“To Teachers Who Hope to Inspire Their Students,” Felicia Nimue Ackerman
“To Those Who Think the Unexamined Life Is Not Worth Living,” Felicia Nimue Ackerman
“To Cynthia Ozick,” Felicia Nimue Ackerman
“In Praise of Campus Culture Wars,” Felicia Nimue Ackerman
“Philosophy Rap,” Alexandru Manafu

III. The Prize for Teaching Excellence in Philosophy Teaching
In 2020 co-winners were awarded. Sandra Dwyer of Georgia State University and Claire Katz of Texas A&M University. Of the twenty-eight nominees, three were named finalists: Sandra Dwyer, 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). Thanks to the members of the prize committee:
Stephen Bloch-Schulman, AAPT
David Concepción, APA, Chair
Sarah Donovan, APA
Emily Esch, TPA
Justin Kalef, AAPT
Tziporah Kasachkoff, APA
John Rudisill, TPA
Adriel Trott, APA

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

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

Eastern, January, 2020

(1) Teaching Core Texts: Aristotle's Nicomachean Ethics
   Sponsored by the APA Committee on Teaching Philosophy
   Organizer and Chair: Fritz McDonald (Oakland University)
   “Diversifying… Aristotle? Engaging Diverse Undergraduates with Contemporary Approaches to
   the Nicomachean Ethics,” Heather Stewart (University of Western Ontario)
   “Teaching the Nicomachean Ethics: Transformative Learning and Epistemic Virtue,” Jerry
   Green (University of Central Oklahoma)
   “Teaching Aristotle’s Nicomachean Ethics with Podcasts,” Giulio Di Basilio (Trinity College
   Dublin)

(2) Philosophy Begins in Apathy: Building Student Curiosity in Introductory Courses
   Sponsored by the APA Committee on Teaching Philosophy
   Chair: Joshua Duclos (St. Paul’s School, Concord, NH)
   Presenter: Merritt Rehn-Debraal (Texas A&M University at San Antonio)

(3) Navigating Philosophy Classrooms
   Sponsored by the APA Committee on Teaching Philosophy
   Organizer: Andrew M. Winters (Yavapai College)
   “(In)adequate Responses to Mental Health Episodes in the Classroom,” Ernesto O. Hernández
   (Valencia College)
   “Increasing and Diversifying Participation,” Ravit Dotan (University of California, Berkeley)
   “Using Discussion Cards to Balance Philosophical Conversations,” Kaija Mortensen (Randolph
   College)

(4) Penn Project for Philosophy for the Young
   Co-Sponsored by the Philosophy Learning and Teaching Organization
   Organizers: Roberta Israeloff (Squire Foundation) and Stephen Miller (Oakwood Friends
   School, Marist College)
   Chair: Stephen Miller (Oakwood Friends School, Marist College)
   Presenters:
   Karen Detlefsen (University of Pennsylvania)
   Dustin Webster (University of Pennsylvania Graduate School of Education)
   Stephen Esser (Penn Project for Philosophy for Young Children)

(5) Pre-College Philosophy as Pedagogy: Lessons for Teaching in Higher Education
   Co-Sponsored by the APA Committee on Pre-College Instruction in Philosophy
   Organizer: Wendy C. Turgeon (St. Joseph’s College, New York)
   Chair: Darryl DeMarzio (University of Scranton)
   “Race, Pre-College Philosophy, and the Pursuit of a Critical Race Pedagogy for Higher
   Education,” Amy Reed-Sandoval (University of Nevada, Las Vegas)
   “Jerry Maguire and Philosophy: Help Me Help You,” Wendy Way (Bethpage High School) and
   a high school student TBD
“Pre-College Philosophy and Undergraduate Teaching: Lessons from Philosophy Camp,” John Torrey (Buffalo State University)

(6) The Bhagavad Gita in the Philosophy Classroom
*Co-Sponsored by the Society for the Teaching of Comparative Philosophy*
Chair: Aaron Creller (University of North Florida)
Presenter: Keya Maitra (University of North Carolina at Asheville)

(7) Teaching Philosophy as a Way of Life
*Sponsored by the APA Committee on Teaching Philosophy*
Organizer and Chair: Jane Drexler (Salt Lake Community College)
Presenters:
Mark Ralkowski (George Washington University)
Jacob Stump (Northeastern University)
Julia Jorati (University of Massachusetts Amherst)
Philip Schoenborn (Western New Mexico University)
Marisa Diaz-Waian (Merlin CCC, Helena, MT)

(8) Creative Assignments for Philosophical Skills
*Sponsored by the APA Committee on Teaching Philosophy*
Organizer and Chair: August Gorman (Princeton University)
“Using Op-Eds to Teach the Normative-Descriptive Distinction,” Galen Barry (Iona College)
“Evaluating Truth: A Flipped Classroom Exercise,” Oisin Deery (York University)
“Ethics in Action,” Elizabeth Edenberg (Georgetown University)
“Developing Reading Skills Through Creative Interpretation,” Rebecca Scott (Harper College)

(9) My Top Five: Philosophers Share Their Lists
*Sponsored by the APA Committee on Teaching Philosophy*
Chair: Russell Marcus (Hamilton College)
Presenters:
Elisabeth Camp (Rutgers University)
Dean Zimmerman (Rutgers University)
Galen Strawson (University of Texas at Austin)
Tommy J. Curry (University of Edinburgh)

(10) Closing Reception: Undergraduate Research and Faculty SoTL Poster Session
*Sponsored by the APA Committee on Teaching Philosophy*
Organizer: Kaitlin Louise Pettit (University of Utah)
Presenters: Faculty and Graduate Students
“Immersive Assignments for Teaching Philosophy as a Way of Life,” Jane Drexler (Salt Lake Community College), Mark Ralkowski (George Washington University), Jacob Stump (Northeastern University), Julia Jorati (University of Massachusetts Amherst), David Storey (Boston College), Philip Schoenborn (Western New Mexico University), Marisa Diaz-Waian (Merlin CCC, Helena MT)
“Theory Based Reasoning: Using Ethical Theories and Case Studies as an Early Introduction for Philosophy Students,” Samuel Gordon (University of North Carolina at Charlotte)
“Political Philosophy on Mars,” Emre Çetin Gürer (Villanova University)
“Teaching Philosophy Through Film: Rashomon,” Andrew MacDonald (University of California, Riverside)
“Visions of the Good Life: The Leadership Anthology Project,” Matt Pierlott and Zachary Wooten (West Chester University)
“Enhancing Class Participation and Promoting the Common Good,” Mark William Westmoreland (Villanova University)
“Intersections of Philosophy and Literature,” Martha K. Woodruff (Middlebury College)

_Undergraduate Students_

Presenters: Undergraduates

“Augustine and Plato: Clarifying Misconceptions,” Marc Biemiller (University of Georgia)
“Using ‘Muddiest Points’ to Assess Understanding and Expand Class Participation in the Philosophy Classroom,” Jason Fong (Wesleyan University)

Central, February, 2020

(1) Bringing Research and Pedagogy Together in the Classroom
_Sponsored by the APA Committee on Teaching Philosophy_

Chair: Minerva Ahumada (Arrupe College of Loyola University Chicago)

“How to Make Your Research into Teaching and Your Teaching into Research,” Danielle Clevenger (University of Wisconsin–Madison) and W. John Koolage (Eastern Michigan University)

“Evolution, Race, and Yoga: Three Ways of Uniting Research and Pedagogy Inside and Outside the Classroom,” Anna Lännström (Stonehill College)

“Bringing Philosophical Research and Pedagogy Together through Philosophy Labs,” Joseph Vukov (Loyola University Chicago) and Kit Rempala (Loyola University Chicago)

(2) AAPT Workshop: Best Practices
_Co-sponsored by the American Association of Philosophy Teachers_

Chair: Giancarlo Tarantino (Arrupe College of Loyola University Chicago)

“Beyond Information Recall: Sophisticated Multiple-Choice Questions in Philosophy,” J. Robert Loftis (Lorain County Community College)

(3) Graduate Voices in Teaching Philosophy
_Sponsored by the APA Committee on Teaching Philosophy_

Chair: Christopher Blake-Turner (University of North Carolina at Chapel Hill)

“Making the Most of a Teaching Assistantship: The Value of Pedagogical Observation,” Katherine Brichacek (Loyola University Chicago)

“Finding and Creating Support Networks,” Bailey Szustak (University of Illinois at Chicago)

“Grad-Student Caregivers and Teaching,” Louise Williams (University of Notre Dame)

“Ethical and Pedagogical Puzzles for Discussion Facilitators,” Emma Prendergast (University of Wisconsin–Madison)

“Response,” Christopher Blake-Turner (University of North Carolina at Chapel Hill)
(4) Teaching Introductory Courses Without Canonical Texts

Sponsored by the APA Committee on Teaching Philosophy
Chair: Claire Lockard (Loyola University Chicago)
“The (Alleged) Necessity of Canonical Texts,” Rebecca Chan (San José State University)
“Public Art and Philosophical Skill Building,” Bailey Szustak (University of Illinois at Chicago)
“Using the Canon Merely as a Means,” David W. Concepción (Ball State University)

(5) Teaching Core Texts: Teaching the Social Contract and Its Critics through In-Class Simulations

Co-sponsored by the American Association of Philosophy Teachers
Chair: Rebecca Scott (Harper College)
“Zombies in the State of Nature,” Travis Rodgers (Valencia College)
“Teaching Rawls: Using Group Knowledge and Games,” Jennifer Kling (University of Colorado, Colorado Springs)
“Potential Uses and Limitations of In-Class Simulations,” Susan Kennedy (Boston University)

(6) Using Pre-College Philosophy to Engage with Controversial Subjects and Difficult Conversations

Co-sponsored by the APA Committee on Pre-College Instruction in Philosophy (CPIP)
Chair: Brandon Morgan-Olsen (Loyola University Chicago)
“Race and Gender,” Claire Katz (Texas A&M University)
“Sex and Sexuality,” Marisol Brito (Metropolitan State University)
“Ethics Bowl,” Jennifer Parks (Loyola University Chicago)

(7) Navigating Working Conditions as Philosophy Teachers

Sponsored by the APA Committee on Teaching Philosophy
Chair: Kevin Timpe (Calvin College)
“Graduate Learning Conditions Are Graduate Working Conditions,” Johnathan Charles Flowers (Worcester State University)
“Teaching with/for Mental Health Challenges,” Kristen Irwin (Loyola University Chicago)
“The Incredible, Dependable, and Expendable Adjunct,” Jonathan Parsons (College of DuPage, Joliet Junior College, Elgin Community College, North Central College, and Ashland University)

(8) Students Teaching Teachers: What Do Teachers Need to Know?

Sponsored by the APA Committee on Teaching Philosophy
Chair: Marcella Linn (Loyola University Chicago)
Presenters:
Rebecca Scott (Harper College)
Giancarlo Tarantino (Arrupe College of Loyola University Chicago)

(9) Workshop on Curricular Development: Adding Asian Philosophy to Your Existing Course Syllabus

Co-sponsored by the Society for Teaching Comparative Philosophy
Workshop Leaders:
Leah Kalmanson (Drake University)
Lara Mitias (Antioch College)

(10) Closing Reception: Undergraduate Research and Faculty SoTL Poster Session
Sponsored by the APA Committee on Teaching Philosophy
Chair: Kaitlin Louise Pettit (University of Utah)

Faculty SOTL Posters
“Teaching Climate Ethics Using a Model Climate Forum,” Shannon Sylvie Abelson (Indiana University–Bloomington)
“Creative, Project-Based Challenges as Memorable Final Exams with Teachable Moments,”
Hannah Daru (Fordham University)
“The TRAP-Mind-Theory—Philosophizing as an Educational Process,” Frank Brosow
(University of Education Ludwigsburg)
“Lowering Impediments to Sharing Thoughts with the ‘LIST’ Technique,” Tom Crosby (Loyola University Chicago)
“Levelling Up Online Instruction: A Mastery-Learning Approach to Teaching Logi,” Steven Dalglish (Ohio State University)
“Collaborative Midterm Teaching Evaluation: Sharing Authority in the Classroom and Empowering Students,” Ravit Dotan (University of California, Berkeley)
“Teaching Lesson Plans that Humanize: On Friendship,” Sahar Joakim (Saint Louis University)
“Socratic Leadership,” Freya Möbus (Loyola University Chicago) and Gina Lebkuecher (Loyola University Chicago)
“Understanding the Basic Methodological Tools Used in Ethics through ‘OpenBook’ Quizzes,”
Katerina Psaroudaki (University of Nebraska–Lincoln)
“Teaching By Building a Wikipedia Page,” Aleta Quinn (University of Idaho)
“Using Metacognition to Improve Classroom Discussions,” Rebecca Scott (Harper College),
Ann Cahill (Elon University), and Claire Lockard (Loyola University Chicago)
“Developing Assignment Sequences for Argumentative Philosophical Essays,” Yuna Won
(Ithaca College)
“Place-Based Stimuli in Philosophy with Children as a Transdisciplinary Bridge Between Philosophy and STEM,” Travis Wright (University of North Texas)

Independent Research by Undergraduates in Philosophy
“A Just Web: Assessing the Moral and Legal Repercussions of the Intern,” Aditi Shukla and Jacob Romines (Centre College)
“Undergraduates Are Writing Really Helpful R&R Letters,” Zoe Lawson (Ball State University)
“How Does the Word ‘God’ Refer?,” Layla Mayorga (University of Houston)
“Kant and Ingarden: Phenomenology, Ontology, and Aesthetics,” Vivek Pandey (Northeastern Illinois University)
Cancelled. However, we had a full slate planned: 9 sessions, 35 speakers. Most of the sessions will be offered at the 2021 Pacific.

(1) How to Teach an Asian Philosophical Classic: A Roundtable Discussion
(2) Getting and Keeping a Job at a Two-Year College
(3) Making the Most of the Teaching Demonstration
(4) Overcoming Challenges of Teaching Philosophy of Race, Gender, and/or Identity
(5) Addressing Resistance and Alternative Facts: Classroom Activities and Assignments
(6) Workshops on Teaching Philosophy
(7) Metaphilosophy for Undergraduates
(8) Top Five Thoughts on Teaching Philosophy
(9) Poster Session