Committee on the Teaching of Philosophy

2020–2021 Membership

David Concepcion, chair (2021)
Fritz J. McDonald, associate chair (2021; chair 2021–2024)
Cecilea Mun (2021)
Kimberly Van Orman (2021)
Brett Coppenger (2022)
Jane Drexler (2022)
Melissa Jacquart (2023)
W. John Koolage (2023)

Wendy Turgeon, Committee on Pre-College Instruction in Philosophy, ex officio (2021)
Richard Legum, Committee on Philosophy in Two-Year Colleges, ex officio (2022)
Jennifer W. Mulnix, President of the American Association of Philosophy Teachers, ex officio

Tziporah Kasachkoff, newsletter editor
Eugene Kelly, newsletter editor
Danielle Clevenger, GSC Liaison (2021)
Major Activities (July 1, 2020–June 30, 2021)

I. Three Teaching Hubs

2021 AAPT-APA-TPA Teaching Hub Planning Committee
David W. Concepción, Chair
Kristina Grob
Claire Lockard
Russell Marcus
Rebecca Millsop
Cecilea Mun
Kaitlin Louise Pettit
Renée Smith
Giancarlo Tarantino
Wendy Turgeon

The Teaching Hubs are massive and a tremendous success. Thanks to the many people involved in their creation and execution are below. Russell Marcus of the American Association of Philosophy Teachers, deserves special praise for his continuing leadership. The Teaching Hub Handbook explains every aspect of the Hubs. The Handbook makes it possible for us to train new leaders and ensure on-going success each year.

An additional special “thank you” to all of the co-chairs of the teaching hubs for so wonderfully managing all of the difficulties associated with COVID and holding sessions online:
Eastern: Rebecca Millsop and Wendy Turgeon
Central: Claire A. Lockard and Giancarlo Tarantino
Pacific: Cecilia Mun and Renee Smith
Poster Sessions: Kristina Grob and Kaitlin Louise Pettit

In partnership, the American Association of Philosophy Teachers and the APA Committee on Teaching offered 29 sessions, which included 110 individual presentations and 115 distinct presenters, with total attendance of approximately 557. See appendix for complete session list.

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<thead>
<tr>
<th></th>
<th>Sessions</th>
<th>Presentations</th>
<th>Presenters</th>
<th>Approx. Total Attendance</th>
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<tbody>
<tr>
<td>Eastern</td>
<td>10</td>
<td>38</td>
<td>39</td>
<td>239</td>
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<tr>
<td>Central</td>
<td>9</td>
<td>24</td>
<td>26</td>
<td>163</td>
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<tr>
<td>Pacific</td>
<td>10</td>
<td>48</td>
<td>50</td>
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<tr>
<td>TOTALS</td>
<td>29</td>
<td>110</td>
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Many sessions were co-sponsored. The co-sponsors were
American Association of Philosophy Teachers (AAPT)
APA Committee on Academic Career Opportunities and Placement
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
Institute for the Advancement of Philosophy for Children (IAPC)
Philosophy Teaching and Learning Organization (PLATO)
Society for Teaching Contemplative Philosophy (STCP)

Thanks also to all the APA staff who make the Teaching Hubs 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.

Attendee Satisfaction Surveys
Data collection in 2020 was less consistent across the three divisions, for very understandable reasons related to the pandemic. But two things remain very clear:

1 (1) The Teaching Hubs contribute very positively to meeting registration and consequently APA membership.
(2) The Teaching Hubs offer high quality content and attendee experiences about which attendees are very happy

Eastern
52 Attendees completed evaluations
% strongly agree/agree
I’m more likely to register for a future APA if it has a Teaching Hub. 69%
The Teaching Hub is one of the reasons why I registered for the conf. 67%
The content was new to me. 55%
I plan to incorporate what I learned in the Teaching Hub into my courses. 95%

Central
27 Attendees completed evaluations
% strongly agree/agree
I’m more likely to register for a future APA if it has a Teaching Hub. 80%
The Teaching Hub is one of the reasons why I registered for the conf. 51%
I plan to incorporate what I learned in the Teaching Hub into my courses. 90%

Pacific
10 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. 1.33
The Teaching Hub is one of the reasons why I registered for the conf. 1.56
The pacing of the sessions was efficient. 1.8
The content of the sessions was presented effectively. 1.8
The content was new to me. 2.5
I plan to incorporate what I learned in the Teaching Hub into my courses. 2.22
II. The APA Newsletter on Teaching

One issue of the newsletter was published in the 2020-2021 year. Thanks to Tziporah Kasachkoff and Eugene Kelly, co-editors of the newsletter.

Newsletter on Teaching Philosophy 20/2 (spring 2021) contains two articles and two poems.

Articles
“Teaching Some Philosophical Problems through Computer Science,” Daniel Lim and Jiaxin Wu
“Schematics for the Syllogism: An Alternative to Venn,” Wallace A. Murphree

Poems on Teaching During the Pandemic
“The Prof Selects Her Social Distancing,” Felicia Nimue Ackerman
“The Joy of Zoom Teaching,” Felicia Nimue Ackerman

III. The Prize for Excellence in Philosophy Teaching

In 2020, co-winners were awarded:
Dr. Russell Marcus, Hamilton University
Dr. Eduardo Villaneuva, Pontificia Universidad Católica del Perú

Of the thirty-three nominees, four were named finalists:
Barrett Emerick, Russell Marcus, Amy Reed-Sandoval, and Eduardo Villaneuva

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:
David Concepción, APA, Chair
Sarah Donovan, AAPT
Jill Hernandez, APA
Justin Kalef, AAPT
Fritz McDonald, APA
John Rudisill, TPA
Renee Smith, TPA

IV. Grant Reviewing

Committee members reviewed APA small grant applications and Chair Concepción reviewed micro-grant applications as needed.

V. Webinars

Hosted or co-hosted three webinars

Teaching Philosophy Online: Advice and Tips from Experienced Instructors, March 24, 2021
Panelists
   Merritt Rehn-DeBraal, Texas A&M San Antonio
Anti-Racist Pedagogy in Philosophy, January 26, 2021
Facilitator
Lori Watson, Washington University in St. Louis; Chair of the APA Committee on Inclusiveness in the Profession
Panelists
Johnathan Flowers, Worcester State University
Kritika Kanchana Yegnashankaran, Stanford University
Jeannine Weekes Schroer, University of Minnesota, Duluth

Pedagogies for Teaching Philosophy Online, Sept. 25, 2020
Facilitator
Melissa Jacquart, University of Cincinnati
Panelists
Andrew Cullison, Prindle Institute for Ethics, DePauw University
W. John Koolage, Eastern Michigan University
Rebecca Scott, Harper College

VI. Other
Curation
Curated a list of anti-racist resources for teaching
Curator: Cecilia Mun

Meetings
The CTP meets virtually as necessary throughout the year, and otherwise conducts its business via email.

APPENDIX
Sessions Offered in the Teaching Hubs

EASTERN
(1) Philosophy and Civics Education
Chair: Roberta Israeloff, Squire Family Foundation and PLATO
“Using Cases to Address Civic Ethical Dilemmas,” Meira Levinson (Harvard Graduate School of Education) and Jacob Fey (Edmond J. Safra Center for Ethics, Harvard University)
“Grounding Civic Discussions in Foundational and Philosophical Texts,” Allison Cohen (PLATO & Teacher, Langley High School)
“Cultivating Civic Dispositions: History, Justice, and the Common Good,” Laura Tavares (Facing History and Ourselves)
(2) Ethics Bowl in the Classroom: Perspectives on Dialogical Pedagogy for Ethics and Civics Education
Chair: Alex Richardson, National High School Ethics Bowl and UNC Parr Center for Ethics
Alex Richardson (National High School Ethics Bowl and UNC Parr Center for Ethics)
Michael Vazquez (University of North Carolina at Chapel Hill and the UNC Parr Center for Ethics)
Nick Tanchuk (Iowa State University School of Education)

(3) Philosophical Fiction for Children: Writing and Reading It
Chair: David Kennedy, Montclair State University
“The Importance of Continuing the Heritage of Lipman's Philosophical Fiction: Writing Stories for the Contemporary World,” Maria Miraglia (Università degli Studi di Napoli Federico II)
“Can Philosophical Fiction Take Care of Adolescence? The Co-Construction of a Novel,” Natalie M. Fletcher (Université de Montréal)
“Are Lipman’s Novels Dialogical and Polyphonic? A Bakhtinian Reading of Pixie,” Soudabeh Shokrollahzadeh (Allameh Tabataba’i University, Tehran)
“Dialectical Images of Childhood: (De)constructing Experience through Sequential Art,” Léa Cossette Brillant (Independent Scholar)

(4) “This Is All Bullshit”: Racism and Sexism in the Classroom
Chair: Sarah Lublink, Florida Southwestern State College

(5) Teaching Sustainability
Chair: Alessandra Buccella, Wesleyan University
“Crossing the Great Divide: Teaching Health Care Ethics and Environmental Ethics,” Andrew Jameton (Health Professionals for Healthy Climate)
“Sustainability as a Concept: Metaphors, Implications, and the Turn Toward Non-Ideal Theory,” Elise Springer (Wesleyan University)

(6) Teaching Mary Wollstonecraft
Chair: Dustin Christopher Webster (University of Pennsylvania)
“Modeling Professional Philosophy with Wollstonecraft and Your Library,” Ian D. Dunkle (Boston University)
“Wollstonecraft and Rousseau: Friend or Foe, or Friend and Foe,” Trip McCrossin (Rutgers University)

(7) How to Teach an Asian Philosophical Classic
Chair: Julianne Chung (University of Louisville)
“Just Go Along with Things: Teaching Classical Chinese Philosophy for the First Time,” Christopher Blake-Turner (University of North Carolina at Chapel Hill)
“Teaching Asian Texts through Bride Concepts in Ethics and Aesthetics,” Hannah Haejin Kim (Stanford University)
“Mental Models and Misconceptions: Teaching the Bhagavad Gita,” Andrew Housiaux (Phillips Academy)
“Teaching across Traditions with Friendship and Style,” Meilin Chinn (Santa Clara University)
“Using the Routledge History of Indian Philosophy to Teach Indian Philosophical Classics with an Analytic-Comparative Focus,” Purushottama Bilimoria (University of Melbourne and California State University, Long Beach)

(8) Rethinking Upper-Division Courses for Non-Majors
Chair: Jerry Green (University of Central Oklahoma)
“Philosophical Practice as Courageous Vulnerability,” James William Lincoln (University of Louisville)
“Using a Case Study Approach in Upper Division Courses for Non-Majors,” Ryan Michael Miller (Université de Genève)
“Disrupt, Unclutter, Innovate: Why Google and Apple Hire Socratic Leaders,” Freya Mobus (Loyola University Chicago)

(9) My Top Five: Philosophers Share Their Lists
Chair: Russell Marcus (Hamilton College)
Branden Fitelson (Northeastern University)
Marc Lance (Georgetown University)
Naomi Zack (Lehman College, CUNY)

(10) Undergraduate Research and Faculty SoTL Poster Session
Chairs: Kristina Grob (Univ. of South Carolina, Sumter) and Kaitlin Louise Pettit (University of Utah)
Faculty and Graduate Students
“Education as Awakening or Assimilation?” John Proios (Cornell University)
“Podcasting for Philosophical Accessibility in the Classroom,” Olivia Branscum (Columbia University) and Milan Terlunen (Columbia University)
“Philosomemes and Virtual Republics,” Emily McGill (Coastal Carolina University)
“Logic as a Liberal Art: Symbolic and Natural Logic in the High School Classroom,” Jacob Andrews (Loyola University Chicago)
“How to Create an Online Learning Alliance,” Jenny Strandberg (Farmingdale State College)
“Trust, Power, and Transformation in the Prison Classroom,” Fran Fairbairn (Colgate University)
“Creating Research Intensive Communities of Inquiry,” David Anderson and Kenji Blum (Texas A&M University)
“Teaching Moral Philosophical Methodology though ‘Create Your Own Thought Experiment,’” Mark Herman (Arkansas State University)
Undergraduate Students
“Relationship-Based Moral Reasons and Scarcity,” Christina Barta (University of North Carolina Chapel Hill)
“Understanding Medical Error in Surgical Stapler Use: A Philosophical and Scientific Analysis,” Jacob Howard (University of Central Florida)
“Aristotle’s Theory of Perception and Realism in Dealing with Bad Cases,” Phoenix Wang (University of California, San Diego)
CENTRAL
(1) Collaborative Assignments and Community in Online Classes
   Chair: Fritz McDonald (Oakland University)
   “Collaborating on Technology Use Policies in the Classroom: Increasing Student Buy-In and Improving Accessibility,” Ariel Simms (American University) and Gina Lebkuecher (Loyola University Chicago)
   “Peer-Led Dialogue: What, Why, and How,” Paul Blaschko (University of Notre Dame) and Wes Siscoe (Florida State University)
   “Co-Creating a Place for Online Community-Based Inquiry through a Kialo Podcast,” Jonathan McKinney (University of Cincinnati)
   “Encouraging Accountability and Community Through Small Group Oral Exams,” Philipa Friedman (Loyola University Chicago)
   “Virtual Ethics: Community-Based Learning for Online Students,” Jennifer Lobo Meeks (Georgia State University–Perimeter College)

(2) Experiential Workshop on Chinese Contemplative Body Practices
   Facilitator: Steven Geisz (University of Tampa)

(3) Antiracist Pedagogies: Black Lives Matter in the Classroom
   Chair: Lauren Guilmette (Elon University)
   “Anti-Racist Pedagogy in Teaching Introduction to Ethics,” Alyssa Adamson (Harold Washington College)

(4) What Introductory Students Wish their Philosophy Professors Knew
   Chair: Claire A. Lockard (Loyola University Chicago)
   Rebecca Scott (Harper College)

(5) Teaching Existentialism Today
   Chair: Johnathan Flowers (Worchester State University)
   “Arousing Abjection, Confusion, and Passion in Existentialism,” Jerry Piven (Rutgers University)
   “Individual Responsibility in a Social Context: Teaching de Beauvoir on the Woman in Love,” Annika Froese (University of Pittsburgh)

(6) Graduate Voices in Teaching Philosophy
   Chair: Danielle Clevenger (University of Wisconsin–Madison)
   “TAgency,” Alllauren Samantha Forbes (McMaster University)
   “Day and Night: The Difference Between Mentored and Unmentored Teaching Experiences,” W. John Koolage (Eastern Michigan University) and Lauren M. Williams (Eastern Michigan University)
   “Building Effective TA/Instructor Relationships,” Arianna Falbo (Brown University)

(7) The Strengths of Specifications Grading
Chair: Giancarlo Tarantino (Arrupe College of Loyola University Chicago)
“The Advantages of Using Specifications Grading,” David W. Concepción (Ball State University)
“How to Implement Specifications Grading,” Sarah Vitale (Ball State University)

(8) New Research in Pre-College Philosophy
Chair: Claire Katz (Texas A&M University, College Station)
David Anderson (Texas A&M University)
Rika Tsuji (University of North Texas)
Kris Phillips (Southern Utah University)
Wendy C. Turgeon (St. Joseph’s College)

(9) Undergraduate Research and Faculty SoTL Poster Session
Undergraduate Students
“Undergraduates are Writing Really Helpful R&R Letters,” Rose Winters (Ball State University)
“The Platonic and Hobbesian Ideal States: Variations on Political Theories,” Phoenix Wang (University of California San Diego)

Faculty and Graduate Students
“Teaching Otherness within a Regional Context: Using the Archives of Appalachia in an Introductory Philosophy as Conversation Course,” Jill Drouillard (Mississippi University for Women)
“Course on Improving Moral Decision-Making,” Mark Herman (Arkansas State University)
“Centering Personal Narrative & Voice for Engagement,” Rebecca Millsop (University of Rhode Island)
“In Defense of ‘No Questions Asked’ Extensions on Assignments,” Scott Simmons (Owens Community College)
“Beyond Critical Thinking: How to Teach Courageous Thinking,” Isaac Wiegman (Texas State University at San Marcos)

PACIFIC
(1) Improving Teaching Philosophy Online
Chair: Karin Fry (Georgia Southern University)
“Group Video Projects in the Time of Social Isolation and Beyond,” Marina Marren (University of Nevada, Reno)
“Civic Engagement Enhancement for Online Ethics Courses,” Benjamin Hole (Pacific University)
“Online Peer-Led Dialogue: What, Why, and How,” Wes Siscoe (Florida State University) and Paul Blaschko (University of Notre Dame)

(2) Addressing Resistance and Alternative Facts: Classroom Activities and Assignments
Chair: Ian Duckles (San Diego Mesa College)
“Against Media Illusions: A Critical Thinking Class,” Oisin Deery (Macquarie University and York University)

“The Truth is the Intersection of Our Lies? How to Correct False Information,” Vadim Keyser (California State University, Fresno)

“Dialectical Facts?,” Christopher Edelman (University of the Incarnate Word)

“Strategies for Decreasing Student Resistance to Viewpoints Different from Their Own,” Chad Mohler (Truman State University)

“Teaching Strategies for Addressing Science Denialism Under Conditions of High Social and Political Polarization,” Amitabha Palmer (Bowling Green State University)

(3) Overcoming Challenges of Teaching Philosophy of Race and/or Identity

Chair: Joshua DiPaolo (California State University, Fullerton)

“Do Good Teachers Make Bad Feminists: The Dilemma of Anger Expression When Teaching Social Justice,” Kate C. S. Schmidt (Metropolitan State University of Denver)

“Is There an Ideal Environment to Talk About Race?,” Javiera Perez Gomez (Metropolitan State University of Denver)

“Prisoner’s Dilemma and Delight: A Simple Activity that Helps Students Understand the Complexity of Others,” Joshua DiPaolo (California State University, Fullerton)

“Teaching the Philosophy of Race and Gender: A Metacognitive Focus on Discussion Skills,” Ann J. Cahill (Elon University)

(4) Workshops on Teaching Philosophy

Chair: Robin Zebrowski (Beloit College)

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

“Effective Grading,” Leslie Burkholder (University of British Columbia)

“Using Daily Preparatory Writing Exercises to Teach Students How to Become Independent Learners,” Kristina Grob (University of South Carolina Sumter)

(5) “Metaphilosophy for Undergraduates”

Chair: Leslie Burkholder (University of British Columbia)

“A Game for Facilitating Metaphilosophical Questioning of Conceptual Analysis,” August Gorman (Princeton University)

“Metaphilosophy as Research Training,” Stephen Burwood (University of Hull)

“Teaching with Metaphilosophy in Mind,” Sherri Conklin (University of California, Santa Barbara)

(6) Top Five Thoughts on Teaching Philosophy

Chair: Cecilea Mun (Independent Scholar)

Amy Kind (Claremont McKenna College)

Eric Schwitzgebel (University of California, Riverside)

A. Minh Nguyen (Florida Gulf Coast University)

(7) Engaging Young People in Ethics

Chair: Cecilea Mun (Independent Scholar)
“Engaging Young People in Ethics: Strategies for Leading Discussions with Upper Elementary and Middle School Students,” Paul Bodin (Independent Scholar)

(8) Applying for a Job at Two-Year Colleges
   Chair: Marc Bobro (Santa Barbara City College)
Commentators:
   Marc Bobro (Santa Barbara City College)
   Ian Duckles (San Diego Mesa College)
   Rebeka Ferreira (Green River College)
   Mary Gwin (San Diego Mesa College)

(9) Teaching Demonstrations
   Chair: Cecilea Mun (Independent Scholar)
Commentators:
   Kristina Grob (University of South Carolina Sumter)
   J. Robert Loftis (Lorain County Community College)
   Sally Scholz (Villanova University)
   Robin Zebrowski (Beloit College)

(10) Undergraduate Research and Faculty SoTL Poster Session
   Chairs: Kristina Grob (University of South Carolina Sumter) and Kaitlin Louise Pettit (University of Utah)
Undergraduate Students
   “Home, Belonging, and Latin America,” Alex Nelson (Cornell College)
   “A Step Towards Achieving Gender Justice: The Consideration of Gender Self-Identification,” Phillip Yoon (Johns Hopkins University)
Faculty and Graduate Students
   “Focusing on Philosophy of Photography,” Aaron Kostko (University of Minnesota Rochester)
   “Creating an Inclusive Graduate Seminar,” Sally Scholz (Villanova University) and Delia Popa (Villanova University)
   “Anonymous Grading Without Anonymous Students,” Libby Southgate (Cornell University)

Presentations accepted for 2020 meeting, but not able to attend 2021
Undergraduate
   “How Does Humour Function as a Means to Approach the ‘Truth’? Donald Trump, Late Night Comedy, and the Limits of Satire,” Saleha Anwer (Carleton University)
   “Warnock, Candor, and Philosophy in Education,” Voran Heiny (University of Northern Colorado)
   “The Gulf of Identity: A Logical Analysis of Our Contemporary Obsession with Social-Identification,” Jonathan Mize (University of North Texas)
Faculty and Graduate Students
   “Schoolchildren, Philosophy, and the Meaning of Life,” Josh Chang (University of California, Irvine)
   “Rules of Order and the Philosophy Classroom,” Ricardo Friaz (University of Oregon)
“Did They Even Read the Question? Using Metacognition to Improve Students’ Written Responses,” Zak Kopeikin (University of Colorado Boulder)

“Assessing Oral Communication and Critical Thinking in Discussion-Based Classrooms: A Case Study,” Mark Makin (Biola University)

“Going Beyond Mill: Teaching a Course in Philosophy of Censorship,” Tuomas Manninen (Arizona State University)

“Teaching & Learning Video Series,” William Parkhurst (University of South Florida)

“Are Philosophers Failing First-Generation Students?,” Bailie Peterson (University of Northern Colorado)

“Toolbox Dialogues in the Classroom for Engagement and Epistemic Integration,” Brian Robinson (Texas A&M University, Kingsville) and Michael O’Rourke (Michigan State University)