

Teaching Portfolio

Nick Byrd

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1 Teaching Statement

Like most in the US, most of my family did not complete a traditional four-year college degree (US Census, 2019). So college seemed foreign until a few instructors helped me integrate. These inclusive instructors (1) instilled cognitive empathy, (2) raised awareness of the philosophical and scientific puzzles in everyday life, and (3) counter-conditioned pernicious stereotypes. My primary teaching goal is to replicate these results. Whether or not I succeed is an empirical question. So I empirically test my methods.

Practicing cognitive empathy. Practice improves learning (Lang, 2016). Indeed, the best predictor of my students' paper and test scores is the number of classroom practice activities that they complete— $\beta = 0.522$, 95% CI [0.29, 0.75], $p < 0.001$ (Figure 1). Further, students seem to appreciate classroom practice (below Figure 1; all quotes unmodified). My classes involve three stages of practice. The first third of 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 arguments and evidence and getting feedback from their peers. In the final third of class groups share their answers to the worksheets and get immediate feedback from me. This social practice facilitates not only learning but cognitive empathy by helping students understand how and why peers and other smart people can disagree with them.

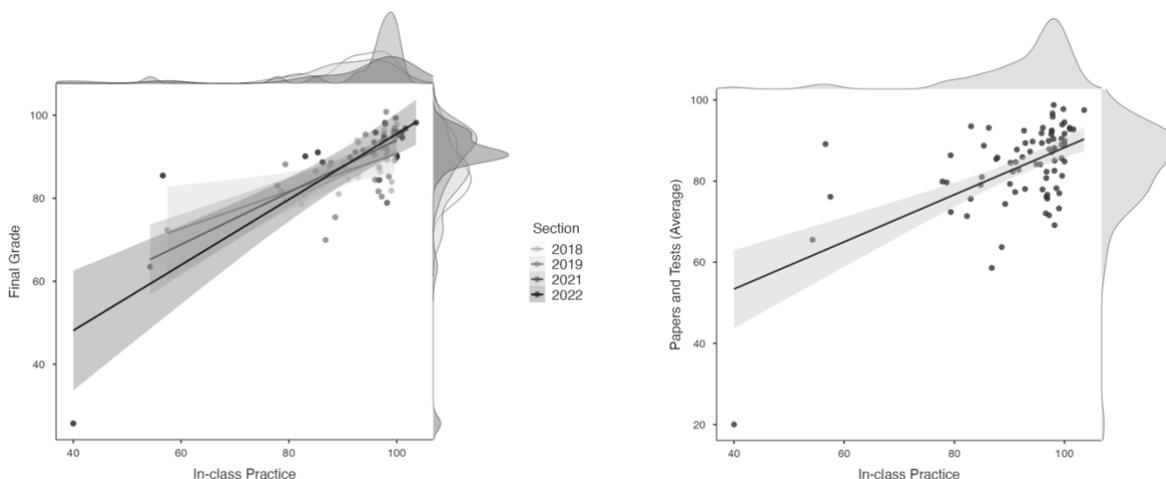


Figure 1. Regressing in-class practice (the percentage of in-class activities completed) on final grade percentage (left) and second paper and test grade percentage (right) with standard error bands.

- “I enjoy the class discussions. While I'm not very active in them, I do pay attention and gather lots of information” (2018 mid-semester feedback).
- “Team assignments are great, helps me understand better” (2018 mid-semester feedback).
- “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” (2018 evaluation).
- “I find the worksheets and the slide recaps to be extremely helpful” (2019 mid-semester feedback).
- “I like how he ask if any body have a question on the worksheet he gives out” (2019 evaluation).
- “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” (2019 evaluation).
- “I also liked the incorporation of group activities (team based assignments)” (2021 evaluation).
- “...worksheets helped a lot with understanding the concepts” (2021 evaluation).

Revealing everyday philosophical and scientific puzzles. Students are more likely to persist on difficult academic tasks if their learning has real-world and personal implications (e.g., Yeager et al., 2014). So every class begins and ends with a real-world puzzle about what we are about to learn. 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. Students offer hypotheses 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 the 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 discuss both deer culling and human population control. And when we discuss W.E.B. Du Bois' value free ideal for science, we compare discoveries of new medicine with discoveries of new 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.

Counterconditioning stereotypes. 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 imagine a scholar in the field that we will study—e.g., "Close your eyes and visualize a philosopher doing philosophy." When I ask students to share what they imagined, I get classic stereotypes. "An old guy" says one. "With a beard," adds another. "Yeah, in a toga!" yells someone in the back. To expand students' representations of scholars in my fields, I present students to images of the scholars we encounter, but only when the images are counterstereotypic (e.g., Carol Cleland in the desert, Figure 2)—a.k.a., counterconditioning (Byrd, 2019). On the last day of class, we redo the exercise. This time students imagine "Kate Rawles on her bike, telling me about biodiversity at a rest stop", "Heather Douglas talking to a room of scientists about values in science", and "Liam Bright tweeting about philosophy and science." There are also more personal representations—"I imagined myself..." reports a woman of color—and more abstract representations—"I was thinking of someone relatable playing devil's advocate about all of my intuitions", adds the student that mentioned togas 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 Kate Rawles on an 8288-mile educational bike ride through South America.

In sum, evidence suggests that my courses support cognitive empathy, real-world problem-solving, and improved academic representation. Also, my methods are well-received: even in graduate school my students reported 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 professors in my department (pg. 6). 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. I would also be glad to help your team test and demonstrate their teaching excellence.

2 Diversity Statement

‘Diversity’ and ‘inclusion’ are not boilerplate job market terms for me. As a first-generation graduate student from a single parent, working class home, I have had to learn a lot about how to enter and navigate academia. So diversity and inclusion are central to my academic work. I am particularly interested in diagnosing barriers to diversity and inclusion, testing new diversity- and inclusion-enhancing protocols, collaborating with underrepresented people, and offering accessible advising.

Diagnosing barriers to diversity. In my survey of the research, I find that, contrary to some claims, implicit bias is not entirely automatic and unconscious (Byrd, [2019](#)). In fact, our implicitly biased behavior is counter-conditioned when we are exposed to counterstereotypes (*ibid.*). This suggests that we can ameliorate our biases by seeking counterstereotypic experiences. This insight has impacted all of my work.

Testing diversity and inclusion protocols. A stereotype of academic philosophers is that they are old white men. Surveying my students’ stereotypes on the first day of class confirms this. So throughout my courses I present students with counterstereotypic images of scholars. For example, I present images of assigned philosophers only if they are not white men doing stereotypical philosophical activities. End-of-the-semester evaluations suggest that my students’ stereotypes of scholars are less sexist, more racially inclusive, and less conventional (see my [Teaching Portfolio](#)). These preliminary findings prompted Florida State University’s Graduate School to invite me to offer a [Debiasing Workshop](#) in Spring 2019. Anonymous feedback from faculty, graduate students, undergraduates, and staff was encouraging (*ibid.*). I hope for more opportunities to test such protocols.

Collaborating with underrepresented people. As a first-generation graduate student, mentors and collaborators have been crucial in learning the softer skills of academic networking, norms, politics, and more. To pay it forward, I include first-generation scholars and students in my projects—e.g., as collaborators, research assistants, etc. To hold myself accountable to this, I write them into my grant proposals (see [CV](#)). The goal is to provide the resources, technical competencies, soft skills, and other insights that my collaborators have provided me.

Offering accessible advising. I have also benefitted from advising at a distance. So in addition to face-to-face mentorship, I advise and mentor people that contact me on social media or my website (see [CV](#)). I tailor the relationships around achieving competencies and goals that advisees choose (Wilson, Byrd, & Torres, [2018](#)). I have been asked to advise admissions applications, funding applications, and peer-reviewed publications. Many advisees have been successful. Students like Jeremy Ben tell me that I helped them choose to study philosophy at Florida State University. And peers like Ashley Taylor Potts tell me that my feedback on their funding application helped them win a generous fellowship.

In short, my concern about diversity and inclusion informs and pervades every aspect of my work. I would be delighted to bring this commitment to your institution—continuing to research barriers to inclusivity, test my methods, collaborate with underrepresented people, offer accessible advising, and explore additional implications of inclusivity.

3 Evidence of Teaching Effectiveness

3.1 Quantitative Course Evaluations at Stevens Institute of Technology

What follows is all student evaluation data about my teaching effectiveness for all my courses at Stevens Institute of Technology, starting with my average ratings compared to department and university average ratings (Table 1) and then the distribution of my own ratings.

Table 1. Nick Byrd’s average ratings (and standard deviations) at Stevens Institute of Technology.

	2021	2022
Rating Scale		
5 = Strongly Agree or Great Learning Experience	HPL 444-B	HPL 456-D
4 = Agree or Significant Learning Experience	Philosophy of	Ethics of Bus.
3 = Neutral or Some New Learning	Mind	& Technology
2 = Disagree or Little New Learning	91% response	26% response
1 = Strongly Disagree or No New Learning	rate	rate
1. Do you have familiarity with social aspects of philosophical scholarship, including the ability to participate in group discussions and debates and the ability to present philosophical ideas in front of an audience?	4.32 (0.70)	4.2 (0.75)
2. Have you gained philosophical writing skills, particularly the ability to express complex ideas with clarity and accuracy?	4.65 (0.48)	4.2 (0.75)
3. Do you have a good general understanding of contemporary scholarship in the [this class’s topic], including important topics/debates and key concepts?	4.45 (0.72)	4.4 (0.80)
4. Have you practiced and refined your critical thinking skills, including how to construct a sound argument for a given conclusion and how to critically evaluate other people’s arguments?	4.67 (0.47)	4.6 (0.49)
5. Are you able to read and summarize philosophical texts?	4.45 (0.59)	4.6 (0.49)
5. The course had good continuity, not skipping unrelatedly.	4.80 (0.40)	5.0 (0.00)
6. The material was adequately covered in the allotted time.	4.80 (0.51)	5.0 (0.00)
7. Student work was graded promptly.	4.85 (0.36)	4.8 (0.40)
8. Overall: the quality of the course was excellent.	4.80 (0.40)	4.6 (0.49)
9. The instructor was prepared for class.	4.95 (0.22)	5.0 (0.00)
10. The instructor clearly explained course objectives and grading policy.	4.90 (0.30)	5.0 (0.00)
11. The instructor had command of the subject.	5.00 (0.00)	5.0 (0.00)
12. The instructor successfully communicated the subject matter.	4.90 (0.30)	4.8 (0.40)
13. The instructor was available to students.	4.95 (0.22)	4.8 (0.40)
14. Overall: the instructor was an effective teacher.	4.95 (0.22)	4.8 (0.40)

3.2 Qualitative Course Evaluations from Stevens Institute of Technology

Below are all answers to all optional questions on all my teaching evaluations.

Please give specific comments on why you gave that evaluation [of the course], or provide suggestions on how this lecture could be improved.

HPL 456-D, Ethics of Business and Technology, Spring 2022

- “I noticed my writing and ability to create strong arguments improve after taking this class and I am able to apply those skills to other classes as well.”
- “Maybe have people do reading responses instead of worksheets. Worksheets are not fun. It's not high school. Everyone decides to just to them by themselves instead of working together.”

HPL 444-B, Philosophy of Mind, Fall 2021

- “Prof Byrd was not only excellent in the realm of communicating the information well and ensuring that we understood, but also constantly asked for and really cared about the feedback we gave him.”
- “I think this class was very interesting and informative. In the beginning of the course I felt there were less options for seeing how well we were doing with graphing the concepts, but once the transition was made to go over a couple questions together as a class I felt more comfortable with how I was doing.”
- “I appreciated that this course had a degree of interaction to it, rather than simply consisting of a two and a half hour long lecture; worksheets helped a lot with understanding the concepts.”
- “I think that though the topics were covered in the time given, that often I was still unsure about the exact connections and answers between the readings and assignments and would have been better able to understand by going over things as a class instead of with my assigned group.”
- “This course was very structured and presented in a way in which each topic was able to build off of the last, making it very easy to understand the content.”
- “I think the beginning readings were quite difficult, but only because of the given context at when they were written. I think it might be difficult to find easier texts, maybe it would help to explain certain concepts before the reading.”
- “Work was graded quickly and with feedback. I also liked the incorporation of group activities (team based assignments).”

Please give specific comments on why you gave that evaluation [of the instructor], or provide suggestions on how this lecture could be improved.

HPL 456-D, Ethics of Business and Technology, Spring 2022

- “Professor Byrd actively communicates with students about grading and how to be successful in the course, uses feedback to improve the class, and is available to students. Grading rewards improvement over the course of the semester which makes for a great learning experience.”
- “Sometimes the professor didn't seem approachable enough for me to be able to comfortably ask questions. A little intimidating because if the class doesn't answer something during his lecture he will just skip it because he thinks nobody is paying attention, but people are just confused and trying to process.”

HPL 444-B, Philosophy of Mind, Fall 2021

- “He very much was a teacher who listened to his students. Something he did that no other teachers I know have done is do a mid semester course evaluation. This let us anonymously give what we liked and didn't like, and he appropriately improved for the rest of the semester!”
- “The instructor was always very prepared for class and was able to present the course content in a way that was easy for the students to understand. He was also very open to being asked questions and was always very helpful when a student needed it.”

- “Professor Byrd was a really great teacher. He always listened carefully to our questions and gave in depth answers. The articles he chose to share with us were topical and if they were complex he took the time to make sure they were well understood. I can tell he is very committed to philosophy through his in depth understanding of each of the articles and their writers and his own papers that he shared with us.”
- “I believe that Dr. Byrd did a very good job at teaching the course. He was always prepared for class, was enthusiastic about the topic and wanted the students to have such appreciation and understanding.”
- “I think that the instructor, and all Stevens professors, would be better suited giving meetings exclusively over zoom along with a website or system besides email to set meetings up Honestly one of the best professors I've ever had He was good at breaking down complex philosophical concepts in ways that were easy to understand.”

3.3 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 2) and then the distribution of my own ratings (Figure 3).

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

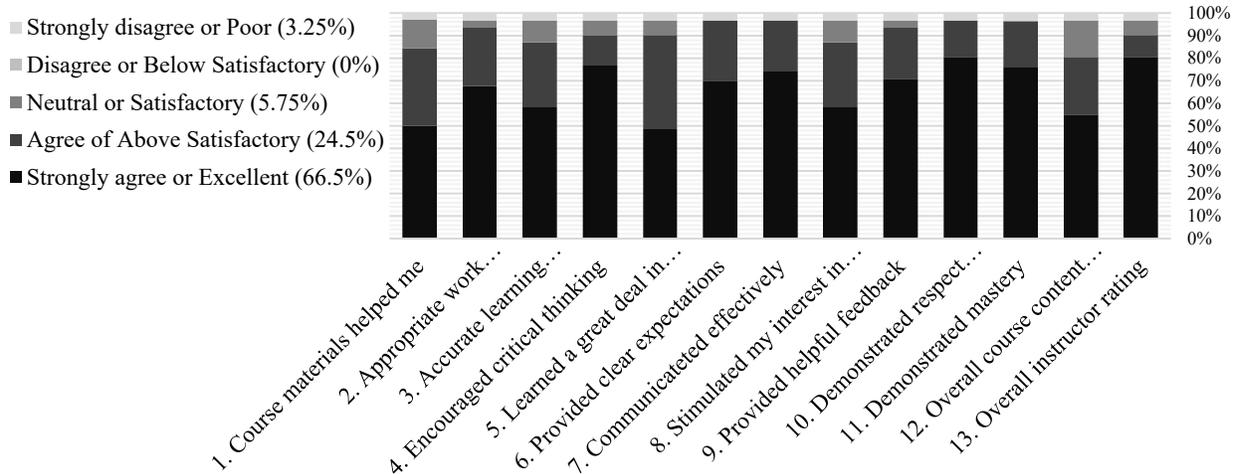
	Rating Scale	2018	2019
	5 = Strongly Agree or Excellent	PHI 2010-0001	PHI 2010-0011
	4 = Agree or Above Satisfactory	Introduction to	Introduction to
	3 = Neutral or Satisfactory	Philosophy	Philosophy
	2 = Disagree or Below Satisfactory	100% response	68.42%
	1 = Strongly Disagree or Poor	rate	response 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 3. Distribution of numerical ratings per teaching evaluation item and per rating level.



3.4 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)

3.5 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

3.6 Qualitative Course Evaluations from University of Colorado

Below are all student comments 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)

3.7 Quantitative Teaching Observations

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

	2015	2016	2016	2019
Rating Scale				
1 = not effective	Jack	Jack	Daniel	Mike
2 = needs more emphasis	Justus	Justus	Miller	Bishop
3 = accomplished	Env.	Env.	Intro. to	Intro. to
4 = accomplished very well	Ethics	Ethics	Philosophy	Philosophy
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

3.8 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)

3.9 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

3.10 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.

3.11 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

Graduate Teacher Program, 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 Classroom 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
- Logic

Intermediate-Level

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

Advanced undergraduate or graduate level

- Applied Ethics
- Cognitive Science of Religion
- Ethics of Business and/or Technology
- Experimental Philosophy
- Dual Process Theory
- Moral Psychology
- Philosophy & Science of Mind
- Well-being

4.2 Courses I Can Teach with Advance Notice

- Causation
- Epistemology
- Ethics
- Feminist Ethics
- Feminist Philosophy of Science
- Introduction to Humanities
- Metaphysics
- Modern Philosophy
- Non-western Philosophy
- Philosophy of Psychology
- Philosophy of Religion
- Philosophy of Statistics
- Political Philosophy
- Social Psychology
- Positive Psychology

4.3 Introduction to Philosophy

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 <i>large</i> (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 <i>third paragraph: explain what you think is the strongest counter-response to the strongest objection to the argument.</i> (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 misunderstand 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 disagree 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 4 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.*

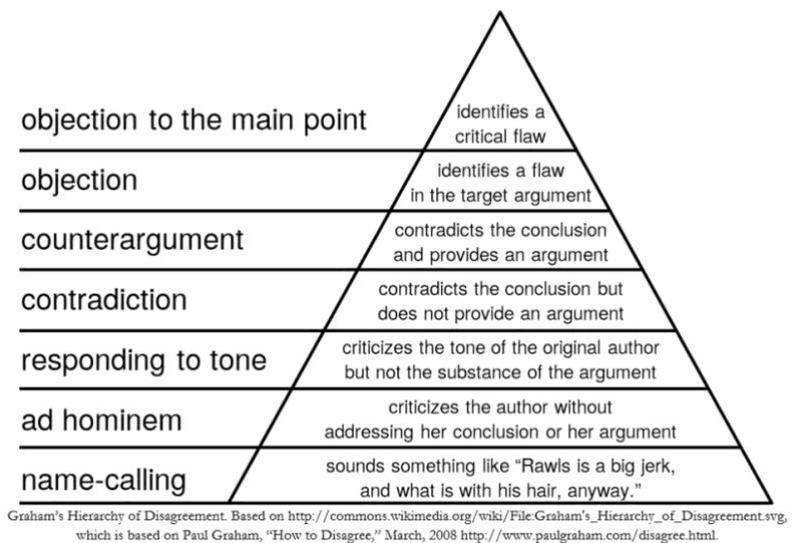


Figure 4. Hierarchy of Disagreement (Thanks to Mikio Akagi, 2014)

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 \geq 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

TOPIC, Days	Before Class	During Class	Turn in...
THE BASICS			
Mon, 06/24	Read the Syllabus	Pretest, Myth busting, Quiz?	Pretest, Quiz?
Tue, 06/25	Read “ <u>Self-taught Logic</u> ” (thru §2, 50 min.)	Team-Based Assign. (TBA)	TBA, Quiz?
Wed, 06/26	Finish “ <u>Self-taught Logic</u> ” (45 min.)	Discuss, TBA, Quiz?	TBA, Quiz?
Thur, 06/27	Read “ <u>A Right to Believe?</u> ” (45 min.)	TBA, Quiz?	 , Bluebooks
THE METHOD			
Mon, 07/01	Read “ <u>Appealing to Intuition</u> ” (35 min.)	Talk about Paper 1, TBA, Quiz?	TBA, Quiz?
Tue, 07/02	Read “ <u>Armchair Science</u> ” (45 min.) (Majors: “ <u>Epistemology of Thought Experiments</u> ”)	TBA, Paper 1 Questions?, Quiz?	TBA, Quiz?
Wed, 07/03	Read “ <u>An Experimental Phil...</u> ” (45 min.)	No class	Paper 1
Thur, 07/04	No class		
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 “ <u>Historical Science, Ex...</u> ” (30 min.)	TBA, Quiz? Course feedback?	TBA, Quiz?
Wed, 07/17	Read “ <u>Pure Science and the...</u> ” (45 min.)	TBA, Quiz?	TBA, Quiz?
Thur, 07/18	Read “ <u>Du Bois’ Democratic ...</u> ” (65 min.)	TBA, Quiz?	TBA, Quiz?
THE GOOD, I			
Mon, 07/22	Read “ <u>Morality Is A Culturally...</u> ” (35 min.)	Discuss Paper 2, TBA, Quiz?	TBA, Quiz?
Tue, 07/23	Read “ <u>Trying on One’s New...</u> ” (45 min.)	TBA, Quiz?	TBA, Quiz?
Wed, 07/24	Read “ <u>Does Ethical Obj...God?</u> ” (35 min.)	TBA, Quiz?	TBA, Quiz?
Thur, 07/25	Read “ <u>Famine, Affluence, and...</u> ” (45 min.)	TBA, Quiz?	TBA, Paper 2
THE GOOD, II			
Mon, 07/29	Read “ <u>Why Novel Predict...</u> ” (60 min.)	Course Eval., TBA, Quiz?	TBA, late work
Tue, 07/30	Read “ <u>Conservation and Ani...</u> ” (60 min.)	Pre-test, TBA, Quiz?	TBA, Quiz?
Wed, 07/31	Read “ <u>Raising Good Robots</u> ” (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		

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.)

SAMPLE PAPER ASSIGNMENT

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 PRE-POST TEST

Instructions: Write your name (legibly). Answer each question as well as you can.

Indicate your agreement with the following statements, on a scale of 1 (disagree) to 7 (agree).

	Disagree		Neutral			Agree	
	1	2	3	4	5	6	7
1. I expect to use what I learn in this class in everyday life.	1	2	3	4	5	6	7
2. If all plants have roots and trees have roots, then trees are plants.	1	2	3	4	5	6	7
3. I do not expect to use what I learn in this class in my career.	1	2	3	4	5	6	7
4. If an argument's conclusion is true, then it's a good argument.	1	2	3	4	5	6	7
5. I cannot think of any scholars in this field that are like me.	1	2	3	4	5	6	7
6. There is a clear difference between philosophy and science.	1	2	3	4	5	6	7
7. This class will change how I think and understand everyday stuff.	1	2	3	4	5	6	7
8. Harm is always unacceptable.	1	2	3	4	5	6	7
9. Science is objective, unbiased, and morally neutral.	1	2	3	4	5	6	7
10. I do not expect the course material to matter outside of class.	1	2	3	4	5	6	7
11. If someone's argument is bad, then their conclusion is false.	1	2	3	4	5	6	7
12. I expect to change my mind as a result of this class.	1	2	3	4	5	6	7
13. If someone is biased, then they're wrong.	1	2	3	4	5	6	7
14. We don't need philosophy. Science is enough.	1	2	3	4	5	6	7
15. Some of the scholars in this field are like me.	1	2	3	4	5	6	7
16. If all celebrities are rich and Oprah is a celebrity, then Oprah is rich.	1	2	3	4	5	6	7
17. Science need not be objective, unbiased, and morally neutral.	1	2	3	4	5	6	7
18. Harm can be acceptable if it produces greater good.	1	2	3	4	5	6	7

19. Take a moment to imagine a scholar doing research in the topic of this class. You can imagine anyone. Who do you imagine? What are they doing? What do they look like?

20. Describe what we will study in this class in one to two sentences (e.g., as if describing it to a friend.)

21. What makes an argument good?

22. Explain why you agree or disagree with the following claim.

If morality were relative, then we could never criticize or condemn anyone's morality.

23. Explain why you agree or disagree with the following argument.

Discriminating between species is as bad as discriminating between races, genders, etc.

Discriminating between races, genders, etc. is wrong.

Therefore discriminating between species is wrong.

Therefore it is just as wrong to eat non-human animals as it is to eat human animals.

24. Explain why you agree or disagree with Sy Entiss.

Sy thinks that the aim of science is truth. "Sure," Sy admits, "science cannot conclusively prove or disprove our theories, but science can provide approximate truth."

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.’” (Paprzycka 2008, 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 an 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. | Nothing 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.

PSY 2150: Cognitive Science

Heads up: you can be quizzed on the contents of the syllabus. Also, before asking anything me about this course, please check to see if the answers to your questions are in the syllabus, e.g.,

1. exam dates, paper deadlines, reading schedule;
 2. make-ups, excused absences, late assignments, or missing class;
 3. paper feedback, grading policies, extra credit, or other course policies.
-

COURSE DESCRIPTION

Much of the technology that you experience on a daily basis was developed by cognitive scientists: internet search algorithms, targeted ads, voice assistants, face detection, autonomous vehicles, etc. Of course, this technology was designed to help us answer questions about the mind.

- **Belief.** Why do people believe what they believe? What changes peoples' beliefs?
- **Bias.** How are we biased? What causes biases? What reduces bias?
- **Language.** How do we learn language? What can language reveal about our minds?
- **Habit.** How are habits created? How are they unlearned? How do habits become addictions?
- **Perception.** How do illusions work? How does it differ from hallucination? From perception?
- **Non-humans.** How are non-human animal minds different than human animal minds?

Cognitive science is an interdisciplinary field composed of psychologists, neuroscientists, philosophers, linguists, computer scientists, and other academics. 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. In this class, we will find mysteries about the mind and some theories that attempt to explain these mysteries. Then we will learn some cognitive science methods and collect some data about ourselves. In the final chapter of our journey, we will see what our data reveal about our own minds. So get ready to solve some mysteries!

COURSE MATERIALS

1. LMS account: for announcements, assignments, and reading assignments.
2. Two blank Large (8.5" x 11") Bluebooks for tests.
3. Writing utensil for in-class assignments
4. CodeCademy account (for Rstudio lessons)

COURSE ASSIGNMENTS AND GRADING

Bluebook	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

What To Read/Do Before Class	During Class
<i>The Mystery In Our Heads</i>	
Syllabus	Pre-test, Discuss, Q&A, Quiz?
Lande's " <u>Do you compute?</u> "; Look at, prepare for Assignment 1	Discuss, Team-based work, Quiz?
Newell's (1973) " <u>You can't play 20 questions with nature and win</u> "	Discuss, Team-based work, Quiz?
Barto & Sutton's (1998) "Chapter 1" of <u>Reinforcement Learning</u>	Discuss, Team-based work, Quiz?
Evans & Stanovich's (2013) " <u>Dual-Process Theories:...</u> "; finish Assignment 1	Discuss, Team-based work, Quiz? Due: Assignment 1
<i>Data & Mystery-Solving Tools</i>	
CodeCademy's <u>Learn R: Lessons 1 through 2</u>	Discuss, Team-based work, Quiz?
CodeCademy's <u>Learn R: Lessons 3 through 4</u>	Discuss, Team-based work, Quiz?
CodeCademy's <u>Learn R: Lessons 5 through 6</u>	Discuss, Team-based work, Quiz?
CodeCademy's <u>Learn R: Lessons 7 through 8</u>	Discuss, Team-based work, Quiz?
CodeCademy's <u>Learn R: Lessons 9 through 10</u>	Discuss, Team-based work, Quiz?
Study	Test 1
<i>Solving A Mystery In Our Heads</i>	
Jeekl's " <u>The inner voice</u> "; Look at and prepare for Assignment 2.	Discuss, Team-based work, Quiz?
Ericsson's (2018) " <u>Capturing ...Thought With Protocol Analysis</u> "; Finish assignment 2	Discuss, Team-based work, Quiz? Due: Assignment 2
Newstead and colleagues' (1992) " <u>The source of belief bias ...</u> "; Look at and prepare Assignment 3	Discuss, Team-based work, Quiz?
Frederick's (2005) " <u>Cognitive Reflection and Decision Making</u> "	Discuss, Team-based work, Quiz?
Szaszi et al.'s (2017) " <u>The cognitive reflection test revisited...</u> "; finish Assignment 3	Discuss, Team-based work, Quiz? Due: Assignment 3
<i>So what?</i>	
Falk's " <u>Armchair Science</u> "	Discuss, Team-based work, Quiz?
Johnson-Laird's " <u>Deductive Reasoning</u> "	Discuss, Team-based work, Quiz?
Johnson-Laird & Ragni's " <u>Possibilities as the foundation of...</u> "	Discuss, Team-based work, Quiz?
Nersessian's " <u>In the Theoretician's Laboratory: Mental Modeling:...</u> "	Discuss, Team-based work, Quiz?, Return Pre-test; Revisit Day 1 Discussion
Study for test	Test 2

Final Grades Posted

COURSE ASSIGNMENTS

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 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 Assignment: Download 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—including the descriptive statistics we practiced in class. 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)

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

PHI/HIST/SCI 3120/5120 (undergraduate/graduate cross-listing): Philosophy of Science

Heads up: you can be quizzed on the contents of the syllabus. Also, before asking anything me about this course, please check to see if the answers to your questions are in the syllabus, e.g.,

1. exam dates, paper deadlines, reading schedule;
 2. make-ups, excused absences, late assignments, or missing class;
 3. paper feedback, grading policies, extra credit, or other course policies.
-

COURSE DESCRIPTION

Science has become something of a fad. By that I mean that lots (lots!) of nonscientists are interested in it—ever heard of science porn? 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 usually works; Exactly *how* and *why* science works, however, is less clear. Also, when science fails us, it’s not always clear how to fix it.

A 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.

COURSE MATERIALS

1. LMS account: for announcements, assignments, and reading assignments.
2. University email address.
3. Two blank Large (8.5” x 11”) Bluebooks for tests.
4. Writing utensil for in-class assignments

COURSE ASSIGNMENTS AND GRADING

Bluebook	5%
Paper 1	10%
Test 1	10%
Paper 2	25%
Test 2	25%
In-class work	25%

COURSE SCHEDULE

What To Read/Do Before Class	During Class
<i>The Basics</i>	
Syllabus	Pre-test, Discuss, Q&A, Quiz?
Unit 1, Sections 1, 2, and 3 of Paprzycka’s “ <u>Self-taught Logic</u> ”	Discuss, Team-based work, Quiz?
The rest of Unit 1 of Paprzycka’s “ <u>Self-taught Logic</u> ”	Discuss, Team-based work, Quiz?
<i>How Should Science Work?</i>	
Ayer’s (1935) “ <u>Elimination of Metaphysics</u> ”	Disc., Team work, Paper 1, Quiz?
Misak’s “ <u>Philosophy must be useful</u> ”	Discuss, Team-based work, Quiz?
Popper’s (1959) “ <u>Problem of Induction</u> ”	Discuss, Team-based work, Quiz?
Hempel’s (1966) “ <u>Scientific Inquiry: Invention and Test</u> ”	Discuss, Team-based work, Quiz?
	Due: Paper 1
Chapter 4 of Laudan’s (1991) <i>Beyond Positivism: ...</i>	Discuss, Team-based work, Quiz?
Cleland’s (2001) “ <u>Historical Science, Experimental Science,...</u> ”	Discuss, Team-based work, Quiz?
<i>But How Does Science Actually Work?</i>	
Baumeister et al.’s (1998) “ <u>Ego Depletion: Is The Active Self...?</u> ”	Discuss, Team-based work, Quiz?
Gailliot et al.’s (2007) “ <u>Self-control relies on glucose as a...</u> ”	Discuss, Team-based work, Quiz?
<i>Class vote:</i> Inbar & Inzlicht’s (2019) “ <u>Is Ego Depletion Real?</u> ” (podcast) or Friese et al.’s (2019) “ <u>Is Ego Depletion Real?</u> ” (article)	Discuss, Team-based work, Quiz?
Baumeister’s (2020) “ <u>Self-control, Ego Depletion, and Social Psy...</u> ”	Discuss, Team-based work, Quiz?
Study	Test 1
Farrell’s “ <u>Still seeking omega</u> ”	Discuss, Team-based work, Quiz?
Baggott’s “ <u>What Einstein meant by ‘God does not play dice’</u> ”	Discuss, Team-based work, Quiz?
<i>What About When Science And Society Have Different Goals?</i>	
Section 1 and 3 of Douglas’s (2014) “ <u>Pure Science and the prob...</u> ”	Disc., Team work, Paper 2, Quiz?
Longino’s (2004) “ <u>How values can be good for science</u> ”	Discuss, Team-based work, Quiz?
	Due: Paper 2
Bright’s (2018) “ <u>Du Bois’ democratic defense of the value free...</u> ”	Discuss, Team-based work, Quiz?
Sober’s (2007) “ <u>Evidence and value freedom</u> ”	Discuss, Team-based work, Quiz?
<i>Class vote:</i> Elliot’s (2017) “ <u>Rather than being free of values, good science...</u> ” or Byrd’s “ <u>The Bias Fallacy</u> ”	Discuss, Team-based work, Quiz?, Return Pre-test; Revisit Day 1 Discussion
Study for test	Test 2
Final Grades Posted	

COURSE ASSIGNMENTS

Bluebooks. 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. 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](#)”). (Graduate students will write up to 2000 word literature review on the topic of their Paper 2.)

Test 1. A test covering material up to the time that test 1 is proctored. Multiple choice, short answer (One or two sentences), medium answer (a few sentences), and long answer (e.g., paragraph).

Paper 2: 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](#)”). (Graduate students will write up to 4000 words taking a novel position on a topic from the course.)

Test 2. A test covering all material from the course. Multiple choice, short answer (One or two sentences), medium answer (a few sentences), and long answer (e.g., paragraph). (Do not ask me what will be on the test. I would never encourage you to be ignorant of anything.)

In-class team-based assignments. 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.

4.6 Philosophy of Mind

The following materials are for a Philosophy of Mind course: syllabus, course schedule, reading assignments, homework, and paper-prompt.

PHI/PSY 3133: Philosophy of Mind

Heads up: you can be quizzed on the contents of the syllabus. Also, before asking anything me about this course, please check to see if the answers to your questions are in the syllabus, e.g.,

1. exam dates, paper deadlines, reading schedule;
 2. make-ups, excused absences, late assignments, or missing class;
 3. paper feedback, grading policies, extra credit, or other course policies.
-

COURSE DESCRIPTION

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. We act according to these beliefs and desires ...or that's how it seems.

The problem. The details of 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. We might even change our minds! 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.

COURSE MATERIALS

1. LMS account: for announcements, assignments, and reading assignments.
2. University email address.
3. Two blank Large (8.5" x 11") Bluebooks for tests.
4. Writing utensil for in-class assignments

COURSE ASSIGNMENTS AND GRADING

Bluebook	5%
Paper 1	10%
Test 1	10%
Paper 2	25%
Test 2	25%
In-class work	25%

COURSE SCHEDULE

Theme, Part	Before Class	During Class
BASICS		
Part 1	Read: Syllabus, “ <u>3 Tips For Your First Phil...</u> ”	Pre-test, Mythbusting, Pop quiz?
Part 2	Read “Self-taught Logic” (to end of §2)*	Team-based Assign. (TBA), Pop quiz?
Part 3	Read “Self-taught Logic” (§3 thru end §5)*	Team-based Assign. (TBA), Pop quiz?
Part 4	Reread and/or practice “Self-taught Logic”*	TBA, Pop quiz? Introduce Paper 1?
CLASSICS		
Part 1	Read “ <u>Dualism</u> ” §1.1, §1.2	Discuss Paper 1? TBA, Pop quiz?
Part 2	Read <i>Essential Mengzi</i> “Book 2A”	TBA, Pop quiz? <u>Turn in two Bluebooks</u>
Part 3	Read <i>Classical Arabic Philosop...</i> , pp. 16-23	TBA, Pop quiz?
Part 4	Read “ <u>...Akan concept of a person</u> ” §1, §2, §4	TBA, Pop quiz? <i>Paper 1 due by 10pm</i>
ICONS		
Part 1	Read “ <u>Brains and Behavior</u> ”	Discuss Paper 1? TBA, Pop quiz?
Part 2	Read “ <u>Physicalism</u> ” §1, §5	TBA, Pop quiz?
Part 3	Read “ <u>The Knowledge Argument Against...</u> ”	TBA, Pop quiz?
Part 4	Read “ <u>Functionalism</u> ” §1, §2.1, §2.2, §5.5.1	TBA, Pop quiz
METHODS		
Part 1	Read “Armchair Science”* <i>and</i> “ <u>Philosophers Are Doing Something Different...</u> ”	TBA, Pop quiz?
Part 2	Read “Experimental Philosophy Manifesto”*	TBA, Pop quiz?
Part 3	Read “Appealing to Intuition”*	TBA, Pop quiz? Review?
Part 4	Study your notes, flashcards, etc.	<i>Test 1</i> (including all material so far)
PERSONHOOD		
Part 1	Read “ <u>The incredible... Phineas Gage</u> ” <i>or</i> “ <u>Using Phineas Gage for Questions on Per...</u> ”	Discuss Paper 2, TBA, Pop quiz?
Part 2	Read “ <u>Personal identity and ...Phineas Ga...</u> ”	TBA, Pop quiz?
Part 3	Read “ <u>The essential moral self</u> ”	TBA, Pop quiz?
Part 4	Read “ <u>One — But Not The Same</u> ”	TBA, Pop-quiz?
TWO MINDS?		
Part 1	Read “ <u>Dual-Process and Dual-System The...</u> ”	TBA, Pop quiz
Part 2	Read “ <u>On dual- and single-process models...</u> ”	TBA, Pop quiz?
Part 3	Read “ <u>What We Can And Ca...</u> ” to end of §2	TBA, Pop quiz?
Part 4	Read “ <u>What We Can And Can’t In...</u> ”, §3-§5	TBA, Pop quiz? Review? <i>Paper 2 due by 10pm</i>

FREE WILL, AI

Part 1	Read “ <u>Do We Have Free Will?</u> ”	Return Pre-test, TBA, Pop quiz?
Part 2	Read “ <u>On Second Thought:...</u> ” or “ <u>Free will without consciousness?</u> ”	TBA, Pop quiz?
Part 3	Read “Raising Good Robots”*	TBA, Pop quiz?
Part 4	Study your notes, flashcards, etc.	TBA, Pop quiz? Review?

Finals Week

Test 2 (like Test 1, but cumulative)

COURSE ASSIGNMENTS

Bluebooks. 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. 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. A test covering material up to the time that test 1 is proctored. Multiple choice, short answer (One or two sentences), medium answer (a few sentences), and long answer (e.g., paragraph).

Paper 2: 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. A test covering all material from the course. Multiple choice, short answer (One or two sentences), medium answer (a few sentences), and long answer (e.g., paragraph). (Do not ask me what will be on the test. I would never encourage you to be ignorant of anything.)

In-class team-based assignments. 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.

4.7 Ethics of Business and Technology

The following materials are for an Ethics of Business and Technology course: syllabus, course schedule, reading assignments, homework, and paper-prompt.

HPL/PHI/BUS 456: Ethics of Business and Technology

Heads up: you can be quizzed on the contents of the syllabus. Also, before asking anything me about this course, please check to see if the answers to your questions are in the syllabus, e.g.,

1. exam dates, paper deadlines, reading schedule;
 2. make-ups, excused absences, late assignments, or missing class;
 3. paper feedback, grading policies, extra credit, or other course policies.
-

COURSE DESCRIPTION

I'm sure you spend many hours thinking about issues that are important to you, such as:

- **Automation:** How does machine learning work? What are its risks? How should it be used?
- **Career/Vocation:** What jobs do we want? Should we quit? Should we change strategies at work?
- **Commerce:** How are businesses and people different? What do they owe to one another?
- **Facts:** How do we know what we do? When should we trust people, institutions, tests, data, etc.?
- **Finances:** How should we earn/save/invest money? How much does/should a good life cost?
- **Relationships:** What makes relationships good? How do biases impact our perception of them?
- **Politics:** What systems, institutions, or policies should we support? How should we decide?

This class will introduce us to new (and hopefully better) tools for answering these questions (and, hopefully, live a better life). We will analyze and evaluate real-world problems, arguments, evidence, and/or principles. That is both good news and bad news—ask me about this in class some time.

Warning (and advice): Learning how to criticize arguments and evidence is not very difficult. However, constructing our own arguments and interpreting data on our own can be really, really hard. The best medicine seems to be practice. Make sure that at least some of your practice conditions mimic assignment and test conditions—e.g., write your answers with some kind of time constraint, without immediate access to the answers (or someone who knows the answers), etc.

COURSE MATERIALS

5. LMS account: for announcements, assignments, and reading assignments.
6. University email address.
7. Two blank Large (8.5" x 11") Bluebooks for tests.
8. Writing utensil for in-class assignments

COURSE ASSIGNMENTS AND GRADING

Bluebook	5%
Paper 1	10%
Test 1	10%
Paper 2	25%
Test 2	25%
In-class work	25%

COURSE SCHEDULE

Theme, Part	Before Class	During Class
FOUNDATION	Read: Syllabus, “ <u>3 Tips For Your First Ph...</u> ” Read “Self-taught Logic” (to end of §2)* Read “Self-taught Logic” (§3 through §5)* Reread and/or practice “Self-taught Logic”*	Pre-test, Mythbusting, Pop quiz? Team-based Assignment (TBA) TBA, Pop quiz? TBA, Pop quiz? Introduce Paper 1?
STAKES	Watch “ <u>The Internet's Own Boy</u> ” (3 min.) <i>and</i> Read “ <u>Aaron Swartz and...</u> ” (pp. 7-13) Read “The Institution of Property” Watch “ <u>Facebook Under Fir...</u> ” (2 min.) <i>and</i> Read “ <u>The Social Responsibility of...</u> ” Read “ <u>A Stakeholder Theory of the...</u> ”	Discuss Paper 1? TBA, Pop quiz? TBA, Pop quiz? <u>Turn in two Bluebooks</u> TBA, Pop quiz? TBA, Pop quiz? Get Paper 1 topic
THEORIES	Watch “ <u>Effective Altruism</u> ” (6 min.) <i>and</i> Read “ <u>Famine, Affluence, and Morality</u> ”* Read “ <u>The Right Thing To Do</u> ” Watch “ <u>Corporations are ...people</u> ” (1 min.) <i>and</i> read “ <u>Corporate Responsibility & Cor...</u> ” Read “ <u>Intentional Action and Side Ef...</u> ”	TBA, Pop quiz? TBA, Pop quiz? Paper 1 due by 10pm TBA, Pop quiz? TBA, Pop quiz
PRACTICES	Watch “ <u>When Tech Companies Lie</u> ” (14 min.) <i>and</i> read “ <u>Why Bullshit Is No Laugh...</u> ” Read “ <u>The folk concept of lying</u> ” Read “ <u>Lying Without Say...?</u> ” §2.1, 4, 5 Study your TBAs, notes, flashcards, etc. Read “ <u>Identity, Advertising,...</u> ” pp. 4-14 Watch “ <u>The worst apologies...</u> ” (2.5 min.) <i>and</i> read “ <u>Toward an Underst...</u> ” §2.5, 3, 4 Read “ <u>Male Versus Fema...</u> ” pp 371-81	TBA, Pop quiz? TBA, Pop quiz? TBA, Pop quiz? Review? Test 1 (including all material so far) Dr. Byrd away; Submit Exercises 1, 2 Discuss Paper 2, TBA, Pop quiz? TBA, Pop-quiz?
TECHNOLOGY	Read “ <u>Gun Rights & Noncompliance</u> ” Read “ <u>A Challenge to Gun Rights</u> ” Watch “ <u>...Ethical Dilemma...</u> ” (4 min.) <i>and</i> read “ <u>Limit Regulations...</u> ” <i>and</i> “ <u>...Social Dilemma...</u> ” Read “ <u>How safe is safe enough?</u> ”	TBA, Pop quiz TBA, Pop quiz? TBA, Pop quiz? TBA, Pop quiz? Review? Paper 2 due by 10pm
BIAS	Watch “ <u>How I’m Fighting Bias In Algorithms</u> ” (8 min.) <i>and</i> read “ <u>The Ethical Questions T...</u> ” (pp. 354-358) Read “ <u>Understanding Potential...</u> ” (pp. 3-16) Read “ <u>The Dangers of Risk Pre...</u> ” (pp 4-14) Study your TBAs, notes, flashcards, etc.	Return Pre-test, TBA, Pop quiz? TBA, Pop quiz? TBA, Pop quiz? Pop quiz? Review?
Thu, 05/12	Test 2 (like Test 1, but cumulative)	

COURSE ASSIGNMENTS

Bluebooks. 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. 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. A test covering material up to the time that test 1 is proctored. Multiple choice, short answer (One or two sentences), medium answer (a few sentences), and long answer (e.g., paragraph).

Paper 2: 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. A test covering all material from the course. Multiple choice, short answer (One or two sentences), medium answer (a few sentences), and long answer (e.g., paragraph). (Do not ask me what will be on the test. I would never encourage you to be ignorant of anything.)

In-class team-based assignments. 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.

4.8 Environmental Ethics (Prospective Course)

The following materials are for a Philosophy of Mind course: syllabus, course schedule, reading assignments, homework, and paper-prompt.

PHI/PSY 3310: Environmental Ethics

Heads up: you can be quizzed on the contents of the syllabus. Also, before asking anything me about this course, please check to see if the answers to your questions are in the syllabus, e.g.,

1. exam dates, paper deadlines, reading schedule;
 2. make-ups, excused absences, late assignments, or missing class;
 3. paper feedback, grading policies, extra credit, or other course policies.
-

COURSE DESCRIPTION

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, 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 our argument, and how to respond to an objection to our argument.

COURSE MATERIALS

1. LMS account: for announcements, assignments, and reading assignments.
2. University email address.
3. Two blank Large (8.5" x 11") Bluebooks for tests.
4. Writing utensil for in-class assignments

COURSE ASSIGNMENTS AND GRADING

Bluebook	5%
Paper 1	10%
Test 1	10%
Paper 2	25%
Test 2	25%
In-class work	25%

COURSE SCHEDULE

What To Read/Do Before Class	During Class
<i>The Basics</i>	
Syllabus	Pre-test, Discuss, Q&A, Quiz?
Unit 1, Sections 1, 2, and 3 of Paprzycka’s “ <u>Self-taught Logic</u> ”	Discuss, Team-based work, Quiz?
The rest of Unit 1 of Paprzycka’s “ <u>Self-taught Logic</u> ”	Discuss, Team-based work, Quiz?
Sober’s “ <u>Philosophical Problems For Environmentalism</u> ”	Discuss, Team-based work, Quiz?
<i>A dilemma</i>	
Leopold’s “ <u>The Land Ethic</u> ”	Disc., Paper 1, Team work, Quiz?
Singer’s “ <u>All Animals Are Equal</u> ”	Discuss, Team-based work, Quiz?
Rawles’ “ <u>Conservation and Animal Welfare</u> ”	Discuss, Team-based work, Quiz?
Due: Paper 1	
<i>Can we avoid the dilemma?</i>	
Schreder-Frechette’s “ <u>Individualism, Holism, and Environmental...</u> ”	Discuss, Team-based work, Quiz?
Varner’s “ <u>Biocentric Individualism</u> ”	Discuss, Team-based work, Quiz?
Russow’s “ <u>Why Do Species Matter?</u> ”	
Thompson’s “ <u>Aesthetics and the Value of Nature</u> ”	Discuss, Team-based work, Quiz?
Study for test	Test 1
<i>Another dilemma?!</i>	
Nelson’s “ <u>An Amalgamation of Wilderness Preservation Argu...</u> ”	Disc., Team work, Paper 2, Quiz?
Sarkar’s “ <u>Wilderness Preservation and Biodiversity</u> ”	Discuss, Team-based work, Quiz?
Norton’s “ <u>Toward A Policy-Relevant Definition of Biodiversity</u> ”; finish Paper 2	Discuss, Team-based work, Quiz?
Due: Paper 2	
<i>Another one?!?!</i>	
Hardin’s “ <u>Tragedy of The Commons</u> ”	Discuss, Team-based work, Quiz?
Schmidtz’s “ <u>The Institution of Property</u> ”	Discuss, Team-based work, Quiz?
Wilson’s “ <u>How Elinor Ostrom Solved One Of Life’s ...Dilemmas</u> ”	Discuss, Team-based work, Quiz?
<i>What are we going to do about it?</i>	
Kelman’s “ <u>Cost Benefit Analysis</u> ”	Discuss, Team-based work, Quiz?
Shue’s “ <u>Environmentalism And International Inequality</u> ”	Discuss, Team-based work, Quiz?
Singer’s “ <u>Famine, Affluence, & Morality</u> ”	Discuss, Team-based work, Quiz?, Return Pre-test; Revisit Day 1 Discussion
Study for test	Test 2
Final Grades Posted	

OPTIONAL ADDITIONAL READINGS

- Justus's "Buying into conservation: intrinsic versus instrumental value"
- McShane's "Neosentimentalism and Environmental Ethics"

COURSE ASSIGNMENTS

Bluebooks. 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. 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. A test covering material up to the time that test 1 is proctored. Multiple choice, short answer (One or two sentences), medium answer (a few sentences), and long answer (e.g., paragraph).

Paper 2: 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. A test covering all material from the course. Multiple choice, short answer (One or two sentences), medium answer (a few sentences), and long answer (e.g., paragraph). (Do not ask me what will be on the test. I would never encourage you to be ignorant of anything.)

In-class team-based assignments. 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.

5 Teaching Experience

In reverse chronological order.

5.1 Assistant Professor, Stevens Institute of Technology

Fall 2021: HPL 444 Philosophy of Mind

Class size: 22 students (92% of enrollment capacity)

Spring 2022: HPL 456, Ethics of Business and Technology

Class size: 19 students (79% of enrollment capacity)

Fall 2022: HPL 442, Logic

TBD

5.2 Instructor, Florida State University

Summer 2019: PHI 2010, Introduction to Philosophy

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

Summer 2018: PHI 2010, Introduction to Philosophy

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

5.3 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

5.4 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”

5.5 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”

5.6 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

5.7 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)

5.8 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