PLATO

PHILOSOPHY LEARNING AND TEACHING ORGANIZATION

Conference 2022

FRIDAY JUNE 24

8:30-10:30 am Plenary
Kane Hall Room 225 (Walker-Ames Room)

Welcome and Introduction
Allison Cohen and Jana Mohr Lone

Panel Discussion: Intergenerational Ethics
Intergenerational philosophy and ethics encompasses everything from programs that engage kindergarteners and their families, to discussions about key ethics issues in elder care centers, to high school students working with elementary school children. This moderated panel will examine the unique challenges, opportunities, and questions involved in implementing intergenerational philosophy and ethics initiatives.
Panelists: Marisa Diaz-Waian, Karen Emmerman, Teri Turner, and Michael Vazquez
Moderator: Allison Cohen

Activity: Beautiful (and Ugly) Songs
Led by David Shapiro and Jana Mohr Lone

11-12:30 Presentations
1. Mary Gate Hall Room 231
Chair: Roberta Israeloff

Comparing Methods of Philosophical Instruction in K-12 Classrooms
Alexandra Chang and Laura Soter
As classroom teachers, we have promoted philosophy with children in either clubs or electives.
In these spaces of wonder and exploration, philosophy was presented as "special and different" compared to students' normal school lives. There are many benefits to this approach, which we will explore in greater detail drawing from our experiences in Boston and Michigan classrooms. However, we have been considering another approach: an integrated instructional strategy within the everyday classroom. Especially in our current global context, skills such as listening, sitting with disagreement, giving reasons for one's point of view, and evaluating others' arguments and ideas are becoming even more critical.

Literature and the Good Life: Creating Ethical Readers and Writers
Lisa Cohen
This presentation will discuss how ethics is integrated into ninth-grade English at Kent Place School. We will offer guidelines for educators exploring similar cross-discipline integration. We will discuss ways to justify the integration of ethics into high school English courses through alignment with existing course objectives and explain how we navigate challenges such as limited time, differing levels of teacher expertise and comfort, concerns around the relevance and importance of ethics i

n the classroom, garnering buy in from various stakeholders, and meeting the needs of varying student ages and competencies. Our ethics and English integration model is founded on the basis of meaningful integration, so that ethics is not experienced as an add on for teachers or students.

Ethics in Schools: A Model for Integrating Ethics Across a K-12 Education
Ariel Sykes (VIRTUAL)
The Ethics Institute at Kent Place School (EIKPS), now in its twelfth year, promotes ethics and ethical decision-making in primary and secondary school communities. We provide a wide range of ethics programming for K-12 students (ethics courses, ethics integrated across the disciplines, clubs, independent projects, lunch chats, assemblies, guest speaker series, field trips, ethics bowl teams, and summer programs); parents and the community (monthly workshops, guest speaker series, and current event ethics lunch chats); and Kent Place School faculty and staff (ethics training, ethics lunch chats, and additional resources and support from EIKPS staff).

2. Mary Gates Hall 241
Chair: Allison Cohen

Ethics Bowl for All
Susan Russinoff, Abigail Feldman, and Afton Greco
We have organized Ethics Bowl competitions for a variety of different populations, including college students, high school students, middle school students, and incarcerated students. We will discuss the value of this work for the different groups of students and think about whether there are other populations that might benefit.

Public-Facing Ethical Pedagogy: High School Ethics Bowl as a Case Study
Kevin Craven
Our presentation discusses strategies our coaches have developed for teaching ethical theory in this context, as well as ways in which these strategies could be adapted to more traditional classroom settings. We believe that the insights gained can help not only to make the study of ethics more appealing to the average college student, but also to make ethical theory itself better suited to public engagement.

3. Mary Gates Hall Room 251
Chair: Karen Emmerman

Extending the Moral Imagination
Stephen Kekoa Miller
Extensive work in many fields recently has shown that unconscious thought (reacting to context cues, implicit cognitions, and habituation) influences our actions. From our earliest age, ideas of in and out-group identification are stamped onto us, and we form biases without realizing it, inhibiting our ability to become empathic and to discern what is morally relevant in a given situation. This presents a challenge to a traditional ethics curriculum designed to help students become morally "better." The growing precollege ethics movement needs to address ways to expand students' moral imaginations, an issue this presentation will explore.

Teaching Ethics, Ethically: P4C outside the classroom
Jonathan Wurtz
The spaces in which we practice public philosophy matter. Spaces are already overflowing with meaning. The different spaces we practice P4C in will undoubtedly affect the ways that philosophical

education and dialogue can be expressed. In this presenation, I will consider the spaces within which practitioners build their communities of inquiry. The first space I will consider is the city: specifically, Memphis, Tennessee, which is a majority minority city in a conservative state. The second space I will consider involve the local spaces in Memphis where we practiced P4C through the Philosophical Horizons program. With these two categories of spaces in mind, the presentation aims to complicate the traditional Lipman goals of philosophical education for children and teenagers, as well as which spaces it assumes are philosophically productive.

Panafrican Ethics Bowl: feedback on the first edition
Housni Zbaghdi (VIRTUAL)
High school students in our region (of Morocco) complain repeatedly about tense relations with parents and institutional authorities: these students feel pressure to succeed and have low self-esteem. I encouraged students to launch Philosophy Clubs to turn these issues into an opportunity for assertive self-expression. Today many successful, sustainable Philosophy Clubs exist. This year, Philosophy Club members and I decided to launch the Ethics Olympiad of North and West Africa. We held many meetings with clubs in seven high schools in our region. The students were very enthusiastic about the idea of participating at the first Ethics Olympiad of their region.

4. Mary Gates Hall Room 271
Chair: David Shapiro

Changing the Subject: A Community of Philosophical Inquiry in Prisons
Mary Bovill
This presentation is about introducing philosophy programs to several Scottish prisons using McCall's (1999) Community of Philosophical Inquiry (CoPI). It provides a rationale for, and analyzes the participation structure of CoPI, explaining how its communicative constraints and demands provided prisoners with novel means of reasoning and engaging in dialogue with others and with oneself. Participants described how listening to and reasoning with each other helped them develop greater self-awareness and a more reflexive understanding of their own thinking and actions. Findings are framed within sociocultural theorizing on literacies, learning and identity. Drawing on Holland et al.'s (1998) account of identity and agency, we show how CoPI afforded participants a new positionality and discursive practices.

Teaching Ethics to Incarcerated Youth
Jennifer Wargin (VIRTUAL)
This presentation is about the value of teaching ethics to incarcerated youth, ages 16 through early 20s, how these programs can be expanded, and best practices. I will describe a one-of-a-kind program that teaches synchronous college courses to members serving in juvenile justice centers. The course has three goals: to help the inmates become aware of nuances within ethical questions, to develop arguments in favor of an ethical stance, and engage constructively with others. Course readings focus on four areas of inquiry: the debate over universal moral norms, what kind of persons we should be, what kind of reasoning we ought to use when making moral decisions, and the relationship between morality and living a meaningful life.

12:30-2 pm LUNCH (on your own)

2-3:30 pm Workshops
1. Mary Gates Hall Room 231

Authentically Embedding Ethics into the Computer Science and STEM Curriculum
Kiran Bhardwaj
This workshop is about philosophy teachers partnering with computer science teachers to bring ethics into STEM classrooms. At our school, CS teachers learn to hold ethical conversations and to design projects, activities, and assignments that necessitate ethical conversation and fluency. For example, in an App Development class, students were given a coding quiz in which they had to change a working code that was inequitable ("husband" was a primary field and "wife" a secondary field) into one that was equitable, a task that requires that competency in coding and ethics. We contrast this design for STEM ethics education with modular approaches to ethics that more typically are used in high school and university classrooms.

2. Mary Gates Hall 241:
A Climate Change Unit for Upper Elementary and Middle School Classrooms That Supports Understanding and Agency
Paul Bodin
Public philosophers and teachers have an obligation to expose students to the realities of global warming that they must face during their lifetime. The question is not if, but how. Should climate change be taught as a science unit, focusing on the dynamics of greenhouse gas production from the advent of the steam engine to our requirements for energy in the 21st Century? Should it center on ethical issues involving environmental justice, corporate advertising and industrial farming? Should climate change be seen through the lens of governmental responses to extreme weather events? Most importantly, should students be given contemporary examples of activism – from indigenous protests to student-led marches – that fight for a sustainable planet? These are some of the questions that will be explored in this interactive workshop. A draft curriculum for a sixth-grade climate change unit will be provided to participants.

3. Mary Gates Hall 251:
Fostering Collaborative Ethics Discussions in the Secondary-Grades Classroom
Alex Richardson, Delaney Thull, and Michael Vazquez
This interactive workshop will introduce a modified discussion format based on the National High School Ethics Bowl rules and procedures, appropriate for advanced middle and high school students. As the NHSEB moves forward, we are eager to not only grow the program's current offerings, but to examine additional ways to promote ethical literacy, engagement, and growth. Our workshop will be one step among many toward introducing a larger and more accessible set of NHSEB curricular resources, including lesson plans and modules that teachers can use to effectively integrate ethics education into their courses across various disciplines.

4. Mary Gates Hall 271:
Fishbowl Arguments
Christopher Buckels and Johanna Buckels
This workshop will demonstrate how to use "Fishbowl Arguments" in the classroom, a model that allows students to practice verbal argumentation and assess their abilities. Two students engage in a philosophical discussion in the center of the classroom with the other students arranged in a circle around them. Students in the fishbowl are graded on their preparation, the clarity of their position, how well they understand the topic and can restate and respond to interlocutor's points, and their demeanor during the discussion. The observing students take notes, which are graded according to how well they understand and critiqued the arguments. They can ask questions of the students in the fishbowl.

4-5:30 pm Presentations
1. Mary Gates Hall 231
Chair: Roberta Israeloff

Putting Environmental Ethics Principles into Practice at an Urban High School
Alejandro Marx (VIRTUAL)
How can we inspire students to become engaged practitioners of environmental ethics and environmental justice? This workshop will develop ideas for putting ethical principles into practice by extending students' critical thinking to their communities and neighborhoods. Inspired by the story of the Estrella Children's Park in Los Angeles, fictionalized in the book No Place, and guided by a philosophy professor from the State University of New York College of Environmental Science and Forestry, we co-developed a course in Environmental Ethics with a focus on the urban environmental challenges faced by communities of color.

Living the Virtues at Culver: The 11th Grade Ethics Curriculum at the Culver Academies
Evan Dutmer (VIRTUAL)
This presentation will introduce the signature required ethics course at the Culver Academies, 'Ethics and the Cultivation of Character'. In this course, students engage in realized practice of the cardinal virtues over an 8-week course of charted character growth. Interdisciplinary by design, in this course students apply a personalized virtue ethic to their own lives drawing from tools from philosophy, leadership studies and development, and contemporary psychology of well-being.

Designing and Implementing a Game-based Ethics Curriculum for High School Students
David Seelow (VIRTUAL)
This interactive workshop will demonstrate a game-based high school curriculum offered by the Prindle Institute of Ethics. Game-based learning has proven to be effective in improving students' intrinsic motivation, level of engagement, and outcome achievement across multiple disciplines. In this workshop we will briefly frame adaptive lesson plans addressing ethical thinking and decision making, and then have the audience go through one of the interactive learning activities in each of three activities. Participants will have a hands-on experience to supplement the conceptual or pedagogical framework for the activities. We will conclude the workshop by having participants create their own interactive scenario using Twine 2 applied to their discipline.

2. Mary Gates Hall Room 241
Chair: Karen Emmerman

Using In-Group Favoritism to teach Philosophy and Ethics
Deborah Mower
As demonstrated in multitudes of psychological studies, we treat those of our in-group with preference and favoritism. Although one need not be prejudiced against others, in-group preference has an important role in systemic disparities for our interactions with other persons and group dynamics. I discuss in-group preference, the ethical implications for topics within K-12 education, and ways that research on this phenomenon could be used as effective classroom tool to teach students about the philosophical and ethical issues of personal identity, group identity, and in-group favoritism.

The Case for the Inclusion of "Ethics in Sport" in PreK-12 Curriculum
Tamba Nlandu
This presentation will explore how "Ethics in Sport" could be incorporated in PreK-12 curriculum. Unfortunately, genuine discussions of the relationship between morality and sport (questions about

sportsmanship, cheating, sport violence, gender equality, and distributive justice, for instance) are often absent in middle and high school physical education classes and students' sporting activities. An "Ethics in Sport" class that would not only acquaint students with the elements of play, game, and sport, but also allow them to discuss the crucial role that ethics ought to play in all the school physical activities. Perhaps this would help instill in our children and youth the much-needed value of stewardship that appears to be lacking in most amateur and professional sporting activities.

Can Precollege Philosophy Help Academic Philosophy's Diversity Problem? Reflecting on What Diverse Philosophers Say about Early Exposure to Philosophy
Debi Talukdar, Nic Jones, and Sara Goering
There is a significant lack of diversity in philosophy and few programs offering classes exploring philosophy outside the Western canon. This problem is compounded by institutional racism, sexism, and ableism and the perception that philosophy is an abstract subject suitable only for academically advanced students. If philosophy were more accessible to diverse groups of precollege students, would more individuals from underrepresented groups enter the field? In 2018, PLATO and the APA surveyed their members about their first exposures to philosophy. It was clear that early experiences were pivotal to generating interest in philosophy. We describe some of these experiences and suggest that quality P4C programs have the potential to help build a robust, inclusive K–12 to college philosophy pipeline by tapping into children's natural interest in philosophical wondering.

3. Mary Gates Hall 251
Chair: Jana Mohr Lone

Ethics All Life Long
Teri Turner
This presentation will discuss questions/issues associated with the concept of lifelong public ethics programs. It will also describe the successes/stumbles and experiences of one such program, A2Ethics, a volunteer nonprofit organization based in Ann Arbor, Michigan. It will invite participants to share their own initiatives with lifespan-oriented public philosophy programs.

Mindfulness for Little Minds: The Use of Meditative and Contemplative Practices in Philosophy for Children
David Shapiro
In this interactive presentation, I will demonstrate (and involve participants) in meditative and contemplative practices that I have used to start lessons for both college students (in philosophy classes and in a class to teach college students the theory and practice of doing philosophy with precollege students) and elementary school students (second grade through high school). I will present a variety of different strategies I've used to enter philosophy lessons, especially a series of "experiments in consciousness" I've developed for use with early grade school students. I will expand upon the use of these experiments in both second-grade classes and college classes, trying to illuminate the similarities and differences in doing these exercises with these differently aged constituencies.

4. Mary Gates Hall 271
Chair: Allison Cohen

Philosophy for Adolescents: Using Fables to Support Critical Thinking about Ethical Dilemmas
Marilyn Nippold and Erin Marr
In this presentation, we will describe a new language arts program, Philosophy for Adolescents,

ages 12-17 years old. This course builds on the work of philosopher Richard Paul, an international authority on critical thinking. In the course, small groups of students, led by a mentor, discuss 40 fables attributed to Aesop that focus on empathy, integrity, and humility, and contrasting traits of self-interest, deception, and arrogance. We emphasize teaching students how to think rather than what to think, and how to communicate effectively. During the second half of the presentation, we will engage the audience using the program.

A P4C Facilitation Journey in Wisconsin
Aaron Yarmel and Hope Mahon
We will facilitate a Community of Philosophical Inquiry (CPI) based on the journey undertaken with our colleagues to develop Madison Public Philosophy, a public philosophy organization in Madison, Wisconsin, that runs P4C programs in local schools and organizes community ethics discussions based on the CPI approach to dialogue facilitation. We will begin with a brief overview of our origin, the details of our weekly dialogue facilitation training sessions, our ongoing efforts to adapt to the COVID-19 Pandemic, and our successful and unsuccessful collaborations with community partners. When the actual CPI session begins, we will focus on its early stages: selecting the most meaningful questions rather than rushing to reach answers as quickly as possible.

Critically Engaging with the Obligations Students Have to Their Communities
Hope Mahon
Children are not merely students; they are also members of their local communities. In "The Work of Local Culture," agrarian philosopher Wendell Berry criticizes schools that encourage children to undervalue their local communities, to downplay obligations they have towards them, and to exchange them for communities elsewhere that would better suit their needs or even whims. We have an interest in protecting strong local communities, and multi-generational consistency, he argues, is a necessary feature of those communities. In this presentation, I will facilitate a Community of Philosophical Inquiry (CPI) in which we will critically evaluate Berry's claim.

5:30-7 pm Happy Hour – Mary Gates Commons

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