Teaching Portfolio

Nick Byrd

1 Teaching Statement

My primary teaching goals are to (1) improve students' facility with arguments and evidence, (2) reveal the philosophical and scientific puzzles in students' lives, and (3) counter-condition students' misleading stereotypes about scholars.

The more my students practice in class, the better they do on homework and tests. There are three stages of practice in all of my classes. Roughly the first third of every class is a guided discussion through real-world examples related to the assigned material. Students spend the next third of every class in small groups completing worksheets about the assigned material. In the final third of every class groups share their worksheet responses with the class and get feedback from me, if applicable. Multiple regression finds that my students score higher on homework and tests by 33% of a standard deviation for every percentage of this classroom practice they complete—$b = 0.33$, $F(1,36) = 3.9$, $p = 0.056$—controlling for course section (Figure 1). Students' mid-semester and end-of-the-semester course feedback aligns with this trend; all comments about classroom practice are included below without modification.

- "I enjoy the class discussions. While I'm not very active in them, I do pay attention and gather lots of information."
- "Team assighnments are great, helps me understand better."
- "Class assignments were completed in groups, but then would be reviewed as a class which helped especially when I thought I knew the answer and I was either wrong or missing a key component."
- "I find the worksheets and the slide recaps to be extremely helpful."
- "I like how he ask if any body have a question on the worksheet he gives out."
- "I really like the in-class assignments. It allowed people to work in groups or on their own to find specific answers in the readings. But I believe a more effective method for learning philosophy are the in-class discussions, with the teacher leading the discussions based on the questions that are on the in-class assignments."
- "I do believe that the answers to the Team Based Assignments should be clearer at the end but then again he does ask if anyone has questions pertaining to the Assignment."
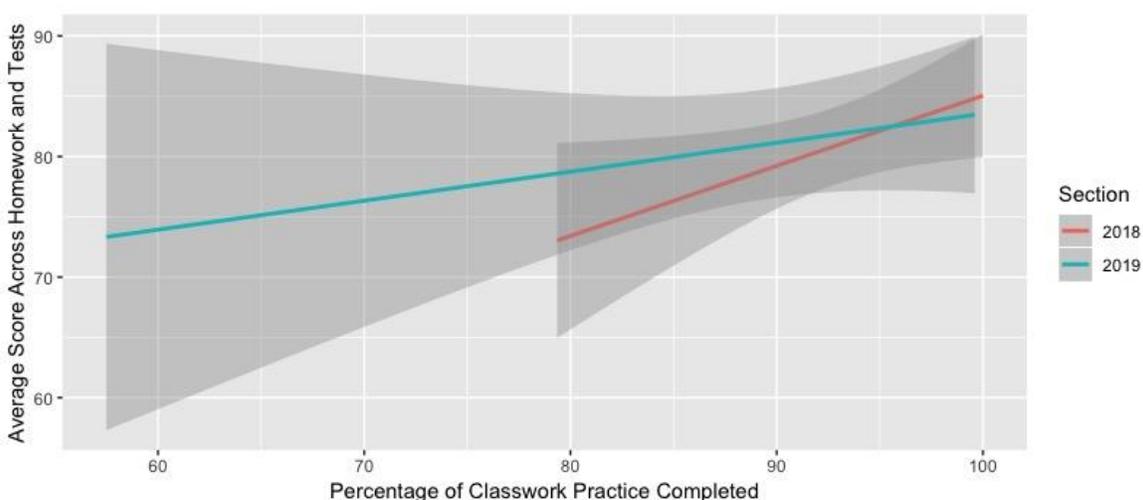

Figure 1. Multiple regressions of performance on homework and tests on the percentage of classwork practice completed per course section.

Students are more likely to persist on difficult academic tasks when they think that what they are learning has implications that go beyond the class (e.g., Yeager et al., 2014). So every class ends with a real-world puzzle about what we will cover in the following class. For example, the class before we discuss the Duhem-Quine problem about falsifying isolated hypotheses, I ask my students to explain why my smartphone will not connect to campus WiFi. One student offers a hypothesis and their peers tell me how I could falsify the hypothesis. Every time a student proposes that we've falsified a hypothesis, I point out that their hypothesis entails an auxiliary assumption, which introduces uncertainty about whether we falsified the hypothesis or the auxiliary assumption. Similarly, every class begins with a discussion of a real-world example related to the day's topic. For instance, on the day that we discuss Kate Rawles' "Conservation and Animal Welfare", we reveal conservationism's potentially repugnant implications by showing how it seems to entail not only, say, deer culling, but also human population and resource control. And when we discuss W.E.B. Du Bois' value free ideal for science, we compare society's relative comfort with scientific discoveries of medicine to society's discomfort with scientific discoveries of weapons of mass destruction. Other intriguing real-world examples include, but are not limited to, racial bias, psychopathy, vaccination science denial, climate science denial, and sex robots.

Students' perceptions of scholars seem to be guided by stereotypes (e.g., Storage, Horne, Cimpian, & Leslie, 2016). This is clear from the first day of class when I ask students to close their eyes and form a vivid image of a scholar in the field that we will study—e.g., "Imagine a philosopher doing philosophy." When I ask student to share what they imagined, I get classic stereotypes. "An old guy" says one. "With a beard," adds another. "Yeah, in a toga!" is yelled from the back of the room. To expand students' representations of scholars in my fields, I expose students to images of the scholars we encounter (Figure 2), but only when the images are counterstereotypic (Byrd, 2019). On the last day of class, we redo the exercise. This time students imagine "Kate Rawles teaching me about biodiversity", "Heather Douglas talking to philosophers and scientists", and "[Liam] Bright talking to an audience at the [London School of Economics]." There are also more personal representations: "I imagined myself," says a women of color. There are also more abstract representations: "Someone relatable playing devil's advocate about all of my intuitions", adds the student that mentioned the toga on day one.

Figure 2. Carol Cleland doing field research in the desert, W.E.B. Du Bois in his office at Atlanta University, and Heather Douglas giving the Descartes Lectures.

In sum, my courses are dynamic, interactive, and relevant. Also, my classroom activities are associated with improved student learning and with diversified representations of scholars in my fields. Course evaluations confirm this—e.g., students report that that they are more interested in my courses, that they learn more from my feedback ($p = .08$), and that I communicate more effectively ($p = .03$) than other courses and instructors in my department. Of course, teaching can always benefit from further experimentation and experience. Fortunately, I find teaching highly rewarding. So I would be delighted to have more opportunities to test new courses, instruments, and strategies.

2 Teaching Experience

In reverse chronological order.

2.1 Instructor, Florida State University

Summer 2019: PHI 2010, Introduction to Philosophy

Course description. Did you know that people who study philosophy made significantly fewer reasoning errors than others in various studies (e.g., Livengood et al., 2010), outperformed almost every other major on the GRE (e.g., APA, 2014), LSAT (APA, 2013), and GMAT (GMAC, 2010), were projected to be the top-paid humanities major in 2016 (NACE, 2016), and had a median mid-career salary of over $81,000 (WSJ, 2019)? So what do philosophy majors study? They study the kinds of things that we all care about. Career. What should (and shouldn't) I do for money? What should I do with my time? My skills? Finances. How much does a good life cost? What should (and shouldn't) I buy? Sell? What's a fair wage? Facts. When can we trust people, institutions, test results, evidence, etc.? How? And why? What can't we trust? Lifestyle. What should (or shouldn't) I do with my body? What should (or shouldn't) I eat? When is it ok, if ever, to harm other people? Politics. What institutions/policies/candidates should have power (if any)? How should we decide? Who cares? Relationships. What makes a relationship or friend or partner good? What makes them bad? Who gets to decide? Introduction to Philosophy will expose you to new (and hopefully better) tools for answering these questions. By using these tools you will think (and hopefully live) better. Specifically, this could should help you analyze and evaluate real-world problems, arguments, evidence, and/or principles. Of course, this requires lots of practice. So this class will require you to practice applying these tools to many problems and puzzles during class and after class.

Class size: 19 students (100% of enrollment capacity)

Summer 2018: PHI 2010, Introduction to Philosophy

Course description. See above.

Class size: 20 students (105% of enrollment capacity)

2.2 Teaching Assistant, Florida State University

Instructor of record in parentheses.

Spring 2018: PHI 2100, Reasoning & Critical Thinking (Michael Bishop)

Class size: 86 students

Fall 2017: PHI 2100, Reasoning & Critical Thinking (Michael Bishop)

Class size: 91 students

Spring 2017: PHI 3330, Free Will (Marcela Herdova)

Class size: 48 students

Fall 2016: PHI 2100, Reasoning & Critical Thinking (Daniel James Miller)

Class size: 114 students

Spring 2016: PHI 2620, Environmental Ethics (James "Jack" Justus)

Class size: 102 students

Fall 2015: PHM 2121 Social Justice & Diversity (Carmen "Mary" Marcous)

Class size: 140 students

Spring 2015: PHI 2620, Environmental Ethics (James "Jack" Justus)

Class size: 104 students

Fall 2014: PHI 2010, Introduction to Philosophy (John Roberts)

Class size: 98 students

2.3 Guest Lecturer, Florida State University

Instructor of record in parentheses

Spring 2017: PHI 3330, Free Will (Marcela Herdova)

- "The Illusion of Free Will: Daniel Wegner's Argument"

Fall 2017: PHI 2100, Reasoning & Critical Thinking (Michael Bishop)

- "Causal Claims & Arguments From Samples"
- "Diagnostic Reasoning Under Uncertainty" or "When you test positive"

Spring 2016: PHI 2620, Environmental Ethics (James "Jack" Justus)

- "The Institution of Property & The Commons: David Schmidtz vs. Elinor Ostrom"
- "Intrinsic vs. Instrumental Value: Sagoff et al. vs. Justus et al."

Fall 2016: PHI 2100, Reasoning & Critical Thinking (Daniel James Miller)

- "Philosophical Thinking: Fast & Slow"

Spring 2015: PHI 2620, Environmental Ethics (James "Jack" Justus)

- "The Institution of Property & The Commons: David Schmidtz vs. Elinor Ostrom"

Fall 2014: PHI 2010, Introduction To Philosophy (John Roberts)

- "On Abortion: J.J. Thomson's Thought Experiments and Their Implications"

2.4 Guest Lecturer, University of Colorado

Instructor of record in parentheses.

Spring 2014: PHIL 1400: Philosophy and the Sciences (Carol Cleland)

- "Against Metaphysics: A.J. Ayer and subsequent logical empiricism"
- "The Hypothetico-Deductive Method: From Popper to Duhem and beyond"

2.5 Teaching Assistant, University of Colorado

Instructor of record in parentheses

Spring 2014: Philosophy and the Sciences — Honors (Carol Cleland)

Class size: 10 students

Spring 2014: History of Science: Newton to Einstein (David Youkey)

Class size: 53 students

2.6 Recitation Instructor, University of Colorado

Instructor of record in parentheses

Fall 2013: Phil 1400, Philosophy and the Sciences (Carol Cleland)

Class size: 2 sections of 10 students (each)

2.7 Workshop Instructor, Apple Store

2012-2013 Getting Started with iCloud

Workshop description. iCloud stores all your music, photos, apps, and documents—and then wirelessly pushes them to all your devices so you can access your content from anywhere. Come to this workshop if you'd like to set up a free iCloud account and learn how to keep your devices up to date automatically—no syncing required. You'll discover why iCloud is the effortless way to manage your content.

Class size: 4-10 people per workshop

2011-2013 Getting Started with iPad, iPhone, and iPod touch

Workshop description. If you're just getting to know your iPad, iPhone, or iPod touch, this hands-on workshop is for you. Learn how to create and navigate through your Home screen. Discover how easy it is to sync media with your computer using iTunes. Explore Maps and find out how your device knows exactly where you are—even if you don't. Manage your photos, use the cameras, get to know FaceTime, watch videos, visit the App Store, and check out the iBooks app. And of course, there's iPod—the best way ever to listen to what moves you.

Class size: 4-10 people per workshop

2011-2013 iWork Tips and Tricks

Workshop description. Whether you're at home, school, or the office, iWork makes it easy to create and share impressive documents, spreadsheets, and presentations on your Mac. In this workshop, you'll learn how to use the advanced tools in Pages for writing and page layout. Features in Numbers make it even easier to create formulas and stunning one-click charts. And we'll show you how to use the cinematic animations, transitions, and effects in Keynote.

Class size: 4-10 people per workshop

3 Evidence of Teaching Effectiveness

3.1 Quantitative Course Evaluations at Florida State University

What follows is all student evaluation data about my teaching effectiveness for all of my face-to-face courses at Florida State University, starting with my average ratings compared to department and university average ratings (Table 1) and then the distribution of my own ratings (Figure 4).

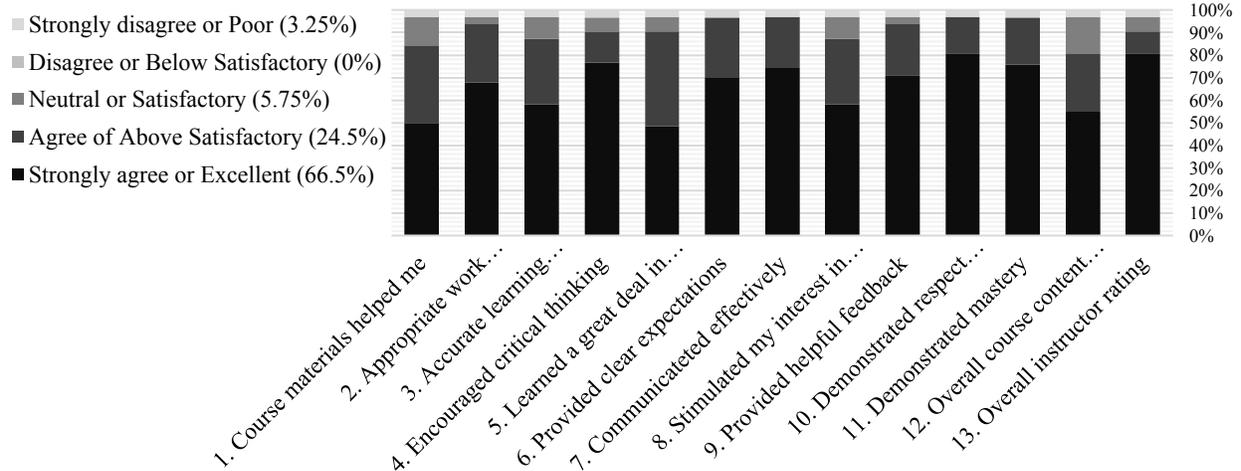Table 1. Nick Byrd's average ratings compared to department and university average ratings.

Rating Scale	2018	2019
5 = Strongly Agree or Excellent 4 = Agree or Above Satisfactory 3 = Neutral or Satisfactory 2 = Disagree or Below Satisfactory 1 = Strongly Disagree or Poor	**PHI 2010-0001** **Introduction to** **Philosophy** 100% response rate	**PHI 2010-0011** **Introduction to** **Philosophy** 68.42% response rate
1. The course materials helped me understand the subject matter.	4.26	**4.31**
2. The work required of me was appropriate based on course objectives.	**4.44**	**4.69**
3. The tests, project, etc. accurately measured what I learned in this course.	4.17	**4.69***
4. This course encouraged me to think critically.	**4.53**	**4.69**
5. I learned a great deal in this course.	4.22	**4.46**
6. Nicholas Byrd provided clear expectations for the course.	**4.59**	**4.62**
7. Nicholas Byrd communicated effectively.	**4.67**	**4.62**
8. Nicholas Byrd stimulated my interest in the subject matter.	**4.44**	**4.31**
9. Nicholas Byrd provided helpful feedback on my work.	**4.50**	**4.69****
10. Nicholas Byrd demonstrated respect for students.	**4.72**	**4.69**
11. Nicholas Byrd demonstrated mastery of the subject matter.	**4.69**	**4.62**
12. Overall course content rating.	**4.22**	**4.38**
13. Overall rating for Nicholas Byrd.	**4.56**	**4.77**

Bold denotes better than department and/or university average. No averages significantly below department, university averages.

* better than *department* average at $p < 0.1$, ** better than *department* average at $p < 0.05$.

† better than *university* average at $p < 0.1$, †† better than *university* average at $p < 0.05$.

Figure 4. Distribution of numerical ratings per teaching evaluation item and per rating level.

Legend:
- Strongly disagree or Poor (3.25%)
- Disagree or Below Satisfactory (0%)
- Neutral or Satisfactory (5.75%)
- Agree of Above Satisfactory (24.5%)
- Strongly agree or Excellent (66.5%)

Categories:
1. Course materials helped me
2. Appropriate work…
3. Accurate learning…
4. Encouraged critical thinking
5. Learned a great deal in…
6. Provided clear expectations
7. Communicateted effectively
8. Stimulated my interest in…
9. Provided helpful feedback
10. Demonstrated respect…
11. Demonstrated mastery
12. Overall course content…
13. Overall instructor rating

3.2 Qualitative Course Evaluations from Florida State University

Below are all answers to all optional questions on all my teaching evaluations at Florida State University.

What did you like about the course and/or instructor, Nicholas Byrd? Please give examples.

PHI 2010, Introduction to Philosophy, Summer 2019

- "He makes everything easy and understandable and if you don't understand something all you have to do is ask and he'll try his best to help you understand."
- "His work ethic and his attitude towards the course"
- "I like how he ask if any body have a question on the worksheet he gives out."
- "Great teaching style."
- "Nick Byrd is an amazing teacher.. I highly recommend taking intro to philosophy with him. Especially if you are new to philosophy and aren't a fan of the subject. You will find yourself enjoying the class even if you find the concept of philosophy infuriating. This class satisfied my Ethics requirement. I really enjoyed Nick's teaching style and his openness to everyone's thoughts and idea's. I am also very grateful for his clear expectations when it comes to writing papers. It makes it a lot easier to write when you know what the instructor is looking for. I also really, really, REALLY appreciate the text book being provided for us. It saved me a lot of money. I hope Nick never becomes one of those conceited professors that makes you purchase a $500 textbook just because he wrote it."
- "Mr. Byrd was a very nice teacher and obviously knew a great deal about the philosophy he was teaching."
- "he cares about the class and try to reach the students"
- "Byrd is genuinely cares about his students understanding our subject matter."

PHI 2010, Introduction to Philosophy, Summer 2018

- "Fantastic professor, genuinely helped us learn effectively rather than feed us the material. Give this man a raise, he is in the top 3 best professors I have had in the last 5 years here."
- "Everything was straight-forward and the course was very interesting overall. He was very clear in his expectations which was shown right from the beginning through the syllabus."
- "I enjoyed this course much more than I thought I would because the way he taught this course stimulated my interest and it was clear what was expected of me."
- "He was a great teacher with a nerdy sense of humor."

What aspects of the course and/or Nicholas Byrd's instructional methods should be improved? Please give examples.

PHI 2010, Introduction to Philosophy, Summer 2019

- "I do believe that the answers to the Team Based Assignments should be clearer at the end but then again he does ask if anyone has questions pertaining to the Assignment"
- "None"
- "Maybe up date his slides a little bit"
- "Nothing"
- "I wasn't a big fan of the i clickers. Maybe it's just because I have a small class, but I feel like the quizzes could just as easily been taken on paper. I also wish that when it came to the test, I had something else to study besides the Team Based Assignments. Only because sometimes I fear my

Team Based Assignment answers aren't always correct or explained in full detail. I would appreciate something more clear and definite to study when it came to tests."

- "I really like the in-class assignments. It allowed people to work in groups or on their own to find specific answers in the readings. But I believe a more effective method for learning philosophy are the in-class discussions, with the teacher leading the discussions based on the questions that are on the in-class assignments."
- "no not really"
- "Nothing"

PHI 2010, Introduction to Philosophy, Summer 2018

- "N/A"
- "Towards the beginning, class assignments were completed in groups and turned in at the end of class. It was a bit difficult to see whether I fully understood the concepts or I was fooling myself. However, as the semester went on, class assignments were completed in groups, but then would be reviewed as a class which helped especially when I thought I knew the answer and I was either wrong or missing a key component. I would say for future classes to explicitly allot time to review assignments as a class. Also, an example of a great paper would have been helpful (not necessary, but helpful)." (PHI 2010, Introduction to Philosophy, Summer 2018)

Please list additional comments and/or suggestions.

PHI 2010, Introduction to Philosophy, Summer 2019

- "Love his class"
- "None."
- "nope"
- "Love having Instructor Byrd his class is true an educational experience."

PHI 2010, Introduction to Philosophy, Summer 2018

- "Great class :)"
- "Without seeing a rubric or example solution on test problems it is difficult to see that points aren't just arbitrary assigned. It seemed like the tests where just shorter, faster essays. In my opinion tests and essays should like the "two halves of the brain". Essays are for generating original thoughts (it is fair to take off points for clarity, concision, and creativity) and tests are for testing the knowledge and understanding of a student. In the case of tests, a student should indicate their knowledge by the means provided. If they succeed at indicating sufficient understanding but fail to do it in a concise, clear way, then they have still met the criteria of a test and should not be punished. Just because the knowledge is absent on the paper, doesn't mean the knowledge is absent in the student's mind. If this occurs often, it is an indication that the question (and the expectations of the question) are not clear to the student. It is unlikely a student would intentionally jeopardize their grade. If an innocent person is testifying in court, an attorney can make them appear guilty simply by asking them questions. And you wouldn't fault the witness for answering these question to the best of their ability. I concede that it may be impossible to know whether a student misunderstood the problem but understood the material, or the student didn't understand the material at all. However, tests can be designed to minimize this effect. One measure is to avoid asking more than one problem (prompt) per question. Much like an argument, the answer to a question can only have one conclusion. Scrutinizing a single response to two question is much easier, because that response has to work much harder. Additionally, if there is one response per question there is less room for

the answer to hide. In conclusion, I don't really think the tests accurately measured my understanding and knowledge in the course. It may appear like they are effective, because it properly sorts who you think show the most promise and those you do not. To many, capital punishment appears effective, but is it effective if it condemns innocent people?" (PHI 2010, Introduction to Philosophy, Summer 2018)

3.3 Quantitative Course Evaluations at University of Colorado

What follows is all student ratings of my teaching effectiveness for all of my face-to-face recitations at University of Colorado compared to average ratings from the department and university (Table 2).

Table 2. Nick Byrd's average ratings compared to department and university average ratings.

Rating Scale (unless defined otherwise) 6 = Highest 1 = Lowest	2013 PHI 2010-108 Philosophy and the Sciences (38% response rate)	2013 PHI 2010-102 Philosophy and the Sciences (10% response rate)
3. Rate the instructor's effectiveness in encouraging interest in the subject.	**5.4**†††	**5.0***
4. Rate the instructor's availability for course-related assistance such as email, office hours, individual appointments, phone contact, etc.	**5.6*†**	**6.0**†††
5. Rate the intellectual challenge of this course.	**4.8*†**	**5.0**††
6. Rate how much you have learned in this course.	**4.8***	**6.0**†††
7. Rate the course overall.	**4.8***	**6.0**†††
8. Rate the instructor overall.	**5.8**†††	**6.0**†††
9. Rate the instructor's respect for professional treatment of all students regardless of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status.	**6.0**†††	**6.0**†††
10. My class attendance was	5.2	4.0
11. My effort given to this class was	4.6	4.0
17. Pace material was presented 1 = too slow, 2 = slow, 3 = ok, 4 = fast, 5 = too fast	3.4	3.0
18. Grading for course level. 1 = too hard, 2 = hard, 3 = ok, 4 = easy, 5 = too easy	2.8	3.0
19. Course content was 1 = too easy, 2 = easy, 3 = ok, 4 = hard, 5 = too hard	4.2	4.0
53. Instructor made me think.	5.2	5.0
58. Course was presented in an understandable manner.	4.3	4.0
86. Is accessible to students outside of class:	4.8	6.0

Bold indicates better than department and/or university average

* indicates top 25th percentile in *department*, ** indicates top 10th percentile in *department*

† indicates top 25th percentile on *campus*, †† indicates top 10th percentile on *campus*

shaded indicates lack of data about department or campus

No values are significantly lower than department of campus averages

3.4 Qualitative Course Evaluations from University of Colorado

Below are all student comments about about my teaching effectiveness for all of my face-to-face recitations at University of Colorado.

Please offer constructive comments to your instructor regarding your experience in this course.

- "Nicholas is incredible. Definitely was fully committed to helping students learn. Thank you The only think I would change is to try to make the study groups more required because the only way to make the readings come alive is to talk with others." (PHIL 1400-108, Philosophy and the Science, Fall 2013)
- "Nick did a really nice job of explaining the readings and coming up with questions for discussion. He was always well prepared and lead the discussions effectively. I always felt more prepared going into the lectures, writing papers, and taking quizzes after going to discussion." (PHIL 1400-108, Philosophy and the Science, Fall 2013)

3.5 Quantitative Teaching Observations

What follows are all quantitative teaching observation scores from guest lectures in chronological order from left to right.

Rating Scale	2015 Jack Justus Env. Ethics	2016 Jack Justus Env. Ethics	2016 Daniel Miller Intro. to Philosophy	2019 Mike Bishop Intro. to Philosophy
1 = not effective 2 = needs more emphasis 3 = accomplished 4 = accomplished very well				
Organization: Overall Judgment	4	4	4	4
1. Presented introduction to the lesson.	4	4	4	4
2. Presented topics in a logical, well paced sequence.	4	4	4	4
3. Relates Lesson to previous material.	4	4	4	4
4. Summarized major points and left students thinking.	3	4	4	4
Presentation: Overall Judgment	4	4	4	4
5. Explained content with clarity, defining terms and concepts.	4	4	4	4
6. Used good examples to clarify important points.	4	4	4	4
7. Used visuals/handouts effectively (when relevant).	4	4	4	4
8. Varied explanations for complex or difficult material.	4	4	4	4
9. Spoke at an effective volume and speed.	3	3	4	4
10. Used gestures and moved in the classroom effectively.	N/A	3	4	4
Interaction: Overall judgment	3	4	4	4
11. Actively encouraged and responded to student questions.	3	3	4	4
12. Monitored student understanding.	4	4	4	4
13. Waited sufficient time for students to answer questions.	4	4	4	4
14. Showed enthusiasm about the content of the class.	4	3	4	4
15. Maintained command of the class.	3	4	4	4
16. Treated all students with respect.	4	4	4	4
Content: Overall Judgment	3	4	4	4
17. Presented material at an appropriate level for the students.	3	4	4	4
18. Presented material relevant to the purpose of the course.	3	4	4	4

19. Demonstrated command of the subject matter.	4	4	4	4
20. Inspired students' interest in the material.	3	3	4	4

3.6 Qualitative Teaching Observations

What follows is all answers to all teaching observation questions from Florida State University.

What were the instructor's major strengths as demonstrated in this observation?

- "Excellent hook at the beginning of class, and excellent visuals. Thorough coverage of the reading's content." James "Jack" Justus (2015)
- "Truly superb powerpoint presentation with the material laid out extremely clearly, and in impressive depth. In terms of information conveyed on the screen, about as through and clear as it can get (more so than my own on average, I believe). Even keel disposition with respect to student questions / comments, and always respectful and patient." James "Jack" Justus (2015)
- "Nick's lecture was excellent. He lectured on how two types of reasoning ("intuitive reasoning" and "reflective") are related to the formation of deeply held beliefs. Nick focused primarily on beliefs related to philosophical topics, such as religion and ethics. He began with a light-hearted but stimulating anecdote illustrating how intuitive and reflective reasoning styles have played a role in the development of his own beliefs. He then invited students to critique an intuitive moral principle, by which he immediately elicited student participation and dialogue about their own reasoning. The examples used helpfully illustrated how different judgments tend to arise from different reasoning styles. Nick fielded questions and comments with competency and charity, capably guiding the conversation toward the lesson while affirming students' insights along the way. The PowerPoint presentation was first-rate, serving as a useful road map for students but never overloading them with too much information. Nick's tone was relaxed but engaging, and he was able to maintain students' attention throughout. Nick's lecture demonstrated both competency with the subject matter and careful preparation." Daniel James Miller (2016)
- "The atmosphere in the class was excellent. Students were attentive, thinking about the material, and offering their thoughts on the material in class. Nick has a nice classroom persona. It's not flashy or hammy. It's calm, clear, respectful, and serious. And as a result, that's also the class's "persona" as well. Nick knew the students' names and this contributed to the healthy atmosphere in the class. The students behaved as if they felt understood and respected as individuals. The handout for the team-based assignment was excellent. Nick had come up with examples for the students to think about that required them to not simply regurgitate the material, but to apply the material to interesting and sometimes tricky cases. Although it was fairly early in the semester and this was an intro class (and so it's unlikely that the students had much experience with philosophy), Nick already had the students actively *doing* philosophy. This is impressive. The overall course (as represented in his syllabus) is thoughtful and well-organized." Michael Bishop (2019)

What weaknesses were observed? What suggestions do you have for improving them?

- "Pacing – sometimes it was not fast enough to sustain and catalyze interest. Long pauses – they can be effective, but need to be used sparingly and strategically. Sometimes the questions being asked were likely not clear to the students and sometimes the questions were too obvious, which quells interest. Along the same lines, don't answer your own questions after you've posed them

and been greeted with silence. After a few times you answer your before they do they learn by induction." James "Jack" Justus (2015)

- "The main weakness is noncognitive, but something that can enhance the uptake of cognitive material by students in the class. It can be derided as the "entertainment" aspect of teaching, but presenting things in a certain forceful way can help ensure students are as engaged as they can be. (Of course, this kind of presentation also creates greater risks on the part of an instructor.) That noncognitive aspect to teaching is something Nick should would on, and it is admittedly something that typically requires a lot of hours to acquire and perfect. But given Nick's quick uptake in general, I have little doubt about his eventual mastery of this aspect of teaching." James "Jack" Justus (2016)
- "None." Daniel James Miller (2017)
- "Nick's is not a "standard" intro course. It's individual to Nick and his conception of philosophy. This sort of pedagogical ambition is admirable and worth encouraging. But it means that Nick has made some choices, sometimes bold choices, about his class. While I don't think any of his choices are wrong, I do think that it's worthwhile to make explicit to Nick some of his choices so that he can think about whether to keep them or revise them. We spoke about a number of these choices. (One we all face: To what extent should we ask closed-ended questions, which tend to make discussion a bit more difficult.) But two choices I think are specific to Nick's course and are worth mentioning here: 1. Discussing philosophical method early in an intro course is a bold choice. And there's certainly justification for it. But doing this section at the end of the semester - or in an upper-level class - might be more useful to the students, as they're likely to be better informed and better prepared for such a discussion. 2. The debate over rationalism and empiricism is, in my view, somewhat fuzzy. Besides there being disagreements about what these terms mean, some people take this debate to be an epistemological one, and others take it to be a psychological one. It can be very difficult to keep such an ungainly issue on track in an intro class. Nick did a very good job with this. But he might have been giving himself - and his students - a bigger challenge than is ideal in the first third of an intro class." Michael Bishop (2019)

3.7 Teaching Workshops Offered

Debiasing in the Classroom: Whether and how it works (Florida State University)

Workshop description. When it comes to implicit bias, there is good news and bad news. Sustained changes in implicit bias seem to require regular exposure to experiences that last more than just a few minutes. So, the bad news is that researchers will rarely change implicit biases with brief, one-shot experimental manipulations. The good news, however, is that we can probably reduce implicit biases over time by being more careful about whether and how we include people in leadership, decisions, departments, and instruction. This presentation and its take-home handout (1) reviews two methodologically strong debiasing experiments, (2) presents the qualitative results of an easy-to-use debiasing protocol for presentations and teaching, and (3) prompts discussion about how these findings apply to your work. This is the second part of the two-part Spring Conversation Series of the Diversity & Inclusion in Research and Teaching Organization.

Workshop size. 29 faculty, 34 graduate students, 18 undergraduates, 12 staff, and 1 "other"

Workshop feedback. Below is all feedback pertaining to Nick's presentation, unmodified.

- "When Nick Byrd was talking about de-biasing I was mentally saying to myself - this is exactly what I was looking for in our teaching discussion group diversity presentation and didn't get (not that I had a name for it at the time)! Something concrete and positive (i.e. 'here's something you can do' rather than 'avoid doing this.')" (Faculty, Biological Science)
- "Both presenters were excellent at navigating the space of being honest educators and accessible facilitators. They were friendly and relatable while not compromising the messages of the presentations. I very much appreciated this approach and think that it is more effective for workshops such as this where several people can come in feeling uncomfortable or nervous because of preconceived notions. - Grad student, music"
- "The materials and discussions were helpful. I am super impressed! - Faculty, Communication and Information Studies"
- "It was really enlightening to 1) admit to my own biases, 2) hear others' biases, 3) learn tools for debiasing, 4) discuss how bias affects others, and 5) learn tools for communicating about 2 diversity promotion. - Grad student, Arts and Sciences, Biological Science"
- "I thought the shorter thought exercises with brief group conversations were most effective *for this type of brief event.* - Faculty, Communication and Information Studies"
- "My first time was a great time, so no criticism here! - Undergrad, Human Sciences, Family and Child Sciences"
- "What I found helpful and liked best was sitting a table with people I did not know sharing their stories and experiences openly and without judgement. I felt like I had a deeper understanding of the topic and learned about how other people view bias. Well done workshop! - Staff, Nursing"

Experiments Are The New Armchairs: The IRB for philosophers (University of Colorado)

Workshop description. Experimental philosophy can take many forms. However, all of its forms seem to require approval from an Institutional Review Board (IRB). To the uninitiated, the IRB proposal process can seem daunting. In this workshop, I will complete a sample IRB proposal, offer tips (e.g., how to perform a statistical power analysis), and answer questions. If you follow along on your own device, then you could have most of your IRB proposal completed by the end of the workshop.

Workshop size. 1 faculty, 4 graduate students

3.8 Other Teaching Service

Syllabi Showcase: "Introduction to Philosophy" by Nick Byrd, APA Blog (October 2019)

Description. The Showcase features a select number of syllabi. The goal is to highlight best practices in pedagogy. Philosophy instructors share their favorite syllabi, discuss how they developed it, and describe the thinking behind their pedagogy. In this post, we hear about Nick Byrd's *Introduction to Philosophy* that employs—among other things—a free textbook, daily group-based activities, and concise writing assignments of just two to three paragraphs.

3.9 Formal Teaching Training

In reverse chronological order.

PHI 5998, Tutorial in Philosophy Teaching (3 credits), Florida State University — Michael Bishop

Course Description. The aim of this course is to help you become a great teacher. This should raise (at least) two questions in your mind. Theoretical question: What is a great teacher? Practical Question: What

do you have to do – if anything – to become a great teacher? The theoretical and practical questions are linked, of course. What you think a great teacher does has implications for what you think a great teacher is. What you think a great teacher is has implications for what you think a great teacher does. We'll spend the semester bouncing back and forth between these questions. You will give and record two short lectures/presentations – one at the beginning of the semester and another at the end of the semester, lead a class discussion on (at least) one chapter from James M. Lang's *Small Teaching*, compose a teaching portfolio, two sample syllabi, and samples of teaching instruments.

Eastern American Philosophical Association Conference, Teaching Hub, 2019, NYC

Evaluating Inclusion in Course Design and Syllabi

Program for Instructional Excellence Workshops, 2015 to 2018, Florida State University

Positions Outside of Academia

Engaging Students with Blogs, Wikis, and Social Media Tools

Open Access

How to Create a Teaching Portfolio

Faculty in a Research 1 University

Engaging Students with Social Media, Apps, and More

Preparing Cover Letters & Application Packets for Academic Positions

Program for Instructional Excellence Teaching Conference, 8/20-8/21, 2014, Florida State University

Academic Honor Policies

FERPA and Americans with Disabilities

Sexual Harassment-Retaliation

<u>Graduate Teacher Program</u>, University of Colorado (Boulder)

The Art of The 50-minute Lesson Plan

Understanding Different Teaching Styles

Managing Conflict in the Classroom

Holding Effective Office Hours

Case Method of Teaching: Participant-Centered Teaching

Finding Your Comfort Zone in Teaching & Learning

Applying The Problem Orientation Framework to and Environmental Studies Classroom

Evernote: Your Every-Where System for Personal Productivity

Getting Students to Go Beyond Google: Using Library Resources

Using Bloom's Taxonomy to Improve Student Discussion and Writing

Running Recitations & Labs

Understanding Classrroom Interactions Via Interactive Theatre

Getting to Know Desire to Learn (and Other Learning Management Systems)

Discrimination & Harassment

Honor Code & Teaching Ethics

Flipping the Classroom: Interactive Learning

Research Ethics & Working With Your Faculty Advisor

Preparing Your Teaching Portfolio

Goal Setting for Academic Success

Reading Writably and Writing Readably

4 Sample Course Materials

4.1 Courses I am Prepared to Teach

Introductory-Level

- Critical Thinking
- Ethics
- Introduction to Philosophy
- Symbolic Logic

Intermediate-Level

- Cognitive Science
- Environmental Ethics
- History of Science: Newton to Contemporary Science
- Philosophy of Science
- Philosophy of Mind

Advanced undergraduate or graduate level

- Experimental Philosophy
- Moral Psychology
- Dual Process Theory

4.2 Courses I Can Teach with Advance Notice

- Applied Ethics
- Causation
- Epistemology
- Introduction to Humanities
- Metaphysics
- Modern Philosophy
- Philosophy of Psychology
- Philosophy of Religion
- Political Philosophy

4.3 Introduction to Philosophy (most recently taught course)

The following materials are for the most recent section of Introduction to Philosophy course that I offered (Summer 2019): syllabus, course schedule, grading rubric, sample paper-prompt, and sample in-class worksheet.

PHI 2010: Introduction to Philosophy

Did you know that people who study philosophy make significantly fewer reasoning errors than others? (See Livengood et al 2010 and Byrd 2014). Did you know that philosophy majors outperform basically everyone else on the GRE? Did you know that the median mid-career salary for people who major in philosophy is $81,000? Did you know that philosophy

majors were projected to be the top-paid humanities major in 2016? Find out more about philosophy majors here. If you've never taken a philosophy class, here are some tips. Or maybe you already know about philosophy—e.g., that it's relevant to what we often worry about:

Career/Vocation. What should (and shouldn't) I do for money? What should I do with my time? My skills?

Finances. How much does a good life cost? What should (and shouldn't) I buy? Sell? What's a fair wage? Who gets to decide? How should we decide?

Facts. When can we trust people, institutions, test results, evidence, etc.? How? And why? What can't we trust? How do we decide? How should we decide?

Lifestyle. What should (or shouldn't) I do with my body? What should (or shouldn't) I eat? How can we cause harm, if at all?

Politics. What institutions/policies/candidates should have power (if any)? How should we decide? Who cares?

Relationships. What makes a relationship/friend/partner good? What makes them bad? Should I marry? Who gets to decide?

COURSE OBJECTIVES

Discover philosophers' tools. This class will introduce us to new (and hopefully better) tools for answering these questions. So if we use these tools, then we will think (and hopefully live) better. Specifically, we could better analyze and evaluate real-world problems, arguments, evidence, and/or principles. (*Nota Bene:* That could be both good news and bad news—feel free to ask me about this in class some time.)

Practice using these tools. Learning the rules of philosophical analysis, evaluation, and argument is not very difficult. However, *applying* these rules to new material (e.g., readings, papers, tests, op-eds, advertisements, political rhetoric, everyday conversations, etc.) can be really, really hard. The best medicine seems to be practice. So we will practice in class. However, you should probably practice outside the classroom as well. Also, if you want to do well on class assignments and exams, then you should probably practice in conditions that mimic the class's assignment and test conditions—e.g., you should practice with some kind of time constraint, without access to the answers, in a room that is similar to the classroom, etc.

COURSE MATERIALS
- *iClicker Student Remote*. To receive credit for daily attendance, quizzes, and/or participation, you must have an iClicker. You will probably need an iClicker on the first day of class.
- *(Short) Introduction(s) to (Some) Philosophy* (A PDF version of this is available in the online course)
- A university email address and corresponding Canvas account. Check them before every class
- (Optional) Harrell, M. (2016). *What Is the Argument?: An Int…*. Cambridge, Massachusetts: The MIT Press.
- (Optional and free) *The Originals: Classic Readings In Western Philosophy*

COURSE ASSIGNMENTS & GRADING

Grading Scale

Final grades for the course will be assigned on the following scale:

		B+	87 – 89%	C+	77 – 79%		
A	93 – 100%	B	83 – 86%	C	73 – 76%	D	60 – 69%
A-	90 – 92%	B-	80 – 82%	C-	70 – 72%	F	0 – 59%

Final grade percentages will be rounded up/down as appropriate. (For instance, 89.5% will be rounded up to 90% and 89.4% will be rounded down to 89%.)

Bluebooks	**5%**	Turn in 2 *large* (8.5-inch x 11-inch) blue/green books by the end of the first week. The campus bookstore sells these for less than $1.00. I will return 1 to you on each Test day.
Paper 1	**10%**	Two paragraphs—yes, two. In the first paragraph, explain the strongest version of an argument (that I select). In the second paragraph, explain what you think is the strongest objection to the argument. (See "Writing Guidelines" and "Feedback Shorthand Key".)
Test 1	**10%**	Multiple choice, short answer, and 1-2 paragraph answers in aforementioned Bluebook.
Classwork	**25%**	You will complete assignments during class—in teams, if you want. We will also discuss in class. If not enough people are participating in the discussion, then I can choose people at random. Classes can also include quizzes that can occur at any time.
Paper 2	**25%**	Like Paper 1, but about a different argument (that I select) and with *a third paragraph: explain what you think is the strongest counter-response to the strongest objection to the argument.* (See "Writing Guidelines" and "Feedback Shorthand Key".)
Test 2	**25%**	Like Test 1, but cumulative—i.e., anything from the course can be on this test. (Don't ask me what you need to know. I would never encourage you to be ignorant of anything).

PAPER RUBRIC AND TIPS

1. Clarity

What does this mean? It means that it should be difficult for me to <u>mis</u>understand you.
So, don't waste time crafting long sentences with big words. Instead, aim for a 6th to 9th grade reading level. Yes, I know: that's not how many academics write. (Do as we say; not as we do.)

1st Writing Tip: Check the readability and grade level for free.
Microsoft Word can automatically check the readability of your writing [here's how]. If you don't use Word, that's OK. You can copy-paste your paper into a free, online Flesch-Kincaid readability test.

2nd Writing Tip: Your friends can help.
Ask a peer to read your paper and summarize each part. If they misunderstand your paper, then you probably need to revise. And offer to help your peers. Writing well is hard work. We're in this together.

3rd Writing Tip: You can listen to your paper.

Have your computer read your paper aloud so that you can hear how it sounds [here's how]. Revise the paper until your writing no longer sounds unnatural, overly complicated, etc. (This is also a good way to find errors, so you might proofread your final draft by re-listening to it.)

2. Cogency

What does this mean? It means that it should be difficult for me to <u>disagree</u> with you.

So, support your claims. And don't make your claims so strong that you cannot support them. Also, tell your reader about the strongest objection(s) to your thesis. After that, salvage your thesis from the objection(s).

4th Writing Tip: You can change your mind.

When your thesis can't be salvaged from objection(s), don't worry. Simply change your thesis from "[X] is probably true" to "[X] is probably false". Seriously. It's that easy.

5th Writing Tip: Not all criticism is equal.

When criticizing someone's argument, you don't want to resort to name calling or other fallacious responses. You want to criticize the argument and/or its conclusion. Figure 1 is a hierarchy of the kinds of disagreement that you might provide in your paper. *Your paper should include only the top 3 kinds of disagreement. Ideally, it would contain only the top 2 kinds.*
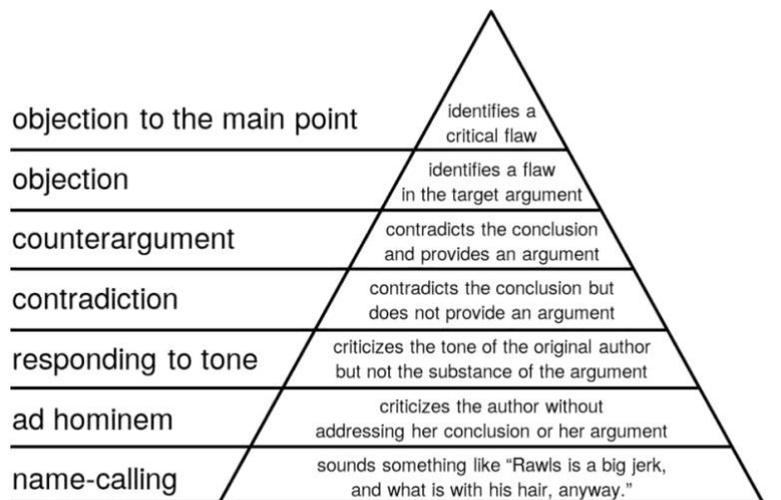
Graph's Hierarchy of Disagreement. Based on http://commons.wikimedia.org/wiki/File:Graham's_Hierarchy_of_Disagreement.svg, which is based on Paul Graham, "How to Disagree," March, 2008 http://www.paulgraham.com/disagree.html.

Figure 2. Hierarchy of Disagreement (Thanks to Mikio Akagi, 2014)

3. Concision

What does this mean? It means that it should be difficult to rewrite your paper using fewer words.

So, write as concisely as you can (without sacrificing 1 and 2, of course). When proofreading, look for text that is irrelevant to your thesis.

6th Writing Tip: You probably need to cut a lot.

I find that almost half of the words in the average first draft can be cut. So if you reach your word limit after writing only one draft, you still have a lot of work to do.

7th Writing Tip: You might need to start over.

Sometimes, the easiest way to make a paper more concise (and / or clearer and / or more cogent) is to rewrite it …from scratch. So plan to start writing soon enough that you can rewrite the entire paper before the deadline.

4. Creativity (Optional)

What does this mean? It means that creativity can help, but it might hurt. So be creative at your own risk.

Note: Clear, cogent, and concise papers that aren't creative can get full credit.

8th Writing Tip: Prioritize clarity, cogency, and concision.

Ignore the urge to be creative until your paper is optimally clear, cogent, and concise because that matters more than creativity.

9th Writing Tip: When in doubt, abstain from creativity.

Once your paper is as clear, cogent, and concise as you can make it, save a copy before you start getting creative. Not every instance of creativity improves writing. Creativity *can* diminish clarity, cogency, and concision. So only get creative if you are confident that it will either maintain or enhance clarity, cogency, and concision. Warning: that kind of creativity is difficult to achieve.

COURSE POLICIES

The "I just need to pass!" Policy

Anyone who satisfies all the following criteria will be guaranteed at least a C in this class: (a) you hand in both papers on time; (b) you miss no more than one in-class assignment; (c) you put forth a reasonable effort on all work; (d) you score (on average) at least 55% on the tests; and (e) you don't commit academic dishonesty.

Electronics Policy

Aside from iClickers, electronics must be turned off and put away. You may use a computer/tablet/etc. during team-based assignments, but only for completing tasks that are relevant to the team-based assignments. So unless you have written permission from me, these devices must be put away during lectures and tests. Those with permission to use such devices can lose permission if anyone (including me) is distracted by the device(s).

Make Up Policy for iClicker Problems

Quizzes or participation that were missed or entered incorrectly because

- you have not purchased your iClicker yet (or you have, but you have not received it, registered it, etc.)
- your iClicker is not working (or you clicked the wrong button)
- you lost your iClicker (or you forgot to bring your iClicker to class)

are not excused. It is your responsibility to overcome these problems. My responsibility is to point you to the website, phone number, and email address for iClicker support: http://support.iclicker.com, 866.209.5698 (M-F 9am-9pm EST), support@iclicker.com

Respect Policy

In philosophy, disagreement is common. Our goal is to express our disagreement with respect, humility, and rigor. Here are some ways to do that.

1. **Listen** to whoever is talking.

2. **Talk**, one at a time, only after you raise your hand and you are called on (except during team-based classwork). (I will call on as many people as time permits. You can also talk to me in office hours.)
3. **Disagree** not by presuming that the person/view with whom you disagree with is silly, foolish, but by summarizing the "steel person" version of the view, the part you disagree with, and your reason(s).
4. **Silence your electronics in class.** Electronic noises are distracting and can cause unnecessary stress during quizzes and tests. Let's be kind to each other by silencing electronics during class.
5. **Use electronics only for class-related activity**: I've seen some weird stuff on smartphones, tablets, and computers during class—so distracting! Let's be kind to each other by putting electronics under our seat, unless we are doing team-based assignments. And let's use electronics only for class-related purposes.

Nota Bene: Disrupting class is a violation of the Student Conduct Code and will be treated accordingly. See "Disruption" in FSU's Student Conduct Code at: https://dos.fsu.edu/srr/conduct-codes/student-conduct-codes

Academic Integrity Policies

I take academic dishonesty very seriously, and I expect all students to abide by the FSU Academic Honor Policy. Here are my ground rules:

a. **Team-based Assignments.** Feel free to work with classmates on in-class, team-based assignments.
b. **Papers**. You can work with classmates while writing a paper if you note who you worked with on the line below your name (e.g., "I worked with Marques Jones" …and Marques should write that they worked with you). Of course, every student should compose their own unique paper. The idea is just that you can give/receive help from classmates about how to improve the clarity, cogency, concision of a paper.
c. **Tests and quizzes**. You can study with classmates, but do not work with classmates on tests and quizzes.
d. Anyone found guilty of engaging in academic dishonesty will be sanctioned in accordance with the FSU Academic Honor Policy. Violating the Academic Honor Policy will result in automatic Fail for the course.

Important Note #1: Failing to cite correctly and/or submitting your own work from other classes constitutes plagiarism according to the University's Academic Honor Policy—even if accidental or unwitting.

Important Note #2: It is common for postgraduate schools (e.g., Law School) and employers to ask your alma mater if you committed academic dishonesty. So cheating can haunt you long after graduation.

The "Can you tell me what I missed?" policy

If you miss some or all of a class, do not ask me to review what you missed. Simply read what was assigned (at least once) and complete the corresponding in-class assignment. Classmates can tell you about class discussion(s). We can discuss your questions about the reading and/or the in-class assignments in office hours.

Office Hours Policy

If you plan to attend office hours to get help understanding the material, please bring the relevant reading, your notes/flashcards (e.g., your completed in-class assignments), etc. If you have not completed the reading, taken notes, studied your notes, and/or practiced the material, then you do not yet need my help. You simply need to start reading, taking notes, studying, and/or practicing. Once you do that, I can (and am truly happy to) help.

The Pre-Grading Policy

The purpose of homework is to test how well *you* understand the material. So no, I cannot read your paper before it is due and tell you what to change. That is what grading is for. (If you want to know the reason, re-read the first sentence of this policy again.) Of course, we *can* discuss the course material more generally.

The Cool-Down Policy

We can talk about a grade on any assignment or test a couple days after it is returned to you.

Late Policy for Homework Assignments

You can submit late homework assignments for full credit if you can provide a reasonable, documented excuse, (such as a doctor's note) for missing the deadline. (See the University Attendance Policy below.) If you lack a reasonable, documented excuse, then you can still submit a homework assignment for half credit as late as seven calendar days after the deadline. You will receive no credit for homework assignments submitted more than seven calendar days after the deadline without a reasonable, documented excuse.

Last Day Late to Submit Late Work

With no exceptions, the last day to submit late work is the Monday of the final week of class by 5pm.

The "But I am an A student!" Policy

If you argue or imply that your grade in *this* class is somehow determined by your grades in *other* classes, then you can expect only one thing from me: confusion.

The "Will you write me a recommendation letter?" Policy

I will write letters of recommendation for students that receive an A or A- in the course. I will consider arguments for making exceptions to this policy. Without exception, a letter must be requested ≥ two weeks before it is due.

The "Is there anything I can do to bring up my grade?" Policy

The assignments on the syllabus are easier than extra-credit and/or make-up assignments. For example, an extra credit assignment might be to explain a short book or a long book chapter (that I select) in your own words. On any extra-credit/make-up assignment, you write (at the top) which already-graded assignment's grade will be replaced by the extra-credit/make-up assignment's forthcoming grade. By submitting the extra-credit/make-up assignment, you are agreeing to the replacement grade, even if it ends up lower than the original grade.

COURSE SCHEDULE

Your final grade is determined by various aspects of the course. Later assignments count more than earlier assignments so that you can be rewarded for improving upon your earlier performance. (You're welcome.)

TOPIC, Days	Before Class	During Class	Turn in…
THE BASICS			
Mon, 06/24	Read the Syllabus	Pretest, Mythbusting, Quiz?	Pretest, Quiz?
Tue, 06/25	Read "Self-taught Logic" (thru §2, 50 min.)	Team-Based Assign. (TBA)	TBA, Quiz?
Wed, 06/26	Finish "Self-taught Logic" (45 min.)	Discuss, TBA, Quiz?	TBA, Quiz?
Thur, 06/27	Read "A Right to Believe?" (45 min.)	TBA, Quiz?	✋, **Bluebooks**
THE METHOD			
Mon, 07/01	Read "Appealing to Intuition" (35 min.)	Talk about Paper 1, TBA, Quiz?	TBA, Quiz?
Tue, 07/02	Read "Armchair Science" (45 min.)	TBA, Paper 1 Questions?, Quiz?	TBA, Quiz?
Wed, 07/03	Read "An Experimental Phil…" (45 min.)	TBA, Paper 1 Questions?, Quiz?	TBA, Quiz?
Thur, 07/04	No class	No class	**Paper 1**
THE FACTS, I			
Mon, 07/08	Read "The Problem of Induction" (35 min.)	TBA, Quiz?	TBA, Quiz?
Tue, 07/09	Read "Scientific Inquiry: Inve…" (70 min.)	TBA, Quiz?	TBA, Quiz?
Wed, 07/10	Read "An Experiment in Phy…" (40 min.)	TBA, Quiz?	TBA, Quiz?
Thur, 07/11	Study your TBAs, notes, flashcards, etc.	**Test 1**	**Test 1**
THE FACTS, II			
Mon, 07/15	Read "A Problem-Solving Ap…" (45 min.)	TBA, Quiz?	TBA, Quiz?
Tue, 07/16	Read "Historical Science, Ex…" (30 min.)	TBA, Quiz? Course feedback?	TBA, Quiz?
Wed, 07/17	Read "Pure Science and the…" (45 min.)	TBA, Quiz?	TBA, Quiz?
Thur, 07/18	Read "Du Bois' Democratic …" (65 min.)	TBA, Quiz?	TBA, Quiz?
THE GOOD, I			
Mon, 07/22	Read "Morality Is A Culturally…" (35 min.)	Discuss Paper 2, TBA, Quiz?	TBA, Quiz?
Tue, 07/23	Read "Trying on One's New…" (45 min.)	TBA, Quiz?	TBA, Quiz?
Wed, 07/24	Read "Does Ethical Obj…God?" (35 min.)	TBA, Quiz?	TBA, Quiz?
Thur, 07/25	Read "Famine, Affluence, and…" (45 min.)	TBA, Quiz?	TBA, **Paper 2**
THE GOOD, II			
Mon, 07/29	Read "Why Novel Predict…" (60 min.)	Course Eval., TBA, Quiz?	TBA, late work
Tue, 07/30	Read "Conservation and Ani…" (60 min.)	Pre-test, TBA, Quiz?	TBA, Quiz?
Wed, 07/31	Read "Raising Good Robots" (65 min.)	Day 1 Activity, TBA, Quiz?	TBA, Quiz?
Thur, 08/01	Study your TBAs, notes, flashcards, etc.	**Test 2**	**Test 2**
Wed, 08/08	Grades available online		

PAPER 2

Paragraph 1

Construct and explain what you take to be the best possible argument for moral relativism (i.e., what most clearly and concisely that it is a good argument).

Paragraph 2

Explain what you take to be the most devastating objection to the argument for moral relativism (i.e., what most clearly and concisely shows how the argument for moral relativism from paragraph 1 is not a good argument and/or that its conclusion is false).

Paragraph 3

Explain what you take to be the most devastating counter-objection to the objection against the argument for moral relativism (i.e., what most clearly and concisely shows how the argument for moral relativism in paragraph 1 can be salvaged from the objection in paragraph 2).

Requirements

Writing style. Write in a way that smart people who have not taken our class will understand. For instance, don't use jargon like 'logically valid' or 'intuition' or 'moral relativism' without explaining the meaning of these terms for your reader.

Name placement. Write your name (and the names of those you worked with) on the back side of the last page of your paper—or wherever I cannot see it while grading the paper.

Citation. You do not need to cite my lecture material—unless you use a verbatim quote, which is probably not a good idea. And you can complete this assignment without citing anyone besides Jesse Prinz (i.e., the assigned reading). But if you use ideas from authors we have read or from *any* other source—e.g., Mary Midgley—then you should cite them (even if you merely explain their ideas in your own words). Use whatever citation protocol is common in your major (e.g., APA, MLA, etc.) and remember that a proper citation involves both an in-text citation—e.g., "Here is something that I learned from someone else (So-and-so, Year, page(s))"—and a list of works cited at the end—e.g., "So-and-So. YEAR. "Title". *Journal/Book*. City of Publisher: Publisher, pages."

Tips

Read the "Philosophy Writing Guidelines" at the end of the syllabus.

You *can* work together (in groups no more numerous than your in-class group) and indicate who you worked with. (Don't write together; Your group's papers should not be verbatim copies; at most, they can agree with one another and share some language). You should feel *no obligation* to work with anyone; working together is entirely optional.

SAMPLE WORKSHEET

Instructions: Write legibly. Explain so that smart people who have not taken our class will understand.

For each of the following items, "write in the expanded versions of the arguments… making sure that each line contains a proposition"—e.g. "you will need to rephrase the statement 'John will turn right or left' into the more logically perspicuous 'John will turn right or John will turn left.'" (<u>Paprzycka 2008</u>, 1-18)

John will turn right or left. John did not turn left.

_____ or _____.

It is not the case that _____.

So, _____.

Rose will major in Pre-law or Philosophy. Rose did not major in Philosophy.

_____ or _____.

It is not the case that _____.

So, _____.

Using the definition of validity (p. 1-21) and the definition of soundness (p. 1-21), explain why the conclusion of a sound argument must be true.

For each of the following, identify the word that is used ambiguously and the meanings that it equivocates.

(a) Only men are rational creatures. No woman is a man. So, no woman is rational. (Paprzycka 2008, 1-22)

(b) "Let's discuss that bane of modern liberalism, discrimination. Frankly, I'm getting tired of the word — at least the way it is used most of the time today. The fact of the matter is that I've been discriminating a lot lately. Sometimes discrimination is a good thing.

"For instance, I've been searching for a new place to live… I have loved some and I have found others to be lacking. In other words, I have discriminated… Therefore, discrimination is not always bad, is it? …[But] liberals have … the idea that discriminating among people, places, and things for any reason is wrong." —Rush Limbaugh (Paprzycka 2008, 1-22)

Fill in the conclusions for the following arguments.

If you get between 93 and 100 points on a quiz you get a A.

Al got 96 points on a quiz.

So, _____.

If there is either homework or a game, Mark won't go out.

Mark went out with you yesterday.

So, _____.

Politicians tell lies.

People who tell lies cannot be trusted.

So, _____.

Nick looks like Neil Patrick Harris and Dale Earnhardt Jr.

People who look like Neil Patrick Harris are secretly talented.

So, _____.

Name and explain at least one fallacy from the reading.

Write two premises at least one of which is true that supports the false conclusion.

1. _____.

2. _____.

Therefore, all presidents are septuagenarians.

Write a false premise and a true premise that support the false conclusion.

1. _____.

2. _____.

Therefore, Miami is the capital of Florida.

Write a false premise and a true premise that support the conclusion.

1. _____.

2. _____.

Therefore, the USA is in South America.

Write a good, two-premise argument with at least one true premise and a false conclusion.

1. _____.

2. _____.

Therefore, _____.

If an argument has a true conclusion, does that make it a good argument? Explain.

Put Robert's thinking into argument form:

Robert says, "I'm confident and I work hard. Confident, hard-working people outperform everyone else. So if I don't get an A in this class, no one should."

1. _____.

2. _____.

Therefore, _____.

Put Kritika's thinking into argument form:

Kritika knows that she will probably be good at logic. After all, Kritika knows that she is good at programming. And Kritika knows that logic is a lot like programming.

1. _____.

2. _____.

Therefore, _____.

Identify the following arguments as either deductive (Ded.) or inductive (Ind.):

Ded.   Ind.   All humans are mortal. Xianthippe is a human. So, Xianthippe is mortal.

Ded.   Ind.   All observed ravens have been black. So, all ravens are black.

Ded.   Ind.   Kendall is older than Marcus. So, Kendall is more experienced than Marcus.

Ded.   Ind.   The US is wealthier than Norway. So the US is more powerful than Norway.

Ded.   Ind.   US states border at least two other US states. Maine does not. So Maine is not a US state.

Ded.   Ind.   Florida is closer to the equator than Michigan. So Florida is hotter than Michigan.

Ded.   Ind.   Intro. to Philosophy is well-reviewed. So Intro. to Philosophy will be a good class.

Ded.   Ind.   No thing is free. "Free shipping" is a thing. So "Free shipping" is not free.

Ded.   Ind.   The MePhone is the most popular. So the MePhone is better than the YouPhone.

Practice what you've learned by applying it in the following scenarios.

Don Gettit says, "Look at the conclusion of my argument! It's true! So, believe me, it's a good argument." To prove Don wrong, construct your own deductive argument with at least one false/implausible premise that supports this conclusion: Donald is the President. (Label premises 'T' for TRUE and 'F' for FALSE.)

Don doubles down. "But everyone loves my argument! And I must tell you, I have the best arguments. Big league arguments! Okay?" It seems like Don doesn't know the two rules of good arguments. Explain them.

Iggy Nurrance insists that arguments are bad if they do not conclusively prove their conclusions. Tell Iggy how good deductive and good inductive arguments relate to their conclusions. Emphasize the difference.

Buhl Schmidt finds this quote so profound that they plan on getting a tattoo of it: "Happiness is the end of life. The end of life is death. Ergo, happiness is death." Explain the fallacy in Buhl's beloved quote. (You do not need to name the fallacy. Just explain the fallacy and how this argument commits the fallacy.)

Tal Kinghead exclaims, "Of course anthropogenic climate change is real! Almost every climate scientist agrees!" Tal adds, "We can trust the climate scientists because pretty much all climate science articles support the climate scientists' beliefs."

Omey Apathy tells you, "Listen, scientists haven't proven that the medication works every time. So, there's no reason to trust that it is safe."

4.4 Cognitive Science (Prospective Course)

The following materials are for a Cognitive Science course: syllabus, course schedule, reading assignments, homework, and paper-prompt.

COURSE DESCRIPTION

Why do people believe what they believe? What changes peoples' beliefs? How are we biased? What causes biases? What reduces bias? How do we learn language? What can language reveal about our minds? How do we unlearn undesirable habits? How does pain work? How do illusions work? How are illusions different from hallucinations? How do non-human animals reason differently than human animals? These are all questions for cognitive science. Cognitive science is an interdisciplinary field composed of psychologists, neuroscientists, philosophers, linguists, computer scientists, and other academics. With all these fields combined, cognitive science has lots of tools to solve puzzles about the mind! Fortunately, cognitive science research has already taught us a lots about the mind, the brain, the body, our relationship to our environment, and our relationships with each other. Also, cognitive science has provided many tools that have proven to be very useful outside cognitive science—e.g., the artificial neural networks and natural language processing that allows voice assistants to work. In this class, we will explore some key historical developments in cognitive science as well as some of the puzzles that cognitive scientists are currently trying to solve.

COURSE MATERIALS

All texts will be provided electronically

2 Large Bluebooks (8.5" x 11")

Writing utensil for in-class assignments

CodeCademy account (for Rstudio lessons)

Course Assignments and Grading

Bluebooks	5%
Unit 1 Assignment	10%
Unit 2 Assignment	10%
Test 1	10%
Unit 3 Assignment	15%
Test 2	20%
In-class work	30%

COURSE SCHEDULE

Unit 1: Models

1. Newell's (1973) "You can't play 20 questions with nature and win"
2. Barto and Sutton's (1998) "Chapter 1 Introduction" of *Reinforcement Learning (2ⁿᵈ Ed.)*
3. Anderson and colleagues (2004)' "An Integrated Theory of Mind"
4. Evans and Stanonich's (2013) "Dual-Process Theories …: Advancing The Debate"

Unit 1 Assignment. In the first paragraph, articulate (in your own words) what Newell thinks cognitive scientists must explain and how they must explain it. In the second paragraph, outline one of the three models of cognition (from readings 2-4). In the third paragraph, explain how the model from the second paragraph does and does not fulfill Newell's demands of cognitive models.

Unit 2: Data

5. Ericsson's (2018) "Capturing Expert Thought With Protocol Analysis"
6. CodeCademy's Learn R: Lessons 1 through 2 (Turn in proof of completion)
7. CodeCademy's Learn R: Lessons 3 through 4 (Turn in proof of completion)
8. CodeCademy's Learn R: Lessons 5 through 6 (Turn in proof of completion)
9. CodeCademy's Learn R: Lessons 7 through 8 (Turn in proof of completion)
10. CodeCademy's Learn R: Lessons 9 through 10 (Turn in proof of completion)

Unit 2 Assignment: First, record yourself thinking all of your thoughts aloud as you complete a set of tasks (that I will provide). Second, trade recordings with a partner and answer the following questions about your partner's verbal reports of the task: (A) What answer came to your partner's mind first or most quickly? (B) If your partner changed their mind at any point, did their verbal report indicate that they were aware of a problem with their first answer or did they just stumble upon a better answer? (C) In the end, did your partner get the correct answer? Third, using the coding key provided complete the electronic spreadsheet with the appropriate codes for each of your partner's responses. Fourth, submit all of these files—recording, verbal report answers, and spreadsheet.

Test 1. A test covering the conceptual issues from Unit 1 (cognitive models) and Unit 2 (e.g., statistical tests).

Unit 3: Methods

11. Newstead and colleagues' "The source of belief bias effects in syllogistic reasoning"
12. Szazi and colleages "The cognitive reflection test revisited: exploring the ways..."

Unit 3 Assignment: Download the the provided data (which is compiled from submissions of Unit 2 assignments): import it into Rstudio and test whether the codes for A and B predict the codes for C (using two sample t-tests). Put your syntax and output into a .txt file and add a paragraph explaining whether A and/or B predicted C. Submit the .txt file.

Test 2. A test covering the material from Unit 1 (cognitive models), Unit 2 (e.g., statistical tests), and 3 (methods of studying reasoning).

4.5 Philosophy of Science (Prospective Course)

Science has become something of a fad. By that I mean that lots (LOTS) of nonscientists are interested in it. Oddly, some of these people say things about science that are just false. For example, people often say that science "proves" or "disproves" things. If you take a careful look at science, however, you find that this just isn't true. And even scientists seem to misunderstand science. They say things like, "we don't need philosophy." However, this claim is obviously self-refuting since the claim, itself, cannot be justified without philosophy. People also say that science describes reality, that science is objective, that there is a single scientific method, etc. These claims sound right at first, but they are difficult to defend.

The problem. We don't seem to know what we thought we knew about science. So what can we say about science? To borrow a refrain from Carol Cleland: science works; Exactly *how* and *why* science works, however, is less clear.

The primary theme of this course is just that: how and why science works. When you finish this course, you will be familiar with crucial moments in science, a few puzzles about science, and a few potential solutions to these puzzles. More generally, you will understand why some arguments don't work, how they are supposed to work, how to compose your own argument, how to make an objection to an argument, and how to respond to an objection to your argument.

4.6 Philosophy of Mind (Prospective Course)

We all have a folk theory about how our minds work: We believe stuff. We desire stuff. Some beliefs are true — others, false. Some desires are intermittent and weak — others, persistent and irresistible. Our behavior is the result of an interaction between our minds and our bodies …or so our theory says.

The problem. The finer details such theories are very difficult to explain. For instance, many of our assumptions about beliefs and desires lead to conclusions that we reject. And the relationship between mind and body often sounds mysterious. So perhaps our understanding of our minds is more limited than we realized.

This course reviews a few ways that we can understand minds and how they work. We will find that many of the proposals on offer are dissatisfying in some way(s). Then we will discuss what a satisfying account of the mind should be like. In the end, we will understand various theories about minds and explain the problems with these theories. More generally, we will understand why some arguments don't work, how they are supposed to work, how to compose our own argument, how to make an objection to an argument, and how to respond to an objection to our argument.

4.7 Environmental Ethics (Prospective Course)

You might have a rough idea of what environmentalism is. For starters, it's about the environment. More specifically, it's about protecting the environment. That sounds about right. But what do we mean by 'environment'? And why should we care about the environment? What about when we have to choose between protecting one part of the environment and protecting another part of the environment? Which part do we protect? How do we make the right choice?

The problem. It turns out that most popular environmentalists and conservationists didn't explicitly answer these basic questions. Philosophers have tried to answer these questions, but with imperfect success.

In this course, we'll review some environmentalists' and conservationists' implicit assumptions and consider problems with these assumptions. Then we will turn to more careful treatments of

environmental ethics and consider the merits and demerits of each view. Finally, we will apply each view to contemporary and forthcoming environmental problems. By the end of this course, we will understand the terms used by environmental ethicists, some of the problems they try to solve, some of the solutions they offer, and some of the views that motivate their solutions. More generally, w will understand why some arguments don't work, how they are supposed to work, how to compose our own argument, how to make an objection to our argument, and how to respond to an objection to our argument.