2021 AUSTRALASIAN ASSOCIATION OF PHILOSOPHY PHILOSOTHON

Welcome Philosophers!

Australasian Association of Philosophy

Welcome to the 2021 Australasian Association of Philosophy Philosothon

Engaging with philosophy and in philosophical inquiry can be fun. It is the sort of thing we do with friends as we ponder questions that cannot presently be answered by science. But philosophical thinking is not just fun, it gives us transferable skills that can't readily be learned in other ways – transferable skills that will be crucial in the future.

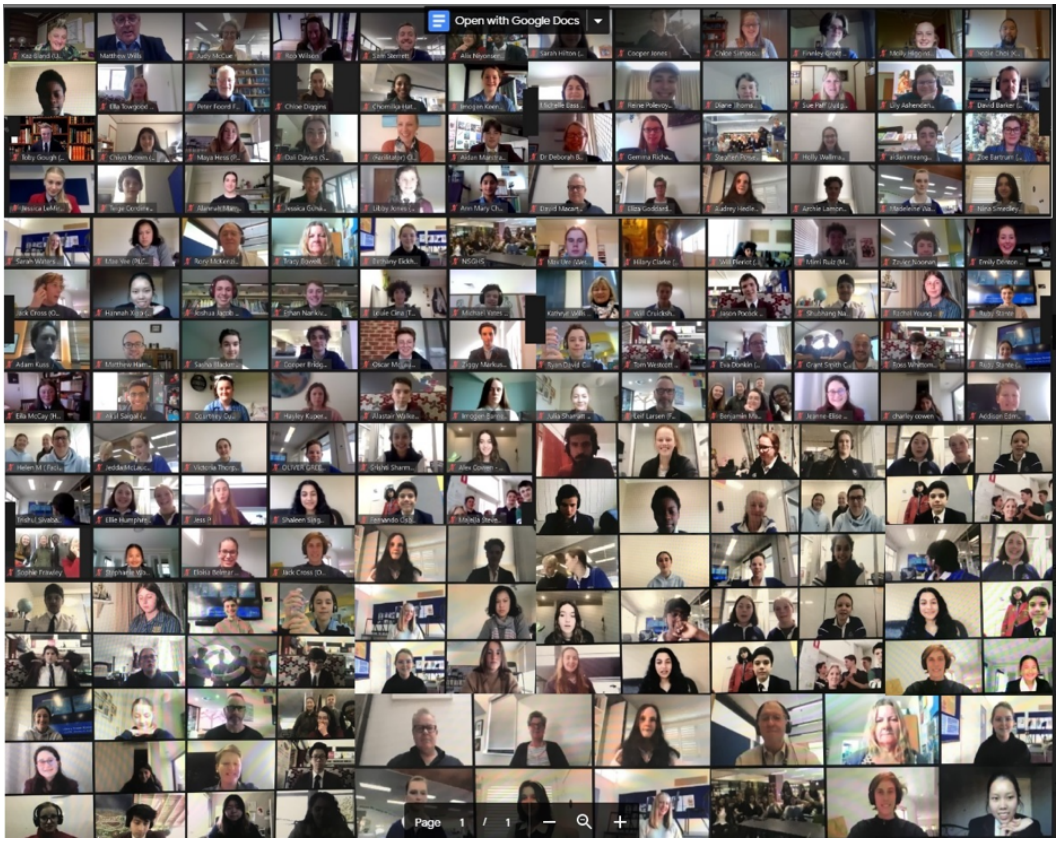
To understand why, it's worth reflecting first on the findings of a 2013 report by Carl Frey and Michael Osborne from Oxford University. On the basis of extensive research, they predicted that approximately 47% of jobs in the United States are at a high risk of being automated relatively soon, potentially 'over the next decade or two.' Subsequently, economists and government officials have consistently made similar predictions for all parts of the globe. In more recent times, we have experienced the impact of COVID-19 on the workforce, which has led many to suspect there will be an increasing reliance on technology which will lead to even more jobs disappearing.

While these predictions are all highly speculative, it is agreed on all hands that the future of work is uncertain. Pessimists worry about rising unemployment rates and the potential collapse of the economy, while optimists contemplate all of the potential new and interesting jobs that might be created in their wake, jobs we can't even imagine now at this point in history.

Contemporary philosophers, though, have the least cause for concern. They can be confident that their skills, knowledge and competencies will make them cognitively flexible and agile enough to navigate this unknown future. They are practiced in the art of critical thinking and so know how to solve all sorts of problems. They have advanced knowledge in ethics and so know how to evaluate the moral dilemmas of the future. They have advanced analytic skills, and so know how to navigate ambiguity well. All of these capacities are so important for the future and will equip you as individuals with the soft skills to get the new jobs as they arise and pivot to the old ones that become more important in this new uncertain age. This will in turn have obvious benefits for society as a whole: it will, for example, facilitate solutions to the world's wicked problems and it will promote equitable outcomes within our various communities.

You have been selected by your schools to take part in the 2021 Australasian Philosothon because you have been identified as having the most philosophical potential amongst your peers. Well done! Your philosophical passion, skill and thinking will be exercised over the next few days. I hope it will be fun, but I also know it will be useful.

Nga mihi
STUART BROCK
Professor I Philosophy Programme I Te Herenga Waka - Victoria University of Wellington Vice Provost (Academic) I Te Herenga Waka - Victoria University of Wellington
CEO I Australasian Association of Philosophy



On behalf of the Philosophy in Community Committee (PiCC) of the Australasian Association of Philosophy (AAP), I send a great big welcome your way. PiCC has been working hard with Dr Kaz Bland and Montgomery Campbell to bring you the second online Australasian Philosothon hosted by the AAP. We are looking forward to two days of enthusiastic discussions about big ideas.

Philosophical inquiry led by the next generation of Australian thinkers plays an important role in the shape that our society will take. There are not just urgent social issues – climate change, human displacement, economic development and equality – but the full range of topics that philosophers have thought about that are fair game here. Philosothons provide a glimpse of the real quality of philosophical thinking that has been developing in our schools, and we are grateful to have the opportunity to see and listen to you as you put philosophy to work at this year's AAP Philosothon.

ROB WILSON
Professor of Philosophy | University of Western Australia
Convenor | Philosophy in the Community Committee (PiCC), AAP

Philosophy in the Community Committee (PiCC), AAP:

Prof. Rob Wilson (UWA)
Assoc Prof. Markos Valaris (UNSW)
Dr Matthew Hammerton (SMU)
Kara Vaughan (UQ)
Prof. Deb Brown (UQ)
Dr Vanessa Schouten (Massey)
Dr Nicolas Bullot (CDU)

Special thanks to the **Australasian Association of Philosophy who has hosted this event** and sponsored two book prizes to be awarded to the Most Promising Philosophers for 2020 to the value of $125. https://aap.org.au/Philosothon

About the AAP:

The Australasian Association for Philosophy is the peak charity for the promotion of philosophical research, education and scholarship in Australia, New Zealand and Singapore. The AAP's membership consists of academic philosophers, including students, as well as community members with an interest in philosophy. The AAP was founded in 1922 and seeks to promote philosophy in universities, schools, and among the general public. The objects of the Association are to:

- Promote philosophy through education, research, and scholarship
- Promote the exchange of philosophical ideas support members, and professional philosophers generally, in connection with their philosophical activities

Contacts during the philosothon:

Kaz Bland – +61 414 687 677 Kaz.Bland@uwa.edu.au

Rob Wilson – +61 481 549 796 Rob.Wilson@uwa.edu.au

Program

DAY 1: Tuesday 28th Sept

Zoom Address: Round 1
Meeting ID: 863 8567 3694
Password: AAPP

Perth 8 am / Adelaide 9:30 am / AEST 10:00 am / NZST 1 pm

- Acknowledgement of Country
- Welcome and Introductions (30 minutes)
  - Professor Stuart Brock, CEO AAP
  - Professor Rob Wilson, UWA
  - Kara Vaughn, Teacher & Member, PiCC (AAP)
  - Dr Kaz Bland - Philosothon Manager

Round 1 - Perth 8:30 am / Adelaide 10:00 am / AEST 10:30 am / NZST 1:30 pm
Concurrent Breakout Room Sessions:

- CoI 1 (Seniors – years 10 & 11/12) "Can we know really different other minds?" (45 min)
- CoI 1 (Juniors – years 7/8 & 9) "Can we know really different other minds?" (45 min)
- Judge's & Facilitators feedback (10 min)

Conversation with a Philosopher in the Main Room – Perth 9:30 am / Adelaide 11:00 am / AEST 11:30 am / NZST 2:30 pm

- A Conversation with Professor Deborah Brown (UQ): Professor Rob Wilson (UWA) asks What is philosophy good for and other questions about living a philosophical life. (40 min)
- Discussion (10 min)

Break (10 min)

Zoom Address: Round 2
Meeting ID: 833 1326 7073
Password: AAPP

Round 2 – Perth 10.30 am / Adelaide 12:00 pm / AEST 12:30 pm / NZST 3:30 pm
Concurrent Breakout Room Sessions:

- CoI 2 (Seniors – years 10 & 11/12) "Is "cultural appropriation" a term that helps in efforts to respect peoples and cultures?" (45 min)
- CoI 2 (Juniors – years 7/8 & 9) "Is "cultural appropriation" a term that helps in efforts to respect peoples and cultures?" (45 min)
- Judge's & Facilitators feedback (10 min)

Day 1 Closing – Perth 11.30 am / Adelaide 1:00 pm / AEST 1:30 pm / NZST 4:30 pm

- Kaz Bland (10 min)
- Feedback from facilitators & judges (20 min)

Finish time- 12:00 pm Perth/ Adelaide 1:00 pm / AEST 2:0 pm / NZST 5:00 pm

Program

DAY 2: Wednesday 29th Sept

Zoom Address: Round 3

Meeting ID: 825 5406 5840
Password: AAPP

Perth 8 am / Adelaide 9:30 am / AEST 10:00 am / NZST 1 pm

- ♦ Welcome and Review (15 min)
- » Kaz Bland - Philosothon Manager
- » Day 1 Feedback with Head Judge

Round 3 - Perth 8:15 am / Adelaide 9:45 am / AEST 10:15 am / NZST 1:15 pm

Breakout Room Session:

- ♦ CoI 3 (Mixed) "Do parents have an obligation to create the best child they can?" (45 min)
- ♦ Judge's & Facilitators feedback (10 min)

Conversation with a Philosopher in the Main Room – Perth 9:15 am / Adelaide 10:45 am / AEST 11:15 am / NZST 2:15 pm

- ♦ Professor Peter Godfrey Smith (USyd) talks COVID19 & Lockdowns
- ♦ Video interview (20 min)
- ♦ Discussion (30 min)

Break (10 min)

Zoom Address: Round 4

Meeting ID: 850 6656 2374
Password: AAPP

Round 4 – Perth 10.15 am / Adelaide 11:45 am / AEST 12:15 pm / NZST 3:15 pm

Breakout Room Session:

- ♦ CoI 4 (Mixed) "Is knowing yourself the first step to knowing anything at all?" (45 min)
- ♦ Judge's & Facilitators feedback (10 min)

Conversation with a Philosopher in the Main Room – Perth 11.15 am / Adelaide 12:45 pm / AEST 1:15 pm / NZST 4:15 pm

- ♦ Dr Luke Zaphir (UQ): *How to Make Good Arguments* (20 min)

Day 2 Closing – Perth 11.35 am / Adelaide 1:05 pm / AEST 1:35 pm / NZST 4:35 pm

- ♦ Thanks to students, facilitators, judges, teachers
- ♦ Thanks to PiCC
- ♦ Thanks to Kaz Bland & Monty Campbell
- ♦ Results
- ♦ Final farewell – Head Judge Rob Wilson

Finish time – 12:00 pm Perth / Adelaide 1:30 pm / AEST 2:00 pm / NZST 5:00 pm

2021 Participating Schools

Churchie QLD	Scotch WA
Guildford Grammar WA	Seymour College SA
Loreto Ballarat VIC	St Andrews Cathedral School NSW
Merici College ACT	St Peters Girls School SA
Meriden College NSW	Telopea Park High School ACT (Jnrs)
Narrabunda College ACT (Snrs)	Willetton Senior High School WA
Nth Sydney Girls School NSW	Yeronga State High School QU
Our Lady of Mercy College WA	

Introducing our Guests

Professor Stuart Brock - I am a Professor in the Philosophy Programme at Victoria University and Associate Dean (Academic Programmes) in the Faculty of Humanities and Social Sciences (FHSS). I am also Vice Provost (Academic) at Victoria University and CEO of the Australasian Association of Philosophy. I have previously served as Head of the Philosophy Programme (2005-2007), Deputy Head of the School of History, Philosophy, Political Science and International Relations (2012-2014), and Associate Dean (Students, 2007-2010) and Associate Dean (Postgraduate Research, 2015-2016) in FHSS. I have published important work on Fiction and Metaphysics. I received my PhD from Princeton University in 2002 and previously taught at Western Washington University in the United States.

Professor Deb Brown is Professor of Philosophy and Director of the University of Queensland Critical Thinking Project. She is a specialist in early modern philosophy, philosophy of mind and metaphysics. She is currently working on two collaborative Australian Research Council Discovery projects, one on early modern feminist philosophers, and the other on the animal consciousness debate.

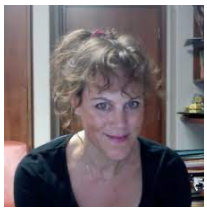
Professor Peter Godfrey-Smith is Professor of History and Philosophy of Science at the University of Sydney, in Australia, after previously teaching at Stanford, Harvard, and the CUNY Graduate Center. He has written six books, including *Other Minds: The Octopus and the Evolution of Intelligent Life,* now in 20 languages, and his most recent book *Metazoa: Animal Life and the Birth of the Mind* (both published by Farrar, Straus and Giroux).

Kara Vaughan has worked as a Pedagogical Coach, Visual Art teacher and is a Professional Network Coordinator at the IMPACT Centre. Her experience leading teaching for thinking has led her to an interest in research and developing a culture of thinking in classrooms, focusing on teachers' professional development and pedagogical practices that support student cognition. Kara is currently pursuing research at University of Queensland investigating questioning and curiosity in the secondary classroom.

Dr Luke Zaphir – I am fulfilling my lifelong dream of arguing for a living, teaching it at Education Queensland's IMPACT Centre to high school students and debating it in education and political journals. I completed a doctorate in philosophy in 2017 with a research interest in democratic education and is now putting that into action. I have been a facilitator in philosothons since 2013 and if I can't be part of a good argument, I am more than happy to judge one!

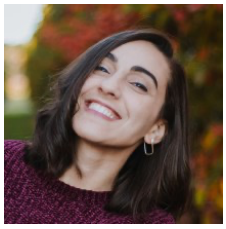
Introducing our Judges

Head Judge: Professor Rob Wilson is Professor of Philosophy at the University of Western Australia. He has authored or edited seven books, the most recent of which is The Eugenic Mind Project (MIT Press, 2018). Rob started working in philosophy for children in 1984 while an undergraduate at UWA and directed Philosophy for Children Alberta from 2008 until 2016. Late in 2019, Rob founded PEiPL Ltd (Philosophical Engagement in Public Life) as a not-for-profit charitable organisation; PEiPL runs the philosophy holiday camp program Eurekamp Oz!.



Dr Miri Albahari has been a lecturer at the University of Western Australia since 2006. She works on the analytic metaphysics of mind in a way that integrates Buddhist and Eastern philosophy.

Associate Professor Tracy Bowell is Pro Vice-Chancellor Teaching and Learning at the University of Waikato in Hamilton Aotearoa New Zealand. Before taking up this role, she taught in the Philosophy Programme at Waikato for many years. She works mainly on critical thinking and argumentation, philosophy of education and epistemology, with a particular interest in feminist epistemologies. She is currently editing and contributing to a volume on argumentation and social justice.



Lucia Carvelho Neco I am a PhD Candidate in philosophy at UWA. I'm very interested in concepts in science and how to make more sense of them. Specifically, I study the use of concepts in social behavior. And what better than the Eurekamp Oz! to see and live meaningful social interactions? I am waiting for all of you to come, have some fun, and philosophize!

Dr Jennifer Duke-Yonge is a Lecturer and Director of Education in the Department of Philosophy at Macquarie University. Her main areas of specialisation are epistemology and critical thinking. She has a particular interest in philosophical and pedagogical issues to do with reasoning, and the development of philosophical learning communities online.

Tim Dean is a freelance philosopher, teacher and the author of *How We Became Human*. He has a PhD in philosophy from the University of New South Wales and is an Honorary Associate at the University of Sydney. He also teaches philosophy, ethics and critical thinking in high schools around Australia. You can follow him on can follow him on Twitter @ockhamsbeard or via: www.ockhamsbeard.com.au

Charles Fedor – I am currently studying as an undergraduate in Economics and Political Science at UWA. I am planning to study my Master of Education specifically focusing on how extra-curricular activities can enhance student engagement and performance in the school curriculum. Having worked for the Western Australian Debating League for seven years I know the value of critical thinking and how young people have the potential to change the world.

Denise Gamble - Originally from Northern Ireland, I have travelled and lived in several other countries. Gained a PhD and tutored at University of Sydney before travelling to US where I lived in Manhattan while a Visiting Post-Doc and then Visiting Professor at Rutgers University in NJ. On return to Australia taught briefly at Sydney University and Wollongong University before coming to Adelaide University. Retired from teaching in 2018 but continue in the Department at Adelaide as supervisor and honorary research fellow. My areas of specialisation in philosophy are Kant's moral and aesthetic theory, as well as professional and bioethics, philosophy of film, philosophy of criminal law, and philosophy of language.

Dr Matthew Hammerton is Assistant Professor of Philosophy at Singapore Management University. He Received his PhD from the Australian National University in 2017. He Specializes in moral philosophy and has written papers on well-being, meaning in life, consequentialism, and the structure of moral theories. He is the Singapore Delegation Leader to the International Philosophy Olympiad (IPO) and has served on the IPO's International Jury in 2019 – 2021.

Xavier Jarvis is a second-year philosophy and music student at UWA, and has a particular interest in philosophy for children. He is a musician by trade, working as a piano teacher and the Organ Scholar at St. Mary's Cathedral.

Dr Paula Keating is a PhD in philosophy and philosopher practitioner for philosophy in schools. Currently working in the Australian Commonwealth Public Service trying to bring critical thinking to workplace skill development.

Professor Karyn Lai is Professor of Philosophy at the School of Humanities and Languages at the University of New South Wales. Her research investigates the texts of early China, drawing out their insights especially in philosophical debates in ethics and epistemology. She is the author of *Introduction to Chinese Philosophy*, 2nd ed. (Cambridge University Press, 2017) and *Learning from Chinese Philosophies*, 2nd ed. (Routledge Publishing, 2016), and of

numerous articles in peer-reviewed journals. She is Editor of the journal *Philosophy Compass* (Chinese Comparative Philosophy Section), Co-Editor of the Chinese Philosophy section of the *Stanford Encyclopedia of Philosophy*, Associate Editor of the *Australasian Journal of Philosophy* and Assistant Editor of *Sophia*.

Dr David Macarthur (PhD Harvard 1999) is Associate Professor in Philosophy at The University of Sydney. He adopts a skeptical approach to metaphysics; as well as exploring the ways in which aesthetic experience provides orientation for our thinking about the world and others. He has published on liberal naturalism, metaphysical quietism, skepticism, common sense, perception, ordinary language, and philosophy of art especially architecture, photography and film. Edited collections: Naturalism in Question (Harvard, 2004); Naturalism and Normativity (Columbia, 2010); Hilary Putnam, Philosophy in an Age of Science (Harvard, 2012); Hilary & Ruth-Anna Putnam, Pragmatism as a Way of Life (Harvard, 2017)

Corinne McPherson is an undergrad philosophy major with a love for philosophy for kids, ethics, and stoicism. She has worked in aquatic education for the past decade, with previous careers in fashion and dance.

Linc Murray is currently completing a Bachelor of Arts at UWA majoring in both Philosophy, and Sociology. Linc's areas of interest include the environment, social inequity, and moral theory.

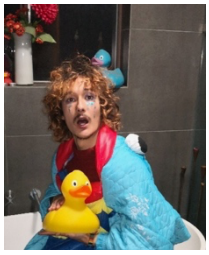
Chantelle Naguib is an undergraduate student at UWA completing her bachelor's degree in Philosophy, Politics and Economics. Her long-term goal is to pursue a career in the legal field upon completion of her Juris Doctor postgraduate degree.

Tim Nailer is a postgraduate student at the University of Adelaide. He has previously taught undergraduate courses in ethics, metaphysics, and critical thinking, and currently teaches in primary and high schools as a registered teacher with the South Australian Department for Education. His thesis is on the topics of moral agency and moral responsibility.

Sue Paff has been involved with Philosothons for ten years as a judge, convenor, trainer and team facilitator. She taught Philosophy and Thinking Skills at Bishop Druitt College for 22 years. Prior to that she completed Level 1 and Level 2 Philosophy for Children accreditation. In 2004 Sue wrote and implemented a BOS accredited Philosothon Elective for Year 9 and 10 students for 15 years.

Laura is in her final semester of undergraduate studies at The University of Queensland. She has been a Project Officer at The Critical Thinking Project since 2019 and is a tutor within the school of EAIT. She first studied philosophy in her senior years of high school and has taken several philosophy electives during her degree. Her primary interest in the field is formal logic.

Dr Vanessa Schouten is a lecturer in Philosophy at Massey University in Palmerston North, New Zealand. She completed her BA and MA at Victoria University, and her PhD at Princeton University. She works primarily on the ethics of sex and sexuality and is currently part of a project investigating sex and intimacy in the context of residential aged care.

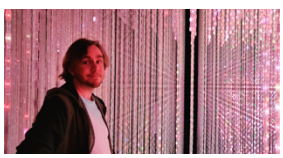


Chakris Srisuwan (BA) is a queer person of colour investigating the epistemic injustices of the arahant issue in Theravada Buddhism for their Philosophy Honours at the University of Western Australia. Their research interests include Nietzschean and Heideggerian philosophy, with a passion for the pragmatism of aesthetics and environmental ethics.

Stella Tarrant is an Associate Professor at the University of Western Australia Law School. She has published widely in the areas of crime and women and the law, focussing on the 'ways of thinking' that underpin the law and therefore its contributions to how we understand the status of women and gender roles more generally. Her research and teaching includes the Community of Inquiry method, with culturally and linguistically diverse communities and as the basis of a 'Gender and the Law' course she developed at UWA.

Associate Professor Markos Valaris works mainly in the intersection of epistemology of philosophy of mind and epistemology. In recent years he published in the philosophy of action, the theory of reasoning, self-knowledge, and time travel (with Michaelis Michael). He has also published on Kant with Melissa Merritt. But he enjoys reading and discussing stuff in all sorts of different areas, both in philosophy and outside of it.

Annalise Wright study politics and history at UWA. I enjoy working with kids and am particularly interested in philosophy for children.



Dr Luke Zaphir – I am fulfilling my lifelong dream of arguing for a living, teaching it at Education Queensland's IMPACT Centre to high school students and debating it in education and political journals. I completed a doctorate in philosophy in 2017 with a research interest in democratic education and I am now putting that into action. I have

been a facilitator in philosothons since 2013 and if I can't be part of a good argument, I am more than happy to judge one!

Introducing our Team

Philosothon Coordinator: Dr Kaz Bland – I discovered philosophy in my 30's as an undergrad trying to escape cooking for the rest of my life. I graduated with a PhD from the University of Adelaide in 2019. I am a lecturer a community of inquiry practitioner at the University of Western Australia. I see philosophy as very practical - a method of thinking carefully and critically about BIG problems. I like that whilst there may be no solutions, there are better and worse ways of thinking things through.

Philosothon Data Manager: Montgomery Campbell previously a teacher of Mathematics for 30+ years, now a Mathematics consultant to schools. Currently working for the School's Curriculum and Standards Authority as the Chief Examiner and Chief Marker for Mathematics Specialist ATAR and as a software designer providing software that scores and manages the Perth PSA Interschool Swimming and Athletics carnivals and for many Philosothons including the 2021 AAPP.

Philosothon Founder: Matthew Wills was, until 2018, the Head of Philosophy & Ethics at Hale School in Perth, Western Australia. While at Hale he was instrumental in the introduction and growth of Philosothons in each Australian state and the UK. He went on to create the Australasian Philosothon which has been run annually since 2011. He handed the management of the Australasian Philosothon over to the AAP in 2020. When asked about a highlight of managing the Australasian Philosothon over the past 10 years, he responded: "When I discovered that a Philosothon had been run in the Maldives I was amazed. Someone else had caught hold of the vision and taken it through to fruition in a country with which I had no involvement at all."

The Organising Teachers & Facilitators

A special thanks to the organizing teachers at each school. Your commitment and hard work in preparing your schools and assisting as facilitators at this event is much appreciated.

- Anglican Church Grammar School - Grant Smith QLD
- Guildford Grammar – WA – Kara Matthews
- Loreto College Ballarat – VIC – Peter Foord
- Merici College – ACT – Stephen Powell
- Meriden College – NSW – Priscilla Curran
- Narrabunda College – ACT – Deanne O'Brien
- Nth Sydney Girls School – NSW – Greg Henshaw
- Our Lady of Mercy College – WA – Natasha Hart
- Scotch College – WA – Sam Sterrett
- Seymour College – SA – Leif Larsen
- St Andrews Cathedral School – NSW – Jonathan Hall
- St Peters Girls School – SA – Becca Burton-Howard
- Telopea Park High School – ACT – Sara Rapp
- Willetton Senior High School – WA – Isobel Stevenson
- Yeronga State High School – QU – Holly Haswell-Smith

Online Community of Inquiry (CoI)

- Each of the four rounds has a unique zoom link. Be sure to click on the correct one!
- You will be invited to enter a breakout room.
- Make sure your screen name has your name in full and your school/institution's name – e.g., Kaz Bland (UWA) – this will enable everyone to by easily identifiable
- When invited by the facilitator please enter your question in the "Chat Forum"
- Make sure your camera is on and your microphone is off.
- Be prepared for a discussion. When you are invited to speak turn your microphone on. (after you have chosen the next speak turn your mic off)
- There is to be no reference to notes. (Judges will mark students down if they are reading pre-prepared notes.)
- Keep your contribution as brief as possible and do not make multiple points, questions and or illustrations.
- If you want to speak you put your "hand up". If you want to respond to the previous speaker, put your "index finger up." (Try to choose people that have yet to contribute)
- The last person to speak chooses the next person to speak.
- There is a need to ask questions rather than make statements.
- Deep listening is integral to the process
- Give reasons for your position
- Check assumptions, reasoning, evidence – your own as well as others
- Define and discuss points of difference as well as points of agreement
- Ask others for reasons, definitions, evidence, examples assumptions if necessary.
- Admit when you disagree with something that you may have thought earlier.
- The facilitator will ask people to finish

Remember

- Sense of community is essential
- All opinions are respected but you do not have to agree with every position.
- The discussion makes the pathway not a leader
- Differences are a fundamental part of the process
- Accept that others may disagree with you
- Conflict and mistakes made in good faith are to be seen as opportunities for learning and growth.
- This is a thinking process that can challenge assumptions and preconceived ideas It may be that you need to change your mind
- It is NOT about winning an argument.
- It is about thinking more deeply about matters of importance to you as a member of the community.
- ALL CHALLENGES ARE TO IDEAS EXPRESSED AND NOT TO THE PEOPLE EXPRESSING THE IDEAS.

Notes

Facilitators Guide

Firstly, thanks for taking on this role during the event. The success of it is in large part due to people like yourself, being willing to participate. The following is designed to ensure we are all running our CoIs in a similar manner. The task of facilitating at the Australasian Philosothon is not an onerous one, as the students are experienced and know what is expected.

How to facilitate the online CoIs:

Please note:

- Each breakout room will have approx. 10 students, the facilitator and judge/s.
- Make sure every participant has set their screen name with their name in full and their school/institution's name – e.g., Kaz Bland (UWA).
- Students are to have their cameras on and be on MUTE unless contributing.
- The judge will observe and score students on the skills displayed.
- You will have been provided with all submitted questions prior to the event, however, please ask the participating students to write or cut and paste their question in the chat forum.
- Due to the online format, you will have co-host power, which will allow you to help regulate the session, if necessary. The most likely kind of intervention will be to mute a microphone from a non-speaker or delete someone who Zoom bombs. Judges have this superpower too!

Procedure:

1. Introduce yourself briefly.
2. Invite the judge to introduce themselves before turning their camera off and putting themselves on mute.
3. Invite each student to introduce themselves briefly and then read out their question following the order as they appear in the chat.
4. Choose the best philosophical question and then invite the questioner to restate the question.
5. Open the discussion for others to respond.
6. Students indicate their intention to respond by putting their hand up if they want to speak or putting their finger up if they want to build on the previous speaker's point.
7. The facilitator intervenes where appropriate mainly to ensure each participant gets an opportunity to speak but generally you allow the students to run the CoI.
8. Judges can comment and give feedback at the end.
9. Return to the Main Page

Things to watch out for:

1. If a student is speaking for too long (over a minute) then invite them to choose someone else to speak.
2. If a student has been waiting for a long time and seems to have been overlooked, please interject in the process and invite them to speak.

JUDGES GUIDE

1. You will be placed in your assigned breakout room within Zoom by the organiser.
2. Facilitators will ensure that students have added their names and school to their Zoom profile so that you readily identify students. If this hasn't been done or you aren't sure of a student's name before the session starts, please draw that to the attention of the facilitator.
3. Your main role will be to score students in the three categories on the score sheets and to nominate two Most Promising Philosophers (MPP), with gender equity in mind, for each group.
4. Due to the online format, you will have co-host power, which will allow you to help regulate the session, if necessary. The most likely kind of intervention will be to mute a microphone from a non-speaker or delete someone who Zoom bombs. Facilitators have this superpower too!
5. Students will be asked to introduce themselves and we recommend that the judge do that as well (camera on). A few words of welcome may also help to put students at ease.
6. Judges do not participate in the discussion after introducing themselves. Make yourself a part of the background by turning off your camera.
7. Make sure you have your score sheet handy; it will have been sent to you the day before the event, pre-filled with the students' names.
8. You might find it easier to jot down some notes as you go and then look to enter some WHOLE NUMBER marks on the score sheet later, rather than starting to fill the score sheet itself immediately.
9. Please enter scores from 0-10 for each of the three categories: critical thinking, creative thinking, collaborative thinking. You do NOT have to TOTAL the scores for each student. Deleted sentence about filling in fields.
10. Although your CoIs may contain students from different years, please grade all students by the same criteria; prizes are awarded relative to year, so younger students will not be penalised by this practice.
11. Please give the full range of marks, especially at the upper end for exemplary thoughtful contributions; this helps when tallying across rounds. If you are confident that a student is working inappropriately directly from notes, please factor that into your marks.
12. At the end of the CoI you must send your completed Excel scoresheet by EMAIL to mrc@iinet.net.au within 10 minutes of the end of the session that you have just scored.
13. The head judge, Rob Wilson, will be moving between breakout rooms to check on how things are proceeding. But if you have any issues that arise during or at the end of your CoI, just drop him a quick private message in the chat (make sure you are not messaging everyone) or by text, identifying where you are. Rob's number is +61 481 549 796.
14. The full judge's information kit is available at: https://philosothon.org/2020AustralasianPhilosothon/Kits/InformationPacksJUDGES2020.pdf. Please don't hesitate to get in touch directly in advance if you have any questions. We appreciate your time and effort in delivering the 2021 AAPP

APPENDIX: THE STIMULI

1. Can we know really different other minds?

There has been a lot of recent discussion of minds that are different than our own. The interest in the mind of the octopus is one example, fuelled by popular films, such as My Octopus Teacher, and popular books, such as Peter Godfrey-Smith's Other Minds: The Octopus, The Sea, and the Origins of Consciousness.

The classic problem of other minds asks what our epistemic basis is for thinking that other people have minds. Each of us knows, from the first-person perspective, that we have a mind. But we only have a third-person perspective on the lives of other people, where we rely not on inward introspection but on third-person observation—of speech and behaviour, for example. We then infer that others have minds, and minds much like our own. But are we justified in thinking that they have minds at all?

One response to the problem is to suggest that we can use analogy with our own case to answer this question: when I touch the hot stove, yell "Ouch!", and quickly withdraw my hand, I feel pain, so when someone else does that, they also feel pain.

The problem of really different other minds is this: if creatures differ, in quite radical ways from us in how they behave, how they are built, and what they are made of, can we know that they have minds at all? In the case of really different other minds, analogy doesn't seem to be available. Can we have knowledge of really different other minds? If so, how? If not, why not?

Rob Wilson & PiCC

2. Is "cultural appropriation" a term that helps in efforts to respect peoples and cultures?

Recently the ABC program The Philosophers Zone, hosted by David Rutledge, did an episode on the notion of cultural appropriation. Here is the summary lead into the program:

> Creative expression is common to all humanity, yet in an increasingly connected, globalised world, borrowing freely between cultures can draw moral condemnation. Cultures have fuzzy edges, and it can be hard for the unwary artist to know exactly when and where respectful homage tips into cultural appropriation. This week we're looking at where the moral lines are drawn, and asking if "cultural appropriation" might be a term that obscures more than it reveals.

Is there a line between cultural engagement and cultural appropriation? If so, how do you draw it? If not, why not? To discuss the topic question as well as these questions most fruitfully, you should listen to the full episode, featuring University of Sydney philosophers Luara Ferracioli and Samuel Shpall, here.

Rob Wilson & PiCC

3. Do parents have an obligation to create the best child they can?

Parents do all sorts of things to ensure that the lives of their children go as well as they can. Mothers-to-be avoid alcohol and tobacco consumption while they are pregnant; babies are fed, smiled at, cuddled, and protected; children are sent to good schools to learn. Some philosophers have suggested that these practices, which involve intervening on the environment, reflect a moral principle: that parents should do what they can to ensure that their children have good lives.

The bioethicists Julian Savulescu and Guy Kahane have suggested that we can apply a version of this principle to the creation of children: parents should do what they can to create children with the best chance of the best life possible. A more cautiously expressed version of this idea is what Savulescu and Kahane call the principle of procreative beneficence. They have also suggested that this principle implies that parents have a prima facie reason to create children who are disability-free. These ideas play out in contemporary bioethics in discussions of genetic enhancement, biotechnology, and reproductive rights.

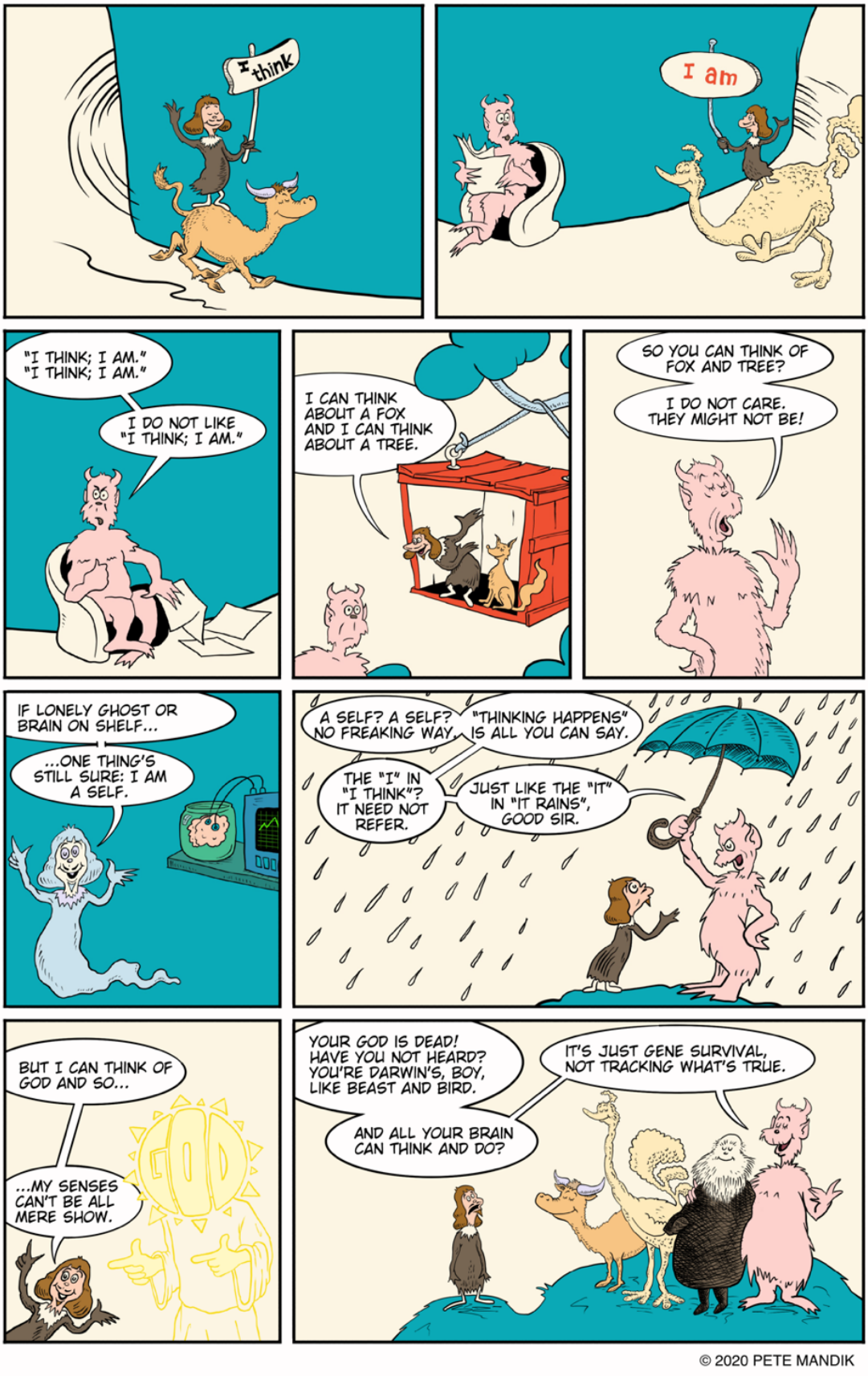
Rob Wilson & PiCC

4. Is knowing yourself the first step to knowing anything at all?

Consider the following cartoon, created by the philosopher Pete Mandik (and reproduced with his kind permission) as part of his ongoing series Mind Chunks, which feature on the popular philosophy blog Daily Nous, below.

The cartoon depicts a playful dialogue around Descartes's famous argument "I think, therefore I am". Attend to several of the moves in the dialectic, back and forth between the two main protagonists. Does the main argument here prove one's own existence? Is that or anything else a secure foundation for knowledge? Why or why not?

Rob Wilson & PiCC


I think
I am
"I THINK; I AM."
"I THINK; I AM."
I DO NOT LIKE "I THINK; I AM."
I CAN THINK ABOUT A FOX AND I CAN THINK ABOUT A TREE.
SO YOU CAN THINK OF FOX AND TREE?
I DO NOT CARE. THEY MIGHT NOT BE!
IF LONELY GHOST OR BRAIN ON SHELF...
...ONE THING'S STILL SURE: I AM A SELF.
A SELF? A SELF? NO FREAKING WAY.
"THINKING HAPPENS" IS ALL YOU CAN SAY.
THE "I" IN "I THINK"? IT NEED NOT REFER.
JUST LIKE THE "IT" IN "IT RAINS", GOOD SIR.
BUT I CAN THINK OF GOD AND SO...
GOD
...MY SENSES CAN'T BE ALL MERE SHOW.
YOUR GOD IS DEAD! HAVE YOU NOT HEARD? YOU'RE DARWIN'S, BOY, LIKE BEAST AND BIRD.
IT'S JUST GENE SURVIVAL, NOT TRACKING WHAT'S TRUE.
AND ALL YOUR BRAIN CAN THINK AND DO?
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