



**The American Association
of Philosophy Teachers**

2021 Summer Series

"Why We Teach"
Wednesday, July 28, 2021
2:30p - 9:30p (ET)



AAPT

Link to Main Zoom Room:

<https://us02web.zoom.us/j/82575082537?pwd=RVp4UDBIVXVWa2dPakpUQ3dNa1NQdz09>

Website: <https://philosophyteachers.org>
<https://janemdrexler.wixsite.com/aaptsummerseries>

#AAPT21

July 28, 2021
Why We Teach
 Program at a Glance
 (all times Eastern)

2:30 – 3:15	<u>Welcome and Opening Session – Main Zoom Room</u>	
3:15 – 4:15	Concurrent Session #1	
	<u>Room 1</u>	60-minute Presentation/Workshop Kimberly Van Orman “Build Tenacity in Your Students: Help Students Learn to Work Harder when Challenged (Rather than Give Up)”
	<u>Room 2</u>	60-minute Presentation/Workshop Shari Prior “Navigating Sticky Wickets: Professor Ethics and Daily Dilemmas”
	<u>Room 3</u>	60-minute Presentation/Workshop Kristina Grob “Teaching for Progressive Independence”
4:15 – 4:30	Break	
4:30 – 5:30	Concurrent Session #2	
	<u>Room 1</u>	60-minute Presentation/Workshop Bailie Peterson “How Can Philosophers Benefit First-Generation Students?”
	<u>Room 2</u>	60-minute Presentation/Workshop Stephen Bloch-Schulman “I Don’t Know-Focused Teaching (IDK-FT)” Carlo Tarantino & Claire Lockard
5:30 – 5:45	Break	
5:45 – 6:15	Concurrent Session #3:	
		30-Minute “Flipped Video” Discussions
	<u>Room 1</u>	Paul Green “Two Concepts of Learner-Centered Teaching”
	<u>Room 2</u>	Bailey Szustak “Secretly Philosophy: Designing Interdisciplinary First Year Courses”
	<u>Room 3</u>	Aaron Kostko “Educational Equipose: When is comparative research on philosophical pedagogy ethical?”
	<u>Room 4</u>	Kelly Salsbery “Re-imagining Philosophy
6:15 – 7:00	Break	
7:00 – 8:15	<u>Plenary Session – Main Zoom Room</u>	
	Interactive Workshop	Why We Teach: Three Concepts of Philosophy Teaching
8:15 – 8:30	<u>Closing Session – Main Zoom Room</u>	
	Closing/Social	(visit the Detailed Program below for the “Why Tai” Signature Cocktail and Mocktail for our closing session happy hour)
8:30 – 9:30ish	<u>Trivia Night!</u>	



2021 Summer Series

Zoom and Website Links At-a-Glance

Main Room: <https://us02web.zoom.us/j/82575082537?pwd=RVp4UDBlVXVWa2dPakpUQ3dNa1NQdz09>

Room #1: <https://us02web.zoom.us/j/81641554076?pwd=d2lFTWtIUlNUV3FHh3N1UndSbHAvZz09>

Room #2: <https://us02web.zoom.us/j/83235773767?pwd=WUY4eCvZi80b2JyK2t4L2dET205UT09>

Room #3: <https://us02web.zoom.us/j/86373918640?pwd=djVTRU0vdFZabG1KYng2U2NpUHd6Zz09>

Room #4: <https://us02web.zoom.us/j/85769554449?pwd=U3VhR1V1ZlRTWHVreWpYempnOW1sQT09>

Website: <https://janemdrexler.wixsite.com/aaptsummerseries>

Here you can find the session videos, presenter handouts/materials, and more

AAPT Committee Volunteering: [Link to AAPT involvement Sign-Up Form](#)

(See pgs 10-12 below)

“Why We Teach” Series Contacts

AAPT Summer Series Chair:

AAPT Executive Director

“Why” Event Chairs:

Jane Drexler, jane.drexler@slcc.edu

Alexandra Bradner, alexandrabradner@gmail.com

Russell Marcus, rmarcus1@hamilton.edu

Rebecca Millsop, rmillsop@uri.edu

Detailed Program

Wednesday, July 28

2:30p – 3:15p [Welcome Session](#)

[Main Zoom Room](#)

Russell Marcus and Rebecca Millsop

"Welcome, and Why do we teach?"

In this session, we introduce the theme of the day with an interactive activity designed to help participants reflect on why they teach philosophy. We will emphasize the importance of transparency in the practice of teaching as we participate in a discussion focused on the multitude of reasons we all have for doing this impactful work.

3:15p – 4:15p Concurrent Session #1

A. [60-minute Presentation/Workshop](#)

[Zoom Room #1](#)

Kimberly Van Orman

"Build Tenacity in Your Students: Help Students Learn to Work Harder when Challenged (Rather than Give Up)"

Many of us are concerned that some of our students, when the course gets tough for them, don't dig in and work harder, but rather completely disengage and give up. Research suggests that for many of these students, it's not a matter of laziness, but of the lack of particular skills that would help them persist. They don't know how to do the work of the course or don't believe that their work will matter. In this interactive session, participants will learn interventions that are not terribly difficult to implement (and don't take a ton of time) that will teach these skills and frame the work in their courses in ways that help students develop these habits of mind that are crucial for success in philosophy courses.

B. [60-minute Presentations/Workshops](#)

[Zoom Room #2](#)

Shari Prior

"Navigating Sticky Wickets: Professor Ethics and Daily Dilemmas"

Most faculty take their responsibilities as a role model seriously, however, the daily routine of a faculty member is filled with opportunities to inadvertently set a bad example. In this session, participants will be given case studies that illustrate common situations faced by instructors in which ethical lapses can occur. Participants will discuss the cases in small groups and then discuss their considerations and conclusions with the larger group. People will be encouraged to take different sides, fostering deeper reflection on the underlying ethical considerations. Discussion will be focused on the ethical implications of various responses to the questions raised by the case studies. Participants will also discuss strategies for avoiding accidental ethical lapses and the situations that lead to them.

C. [60-minute Presentations/Workshops](#)

[Zoom Room #3](#)

Kristina Grob

"Teaching for Progressive Independence"

Philosophy is a field of study ideally suited for teaching our students progressive independence, by which I mean this: we want our students to become increasingly independent of us, their teachers, so they go on to become curious, life-long learners, intrinsically motivated by the desire to pursue knowledge and understanding, and possessed of the skills needed to evaluate claims to truth. In this workshop, I'll talk about progressive independence as a goal, and share my extension policy and my end-of-term assignment as items I've developed to help foster that goal. The second half of the session will be a collaborative space for sharing projects and policies. My goal is that everyone leaves the session with at least one new activity or assignment to try, one new policy to revise or adopt, and two new collaborators with whom they can keep in touch for continual accountability and inspiration.

4:15p – 4:30p Break

4:30p – 5:30p Concurrent Session #2

A. 60-minute Presentation/Workshop

Zoom Room #1

Bailie Peterson

“How Can Philosophers Benefit First-Generation Students?”

In this session, we will compare two sets of data: 1) practices that work well to support first-generation college students, and 2) ways that philosophy classes can inadvertently alienate these students. This will enable us to consider practices that encourage student success. We will also review original data exploring the perceptions and perspectives of first-generation college students, and reflect on how this corresponds to our own experiences working with diverse students. This session will include discussion of techniques, successes, and failures from various efforts to improve learning outcomes for students at my university, where the majority of students are first-generation or from other underrepresented groups. These include offering late-start courses for students who have dropped or failed other courses; open pedagogical practices, and planned, low-stress, interactions with professors throughout the semester, and especially at the beginning of the term, to encourage students to take advantage of resources and overcome barriers.

B. 60-minute Presentation/Workshops

Zoom Room #2

Stephen Bloch-Schulman, Carlo Tarantino and Claire Lockard

“I Don’t Know-Focused Teaching (IDK-FT)”

Many philosophers are called on to teach subject matter that they do not know, or do not know well: for example, in emergency situations; when graduate students are placed into classes that are unrelated to their research; or when faculty who teach in smaller schools or non-research oriented schools are asked to take on areas in which they are not experts in order to expand the course offerings. Finding ourselves in situations where we will need to teach what we do not know can be scary, particularly because of the widespread assumption that learning happens when the professor delivers knowledge they already have to students. Thus, we worry that if we do not have the required knowledge already, we will be unable to teach well. In our session, we will

explore how to do this well. We will also offer a provocative thesis: that we ought (normatively) to be teaching what we don't know.

5:30p – 5:45p Break

5:45 – 6:15p Concurrent Session #3: “Flipped Video” Discussions (30 minutes)

(Please visit [this website](#) to watch the videos for these sessions beforehand)

A. [Room #1](#)

Paul Green

“Two Concepts of Learner-Centered Teaching”

In this session I argue that there are two distinct but related concepts of learner-centeredness that are employed in learner-centered pedagogy. I distinguish between a broad concept (in which learner-centeredness is defined structurally) and a robust concept (in which learner-centeredness is defined by the content and purpose of our learning goals). This distinction, I argue, is important when we design our courses and when we argue for learner-centered teaching over other types of pedagogy. The broad concept is fundamentally a case of means-end rationality, while the robust concept requires a much more comprehensive account of the nature and purpose of education.

B. [Room #2](#)

Bailey Szustak

“Secretly Philosophy: Designing Interdisciplinary First Year Courses”

Two years ago, I was loaned to the English department as an instructor for their first-year writing program. I was given full freedom to choose topics and readings and little freedom to adjust required major assignments, so I decided to design first year writing courses that were, in fact, secretly philosophy. The result was two courses that function as both composition and introductory philosophy courses, teaching simultaneously basic academic reading, writing, and philosophical skills. Both courses are also broadly interdisciplinary in content: one centered around public art, the other around pop culture, both drawing from a wide range of texts from multiple disciplines and non-traditional, non-canonical sources while also creating experiential learning opportunities and tight-knit classroom communities. This session aims to use these courses as examples of a basic framework for developing similar interdisciplinary introductory-level courses, and to share insights gained from bringing composition and philosophy instruction together.

C. [Room #3](#)

Aaron Kostko

“Educational Equipoise: When is comparative research on philosophical pedagogy ethical?”

Researchers of philosophical pedagogy who utilize comparative research designs to evaluate pedagogical interventions are likely to encounter conflicts between their pedagogical obligation to always act in students' best interests and their obligation as a researcher to utilize methodologically sound research designs. Bioethicists have appealed to the concept of clinical equipoise to help resolve this conflict in clinical

medicine. However, researchers of philosophical pedagogy have paid little attention to the concept of equipoise, and even less attention to whether the concept deployed in clinical research is appropriate for their research context. I address this problem by outlining three possible standards of educational equipoise: the student standard, the individual researcher standard, and the community of researchers standard. I argue that the community of researchers standard represents the ideal towards which researchers of philosophical pedagogy should aim, but that, in practice, it will often be more appropriate to adopt an individual researcher standard.

D. [Room #4](#)

Kelly Salsbery

"Re-imagining Philosophy"

This session will address the presenters' participation in the "Re-imagining the Core Curriculum Project" at our university. This project was sponsored by our liberal arts college and our center for teaching and learning. The proposed idea was to: redesign introductory courses in the liberal arts core curriculum to achieve three goals: (1) creating no cost textbooks and class materials for students; (2) redesigning courses to emphasize the values, themes, central questions, and concepts of the material rather than a litany of facts; and (3) moving courses into an online format. It was recommended that participants consider the question: "what should a student remember from a core course five years down the road?" Ultimately, this involves a shift in pedagogy toward the practical and experiential (for instance, examples and stories) with the goal of redesigning core courses to make them "meaningful, interesting, and relevant." The focus of this redesign was to be the creation of a free electronic version of an alternative text integrated with our online LMS. The session presenters addressed a general introduction to philosophy course and an introduction to ethics course. In this session we wish to share and discuss our experiences and thoughts concerning this project.

6:15p – 7:00p Break

7:00p – 8:15p [Plenary Session](#)

[Zoom Main Room](#)

Facilitators: Russell Marcus, Alexandra Bradner, Andrew Mills, Jane Drexler

"Why We Teach: Three Concepts of Philosophy Teaching"

In this interactive plenary workshop, we reflect together on what's most important to us in teaching philosophy: is it the content of philosophy itself (i.e. the specific texts, questions, theories, and such that are distinctive of philosophy)? Is it the transferrable skills philosophy helps students develop (i.e. argument analysis, writing, conceptual precision and such)? Is it the promotion of a philosophical way of living (i.e. philosophy as practice aimed at self-cultivation, transformation, life-well-lived and such)? Is it something else? For this session, we ask those big questions of "Why": Why do we do all this? What are the values and purposes of the philosophical content, skills, and ways of living we teach?

Emily Esch, Closing Remarks

Signature Cocktail Recipes

In the spirit of coming together even while we are physically distanced, we have designed a series of themed cocktails/mocktails that we invite you to make and enjoy during the closing session of each day of the conference. Much thanks to Seth Feldman for creating these drinks. For the “Why” theme, we offer the following:

The Why Tai

This drink is inspired by the classic cocktail, the Mai Tai.

Ingredients

- 2 oz rum (or 1 oz dark rum and 1 oz white rum if you want to be fancy)
- 0.75 oz. lime juice
- 0.5 oz. orange liqueur
- 0.5 oz. simple syrup
- 0.25 oz. orgeat (you can use Amaretto in a pinch)
- Mint

Directions

Add rum, orange liqueur, simple syrup, lime, and orgeat to a shaker. Shake hard with ice. Strain into a glass filled with ice. Garnish with mint.

The Why Tai Non-Alcoholic Alternative

Ingredients

- 0.5 oz orgeat (almond syrup)
- 0.5 oz simple syrup
- 1.5 oz lime juice
- Club soda or water
- Mint

Directions

Add orgeat, simple syrup, and lime juice to a shaker with ice. Shake hard for 10 seconds. Dump everything into a rocks glass. Add a little bit of club soda or water. Garnish with mint.

A virtual version of the popular philosophy trivia night at our biennial workshop-conference, with brand new quizzes! Make a Why-Tai and join friends and colleagues for fun and prizes.

Presenter Contact Information

Presenter	Sessions	Institutional Affiliation	Contact Information
Stephen Bloch-Schulman	Session 2, Room 2	Elon University	sschulman@elon.edu
Alexandra Bradner	Plenary Session, Main	Kenyon College	alexandrabradner@gmail.com
Jane Drexler	Event Chair Plenary Session, Main	Salt Lake Community College	jane.drexler@slcc.edu
Emily Esch	Closing Session, Main	College of St. Benedict and St. John's University	eesch@csbsju.edu
Paul Green	Session 3, Room 1	Mount Saint Mary's University, Los Angeles	pgreen@msmu.edu
Kristina Grob	Session 1, Room 3	University of South Carolina Sumter	grobkris@uscsumter.edu
Aaron Kostko	Session 3, Room 3	University of Dayton	kostkoa@mail.uc.edu
Claire Lockard	Session 2, Room 2	Loyola University	clockard@luc.edu
Russell Marcus	Event Co-Chair Opening Session Plenary Session	Hamilton College	rmarcus1@hamilton.edu
Andrew Mills	Plenary Session, Main	Otterbein University	amills@otterbein.edu
Rebecca Millsop	Event Co-Chair Opening Session, Main	University of Rhode Island	rmillsop@uri.edu
Bailie Peterson	Session 2, Room 1	University of Northern Colorado	bridgette.peterson@unco.edu
Shari Prior	Session 1, Room 2	College of Saint Mary	sprior@csm.edu
Kelly Salsbery	Session 3, Room 4	Stephen F. Austin State University	ksalsbery@sfasu.edu
Bailey Szustak	Session 3, Room 2	University of Illinois Chicago	bszust2@uic.edu
Carlo Tarantino	Session 2, Room 2	Loyola University	gtarantino@luc.edu
Kimberly Van Orman	Session 1, Room 1	University of Georgia	kvanorman@uga.edu

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.

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 the AAPT, please fill out the Volunteer Sheet, which will be available on the Summer Series website, and will be posted in zoom chat during the day.

AAPT Standing Committees

The Communications Committee facilitates 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. Chairs: Karl Aho (Tarleton State University), kaho@tarleton.edu; and Kevin Hermberg (Dominican College), kevin.hermberg@dc.edu

The Finance Committee is charged with oversight of the financial activities of the Board. Chair: Rory E. Kraft, Jr (York College of Pennsylvania), rkraft1@ycp.edu

The Conference Programming Committee is charged with most aspects of the workshop-conference program, including but not necessarily limited to: the solicitation and selection of workshop-conference proposals, keynote speakers and special events; the scheduling of sessions; the production of the program guide for attendees. Chair: Jane Drexler (Salt Lake Community College), jane.drexler@slcc.edu

The Awards Committee is responsible for administering AAPT awards and grants, and develops and recommends policies and procedures regarding all AAPT awards, including policies and procedures regarding stipends and honoraria for speakers at the biennial workshop-conferences. Chair: Russell Marcus (Hamilton College), rmarcus1@hamilton.edu

The Teaching and Learning Committee is responsible for organizing the AAPT Seminars on Teaching and Learning. This includes both the five-day workshop at the biennial workshop-conference and the traveling one-day workshops. They also organize the Facilitator Training Workshop. Chair: Sarah Donovan (Wagner College), sdonovan@wagner.edu

The APA Sessions Committee is responsible for coordinating the Teaching Hub sessions at the American Philosophical Association meetings, in collaboration with the APA committee on the Teaching of Philosophy. Chair: Renée Smith (Coastal Carolina University), rsmith@coastal.edu
The Development Committee is responsible for the strategic planning, mission and vision of the AAPT, and works directly with the Executive Board. Chair: Jack Musselman (St. Edwards University), jackgm@stedwards.edu

The AAPT Board of Directors

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

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

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

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

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

President

Emily Esch (College of Saint Benedict/Saint John's University), emily.esch@gmail.com

Vice-President

Russell Marcus (Hamilton College), rmarcus1@hamilton.edu

Executive Director

Alexandra Bradner (Kenyon College), alexandrabradner@gmail.com

Treasurer

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

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Immediate Past-President

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

At-Large Members

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Sarah Donovan (Wagner College), sdonovan@wagner.edu

Monica Janzen (Anoka Ramsey Community College), monica.janzen@anokaramsey.edu

Jack Musselman (St. Edward's University), jackgm@stedwards.edu

Renée Smith (Coastal Carolina University), rsmith@coastal.edu

Additional Opportunities for Being Active in the AAPT

The **Conference Host/Conference Site Coordinator** at the chosen conference site takes responsibility on behalf of the Site Institution for hosting the AAPT workshop-conference and for making local arrangements.

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

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

Host a One-Day Teaching and Learning Workshop. Modeled on our five-day Teaching and Learning Seminar, the AAPT is now running one-day workshops on teaching and learning on campuses around the USA and Canada.

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

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

If you have any questions, please contact Alexandra Bradner, Executive Director, alexandrabradner@gmail.com, or any of the Board Directors. Visit our Website at <https://philosophyteachers.org/>.

For membership renewals and information, please see the Philosophy Documentation Center's web page, [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(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.

Editor in Chief:

Dave Concepción, Ball State University, 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 Concepción

Volume 6: *Teaching Applied Ethics*, forthcoming, edited by Sonya Charles and Rory Kraft, Jr.

Volume 7: *Teaching Philosophy as a Way of Life*, edited by Ryan Johnson and Jane Drexler

(CFP deadline: November 1, 2021) <https://aaptstudies.org/calls/>

If you are interested in submitting papers for any forthcoming issues, visit the *AAPT Studies* website for information and calls for papers. <https://aaptstudies.org/>

The Lenssen Prize

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

The Winners of the 2020 Lenssen Prize are:

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).

Past Recipients of the Lenssen Prize:

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): 507-530;

and Matt S. Whitt. "Other People's Problems: Student Distancing, Epistemic Responsibility, and Injustice." *Studies in Philosophy and Education*, 35, no. 5 (2016): 427-444

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.

The American Philosophical Association and American Association of Philosophy Teachers Prize for Teaching Excellence in Philosophy

The 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.

Award

Frequency: Annual

Award Amount: \$1,000 and a plaque

Next Deadline: August 5, 2021

The APA committee on the teaching of philosophy will present the award during the annual prize reception at an APA divisional meeting.

Eligibility

Open to any APA member who has an impact on student learning in undergraduate and/or pre-college settings. Previous winners are not eligible for a second award.

Visit https://www.apaonline.org/page/teaching_prize for more information

Awardees

The Winners of the 2020 Teaching Prize are:

Russell Marcus (Hamilton College)

Eduardo Villanueva (Pontifical Catholic University of Peru)

Prior Winners

2019: Sandra Dwyer (Georgia State University)

Claire Katz (Texas A&M University)

2018: Maralee Harrell (Carnegie Mellon University)

2017: Stephen Bloch-Schulman (Elon University)

AAPT Grant for Innovations in Teaching

The American Association of Philosophy Teachers (AAPT) is dedicated to the advancement of the art of teaching philosophy. One of the AAPT's initiatives in support of this mission is an ongoing small grant program: the AAPT Grants for Innovation in Teaching.

Through this program, the AAPT is offering competitive small grants to support the implementation of projects involving innovations or modifications to one's teaching. Preference will be given to those projects that have a broad appeal. Grant applications should be sure to specify the aim of the project, its learning goals, your criteria of success, and your proposed timeline.

It is expected that grant recipients will publicly disseminate the projects in some form after completion (the AAPT website will be available as a potential vehicle for this). Grant recipients are required to submit a final project report due after the completion of the project, which will be posted on our AAPT website.

Eligibility

Open to any instructor teaching at the college-level: full-time, part-time, adjuncts, and grad students are all welcome. Grant recipients must be current AAPT members.

The Recipients of the 2020 AAPT Grants for Innovation in Teaching:

"Tulsa Race Massacre at 100: Contractualism and Reparations"
Heather Wilburn, Tulsa Community College

"Difficult Conversations about Race, Class, and Gender:
Wes Siscoe, Florida State University

Recent Recipients:

- 2020, <https://philosophyteachers.org/2020-aapt-grant-recipients/>
- 2018, <https://philosophyteachers.org/2018-aapt-grant-recipients/>

More information:

- Inquiries about the grant program should be directed to grants@philosophyteachers.org.
- Information about the American Association of Philosophy Teachers, please visit: <https://philosophyteachers.org/>.
- AAPT membership information and application is available at: [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT)).



Teaching and Learning Workshops/Seminars

One-Day Workshops on Teaching and Learning

Modeled on our summer seminars which run concurrently with the AAPT biennial conference-workshops, the AAPT is now running **one-day workshops** on teaching and learning. Past workshops have been held at the Pacific APA, Carnegie Mellon University, San Francisco State University, California State University at Long Beach, Loyola University in Chicago, the University of Wisconsin, and the University of Western Ontario.

Like the summer seminar, participants will read some of the best literature regarding how learning happens, how to design maximally effective courses, and how to improve classroom practice. The goal is not only to provide tips, although we will provide some along the way. Rather, the seminar is designed to enhance participants' ability to make effective pedagogical choices. The interactive sessions provide opportunities for participants to reflect with colleagues on how to individualize evidence-based best teaching practices to one's own idiosyncratic teaching contexts. Participants will learn how to identify and select challenging and transformative learning objectives and how to design and assess sequences of learning activities to make the achievement of those goals highly likely. The friendships and collegial relationships begun here can last a lifetime.

Comments from Past Participants:

"The seminar shifted and honed the way I think about and practice teaching in substantial ways"

"Inspiring, fascinating, and incredibly helpful"

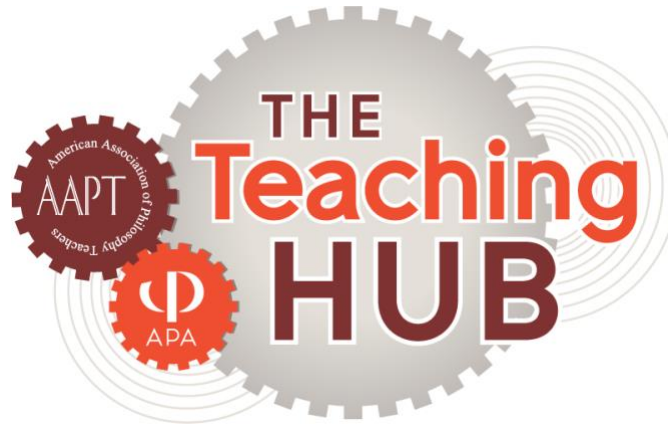
"A must for anyone who cares about students"

"An intensive boot-camp for learner-centered education"

"Not at all like the typical (mostly useless) 'teaching orientation' that most graduate students get"

"A surreal experience in which one is surrounded by many philosophers who place teaching before research"

If you are interested in hosting a workshop,
please contact Sarah Donovan,
chair of the Teaching and Learning Committee, at
teaching-learning@philosophyteachers.org



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 should visit the Teaching Hub webpage at:

<https://www.apaonline.org/general/custom.asp?page=TeachingHub2018>

Please consider submitting a proposal for one of more of the following sessions at the 2022 Eastern Division meeting by July 31:

- [Religion in the Philosophy Classroom](#)
This session will include 3-4 presentations on how philosophers can handle the challenging religious questions that often arise within typical undergraduate philosophy courses.
- [The Hidden Curriculum](#)
This session will feature presentations on the “hidden curriculum”: the set of rules for an institution or social group that no one ever tells you about—the rules and expectations that are taken for granted, but no one ever explains.
- [Alternative Grading](#)
This workshop foregrounds alternatives to traditional grading. The aim is to highlight grading practices that better promote learning goals, and that foster values like fairness and inclusivity.
- [Intergenerational Philosophy](#)
This session will explore innovative approaches to doing public philosophy across the lifespan and strategies for using philosophy as a vehicle for intergenerational dialogue and encounter: college students working with seniors in their community, teens engaging with adults and children in philosophical discussions and activities.
- [Disabled Philosophers: Equity and Accessibility in the Philosophy Classroom](#)
This session will address the advantages of having disabled faculty and students in the philosophy classroom and/or innovative ways to counter ableism in the philosophy classroom.

The complete calls for proposals are available on the [APA website](#). Presenters will be selected in early August.

Teaching Hub Poster Sessions

Each Teaching Hub includes a poster session and reception featuring both independent work by undergraduate students and innovative work in the teaching of philosophy by faculty and graduate students.

If you have something of your own to share with your colleagues—a new teaching technique, course proposal, assessment strategy, in-class activity, or SoTL research finding—please consider submitting an abstract to one of the [Teaching Hub poster sessions](#) by August 15.

Please also encourage undergraduates who have completed independent work in philosophy this past academic year and undergraduates who are working on summer research projects in philosophy currently to submit an abstract to one of the [Teaching Hub poster sessions](#) by November 15.

For general information about the AAPT-APA Teaching Hub, please visit the [AAPT website](#) and the [CTP webpage](#). For specific information about the Teaching Hub at the 2022 Eastern Division meeting, please contact Jerry Green (jgreen67@uco.edu) and Rebecca Millsop (rmillsop@uri.edu). We look forward to receiving your proposals.

Acknowledgements

Our sincere thanks to all who helped make the AAPT 2021 Summer Series happen. And thanks too to those who worked so hard to prepare the 2020 Conference-Workshop: much of this summer series is based on the efforts they all put into that Covid-cancelled event.

AAPT 2020 and Summer Series 2021 Conference Programming Committee

Jane Drexler (chair), Andrew Mills, Russell Marcus, Dan Mittag, Manuel Chavez, Sarah Donovan, Stephen Bloch-Schulman, Alexandra Bradner, Christina Hendricks, Rory Kraft, Rob Loftis, Rebecca Scott, Rebecca Millsop, Renée Smith, Jennifer Mulnix, Phil Schoenberg, Kimberly Van Orman.

2021 Summer Series Committee Chairs

Series Chair: Jane Drexler, jane.drexler@slcc.edu

“Who We Teach” – June 9, 2021

Chairs: Rebecca Scott, rscott1@harpercollege.edu

Andrew Mills, andrewpmills@gmail.com

“What We Teach” – June 23, 2021

Chairs: Sarah Donovan, sdonovan@wagner.edu

Christina Hendricks, christina.hendricks@ubc.ca

“How We Teach” – July 14, 2021

Chairs: Kimberly Van Orman, kvanorman@uga.edu

Renée Smith, rsmith@coastal.edu

“Why We Teach” – July 28, 2021

Chairs: Russell Marcus, rmarcus1@hamilton.edu

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Proposal Readers

Stephen Bloch-Schulman, Rebecca Millsop, Manuel Chavez, Dave Concepción, Christina Hendricks, Rob Loftis, Russell Marcus, Renée Smith, Rebecca Scott, Paul Green, Erica Stonestreet, Juli Thorson, Wendy Turgeon, Claire Lockard, Betsy Decyk, Dan Mittag, Kimberly Van Orman, Alida Liberman, Monica Janzen, Jane Drexler

Thanks to the **2018-2021 AAPT Board Members** for their service.

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



2021 Summer Series

THE AMERICAN ASSOCIATION OF PHILOSOPHY TEACHERS 2021 SUMMER SERIES

The series will focus on four themes, each on a different day:

Who we Teach — June 9, 11 a.m. – 4:15 p.m. (EST)

On this day, we introduce the series, and focus on diversity, inclusion; access, retention, K-12, gen ed, institutional setting, and more.

What we Teach — June 23, 11 a.m. – 4:15 p.m. (EST)

On this day, we center themes like critical thinking, questioning, listening, reading, writing, curricula, courses, texts, learning outcomes, etc.

How we Teach — July 14, 1 p.m. – 6:30 p.m. (EST)

On this day, we turn our attention to the ways in which we approach our content to improve learning, such as High-Impact Practices, assessment, assignment design, games, technologies, and more.

Why we Teach — July 28, 2:30 p.m. – 9:30 p.m. (EST)

On this final day, we bring together many themes from the series, and attend to the bigger question of Why: What's at stake, what's our purpose, what's the role of philosophy and what are the reasons we teach it. Plus, we end the day with the much-loved Trivia Night, keeping a wonderful tradition alive!

- The AAPT Summer Series will be held virtually via Zoom.
- Register for the 2021 Summer Series here: <https://forms.gle/tEU987fnAhNKadD39>
- All events are free to AAPT members. To become a member of the AAPT, please visit our membership page: [https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-\(AAPT\)](https://www.pdcnet.org/aapt/American-Association-of-Philosophy-Teachers-(AAPT))
- Questions? Contact Jane Drexler: jane.drexler@slcc.edu.

